



# Be With Me on my Path

## *Activities for Education and Career/Life Planning in HRE 10*

November 2014

AN EOCCC RESOURCE  
Working Together for Catholic Education  
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**FOR IMMEDIATE RELEASE**

## **Be With Me on my Path: Activities for Education and Career/Life Planning in HRE 10**

May 2015 - The goal of the **Be With Me on my Path: Activities for Education and Career/Life Planning in HRE 10** project is to embed the Ministry's 2013 *Creating Pathways to Success* (CPS) program and the completion of students' Individual Pathway Plans for Grade 9 in the HRE 10 course. By connecting the CPS framework with the curriculum of HRE 10 and the themes and outcomes of the *Be With Me* program, this resource will guide students through the four questions of the CPS inquiry process from a Catholic stance.

"The intent is that these activities will be archived and reflected upon in the *myBlueprint* IPP portfolio as evidence of this student learning and will be reviewed by the Religion teacher," explains project lead, Aaron Supryka. "HRE 10 especially lends itself to the holistic programming of CPS that promotes the social, emotional and spiritual well-being of students; the Catholic perspective also promotes respect for the dignity of work, the value of all pathways, the place of ethical and social justice considerations in occupational planning, and the call to honour vocations and to become all we are called to be through a relationship with Christ."

The resource offers 16 activities to address the four CPS inquiry questions within the context of the Grade 9 Religion program: *Who Am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?* Each of the first three inquiry units consists of five lesson activities. Within these five activities, one is designated as an *Individual Pathways Plan* activity and advances the students' completion of their IPPs. Another activity is designated as a *Portfolio* activity and can serve as the evidence of students' learning in the CPS inquiry process from a faith perspective. The final inquiry unit consists of a comprehensive activity that provides the structure for the review of the IPP by the HRE 10 teacher (the second annual review of students' IPPs will be completed by guidance counsellors through the course selection process). These activities are intended to supplement teacher's existing lesson planning for HRE 10; they do not necessarily need to be done in sequence or in their entirety.

**Be With Me on My Path** is now available for download on the EOCCC website at [eoccc.org](http://eoccc.org).

### **Why Creating Pathways to Success**

#### **in HRE 10: Be With Me?**

- Research indicates that career development is most meaningful when it is integrated with academic curricula, begins early, leverages the benefits of technology and involves a variety of stakeholders – school counsellors, teachers, parents and employers (*Hooley, Marriott and Sampson, International Centre for Guidance Studies, University of Derby, 2011*).
- Embedding CPS in the first full Religion in secondary school allows students to approach career planning from a Catholic perspective. A career is not a person's occupational history in a particular field; rather it is the sum of a person's experiences in a variety of roles throughout life. It includes not just work, but also relationships with family and friends, community engagement, and faith life. All are interconnected, and each impacts the next, and career planning must take our goals for each aspect into account.
- Integrating CPS into HRE 10 is mutually reinforcing for both; career planning matters because it is integrated into a compulsory course, and the relevance of the study of religion and the practice of faith to life planning is emphasized. At this stage of their development students are already struggling to develop independence, autonomy and a sense of self and to explore the roles and opportunities around them to create a sense of belonging within their community.
- Occupational planning emphasizes the factors to weigh when considering a choice of career path (e.g., pay, working conditions, and job security); a faith-based viewpoint also incorporates factors such as ethical, altruistic, and social justice considerations.

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*As Catholic educators, we have our mission. Education is a life-long experience leading us forth from where we are, to where God would have us be, in the example of Jesus. We ask God to help us to deepen our knowledge and understanding, our awareness and sensitivity, and our discipleship and our serving others in God's name.*

## ***Be With Me on my Path:*** **Activities for Education and Career/Life Planning in HRE 10**

### **Acknowledgements**

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## Considerations

### Notes

- The intent of this resource is to provide one means for students to enter the *Creating Pathways to Success* framework for education and career/life planning from a Catholic perspective. This inquiry into the four areas of learning benefits from a lot of student dialogue and individual reflection. This dialogue can take many forms (between partners, in small groups, in student-teacher conferences, as a class), and those forms indicated in the activities are only suggestions to be considered in light of student needs and class composition. The provisions and expectations for written reflections can also be adjusted to accommodate various abilities and classroom logistics. While integral to the inquiry process, there is a lot of flexibility in how student voice is incorporated beyond the methods suggested in the activities as starting points.
- Educators always endeavour to make learning activities as relevant and engaging as possible. CPS encourages curriculum connections that challenge students to apply the knowledge and skills they are learning to their present lives and their planning for the future. Teachers of religious education provide such opportunities for students to learn and grow and document the development and practice of their personal faith. Incorporating CPS in the classroom is less an overhaul of current practice than the addition of another layer that encourages students to connect their learning to their personal goals for their future education, career and life. For this reason, in some cases the writers adapted learning activities already in use in their classrooms, schools and boards. As the teaching community readily shares ideas and resources, it is often not possible to trace ideas and adaptations to their original sources, and any omissions of credit acknowledgement here are not intentional.
- This resource was written at the same time *myBlueprint* was developing its My Portfolio tool and adapting its IPP expectations. As with any online platform, modifications will continue to be made and as a result the specific instructions for some activities may need to be adjusted as well.



## Table of Contents

### Introduction

Media Release .....	i
Acknowledgements .....	ii
Considerations .....	iii

### Who Am I?

How Do I Know the World? .....	2
What Influences Me? .....	8
What Do I Believe? .....	14
What Do I Want? What Do I Offer? .....	19
My Personal Journey of Faith .....	25

### What Are My Opportunities?

Exploring the Dignity of All Work .....	31
Exploring Community .....	46
Exploring Through <i>Take Our Kids to Work</i> .....	55
Exploration Vocation .....	62
My Works of Mercy .....	72

### Who Do I Want to Become?

How Do I Decide? .....	81
What Is Success? .....	91
What's Important to Me? .....	99
What Are My Goals? .....	107
My Person of Faith .....	116

### What is My Plan for Achieving My Goals?

My Faith in Action .....	122
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### Appendices

Appendix I - Generic Rubric for Co-construction .....	130
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<p style="text-align: center;"><i>Who Am I?</i></p> <h2 style="text-align: center;">How Do I Know the World?</h2>	
Unit and Theme	
Unit 2: Be Alive	Theme 2.1: How do I know what I know?
Overview	
<p>“To help answer the question ‘Who am I?’, students will identify the characteristics that describe who they are (e.g., interests, strengths, intelligences, accomplishments, values, and skills...) [and] reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.” <i>(CPS: Knowing Yourself)</i></p> <p>In this activity students will identify their strongest multiple intelligences and preferred learning styles and how they can use and develop these gifts to grow intellectually and know themselves and God better. <b><i>This is an IPP Activity.</i></b></p>	
Ontario Catholic School Graduate Expectations	
<p><b>CGE1i</b> Integrates faith with life</p> <p><b>GGE3e</b> Adopts a holistic approach to life by integrating learning from various subject areas and experience</p> <p><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE4g</b> Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</p>	
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>FLV.01 explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially.</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>FL1.01 examine intellectual growth and ways of learning.</li> </ul>	
Be With Me Learning Goals	
<p><b>Outcomes:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>identify their own preferred ways of learning;</li> <li>name a variety of ways of learning and of growing intellectually;</li> <li>respect the unique intellect of each person;</li> <li>consider how intellect shapes faith;</li> <li>realize God’s desire to be known through Jesus Christ.</li> </ul>	

Instructional Components		
<u>Be With Me</u> References	Text: pp. 29-34	Teacher manual: pp. 64-73
Prior Knowledge	<ul style="list-style-type: none"><li>• Students have completed Theme 2.1: How do I know what I know?</li><li>• Students have completed Activity Page 5a/b “How Do I Prefer to Learn?” from the teacher manual (pp. 70-71) or one of the many Multiple Intelligence inventories available online (e.g., <i>myBlueprint</i> provides one in their Educator Resources section)</li></ul>	
Lesson Materials	<ul style="list-style-type: none"><li>• <u>Be With Me</u> text and teacher manual</li><li>• Teacher internet access for video viewing</li><li>• Handout: “How Do I Know the World?”</li><li>• Student internet access for research and <i>myBlueprint</i></li></ul>	
Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)		
<p>For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:</p> <ul style="list-style-type: none"><li>• Discovery (<a href="http://www.eoccc.org/content/csfcs/concepts/adiscovery.html">http://www.eoccc.org/content/csfcs/concepts/adiscovery.html</a>)</li><li>• Faith (<a href="http://www.eoccc.org/content/csfcs/themes/faith.html">http://www.eoccc.org/content/csfcs/themes/faith.html</a>) and (<a href="http://www.eoccc.org/content/csfcs/concepts/afaith.html">http://www.eoccc.org/content/csfcs/concepts/afaith.html</a>)</li><li>• Human Dignity (<a href="http://www.eoccc.org/content/csfcs/themes/humandignity.html">http://www.eoccc.org/content/csfcs/themes/humandignity.html</a>) and (<a href="http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html">http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html</a>)</li></ul>		
Activation		
<ul style="list-style-type: none"><li>• Collectively review the “Seven Ways to Be Smart” (pp. 29-33) and a few key principles of Multiple Intelligence Theory. For a visual aid, search images of the Multiple Intelligences online.<ul style="list-style-type: none"><li>▪ Intelligence is not fixed at birth; it can be improved.</li><li>▪ There are many forms of intelligence; nine intelligences have now been identified but there are probably many more. (<i>Nature</i> smart and <i>deep</i> smart have been added to the seven in the text).</li><li>▪ Each of us has all of the intelligences, but not all of them are developed equally. We tend to develop only one or two.</li><li>▪ Stronger intelligences can improve weaker intelligences.</li><li>▪ Multiple intelligence theory is meant to empower, not label people.</li></ul></li><li>• Facilitate small group or whole class discussion: <i>Does society value all people the same, regardless of their abilities and their unique ways of learning? What evidence supports “yes”? What evidence supports “no”?</i></li><li>• Emphasize how the fifth commandment underscores the value of all people, regardless of their abilities.</li></ul>		

## Action

- Distribute the activity “How Do I Know the World?” and review the instructions. Clarify your expectations and provide time for the task.
- Upon completion of the first activity, explain that another theory of intelligence is the theory of Learning Styles; there are many short video overviews of the learning styles and strategies available online.
- Provide these directions to students before they login to their *myBlueprint* accounts:
  - Complete the “Learning Styles” inventory that can be accessed at the bottom of your home page. When you receive your results, read the description of your top learning style(s). *Does this profile accurately describe how you learn and remember information?* Read the study tips for your top learning style(s). *What strategies do you already use? What strategies can you begin using now?* Explore some occupations recommended for your learning style using the “Top Occupation Planner Keywords.”
  - Go to your Portfolio. Choose *Add a box*, then *Assessments*, then *Learning Styles*.
  - Add a reflection. Answer the following questions, making specific reference to your preferred learning style: *How will knowing your learning style help you in high school? How will it help you with your education and career/life planning?*
- Facilitate small group or whole class discussion: *Does school challenge students to practice and develop strengths in all of the learning styles and multiple intelligences? How? In your opinion are any learning styles or multiple intelligences underrepresented or undervalued in schools today?*
- Discuss the importance of extracurricular activities as an opportunity to pursue your interests and values, utilize your strengths and intelligences, and develop new skills. From a practical standpoint, participation in extra-curricular activities helps young people build their first resume, but more importantly they provide an opportunity to learn and enhance your perception of yourself and your place in the world.
- Direct students to return to their *myBlueprint* IPP and add two extra-curricular activities (under the *Resume and Cover Letter* box on their home page) that they have participated in. Students should first review the example provided. After they have added two activities, students can go to their portfolios, add the activities to their page, and add reflections. The prompt provided for these reflections is “What did you learn?”, but students can be encouraged to include in their responses references to how they learn, their multiple intelligences, and their learning styles.

## Consolidation and Reflection

- As a class, summarize how each of our multiple intelligences could be activated to know God, using the prompt: *For each multiple intelligence, identify one or two ways to use that particular way of knowing the world to find, experience and know God.*
- Students reflect on two aspects of the question, “What Do I Know For Sure?” They may respond privately or share aspects of their reflections through a Write-Pair-Share or small group discussion.  
“What I Know For Sure about Me”

Think about what you know about yourself *for sure* today. Think about the characteristics that describe who you are (e.g., your gifts, interests, strengths, values, skills, habits, intelligences and learning style). List ten things you know about yourself for sure (e.g., “I am...”). Also think about

how you have come to know these things about yourself (e.g., from your experiences or from what others have told you). Then think about the things you are unsure of or don't know about yourself yet. Identify one thing you would like to know or learn about yourself.

#### "What I Know For Sure about God"

Think about what you know about God *for sure* today. Think about the characteristics that describe who God is for you. List three things you know about God for sure (e.g., "God is..."). Then list one thing you would like to know or learn about God.

- View the short video "C4: Ignite Your Catholic Faith – What Should We Believe?" (<http://www.archmil.org/c4video/C4-04.htm>). Discuss the question, "How do we really know what to believe?" Reiterate how Catholicism has provided a way for billions of people to know the world for 2000 years; as mentioned, Catholicism is "a pretty good system of thought and belief and practice that makes us the best people we can be." Students can individually reflect on what it means to them to be the best people they can be.

#### **Assessment**

The students' learning can be assessed in a test and in the portfolio activity for the "Who Am I?" section of this resource. This activity will also be included in a review of students' completed IPPs and portfolios for the "What is My Plan for Achieving My Goals?" section of this resource, which consolidates the Creating Pathways to Success inquiry process. The handout activity "How Do I Know the World" could be assessed separately as well. The students' reflections provide additional opportunities for assessment.

#### **Notes**

At the outset of these activities it is worth emphasizing that the process of answering the question "Who Am I?" is a lifelong pursuit, and for this reason we are called to be self-directed, responsible, lifelong learners (CGE4). For instance, consider the following: "Our human journey is one of ongoing discovery. We constantly strive to discover God's wisdom in all things. We discover and develop new talents and abilities, and the Holy Spirit guides us to use them wisely for the good of others. We discover new ways of being creative through the arts and sciences; united with God's wisdom, these can lead to the better ordering of society. Each new discovery about ourselves and the world around us is an occasion for wonder and awe at our own creative powers, which reflect those of our Maker. Our ongoing desire to discover new ways of knowing truth, beauty and love are an important part of our humanity. Under the guidance of the Holy Spirit, these discoveries are to be celebrated, encouraged, and cultivated, because through them, we are able to transform the world in Christ."  
(<http://www.eoccc.org/content/csfcs/concepts/adiscovery.html>)

At the time of writing, the completion of the Learning Styles inventory was a required component of *myBlueprint's* IPP for grade 9. Since we are always learning, changing and growing, knowing yourself is an ongoing endeavor and any students who have previously completed the inventory can update their results by selecting "Start Over."

This activity provides valuable information about students that can inform teachers' differentiated instruction. Each subsequent learning task also provides an opportunity to reinforce students' understanding by drawing attention to the multiple intelligence(s) or learning style(s) students will be practicing in the activity.

*Who Am I?*

## How Do I Know the World?

In order to make sound decisions about your future, you need to understand *how* you know what you know, because this determines how you see the world and your place in it; this, in turn, impacts your thoughts and actions, your relationships, and your education and career/life choices.

Review your results from the Multiple Intelligences inventory and identify your three strongest or most developed intelligences.

How can knowing your stronger intelligences help you as a student? Go online and research specific tips or strategies for using and developing your three strongest multiple intelligences. What can you do to take full advantage of your gifts? From your research, identify three new strategies – one for each of these intelligences – that you can use in school today.

Strategies for my most-developed Multiple Intelligences
<b>Multiple Intelligence #1:</b>
<i>Strategy 1:</i>
<i>Strategy 2:</i>
<i>Strategy 3:</i>
<b>Multiple Intelligence #2:</b>
<i>Strategy 1:</i>
<i>Strategy 2:</i>
<i>Strategy 3:</i>
<b>Multiple Intelligence #3:</b>
<i>Strategy 1:</i>
<i>Strategy 2:</i>
<i>Strategy 3:</i>

Now review your results from the Multiple Intelligences inventory and identify two of your less-developed intelligences. These too are gifts to be recognized and developed. Research and identify strategies you can use in school to strengthen these intelligences.

Strategies for my less-developed Multiple Intelligences
<b>Multiple Intelligence #7:</b>
Strategy 1:
Strategy 2:
<b>Multiple Intelligence #8:</b>
Strategy 1:
Strategy 2:

Finally, think again about your top multiple intelligences and how knowing this aspect of yourself can help you. For instance, how can understanding *how you learn* and *how you best know things* help you make choices for now and the future?

What does this mean for me?
<b>Multiple Intelligence #1:</b>
<b>Multiple Intelligence #2:</b>
<b>Multiple Intelligence #3:</b>
How can you use these gifts of yours...
<ul style="list-style-type: none"><li>• to know your options for learning after high school and plan your education?</li><li>• to know what career possibilities best suit you?</li><li>• to know how you can best help or serve others?</li><li>• to know God better?</li></ul>

<p style="text-align: center;"><i>Who Am I?</i></p> <h2 style="text-align: center;">What Influences Me?</h2>	
Unit and Theme	
Unit 2: Be Alive	Theme 2.1: How do I know what I know?
Overview	
<p>“To help answer the question ‘Who am I?’, students will identify factors that have shaped who they are and that are likely to shape who they become over time, [and] reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.” (<i>CPS: Knowing Yourself</i>)</p> <p>In this activity students will identify the significant influences in their lives and the impact these people, events, and experiences have had on who they are today, including their religious faith, with special emphasis on the role of the family.</p>	
Ontario Catholic School Graduate Expectations	
<p><b>CGE1i</b> Integrates faith with life</p> <p><b>GGE3e</b> Adopts a holistic approach to life by integrating learning from various subject areas and experience</p> <p><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE4g</b> Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</p> <p><b>CGE6c</b> Values and honours the important role of the family in society</p>	
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• PLV.01 consider how religious faith is shaped by human experience (i.e., one’s family, one’s culture, one’s temperament);</li> <li>• FLV.03 analyze the role of family in society and in the Church (CCC §2201-2233).</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• FL1.01 examine intellectual growth and ways of learning;</li> <li>• FL1.12 describe the Christian family as the basis of society and as domestic Church.</li> </ul>	
Be With Me Learning Goals	
<p><b>Outcomes:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• name a variety of ways of learning and of growing intellectually;</li> <li>• consider how intellect shapes faith;</li> <li>• realize God’s desire to be known through Jesus Christ.</li> </ul>	

Instructional Components		
<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 29-34	<b>Teacher manual:</b> pp. 64-73
<b>Prior Knowledge</b>	<ul style="list-style-type: none"><li>Students have completed Theme 2.1: How do I know what I know?</li></ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"><li>Teacher internet access for video viewing</li><li>Handout: "What Influences Me?"</li></ul>	

Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)
For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:
<ul style="list-style-type: none"><li>Discovery (<a href="http://www.eoccc.org/content/csfcs/concepts/adiscovery.html">http://www.eoccc.org/content/csfcs/concepts/adiscovery.html</a>)</li><li>Family (<a href="http://www.eoccc.org/content/csfcs/concepts/afamily.html">http://www.eoccc.org/content/csfcs/concepts/afamily.html</a>)</li><li>Interdependence (<a href="http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html">http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html</a>)</li></ul>

Activation
<ul style="list-style-type: none"><li>Facilitate small group or whole class discussion: <i>Who or what influences our thoughts (e.g., our beliefs, attitudes, and values) and our actions (e.g., the choices and decisions we make)?</i></li><li>Provide these directions to students: <i>Individually, think about which factors influence you in your life right now. Using the list generated by our discussion (or the one provided below), rank in order the factors that you feel have the greatest impact on your life today, #1 being the factor with the most influence on you.</i><ul style="list-style-type: none"><li><i>parents/family</i></li><li><i>friends</i></li><li><i>peers</i></li><li><i>teachers/coaches/advisors</i></li><li><i>previous experiences (success/failure)</i></li><li><i>gender</i></li><li><i>culture</i></li><li><i>media</i></li><li><i>advertising/marketing</i></li><li><i>interests</i></li><li><i>strengths/skills/talents</i></li><li><i>weaknesses/challenges</i></li><li><i>chance</i></li></ul></li></ul>
(Options: Students may record their analysis in writing or share their reasoning with a partner. Students may also represent these influences using an impact wheel, a pie chart with each significant influence taking up space proportional to the impact it has.)
<i>Then, for each of your three strongest influences, explain why and how it will impact your future – your development as a learner, or your relationships, or your education and career/life choices, or your faith. How do you feel about the impact these influences will have on your future?</i>

### **Action**

- Introduce the individual activity by discussing how each person is shaped by many factors, and those factors often will continue to shape the people we become over time.
- Distribute the activity “What Influences Me” and review the instructions. Clarify your expectations and provide time for the task.

Option: Create a map of your life's journey to date that includes these significant influential people, interests, values and beliefs, experiences and events at each stage in your life. Your representation of the road you've travelled can rise and fall to represent the highs and lows you've experienced; the road will rise at times you felt closer to God, and fall when you felt more distant from God. Use symbols to represent these significant influences on you.

- Facilitate a Think/Write/Pair/Share activity: *Now that you have thought about the people, events and experiences that have influenced you, consider one more – Jesus. How has the example of Jesus influenced who you are and/or who you want to become? Choose three human characteristics, qualities, or values embodied by Jesus that you try or would like to emulate in your own life and explain why.*

### **Consolidation and Reflection**

- Discuss the role of the family as the main socializing force in society and the Church. For instance, consider the following: “The Christian family is a community of faith. It is the response to God's call to unite in marriage, beget and raise children and educate them in the light of Christian faith. Christian family is thus a vocation to holiness, whose origin is found in baptism. All family members, whether in dual parent, single-parent or blended households, share a common and equal dignity as children of God. Mutual love and respect enables family members to grow in freedom to fulfill their roles and responsibilities as contributing members of society.” (<http://www.eoccc.org/content/csfcsc/concepts/afamily.html>)
- Students reflect on the activities and make further connections to their own lives. Specific questions to guide this reflection might include the following:
  - There are many ways that our families influence us; you may not have thought about all of these ways before. For each of the factors below, think of one way your family has impacted who you are today:
    - your family's values
    - your family's history
    - your family's composition or structure
    - your family's traditions
    - your family's interests, hobbies and past-times
    - your family's practice of faith
  - Reflect upon the main ways your family has shaped who you are today and will become in the future. Specifically, how will your family influence...
    - your plans for future education?
    - your choice of occupation or career?
    - your desired lifestyle?
    - your spiritual or religious life?How do you feel about this?

### **Assessment**

The students' learning can be assessed in the portfolio activity for the "Who Am I?" section of this resource, which also informs the review of students' completed IPPs and portfolios for the "What is My Plan for Achieving My Goals?" section. The handout activity "What Influences Me?" could be assessed separately as well. The students' reflections provide additional opportunities for assessment.

### **Notes**

As our self-awareness grows it is important to remember that we do not live in a vacuum and that our personal development occurs within a network of influences, including our families and the larger community of the faithful. For instance, consider the following: "The Christian community is where the Holy Spirit teaches us to grow in love for one another and to welcome persons who seek a living experience of Christ's love. Community is thus a place where a common vision is celebrated and nurtured for the good of its members and the outside world. In the words of the late Archbishop Oscar Romero: 'A community is a group of men and women who [have] found the truth in Christ and in His Gospel and...join together to follow it more strongly. In the group, each one finds that the brother or sister is a source of strength and that in moments of weakness they help one another, [so that] by loving one another and believing, they give light and example'" (<http://www.eoccc.org/content/csfcsc/concepts/acommunity.html>). This interconnectedness is why we are all called to be collaborative contributors, caring family members, and responsible citizens (CGE 5, 6, 7).

To enhance their learning and relationships students can be encouraged to share their work in this course with their family and other close members of the Christian community.

*Who Am I?*

## What Influences Me?

In order to make sound decisions about your future, you need to understand who you are and the factors that have shaped you, because these influences are likely to shape who you continue to become over time, including your development as a learner, your relationships, and your education and career/life choices.

Take a look back at your life's story for the people, events and experiences that have had a lasting impact on the person you've become today.

Who have been the most influential **people** in your life? Identify the people who have impacted you the most; in particular, think of those you admired at the different stages of your life. What impact did each person have on you?

	Person	Impact
<b>Child</b> (up to age 9)		
<b>Preteen</b> (age 10 to 12)		
<b>Today</b> (age 13 to now)		

What have been the major **interests** in your life? Identify how you chose to spend your time at the different stages of your life; in particular, think of your leisure activities, hobbies, and past-times.

<b>Child</b> (up to age 9)	
<b>Preteen</b> (age 10 to 12)	
<b>Today</b> (age 13 to now)	

What have been your most important **accomplishments and achievements** in your life? Identify the skills, talents, and abilities you demonstrated at the different stages of your life.

<b>Child</b> (up to age 9)	
<b>Preteen</b> (age 10 to 12)	
<b>Today</b> (age 13 to now)	

What have been the strongest **values and beliefs** you have held in your life? Identify what mattered most to you at the different stages of your life.

**Child** (up to age 9)

**Preteen** (age 10 to 12)

**Today** (age 13 to now)

What have been the most important **spiritual or religious experiences** in your life? Identify the events that have impacted your faith development at the different stages of your life; in particular, think of significant moments when you felt God's presence (or a lack of God's presence).

**Child** (up to age 9)

**Preteen** (age 10 to 12)

**Today** (age 13 to now)

What have been the **critical events** in your life? Identify the events (positive or negative) that have had the most lasting impact on your life (e.g., major family events or changes like moving, losses or challenges).

**Child** (up to age 9)

**Preteen** (age 10 to 12)

**Today** (age 13 to now)

What is the **one experience, event or person** in your life so far that has most influenced your plans for your future (e.g., for education, career, family, etc.)? How?

What is the **one experience, event or person** in your life so far that has most influenced your faith (e.g., your Christian values, your relationship to Jesus and God)? How?

<p style="text-align: center;"><i>Who Am I?</i></p> <h2 style="text-align: center;">What Do I Believe?</h2>	
Unit and Theme	
Unit 3: Be Faithful	Theme 3.1: What do I really believe?
Overview	
<p>“To help answer the question ‘Who am I?’, students will identify the characteristics that describe who they are (e.g., interests, strengths, intelligences, accomplishments, values, and skills...) [and] reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.” <i>(CPS: Knowing Yourself)</i></p> <p>In this activity students will reflect upon what they believe about God, Jesus, the Church, themselves, and their purpose in life and express these beliefs in the form of a personal creed.</p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1f</b>	Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship
<b>CGE1i</b>	Integrates faith with life
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4g</b>	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> <li>PFV.03 realize God’s desire to be known and loved through Jesus Christ in the Holy Spirit (CCC §456-460);</li> <li>PFV.04 consider how religious faith is shaped by human experience (i.e., one’s family, one’s culture, one’s temperament).</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PF1.03 identify how faith means developing a relationship with God;</li> <li>PF1.05 express what it means to love God through Jesus and his Church (CCC §751-801).</li> </ul>	
Be With Me Learning Goals	
<p><b>Outcomes:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>express what it means to have a relationship with God through Jesus;</li> <li>describe how faith in Jesus Christ challenges them to love and respect others.</li> </ul>	

Instructional Components		
<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 52-59	<b>Teacher manual:</b> pp. 100-105
<b>Prior Knowledge</b>	<ul style="list-style-type: none"><li>Students have completed Theme 3.1: What do I really believe?</li></ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"><li><u>Be With Me</u> text</li><li>Teacher internet access for video and/or article viewing</li><li>Music for background to guided meditation</li><li>Handout: “What Do I Believe?”</li></ul>	
Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)		
<p>For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:</p> <ul style="list-style-type: none"><li>Faith (<a href="http://www.eoccc.org/content/csfcs/themes/faith.html">http://www.eoccc.org/content/csfcs/themes/faith.html</a>) and (<a href="http://www.eoccc.org/content/csfcs/concepts/afaith.html">http://www.eoccc.org/content/csfcs/concepts/afaith.html</a>)</li><li>Human Dignity (<a href="http://www.eoccc.org/content/csfcs/themes/humandignity.html">http://www.eoccc.org/content/csfcs/themes/humandignity.html</a>) and (<a href="http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html">http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html</a>)</li></ul>		
Activation		
<ul style="list-style-type: none"><li>Review the definition of a <i>creed</i>; the 2-minute video “C4: Ignite your Catholic Faith – What is a Creed?” (<a href="http://www.archmil.org/c4video/C4-14.htm">http://www.archmil.org/c4video/C4-14.htm</a>) and/or the article “Why Do Catholics Pray the Creed” (<a href="http://lifeteen.com/why-do-catholics-pray-the-creed/">http://lifeteen.com/why-do-catholics-pray-the-creed/</a>) will help students understand the purpose of a creed; both also provide an opportunity to recite the Nicene Creed together.</li><li>Complete the guided meditation “An Imaginative Encounter with Jesus” on pp. 57-59 in the student text; it would be appropriate to play quiet contemplative music while guiding the meditation.</li></ul>		
Action		
<ul style="list-style-type: none"><li>Following the guided meditation, direct students to independently record their ideas in response to the meditation using any format they choose (e.g., a list, a mind map, a drawing).</li><li>Introduce and explain the “What Do I Believe?” activity and suggest strategies for the writing process (e.g., start by using the planning template to record as many ideas in their own words as they can in response to the questions).</li><li>As what we believe is an integral part of who we are, encourage students to recall their previous learning through the other self-knowledge activities in this resource.</li></ul>		
Consolidation and Reflection		
<ul style="list-style-type: none"><li>Students complete their creeds; the teacher may suggest criteria for the design of the final representation (e.g., the use of colour, pictures and symbols).</li><li>Upon completion of their creeds, students reflect on the experience of creating their statement of faith. Specific questions to guide this reflection might include the following:</li></ul>		

- What was the experience of writing your creed like?
- When you read or recite your creed, how do you feel?
- What did you learn about yourself through writing your creed?
- Who and/or what has shaped the beliefs you profess in your creed?
- How do the beliefs that you profess in your creed impact what you think and do today?
- How might these beliefs impact the choices you make for your future?
- Students' creeds could be posted in the classroom for the purpose of a gallery walk, but since this creed is a highly personal statement of faith, consideration should be given to such posting being done anonymously or voluntarily. Any sharing of personal creeds should be done respectfully and prayerfully.

### **Assessment**

The students' learning can be assessed in the portfolio activity for the "Who Am I?" section of this resource, which also informs the review of students' completed IPPs and portfolios for the "What is My Plan for Achieving My Goals?" section. The students' creeds could be assessed separately as well. The students' reflections provide additional opportunities for assessment.

### **Notes**

As self-directed, responsible, lifelong learners, we are called to return to the question "Who Am I?" again and again as we grow intellectually throughout life. It is God's desire for all to come to know religious truth, and questioning and searching leads to this growth and understanding of the meaning of life. For instance, consider: "Christian faith recognizes the Gospel call to love of God and neighbour as the path to a fully human existence. The gift of faith received at Baptism enables us to understand our origin and destiny: created in love to share in the divine life. Our faith is witnessed through communion in the one Spirit, expressed by reaching out in service, reconciling the world to God in Christ. Faith gives meaning to all aspects of human life; it is an orientation of the heart, the soul and mind, shedding light on the true significance of every human life and undertaking."  
(<http://www.eoccc.org/content/csfc/themes/faith.html>)

As a personal statement of faith, a personal creed is a living document that should change over time to reflect our lived experience as we grow to better know and love God. As such students should be encouraged to reconsider and revise their creeds as they mature in order to capture their evolving faith and spiritual life.

*Who Am I?*  
**What Do I Believe?**

In order to make sound decisions about your future, you need to understand who you are. What you believe – about yourself, about others, about the world, about God – determines how you see the world and your place in it, and this in turn impacts your thoughts and actions, your relationships, and your education and career/life choices.

We have learned that a creed is a personal statement of faith. Use the prompts below as a guide to create your own creed. Start each section with “I believe...” and include specific examples or experiences to support your ideas. Start planning your creed by recording your ideas in the space provided.

**What do you believe about God?**

*e.g., Who is God for you? What are God’s characteristics, interests, and values?*

**What do you believe about Jesus?**

*e.g., Who is Jesus for you? What are Jesus’ characteristics, interests, and values?*

**What do you believe about your personal relationship with God?**

*e.g., How do you come to know God? How does God speak to you, and how do you speak to God?*

**What do you believe about the purpose of mankind?**

*e.g., What is the meaning of life? What are we supposed to be for each other?*

**What do you believe about the world?**

*e.g., What is right with the world? What is wrong with the world?*

**What do you believe about the Catholic Church?**

*e.g., What is its purpose?*

**What do you believe about yourself?**

*e.g., What are your characteristics, strengths, and skills?*

**What do you believe about your purpose or vocation in life?**

*e.g., How do you see yourself fitting into the big picture? What is your sense of God's call for your life?*

<p style="text-align: center;"><i>Who Am I?</i></p> <h2 style="text-align: center;">What Do I Want? What Do I Offer?</h2>	
Unit and Theme	
Unit 1: Be With Me Unit 2: Be Alive	Theme 1.1: Who do I want to be with? Theme 2.4: How do I get along with others?
Overview	
<p>“To help answer the question ‘Who am I?’, students will identify the characteristics that describe who they are (e.g., interests, strengths, intelligences, accomplishments, values, and skills...) [and] reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.” <i>(CPS: Knowing Yourself)</i></p> <p>In this activity students will consider their interconnected with others – how our relationships impact who we become (and vice versa) and help us understand who we want to be with and who we want to be, and that we have the freedom to shape these relationships with family, friends, peers, and God.</p>	
Ontario Catholic School Graduate Expectations	
<p><b>CGE1i</b> Integrates faith with life</p> <p><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE4f</b> Applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p><b>CGE4g</b> Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</p>	
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• PFV.04 consider how religious faith is shaped by human experience (i.e., one’s family, one’s culture, one’s temperament);</li> <li>• FLV.01 explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;</li> <li>• FLV.04 demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• PF1.11 summarize how followers of Jesus are called to love self and others;</li> <li>• FL1.04 recognize the importance of a healthy positive acceptance of self, with strengths and weakness;</li> <li>• CMI.01 know that each person has been created with the freedom to shape his or her own relationships.</li> </ul>	

## Be With Me Learning Goals

**Outcomes:** *Students will...*

- explore and express the qualities of relationships they want to have;
- name how they want others to "be with them";
- know that each person has been created with the freedom to shape his or her own relationships;
- articulate the Christian call to take on the attitude of Christ;
- explain how they are social beings responsible for the care of one another in accordance with God's plan.

## Instructional Components

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 6-16, 43-47	<b>Teacher manual:</b> pp. 34-45, 88-97
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<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 1.1: Who do I want to be with?</li> </ul>
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### Lesson Materials

- Teacher internet access for video viewing
- Handouts: two copies of "Personal Traits and Characteristics" per student (on separate pages)

## Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community (<http://www.eoccc.org/content/csfcs/concepts/acommunity.html>)
- Family (<http://www.eoccc.org/content/csfcs/concepts/afamily.html>)
- Interdependence (<http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html>)

## Activation

- Facilitate partner or small group discussion: *Our various relationships impact who we are and who we become, and who we are and want to become impacts our relationships. Sometimes the different people we are in relationships with want different things for and from us. What does each of the following want you to be, and how do they want you to be with them?*
  - family
  - friends
  - peer groups
  - significant other
- Additional questions to develop this discussion for each kind of relationship (e.g., family, friends, peers) include the following:
  - *How have your \_\_\_\_\_ impacted who you have become – your characteristics, your beliefs, your attitudes, your values? What do they teach or want you to be? Do they support your*

development? ...your life choices?

- How will your \_\_\_\_\_ influence the choices you make for your future education, career and life planning? What do they expect from you? ...hope for you?
- How do your \_\_\_\_\_ influence your beliefs, attitudes and values regarding God, religion, and the Church?

## Action

- Recall that we have been created with the freedom to shape our relationships. Being in a relationship means managing our expectations of each other; we need to understand what we need and expect and express those needs and expectations. Having reasonable expectations and clear communication leads to fulfilling relationships.
- Facilitate a Think/Pair/Share activity: *Think about a specific time when you had expectations of someone and they lived up to your expectations; for instance, you expected the person to do something, and they did. Describe the event to your partner and then answer the following questions:*
  - How did you feel (about the person and about yourself) when the person met your expectations?
  - How did the event impact your relationship?

*When each partner has done the above, think about a specific time when you had expectations of someone and they did not live up to your expectations; for instance, you expected the person to do something, but they let you down. Describe the event to your partner and then answer the following questions:*

- How did you feel (about the person and about yourself) when the person failed to meet your expectations?
- How did the event impact your relationship?
- Facilitate a whole class discussion:
  - What has the experience of being pleased (or disappointed) by others meeting (or not meeting) your expectations taught you about expectations?
  - How does having reasonable expectations of each other help build relationships?
  - Who is responsible for the expectations we have of each other?
  - How can we ensure our expectations are reasonable?
- Distribute the handout “Personal Traits and Characteristics” and introduce the “What I Want in a Friend” activity. Dictate these instructions as students write them in the space provided: *Review this list carefully and select the twenty-five qualities that you value most in a friend. These are your expectations of others in your relationships (e.g., “I want a friend who is...”)*. Encourage students to take their time and make their choices carefully. When finished direct them to circle the five qualities that are most important to them in a friend.

Note: Separating this task from the next by a period of time such as a class or two will make the comparison that follows more telling than doing the activities back to back.

- Distribute a second copy of “Personal Traits and Characteristics” and introduce the “What I Offer a Friend” activity. Dictate these instructions as students write them in the space provided: *Review this list carefully and select the twenty-five qualities that it’s most important to you that you offer to a friend. These are your expectations of yourself in your relationships (e.g., “I am a friend who*

is...”).

Again, when finished direct students to circle the five qualities that it's most important to them that they offer to a friend.

- Provide these instructions to students: *With these two activities side by side, compare your lists. Do you look for the same or different qualities in others than you offer yourself? Do you expect of yourself the same or different qualities you expect of a friend? Highlight the differences in each list and summarize your observations by completing these sentences:*
  - *Some similarities that stand out in my lists are...*
  - *Some differences that stand out in the lists are...*
  - *Based on these results, the qualities that are most important to me in a mutual relationship are...*
- To learn about the relationship priorities of others, the class could play Friendship BINGO (*I Want What You Want*). Provide a blank BINGO template of five rows and five columns. Direct students to randomly fill in their card with the twenty-five characteristics they want in a friend (from the first of the two checklist activities.) Then direct students to travel around the classroom looking for people who want the same things in a friend that they do. When they find a match they write the name of that person in the box with that quality. They may not write a person's name down more than once; as the game progresses they may need to revisit people to compare priorities again in order to match all of their own. Prizes may be awarded as in BINGO (i.e., for the first full line, two full lines, full card, etc.) or for the most matched squares, but the point is that each person named on their card wants the same thing in a friend...and could be one. (Note: if the class is smaller than 26, provide free matches on the card until the number of open squares is one less than the number of players.)

### **Consolidation and Reflection**

- Students reflect on the activities and make further connections to their own lives. Specific questions to guide this reflection might include the following:
  - God has given us the freedom to shape our relationships. What do you need or want in your relationships? For each of following, write three to five words that capture your ideals for that kind of relationship:
    - friendship
    - family
    - peer group
    - significant other

How satisfied are you with your relationships? Considering your ideas above, choose one kind of relationship and describe one or two things you can do to improve the relationship so that it might better meet your needs and wants.

- Consider the list of your personal characteristics again (“What I Offer a Friend”). These are the gifts that you have to share with others.
  - What three qualities are you particularly proud of, and why?
  - What three qualities do you think will most impact your choice of how you learn after high school, and why?
  - What three qualities do you think will most impact your choice of career, and why?

- What three qualities would you like to develop further in yourself, and how might you do that?
- Considering all of your qualities, how might you share these gifts of yours in service to family, community and others?
- Recall that being in a relationship means managing our expectations of each other.
  - What expectations do you have of God? What qualities do you believe God offers you in a relationship with Him?
  - What expectations do you believe God has of you? What does God want you to be, and how does God want you to be with Him?
- View the short video, “Kid President’s 20 Things We Should Say More Often” (<https://www.youtube.com/watch?v=m5yCOSHeYn4>). Bearing in mind the qualities of the relationships they would like to have, students can compile their own lists of the ten things they will say more often to their family, friends, classmates, teachers, and so on.

### **Assessment**

The students’ learning can be assessed in the portfolio activity for the “Who Am I?” section of this resource, which also informs the review of students’ completed IPPs and portfolios for the “What is My Plan for Achieving My Goals?” section. The students’ reflections provide additional opportunities for assessment.

### **Notes**

The process of answering the question “Who Am I?” is not a solitary pursuit; as social beings we are formed by our relationships and it is through this interconnectedness that we recognize and realize our gifts through our sharing of them. For instance, consider the following: “Interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness...At a systemic or societal level, the notion of interdependence tells us that i) we are each better off by sharing (in community) the individual gifts that God has provided; ii) the whole of society will suffer when one component or individual is adversely altered or marginalized; iii) events occurring in any one component part or within a larger system can affect events taking place in other parts or components of that system; iv) as we are sustained and supported by others, we in turn, sustain and support others (*mutuality*). Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.”

(<http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html>)

The question “Who Am I?” is not just a consideration for ourselves but a question we should be able to ask of trusted others in our most important relationships. For instance, an extra copy of the “Personality Characteristics” list could be provided for students to give to a parent with the instruction, “Review this list carefully and select the twenty-five qualities that you feel best describe me (e.g., “You are a person who is...”).

*Who Am I?*

## Personal Traits and Characteristics

**Instructions:**

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- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> accepting     | <input type="checkbox"/> dreamer       | <input type="checkbox"/> intuitive      | <input type="checkbox"/> relaxed       |
| <input type="checkbox"/> active        | <input type="checkbox"/> driven        | <input type="checkbox"/> inventive      | <input type="checkbox"/> reliable      |
| <input type="checkbox"/> adaptable     | <input type="checkbox"/> eager         | <input type="checkbox"/> joyful         | <input type="checkbox"/> religious     |
| <input type="checkbox"/> adventurous   | <input type="checkbox"/> easy-going    | <input type="checkbox"/> kind           | <input type="checkbox"/> respectful    |
| <input type="checkbox"/> ambitious     | <input type="checkbox"/> efficient     | <input type="checkbox"/> knowledgeable  | <input type="checkbox"/> responsible   |
| <input type="checkbox"/> amusing       | <input type="checkbox"/> empathetic    | <input type="checkbox"/> leader         | <input type="checkbox"/> resourceful   |
| <input type="checkbox"/> analytical    | <input type="checkbox"/> energetic     | <input type="checkbox"/> lively         | <input type="checkbox"/> risk-taking   |
| <input type="checkbox"/> appreciative  | <input type="checkbox"/> enthusiastic  | <input type="checkbox"/> logical        | <input type="checkbox"/> scholarly     |
| <input type="checkbox"/> articulate    | <input type="checkbox"/> expressive    | <input type="checkbox"/> loving         | <input type="checkbox"/> self-aware    |
| <input type="checkbox"/> assertive     | <input type="checkbox"/> fair          | <input type="checkbox"/> loyal          | <input type="checkbox"/> self-reliant  |
| <input type="checkbox"/> attentive     | <input type="checkbox"/> fit           | <input type="checkbox"/> mature         | <input type="checkbox"/> sensitive     |
| <input type="checkbox"/> authoritative | <input type="checkbox"/> flexible      | <input type="checkbox"/> modest         | <input type="checkbox"/> serious       |
| <input type="checkbox"/> brave         | <input type="checkbox"/> forgiving     | <input type="checkbox"/> motivated      | <input type="checkbox"/> sincere       |
| <input type="checkbox"/> calm          | <input type="checkbox"/> frank         | <input type="checkbox"/> natural        | <input type="checkbox"/> sociable      |
| <input type="checkbox"/> carefree      | <input type="checkbox"/> friendly      | <input type="checkbox"/> neat           | <input type="checkbox"/> spirited      |
| <input type="checkbox"/> careful       | <input type="checkbox"/> fun           | <input type="checkbox"/> non-judgmental | <input type="checkbox"/> spiritual     |
| <input type="checkbox"/> caring        | <input type="checkbox"/> funny         | <input type="checkbox"/> open-minded    | <input type="checkbox"/> stable        |
| <input type="checkbox"/> charming      | <input type="checkbox"/> generous      | <input type="checkbox"/> optimistic     | <input type="checkbox"/> steady        |
| <input type="checkbox"/> cheerful      | <input type="checkbox"/> gentle        | <input type="checkbox"/> original       | <input type="checkbox"/> strong        |
| <input type="checkbox"/> clever        | <input type="checkbox"/> giving        | <input type="checkbox"/> organized      | <input type="checkbox"/> supportive    |
| <input type="checkbox"/> comforting    | <input type="checkbox"/> good listener | <input type="checkbox"/> outgoing       | <input type="checkbox"/> tactful       |
| <input type="checkbox"/> committed     | <input type="checkbox"/> grateful      | <input type="checkbox"/> patient        | <input type="checkbox"/> talkative     |
| <input type="checkbox"/> competitive   | <input type="checkbox"/> happy         | <input type="checkbox"/> peaceful       | <input type="checkbox"/> team-player   |
| <input type="checkbox"/> confident     | <input type="checkbox"/> hard-working  | <input type="checkbox"/> persevering    | <input type="checkbox"/> thoughtful    |
| <input type="checkbox"/> considerate   | <input type="checkbox"/> helpful       | <input type="checkbox"/> persuasive     | <input type="checkbox"/> tolerant      |
| <input type="checkbox"/> controlled    | <input type="checkbox"/> honest        | <input type="checkbox"/> playful        | <input type="checkbox"/> trusting      |
| <input type="checkbox"/> cooperative   | <input type="checkbox"/> humorous      | <input type="checkbox"/> pleasant       | <input type="checkbox"/> trustworthy   |
| <input type="checkbox"/> courteous     | <input type="checkbox"/> idealistic    | <input type="checkbox"/> polite         | <input type="checkbox"/> understanding |
| <input type="checkbox"/> creative      | <input type="checkbox"/> imaginative   | <input type="checkbox"/> positive       | <input type="checkbox"/> unselfish     |
| <input type="checkbox"/> curious       | <input type="checkbox"/> independent   | <input type="checkbox"/> practical      | <input type="checkbox"/> warm          |
| <input type="checkbox"/> dependable    | <input type="checkbox"/> industrious   | <input type="checkbox"/> punctual       | <input type="checkbox"/> wise          |
| <input type="checkbox"/> determined    | <input type="checkbox"/> insightful    | <input type="checkbox"/> quiet          |  |
| <input type="checkbox"/> direct        | <input type="checkbox"/> intellectual  | <input type="checkbox"/> realistic      |  |
| <input type="checkbox"/> disciplined   | <input type="checkbox"/> intelligent   | <input type="checkbox"/> reasonable     |  |
| <input type="checkbox"/> down-to-earth | <input type="checkbox"/> interesting   | <input type="checkbox"/> reflective     |  |

<p style="text-align: center;"><i>Who Am I?</i></p> <h2 style="text-align: center;">My Personal Journey of Faith</h2>	
Unit and Theme	
Unit 1: Be With Me Unit 2: Be Alive Unit 3: Be Faithful	Theme 1.1: Who do I want to be with? Theme 2.2: How do I know what I know? Theme 3.1: What do I really believe? Theme 3.2: What's the point of prayer?
Overview	
<p>“To help answer the question ‘Who am I?’, students will identify the characteristics that describe who they are (e.g., interests, strengths, intelligences, accomplishments, values, and skills...), identify factors that have shaped who they are and that are likely to shape who they become over time, [and] reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.” <i>(CPS: Knowing Yourself)</i></p> <p>In this activity students will consolidate their learning and produce a collection of artifacts that documents their personal journey of faith. <b><i>This is a Portfolio Activity.</i></b></p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1f</b>	Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship
<b>CGE1i</b>	Integrates faith with life
<b>CGE2c</b>	Presents information and ideas clearly and honestly and with sensitivity to others
<b>CGE3e</b>	Adopts a holistic approach to life by integrating learning from various subject areas and experience
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4f</b>	Applies effective communication, decision-making, problem-solving, time and resource management skills
<b>CGE4g</b>	Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>SCV.05 express connections between the relationships described in biblical events and their own life experiences;</li> <li>PFV.01 describe what it means to believe and live in Christ, and name some joys and demands involved (CCC §144-165);</li> <li>PFV.03 realize God's desire to be known and loved through Jesus Christ in the Holy Spirit (CCC §456-460);</li> </ul>	

- PFV.04 consider how religious faith is shaped by human experience (i.e., one's family, one's culture, one's temperament);
- PSV.01 use a variety of prayer forms to enrich and express personal and communal spirituality (CCC §2559-2565, 2623-2643).

**Specific Expectations: *Students will...***

- SC1.09 communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;
- PF1.03 identify how faith means developing a relationship with God;
- PS1.01 demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;
- PS1.09 use a variety of prayer forms (including traditional forms such as the Rosary, litanies, Eucharistic Adoration, etc.) to enrich and express both personal and communal spirituality.

**Be With Me Learning Goals**

**Outcomes: *Students will...***

- articulate the Christian call to take on the attitude of Christ;
- realize God's desire to be known through Jesus Christ;
- express what it means to have a relationship with God through Jesus;
- demonstrate an understanding of the relationship between human freedom, divine prerogative, and prayer.

**Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> Themes 1.1, 2.2, 3.1, 3.2	<b>Teacher manual:</b> Same
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed the themes above</li> <li>• Students have completed some of the previous activities in the "Who Am I?" section of this resource</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher internet access for video viewing</li> <li>• Student internet access for <i>myBlueprint</i></li> <li>• Handout: "My Personal Journey of Faith" and rubric (to be co-constructed)</li> </ul>	

**Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Faith (<http://www.eoccc.org/content/csfcs/themes/faith.html>) and (<http://www.eoccc.org/content/csfcs/concepts/afaith.html>)
- Discovery (<http://www.eoccc.org/content/csfcs/concepts/adiscovery.html>)

- Human Dignity (<http://www.eoccc.org/content/csfcs/themes/humandignity.html>) and (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Community (<http://www.eoccc.org/content/csfcs/concepts/acommunity.html>)
- Family (<http://www.eoccc.org/content/csfcs/concepts/afamily.html>)
- Interdependence (<http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html>)

### **Activation**

- View the short video “C4: Ignite Your Catholic Faith – What Is Faith?” (<http://www.archmil.org/c4video/C4-06.htm>). Students can individually reflect on the three questions from the video:
  - What is *faith*?
  - What does it mean to *have* faith?
  - How do I put my faith *into action*?
- Facilitate partner or small group discussion on the meaning of the statement, “*Faith is a journey, not a destination.*” (For a visual aid, search images of this statement online.) Relate students’ observations and conclusions to our ongoing human journey of discovery as we strive to know ourselves, the world and God.

### **Action**

- Provide an example from the course of an individual’s personal journey of faith; this may be a person you have profiled (e.g., a biblical figure, a saint, a modern-day role model), a movie you have watched, or your own. Map out the critical events in this person’s spiritual journey. You may also invite a guest speaker into the classroom to describe his or her personal journey of faith.
- Distribute the activity “My Personal Journey of Faith” and review the instructions. Clarify your expectations (e.g., suggested word count for the paragraphs).
- Co-construct the success criteria and assessment tool(s) with the students. Provide a rubric summarizing these criteria.
- Establish the timeframe for work in class and for submission.

### **Consolidation and Reflection**

- Students archive their work in their *myBlueprint* portfolio, where it can be accessed for evaluation.
- Students reflect on the experience of documenting their personal journey of faith. Specific questions to guide this reflection might include the following:
  - What was the experience of documenting your journey of faith like?
  - When you look back over your completed work, how do you feel?
  - What did you learn about yourself through thinking about your journey of faith so far?
  - How has your journey of faith up to now impacted who you are and what you think and do today?

- How might your current place on your journey impact your future and who you will become?
- As students' *myBlueprint* accounts are easily accessible and others can be invited to view them, encourage students to share and discuss their work with a family member. For instance, a parent could also reflect upon a variation of the questions suggested above (e.g., the student may ask, "What was the experience of viewing my work like?"), or share his or her personal journey of faith with the student.

### **Assessment**

The students' learning will be assessed using a co-constructed rubric. This artifact will also be archived in students' *myBlueprint* portfolios and will inform the task for the "What is My Plan for Achieving My Goals?" section of this resource, which consolidates the [Creating Pathways to Success](#) inquiry process. The students' reflections provide additional opportunities for assessment.

### **Notes**

A thorough consideration of the question "Who am I?" involves all aspects of personal identity, and central to this mission to discern the meaning of our lives is faith. Our understanding of who we are grows from our beliefs about who we were created by and what purpose we were created for: "Faith enables us to cry out to God in our trials and to give God thanks for life's blessings. Christian faith is built on relationship with Jesus, the human face of God, who seeks us out and invites us to share in the divine life...Christian faith recognizes the Gospel call to love of God and neighbour as the path to a fully human existence.

The gift of faith received at Baptism enables us to understand our origin and destiny: created in love to share in the divine life. Our faith is witnessed through communion in the one Spirit, expressed by reaching out in service, reconciling the world to God in Christ. Faith gives meaning to all aspects of human life; it is an orientation of the heart, the soul and mind, shedding light on the true significance of every human life and undertaking." (<http://www.eoccc.org/content/csfcs/themes/faith.html>)

**Who Am I?**

## **My Personal Journey of Faith**

This assignment will allow you to demonstrate how you have grown in your faith. Your completed assignment will be archived in your *myBlueprint* portfolio and can take one of the following formats (or another discussed with the teacher):

- Presentation (PowerPoint, Prezi)
- Website
- Social media page (Facebook)
- Video
- Other: \_\_\_\_\_

You will use eight items to document your personal journey of faith. Each item will be creatively and neatly presented, including images, symbols and pictures. Guidelines for the length of the required paragraphs will be provided; all paragraphs should include details and examples and be free of errors in spelling and grammar. You may add additional items or reflections where you feel it is appropriate; as this project documents your “personal” journey of faith, do your best to show your faith development and make it your own.

### ***Item 1: Title – “My Personal Journey of Faith”***

Include your name, the course title, the date and the teacher’s name. Add visual appeal by including images that illustrate what inspires you in your life’s journey.

### ***Item 2: All About Me***

**Who are you?** Describe in images and words the important details of your life so far: your date and place of birth; your family; your gifts, traits or abilities; your interests, hobbies or accomplishments; your multiple intelligences and learning style; and your faith life, such as the sacraments you’ve received and the church you attend.

### ***Item 3: My Creed***

**What do you really believe?** Include a decorated version of the personal creed you created earlier.

### ***Item 4: My Image of God***

**How do you see God?** Illustrate your vision of what God looks like in your imagination. Using creativity, design and colour, create your image. How does your image capture the qualities of God and the nature of your relationship to God? Include a paragraph that explains why you see God this way.

### ***Item 5: My Sanctuary***

**Where do feel close to God?** Describe in images and words the place where you feel most connected to your spirit and to God. Where do you experience God’s presence or feel the most peaceful, safe or loved? Include a paragraph that explains why this place is a sanctuary for you.

***Item 6: My Spiritual Mentor***

***Who has guided you on your journey?*** Describe the person who you feel has had the greatest positive influence on your spiritual life. For instance, what qualities does this person possess that you admire, or how has this person been a role model with respect to living the Beatitudes and the Commandments? Include a photo and a paragraph that explains how he or she has encouraged you on your spiritual journey.

***Item 7: My Personal Encounter with Jesus***

***Where have you found Jesus?*** Describe in images and words a significant moment when you encountered Jesus, a time when you felt the presence of Jesus in another person or experience. In a paragraph clearly explain the encounter, including answers to the questions *Who? What? Where? When? Why?* and *How?*

***Item 8: My Prayer for the Future***

***How you do you want to continue on your journey of faith?*** Write a prayer of petition in which you share your hopes and dreams for the future. How do you want to practice and live your faith in your daily life as an adult? Consider your goals for your future family life, community involvement, and career as you ask for God's help in becoming the person you want to become. Decorate your prayer with images and symbols.

<p style="text-align: center;"><i>What Are My Opportunities?</i></p> <h2 style="text-align: center;">Exploring the Dignity of All Work</h2>	
Unit and Theme	
Unit 2: Be Alive Unit 6: Be Just	Theme 2.4: How do I get along with others? Theme 6.1: What keeps us apart?
Overview	
<p>“To help answer the question ‘What are my opportunities?’, students will explore the concept of ‘opportunity’ and how the choices they make can open pathways for them, [and] explore a variety of fields of work, occupations, and careers, and develop awareness of the impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them.” <i>(CPS: Exploring Opportunities)</i></p> <p>In this activity students will explore attitudes toward pathway destinations and jobs and the Church’s teachings on work and the related forces that threaten human dignity.</p>	
Ontario Catholic School Graduate Expectations	
<b>GGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>CGE3f</b>	Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4e</b>	Sets appropriate goals and priorities in school and life
<b>CGE4g</b>	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<b>CGE5b</b>	Thinks critically about the meaning and purpose of work
<b>CGE5c</b>	Develops one’s God-given potential and makes a meaningful contribution to society
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
<b>CGE5f</b>	Exercises Christian leadership in the achievement of individual and group goals
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165)</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PF1.01 demonstrate an understanding of how Jesus affirms the dignity of every person;</li> </ul>	

- PF1.10 evaluate how to live in and challenge society based on the model of Jesus;
- CM1.03 explain how the Christian concept of society is radically inclusive (CCC §1928-1942);
- CM1.12 interpret table fellowship, as used by Jesus Christ, for their own lives.

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- explain how they are social beings responsible for the care of one another in accordance with God's plan;
- interpret the model of table fellowship, as used by Jesus Christ, for their own lives;
- explain how the Christian concept of society is inclusive;
- identify and analyze examples of prejudice;
- suggest ways they could respond with compassion to situations of injustice.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 43-49, 126-131	<b>Teacher manual:</b> pp. 88-97, 178-185
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Themes 2.4: How do I get along with others? and 6.1: What keeps us apart?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• <u>Be With Me</u> text</li> <li>• Teacher internet access for video viewing</li> <li>• Handouts: four different articles on the Dignity of Work</li> <li>• Handout: "2014 Labour Day Statement"</li> </ul>	

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Dignity of Work and Service (<http://www.eoccc.org/content/csfcs/themes/work.html>)
- Human Dignity (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Human Rights and Responsibilities (<http://www.eoccc.org/content/csfcs/themes/humanrights.html>)
- Justice (<http://www.eoccc.org/content/csfcs/concepts/ajustice.html>)
- Solidarity (<http://www.eoccc.org/content/csfcs/concepts/asolidarity.html>)
- Globalism (<http://www.eoccc.org/content/csfcs/concepts/aglobalism.html>)

### **Activation**

- Facilitate small group or whole class discussion guided by the following questions:
  - *Generally speaking, what are students' pathway options for after high school?* Produce a list of post-secondary destinations (apprenticeship, career college, community college, community

living, entrepreneurship, gap year, religious life, university, work).

- *As a society do we value all pathways or destinations equally, or are some valued more than others? How do you know? Why might this be the case?*
- *Do we value all work equally, or are some jobs valued more than others? How do you know? Why might this be the case?*
- *What attitudes does society have toward the unemployed or underemployed?*
- *What message does Christ have for us in regards to these attitudes we hold toward others?*

### **Action**

- Consolidate students' thinking into a review of prejudice, its impact, and our required response (see Theme 6.1: What keeps us apart?).
- Recall the inclusive model of table fellowship modelled by Jesus (see *Be With Me*, pp. 47-48). In particular discuss how Jesus treated tax collectors, one of the most reviled of professions of his time; for example, see "How did Jesus treat others, like the tax collector and sinner?" at <http://www.allaboutjesuschrist.org/tax-collector-faq.htm>. View and discuss a dramatization of Jesus calling Matthew, a tax collector, to discipleship (The Bible – The Pharisee and the Tax Collector, <https://www.youtube.com/watch?v=kLCSVjHKQjk>).
- Introduce and discuss any current events that highlight local or global issues pertaining to work and the dignity of the human person, such as the following:
  - Income inequality or the income gap
  - Living (minimum) wage and the working poor
  - Unemployment, and specifically youth unemployment
  - The ethical treatment of migrant workers
  - Workers' rights (e.g., safety and working conditions)
- Prepare for the group activity in which students read, analyze and summarize Pope Francis' position on the dignity of work and the forces that threaten it. Divide the students into small groups and provide each group with one of the four articles and discuss your expectations. After reading the article, the groups should discuss the main ideas and decide on the top three *big ideas* that Pope Francis is expressing on the dignity of work. Groups can record their conclusions on chart paper for the sharing and synthesis of ideas. A possible extension is that students (individually, in groups, or as a class) incorporate these ideas into writing a *Prayer for Work*.
- Facilitate whole class discussion: *How can teenagers honour and promote the dignity of all work?* Produce a list of actions (e.g., treat all workers with respect, do every job – no matter how small – with integrity, learn about the issues affecting workers and what governments are doing about them, treat school as work and take pride in doing their best); for example, see "The Dignity of Work," <http://www.americancatholic.org/messenger/sep2003/Family.asp>.

### Consolidation and Reflection

- Provide each student with a copy of the United States Conference of Catholic Bishops' Labour Day Statement for 2014. Read and discuss the statement together, making connections to the previous activity. Students then analyze and apply the content of the USCCB's statement to the following questions. (The pertinent sections are noted after each question.)
  1. How is work fundamental to the dignity of the human person? (*paragraph 2*)
  2. The Christian concept of society is inclusive, but how do each of these current realities threaten this vision:
    - poverty, unemployment and underemployment? (*paragraph 4*)
    - the lack of opportunity for young adults? (*paragraphs 5 and 6*)
    - the impact of the above forces on the family? (*paragraph 7*)
  3. Generally speaking, how does Jesus call us to challenge society? (*paragraph 8*)
  4. In light of these situations of injustice and our moral call to do the loving thing, what are some of the actions required of us for the common good? (*paragraphs 9, 10 and 11*)
- Students reflect on the activities. Specific questions to guide this reflection might include the following:
  - Recall the example of table fellowship modelled by Jesus.
    - Table fellowship uses the metaphor of a banquet where all are welcomed and treated equally. This metaphor may not resonate with young people today, so what event or place would be the modern equivalent for teenagers, say, at your high school or other places young people congregate (e.g., online)? How would that place look different if everyone followed Jesus' example of inclusivity, love, and respect?
    - We have seen that society by and large does not treat everyone equally; for example, consider the income gap. What about you? For instance, how often do you choose to socialize and work with people who are unlike you? Using the example of table fellowship, who have you not invited to the table? What might happen if you did?
  - One way people separate, judge and rank each other is by job or educational and career pathway. What is your opinion?
    - Do you place more value on some post-secondary pathways or jobs than others? Why or why not?
    - Considering your plans for your own future education and career preparation, to what extent are your choices influenced by the attitudes of others toward certain pathways and/or jobs? How?
    - How can we begin to change people's attitudes and prejudices when it comes to the dignity of all work?
  - Think about Pope Francis' statements on the dignity of work and the forces that threaten it. Of the work-related issues that undermine the dignity of the human person (i.e., unemployment,

underemployment, income inequality, unjust wages or working conditions, etc.), which concerns you the most? Why? What can you do about it?

- Encourage students to continue to inform themselves about related issues by participating in opportunities such as your school's student social justice organization and THINKFast (Canadian Catholic Organization for Development and Peace) program.

### **Assessment**

The students' learning can be assessed in a test and through the USCCB Labour Day Statement activity. The students' reflections provide additional opportunities for assessment.

### **Notes**

The question, "What are my opportunities?" invites a consideration of work as a means to more than making a living, for it is through work that we become collaborative contributors to the common good (CGE 5). For instance, consider the following: "The call to work is a fundamental part of our humanity, made in the image and likeness of God. The book of Genesis portrays God as working six days to bring the world into existence. This tells us there is something holy about work. Whether for securing a livelihood or attending to the needs of others, all work is an important way human persons live out their vocation to holiness.

Work is a primary way for human persons to express who they are in the world. Jesus, who devoted most of his life to working as a carpenter, shows us the dignity of work and service to others. His modeling of servant leadership calls forth and affirms the giftedness of every human person. Work is therefore more than just a role we play in society. It is a divine call to join in God's ongoing creative activity in the world, and in a sense, a call to be *co-creator* with God. Work thus allows us to participate in the building up of the Reign of God. Work and service together thus exists to serve the good of the human person and the common good.

Workers have the right to: meaningful work; safe working conditions; participation in decision making processes which affect their work; security in case of sickness, disability, unemployment or old age; and the right to form unions. The economy and means of production exist to serve people, not the other way around." (<http://www.eoccc.org/content/csfcs/themes/work.html>)

*What Are My Opportunities?*  
**Exploring the Dignity of Work**

**Pope Francis on the Dignity of Labour**

**John A. Coleman, November 20, 2013**

...On the feast of Saint Joseph the Worker, the pope spoke about societies that put company profits above human dignity or even human life. "What point have we come to?" he asked. He noted that Jesus was a worker and lamented companies that put much more attention to profits than the dignity of labor. He lifted up the slave labor in garment factories in Bangladesh (there had been recent tragic deaths in a collapsed garment factory in Dakka). Expounding on the theme of the dignity of work, Francis said: "We do not get dignity from power or money or culture. We get dignity from work." He noted: "Work is fundamental to the dignity of the person. Work, to use an image, 'anoints' with dignity, fills us with dignity, makes us similar to God who has worked and still works..."

On several occasions, Francis has talked about tackling unemployment and signaled out the high unemployment of youth as one of the two most salient issues facing the world at present. He also attacked what he called unjust salaries. On his trip to the World Youth Day in Brazil, the pope told reporters on the plane: "We are running the risk of having a generation that does not work. From work comes a person's dignity." He seemingly underscores a point found in the social teaching of John Paul II that dignified work not only implies remuneration sufficient for adequate housing, food, medical help etc. but also involves a kind of justice as participation. Through work we participate in society and have an active voice. Thus, even if welfare for those who cannot find work or cannot do it for physical reasons is a good thing, it is no substitute for the dignity which accrues to those who actively participate in work and in society.

On the 23rd of September, Francis ventured down to Cagniliarca, Sardinia where he met with a group of unemployed workers. He listened intently as they narrated their plight as people without work. Francis prayed at the end: "God give us work--teach us to fight for work"--that last phrase would seem to include unions and an active participation of workers in finding and co-creating work. They fight for it! At that same meeting, Francis said: "Not paying fairly, not giving a job because you are only looking at how to make a profit, that goes against God." Of course, other popes have said much the same, but what is remarkable is that Francis chose a venue where he was actually talking to workers when he spoke!

In his famous Oct. 1 interview with the atheist journalist, Eugenio Scalfari, which appeared in the Italian newspaper, *La Repubblica*, Francis said that the two biggest

social evils which need to be addressed are the loneliness of the old and the unemployment of the young. He stated: "The young need work and have neither one nor the other and the problem is that they don't even look for them anymore. They have been crushed by the present. Can you live crushed under the weight of the present? Can you go on living like this?" Scalfari rejoined that gaining employment was more a matter of the state to work out and did not, as such, effect the church. Francis in turn forcefully argued that humans are both bodies and souls, each effecting the other. Crush the body and soul, too, is damaged. Dignity is lost.

Just recently, Francis held a meeting with the Director General of the International Labor Organization (ILO), Guy Ryder... According to Ryder: "...Pope Francis spoke about the dignity of work, the importance with which the church and he personally attaches to the dignity of work and the challenges that that presents in today's world. And we talked particularly about the plight of some of the most vulnerable people in the world. And he spoke particularly about his concerns about human trafficking and migrant workers. I think we shared very much a concern that the way the global economy is working right now does not always work in favor of those weakest and this needs to be corrected." One is reminded of the two gnawing issues of growing income inequality around the world and low wages...

Source: <http://americamagazine.org/content/all-things/pope-francis-dignity-labor>

*What Are My Opportunities?*  
**Exploring the Dignity of Work**

**Pope Francis: Without Work, Human Dignity is Wounded**

**Vatican Information Service, March 20, 2014**

Vatican City, 20 March 2014 (VIS) – Today Pope Francis again emphasized the primary importance of work and the need for creativity and solidarity to face the economic crisis, receiving in audience the employees and managers of the Italian “*Acciaierie di Terni*” steelworks, accompanied by the bishop of the diocese and a group of faithful, to commemorate the 130th anniversary of the company's foundation.

“It is necessary to reaffirm that employment is necessary for society, for families and for individuals,” said the Pope. “Its primary value is the good of the human person, as it allows the individual to be fully realized as such, with his or her attitudes and intellectual, creative and manual capacities. Therefore, it follows that work has not only the economic objective of profit, but above all a purpose that regards man and his dignity. And if there is no work, this dignity is wounded! Indeed, the unemployed and underemployed risk being relegated to the margins of society, becoming victims of social exclusion.”

“What can we say, when faced with the very serious problem of unemployment that affects various European countries?” he asked. “It is the consequence of an economic system that is no longer able to create work, because it has placed at its centre the idol of money. Therefore, the various political, social and economic actors are called upon to promote a different approach, based on justice and solidarity, to ensure the possibility of dignified work for all. Work is an asset for all, and must be available to all. Phases of serious difficulties and unemployment must be faced with the tools of creativity and solidarity. The creativity of courageous businesspeople and craftspeople, who look to the future with trust and hope. And solidarity between all the elements of society, who all give something up, adopting a more sober lifestyle, to help those in need.”

“This great challenge requires the involvement of the Christian community as a whole,” concluded the Pope. “The first challenge is to revive the roots of faith and of our adhesion to Jesus Christ. This is the inspiring principle in the choices of a Christian: faith. Faith moves mountains! Christian faith is able to enrich society through the concrete element of brotherhood it embodies...Never cease to hope for a better future. Do not let yourselves be trapped in the vortex of pessimism! If everyone does his part, if we all put the human person and his dignity at the centre, and if we consolidate an attitude of solidarity and fraternal sharing, inspired by the Gospel, we can emerge from the swamp of this difficult and burdensome period of economic turmoil.”

Source: <http://visnews-en.blogspot.ca/2014/03/pope-francis-without-work-human-dignity.html>

*What Are My Opportunities?*  
**Exploring the Dignity of Work**

**Pope Francis: Labour Day appeal to politicians  
to remember human dignity and the common good**

**Vatican Radio, May 1, 2014**

(Vatican Radio) On the day in which the Church celebrates the Feast of Saint Joseph the worker, the day when nations across the world celebrate International Workers Day, Pope Francis reached out with this tweet: “I ask everyone with political responsibility to remember two things: human dignity and the common good.”

In a world in which over 202 million people are unemployed and daily news reports bear witness to the dramatic reality of so many people who are bearing the brunt of the global economic crisis, since the very beginning of his pontificate Pope Francis has reiterated his concern and expressed his strong position regarding the dignity of labour.

Here are some excerpts from some of Pope Francis’ discourses and speeches to workers and to those in position of responsibility in this field.

**Meeting with Italian Steelworkers on 20 March 2014:**

In the current economic climate and the difficulties facing the work environment, the Pope said, “it is necessary to reaffirm that employment is an essential reality for society, for families and for individuals. Work, in fact, directly regards the person, his/her life, freedom and happiness. The primary value of employment is the good of the human person,” because, the Pope explained, it “realizes a person,” intellectually by making demands on his or her attitudes and creative and manual abilities. Employment, then, should not be considered simply as a means for obtaining profit, he continued, “but above all a purpose that affects man and his dignity. And if there is no work, this dignity is wounded! Anyone who is unemployed or underemployed risks, in fact, being placed on the margins of society, becoming a victim of social exclusion. Many times it happens that people out of work – I think especially of the many unemployed young people today – slip into chronic discouragement or worse, apathy.”

**In his address during the General Audience in St. Peter’s Square on 1 May, 2013:**

“I wish to extend an invitation to solidarity to everyone, and I would like to encourage those in public office to make every effort to give new impetus to employment, this means caring for the dignity of the person... I would like to add a word about another particular work situation that concerns me: I am referring to what we could define as ‘slave labour,’ work that enslaves. How many people worldwide are victims of this type of slavery, when the person is at the service of his or her work, while work should offer a service to people so they may have dignity? I ask my brothers and sisters in the faith

and all men and women of good will for a decisive choice to combat the trafficking in persons, in which 'slave labour' exists."

**In his apostolic exhortation *Evangelii Gaudium* published on 24 November 2013:**

"Just as the commandment 'Thou shalt not kill' sets a clear limit in order to safeguard the value of human life, today we also have to say 'thou shalt not' to an economy of exclusion and inequality. Such an economy kills." And reminding the faithful that living and sharing the joy of the Gospel necessarily demands that Christians have a deep and active concern for the plight of the poor who suffer so many injustices from an economy that puts profit above people he writes: "Today everything comes under the laws of competition and the survival of the fittest, where the powerful feed upon the powerless. As a consequence, masses of people find themselves excluded and marginalized: without work, without possibilities, without any means of escape." "Human beings are themselves considered consumer goods to be used and then discarded."

Source: <http://www.news.va/en/news/pope-francis-labour-day-appeal-to-politicians-to-r>

*What Are My Opportunities?*  
**Exploring the Dignity of Work**

**Pope Francis addresses the dignity of work**

**Carol Glatz, Catholic News Service, May 1, 2013**

VATICAN CITY (CNS) – Pope Francis called for an end to slave labor and human trafficking as well as greater efforts to create dignified work for more people.

The problem of unemployment is “very often caused by a purely economic view of society, which seeks self-centered profit, outside the bounds of social justice,” he said, marking the May 1 feast of St. Joseph the Worker during his weekly general audience.

“I wish to extend an invitation to everyone to greater solidarity and to encourage those in public office to spare no effort to give new impetus to employment,” he said. “This means caring for the dignity of the person.”

The Pope touched on the same theme during the homily at his early morning Mass, before a congregation of unwed teenage mothers and their children in the chapel of the *Domus Sanctae Marthae*, where he lives.

In his homily, the Pope said unemployment “is a burden on our conscience” because when society is organized in such a way that it cannot offer people an opportunity to work, “there is something wrong with that society: It is not right!”

“It goes against God himself, who wanted our dignity to begin with (work).”

“Power, money, culture do not give us dignity,” he said. “Work, honest work, gives us dignity.”

However, he said, “today many social, political and economic systems have chosen to exploit the human person” in the workplace, by “not paying a just (wage), not offering work, focusing solely on the balance sheets, the company’s balance sheets, only looking at how much I can profit. This goes against God!”

“People are less important than the things that give profit to those who have political, social, economic power. What point have we come to?” he asked.

The Pope recalled a recent “tragedy” in Bangladesh, where more than 400 garment workers were killed when the building they were working in collapsed. The workers reportedly earned just \$38 a month.

“This is what you call slave labor,” the pope said.

Today, “we can no longer say what St. Paul said, ‘Who will not work, should not eat,’ but we have to say, ‘He who does not work has lost his dignity’ because he cannot find any opportunities for work.”

A society that cannot offer a person the possibility of work is a society that “has stripped this person of dignity,” he said.

Later in the day, Pope Francis returned to the theme of work and dignity during his weekly general audience...

“Work is part of God's loving plan; we are called to cultivate and safeguard all of creation's resources and this is how we participate in the act of creation,” he said.

While he called for more solidarity toward the unemployed and greater efforts by government officials to reinvigorate employment opportunities, the Pope also called on people, especially the young, not to give up hope.

The Pope made a special appeal against slave labor and human trafficking. “How many people worldwide are victims of this type of slavery, in which the person is at the service of his or her work,” he said. “Work should offer a service to people so they may have dignity.”

Source: <http://dioceseofraleigh.org/news/pope-francis-addresses-the-dignity-of-work>

*What Are My Opportunities?*  
**Exploring the Dignity of Work**

**2014 Labour Day Statement  
United States Conference of Catholic Bishops**

**Archbishop Thomas G. Wenski of Miami,**

Chairman, Committee on Domestic Justice and Human Development, *September 1, 2014*

This year Pope Francis canonized Saint John XXIII and Saint John Paul II. Both made immense contributions to the social teaching of the Church on the dignity of labor and its importance to human flourishing. St. John Paul II called work “probably the essential key to the whole social question” (*Laborem Exercens*, No. 3) and St. John XXIII stressed workers are “entitled to a wage that is determined in accordance with the precepts of justice” (*Pacem in Terris*, No. 20).

Pope Francis added to this tradition that work “is fundamental to the dignity of a person...[It] ‘anoints’ us with dignity, fills us with dignity, makes us similar to God...gives one the ability to maintain oneself, one’s family, [and] to contribute to the growth of one’s own nation.” Work helps us realize our humanity and is necessary for human flourishing. Work is not a punishment for sin but rather a means by which we make a gift of ourselves to each other and our communities. We simply cannot advance the common good without decent work and a strong commitment to solidarity.

Labor Day gives us the chance to see how work in America matches up to the lofty ideals of our Catholic tradition. This year, some Americans who have found stability and security are breathing a sigh of relief. Sporadic economic growth, a falling unemployment rate, and more consistent job creation suggest that the country may finally be healing economically after years of suffering and pain. For those men and women, and their children, this is good news.

Digging a little deeper, however, reveals enduring hardship for millions of workers and their families. The poverty rate remains high, as 46 million Americans struggle to make ends meet. The economy continues to fail in producing enough decent jobs for everyone who is able to work, despite the increasing numbers of retiring baby boomers. There are twice as many unemployed job seekers as there are available jobs, and that does not include the seven million part-time workers who want to work full-time. Millions more, especially the long-term unemployed, are discouraged and dejected.

More concerning is that our young adults have borne the brunt of this crisis of unemployment and underemployment. The unemployment rate for young adults in America, at over 13 percent, is more than double the national average (6.2 percent). For those fortunate enough to have jobs, many pay poorly. Greater numbers of debt-strapped college graduates move back in with their parents, while high school graduates and others may have less debt but very few decent job opportunities. Pope Francis has reserved some of his strongest language for speaking about young adult unemployment, calling it “evil,” an “atrocious,” and emblematic of the “throwaway culture.”

The situation is even worse in other parts of the world, with young adult joblessness reaching up to three and four times the national average even in places like England and Australia. In some countries, three-fourths of young people who work have resorted to the unstable and sometimes dangerous informal economy in an attempt to make ends meet. Pope Francis has said young people “call us to renewed and expansive hope, for they represent new directions for humanity and open us up to the future” (*Evangelii Gaudium*, No. 108). We need to do more to nurture this hopefulness and provide our young adults with skills, support, and opportunities to flourish.

Meaningful and decent work is vital if young adults hope to form healthy and stable families. Work and family life “must be properly united and must properly permeate each other. In a way, work is a condition for making it possible to found a family, since the family requires the means of subsistence which man normally gains through work” (*Laborem Exercens*, No. 10). Research is bearing out the consequences of neglecting this relationship: marriage rates have declined by close to 20 percent in the last 40 years, and the birth rate is the lowest on record. Among young adults, the decline in marriage has been steeper, at 40 percent. Although not the only reason, many young adults, because they are unable to find decent work, are delaying marriage and starting a family.

Our challenge this Labor Day is to rise to the challenge of solidarity posed by Jesus when he commanded, “Love one another. As I have loved you, so you also should love one another” (Jn 13:34). The *Catechism of the Catholic Church* teaches, “Socio-economic problems can be resolved only with the help of all the forms of solidarity: solidarity of the poor among themselves, between rich and poor, of workers among themselves, between employers and employees in a business, solidarity among nations and peoples” (No. 1941). Since each of us is made in the image of God and bound by His love, possessing a profound human dignity, we have an obligation to love and honor that dignity in one another, and especially in our work.

What would our communities, parishes, and country look like if we all recommitted to each other and the common good? If, instead of lamenting the dwindling hopes of our young people, we create institutions, relationships, and an economy that nurture human flourishing? If, instead of bickering about ideologies, people acknowledged the human dignity of others and worked together?

At their best, labor unions and institutions like them embody solidarity and subsidiarity while advancing the common good. They help workers “not only *have* more, but above all *be* more... [and] realize their humanity more fully in every respect” (*Laborem Exercens*, No. 20). Yes, unions and worker associations are imperfect, as are all human institutions. But the right of workers to freely associate is supported by Church teaching in order to protect workers and move them – especially younger ones, through mentoring and apprenticeships – into decent jobs with just wages.

As a nation of immigrants, we recognize that a vibrant and just economy requires the contributions of everyone. Those who come seeking decent work to support their families by and large complement, rather than displace, American workers. But we need to fix our broken immigration system to stop the exploitation and marginalization of millions of people as well as address the development needs of other countries. In doing so we would also level the playing field among workers, provide more opportunity for all who can work, and bring about a needed “change of attitude toward migrants and refugees” (Pope Francis, *Message for the World Day of Migrants and Refugees*).

Supporting policies and institutions that create decent jobs, pay just wages, and support family formation and stability will also honor the dignity of workers. Raising the minimum wage, more and better workforce training programs, and smarter regulations that minimize negative unintended consequences would be good places to start.

In doing this we follow the lead of Pope Francis in rejecting an economy of exclusion and embracing an authentic culture of encounter. Our younger generations are counting on us to leave them a world better than the one we inherited.

Source: <http://www.usccb.org/issues-and-action/human-life-and-dignity/labor-employment/upload/labor-day-statement-2014-09-01.pdf>

**Questions:**

1. How is work fundamental to the dignity of the human person?
  
  
  
  
  
  
  
  
  
  
2. The Christian concept of society is inclusive, but how do each of these current realities threaten this vision:
  - poverty, unemployment and underemployment?
  
  
  
  
  - the lack of opportunity for young adults?
  
  
  
  
  - the impact of the above forces on the family?
  
  
  
  
  
  
  
  
  
  
3. Generally speaking, how does Jesus call us to challenge society?
  
  
  
  
  
  
  
  
  
  
4. In light of these situations of injustice and our moral call to do the loving thing, what are some of the actions required of us for the common good?

<p style="text-align: center;"><i>What Are My Opportunities?</i>  <b>Exploring Community</b></p>	
Unit and Theme	
Unit 8: Be Generous	Theme 8.1: Do I have a heart of gold?
Overview	
<p>“To help answer the question ‘What are my opportunities?’, students will explore the concept of ‘opportunity’ and how the choices they make can open pathways for them, [and] expand awareness of school- and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment) and how these programs/activities help develop skills and relationships.” (<i>CPS: Exploring Opportunities</i>)</p> <p>In this activity students explore the meaning of community, the impact our communities have on us (and vice versa), and how volunteering can be a response to the call to follow Christ, and then research opportunities and set goals for volunteering and other forms of community engagement, with consideration given to the themes of Catholic social teaching.</p>	
Ontario Catholic School Graduate Expectations	
<p><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</p> <p><b>GGE1g</b> Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey</p> <p><b>CGE1i</b> Integrates faith with life</p> <p><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE4e</b> Sets appropriate goals and priorities in school and life</p> <p><b>CGE4g</b> Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p><b>CGE5c</b> Develops one’s God-given potential and makes a meaningful contribution to society</p> <p><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</p> <p><b>CGE6e</b> Ministers to the family, school, parish, and wider community through service</p>	
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> <li>FLV.01 explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;</li> <li>FLV.02 discern personal values in light of Gospel values and Church teaching.</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PF1.02 recognize discipleship as the call to follow Jesus in word and deed;</li> </ul>	

- PF1.11 summarize how followers of Jesus are called to love self and others;
- CM1.03 explain how the Christian concept of society is radically inclusive (CCC §1928-1942).

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- examine and evaluate their attitudes toward other people;
- identify ways they can be more generous in their attitudes.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp 175-179	<b>Teacher manual:</b> pp. 230-238
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 8.1: Do I have a heart of gold?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher internet access for video and website viewing</li> <li>• Student internet access for research</li> <li>• Handout: "Exploring Community"</li> </ul>	

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good (<http://www.eoccc.org/content/csfcs/themes/commongood.html>, <http://www.eoccc.org/content/csfcs/concepts/acomunity.html>, and <http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Dignity of Work and Service (<http://www.eoccc.org/content/csfcs/themes/work.html>)
- Globalism (<http://www.eoccc.org/content/csfcs/concepts/aglobalism.html>)
- Human Dignity (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Human Rights and Responsibilities (<http://www.eoccc.org/content/csfcs/themes/humanrights.html>)
- Justice (<http://www.eoccc.org/content/csfcs/concepts/ajustice.html>)
- Solidarity (<http://www.eoccc.org/content/csfcs/concepts/asolidarity.html>)
- Stewardship (<http://www.eoccc.org/content/csfcs/concepts/astewardship.html>)

### **Activation**

- Facilitate whole class discussion guided by the following questions:
  - *What is a community?* Based on their definition, ask students to identify their communities and produce a list of the communities that students belong to (e.g., school, clubs and teams, neighbourhood, parish, etc.).
  - *In general, what does belonging to a community do for us?* (e.g., creates a feeling of belonging and acceptance which leads to improved self-esteem)
  - *In what other ways do the communities we belong to impact us?* Get specific with examples

<p>(e.g., my school educates me, my team motivates me, my parish youth group supports me).</p> <ul style="list-style-type: none"> <li>• <i>In what ways can individuals impact their communities?</i> Get specific with examples of people who have made a difference in their community.</li> <li>• <i>How do you think communities are different today than they were when your parents or grandparents grew up?</i> Get specific with examples (e.g., many people feel more connected to online communities than neighbourhood communities).</li> <li>• <i>What problems does this changing sense of community create for us and the world? What opportunities does it create?</i></li> <li>• <i>What messages does Christ have for us in regards to our relationship to our communities (i.e., our neighbours)? What messages does the Catholic Church have for us?</i> Use the discussion to review course concepts and content such as the Beatitudes, the Ten Commandments, and the call to a purposeful life of love and service in Christ.</li> </ul>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Consolidate students' thinking into a consideration of <i>the common good</i> as it relates to the seven themes of Catholic social teaching (<a href="http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm">http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm</a>).</li> <li>• Introduce volunteering as a response to the call to follow Christ in word and deed and to love, serve and give freely. Read the article "Christian volunteering more than an act of goodwill, Pope says" (<a href="http://www.catholicnewsagency.com/news/christian-volunteering-more-than-an-act-of-good-will-pope-says/">http://www.catholicnewsagency.com/news/christian-volunteering-more-than-an-act-of-good-will-pope-says/</a>).</li> <li>• Facilitate whole class discussion: <i>The focus of volunteering is usually on how we can help others, but how does the act of volunteering help us in return?</i> Produce a list of the benefits of volunteering (e.g., meet new people, learn or try something new, grow in empathy and appreciation for your own life, feel part of something bigger, experience the satisfaction of making a contribution and a difference).</li> <li>• View the video "The Science of Happiness – Operation Kindness" (<a href="https://www.youtube.com/watch?v=M4ALRY5LyBM">https://www.youtube.com/watch?v=M4ALRY5LyBM</a>) and/or the article "Kindness Makes You Happy...and Happiness Makes You Kind" (<a href="http://greatergood.berkeley.edu/article/item/kindness_makes_you_happy_and_happiness_makes_you_kind">http://greatergood.berkeley.edu/article/item/kindness_makes_you_happy_and_happiness_makes_you_kind</a>). Both sources make the point that acts of kindness lead to increased happiness and that novelty (increasing or varying our acts of kindness) magnifies the impact on our well-being. (The payoff is that people who are happier are also more altruistic – what the article author refers to as a "virtuous cycle.") In response, encourage students to identify five new small acts of kindness that they can try in the next 24 hours.</li> <li>• View short videos in which students talk about why they volunteer, for example, <i>Change the World 2014</i> (<a href="https://www.youtube.com/watch?v=3M_wa7av8hY#t=43">https://www.youtube.com/watch?v=3M_wa7av8hY#t=43</a>) or <i>Youth Volunteerism</i> (<a href="https://www.youtube.com/watch?v=q4je9N26ouY">https://www.youtube.com/watch?v=q4je9N26ouY</a>). There are also many short videos at GetInvolved.ca (<a href="https://www.getinvolved.ca/videos">https://www.getinvolved.ca/videos</a>) in which students and others share their experiences on themes such as <i>volunteering to connect with my community</i>, <i>volunteering to build skills</i>, and <i>volunteering to turn my passion into a career</i>. Youth Connect also suggests an answer to students' question "Why should I volunteer?" at <a href="http://www.youthconnect.ca/htdocs/english/getinvolved/why.asp">http://www.youthconnect.ca/htdocs/english/getinvolved/why.asp</a>.</li> <li>• Invite a guidance counsellor into the class to discuss the 40-hour Community Involvement diploma requirement, including the following:</li> </ul>

- The purpose of the requirement (see <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>)
- Ministry and school board rules (e.g., what activities are approved and what are ineligible and the processes for proposing and obtaining pre-approval for activities not already prescribed as eligible or ineligible)
- School procedures and forms (or the online platform) for tracking and reporting community involvement hours
- Where opportunities are advertised within the school (e.g., bulletin board or website)
- What opportunities are available through the school (e.g., extra-curricular social justice initiatives)

(For the last item you might instead invite the staff advisor or the students from your school's social justice student organization to make a presentation to the class.)

This would also be a good opportunity to have the counsellor review the many other opportunities for students to become involved in the school community (i.e., extracurricular clubs, teams, and student organizations).

- Preview and orient students to the websites they will use in the next activity:
  - Get Involved! (<https://www.getinvolved.ca/>)
  - Youth Connect – Get Involved (<http://www.youthconnect.ca/htdocs/english/getinvolved/what.asp>)

In the activity students also research opportunities through their local volunteer centre's website, but if possible a representative could be invited as a guest speaker.

- Distribute the activity “Exploring Community” and review the instructions. Clarify your expectations and provide time for the task.

### **Consolidation and Reflection**

- Focus on the Church as a community by viewing the short video “C4: Ignite Your Catholic Faith – Why Do I Need Church?” (<http://www.archmil.org/c4video/C4-07.htm>). In response, students can individually reflect on the question posed at the beginning of the video, “What does being part of a church really do for me?” Afterward students can also consider other communities that, like the Church, we need/need us and that “build you up, make you feel part of something bigger or that there’s somebody out there that cares about me.”
- Students reflect on the experience of volunteering in the past. Specific questions to guide this reflection might include the following:
  - Describe a time when you volunteered or did something freely. What was the experience like?
  - How did you feel at the time, and when you recall the experience now, how do you feel?
  - How did the volunteer experience impact you? For instance, what did you learn about yourself (e.g., your values, your strengths, your plans for the future)?
- Students reflect on their current and future opportunities for volunteering. Specific questions to guide this reflection might include the following:

- Review the Seven Themes of Catholic Social Teaching. Which theme speaks to you the most, that is, in what theme might you find your passion? What volunteer opportunity can you pursue to put your passion into action?
- Pope Benedict has said that Christian volunteering should be “based on a personal experience of Christ.” What does this mean to you? How does this impact the way you think about the community involvement diploma requirement?
- Is it also your experience that being kind makes you feel happier? Explain with an example. Plan a day when you will consciously do more and different acts of kindness than you usually do; afterward, describe the experience and its impact on your sense of well-being.
- Students begin the decision-making and goal-setting process for their engagement in their communities in general. Specific questions to guide this process might include the following:
  - What goals do you have for increasing your involvement in these communities for the short-term (i.e., by the end of grade nine):
    - your school
    - your civic community
    - your parish or Church
  - What goals do you have for increasing your involvement in these same communities in the long-term (i.e., by the end of high school)?
  - How would you like to be involved in your community as an adult?

### **Assessment**

The students’ learning can be assessed in the portfolio activity for the “What are My Opportunities?” section of this resource and through the IPP activity “What are my goals?” for the “Who Do I Want to Become?” section; both of these activities also inform the review of students’ completed IPPs and portfolios for the “What is My Plan for Achieving My Goals?” section. The handout activity “Exploring Community” could be assessed separately as well. The students’ reflections provide additional opportunities for assessment.

### **Notes**

Community and working in solidarity for the common good are fundamental to Catholic social teaching and our call to be collaborative contributors and responsible citizens (CGE 5 and 7). For instance, consider the following: “A community is any association of people who come together with a common interest, vision or purpose. Community arises from the fact that we are made in the image and likeness of God, who is a *communion* of Father, Son and Holy Spirit. The notion of community is therefore central to Christian life.” (<http://www.eoccc.org/content/csfcs/concepts/acommunity.html>) “To be fully human, then, we must learn to live in community with others and seek what is called the common good.

The common good can be defined as *the sum total of social conditions which allow people, either as groups or as individuals to reach their fulfillment more fully and more easily*. There are many aspects to the common good, such as access to health care, education, proper housing, work, adequate food and water. The common good is a dynamic concept. As social conditions change and moral awareness grows, the common good evolves as well.

Everyone should be concerned about creating and supporting institutions that improve the conditions of human life. The state and every person within it are called to defend and promote the common good of civil society. The common good of the whole human family requires that all societies work together for a just world where all persons, made in the image and likeness of God are able to reach their human fulfillment.” (<http://www.eoccc.org/content/csfcsc/concepts/acommongood.html>)

If possible, time the delivery of this activity to coincide with a school-wide volunteer initiative or with the annual *Change the World* Ontario Youth Volunteer Challenge (a six-week campaign in April and May that promotes volunteerism among high school students; see <http://www.citizenship.gov.on.ca/changetheworld/>).

You might also undertake a volunteer initiative as a class project; for inspiration, ideas and resources, see *Count Me In*, the largest youth-lead movement promoting volunteerism, founded by Ontario student Shane Feldman ([http://www.cmimovement.com/Count\\_Me\\_In/Count\\_Me\\_In\\_-\\_The\\_Largest\\_Youth\\_Led\\_Movement\\_Promoting\\_Volunteerism.html](http://www.cmimovement.com/Count_Me_In/Count_Me_In_-_The_Largest_Youth_Led_Movement_Promoting_Volunteerism.html)).

*What Are My Opportunities?*  
**Exploring Community**

**Thinking about community**

In your own words explain what these mean to you:

***Community***

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***The Common Good***

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List three communities that you belong to:

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People often talk of “giving back” to their communities, because their community has benefitted them and they want to pay it back (or forward).

What have each of the communities you named above given you?

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How might you “give back” to each of these communities?

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**Thinking about opportunities for community involvement**

Community involvement is a requirement for your diploma but it is also an opportunity to learn more about yourself and your options for the future. Here are some considerations for deciding what volunteering activities you will undertake:

- ☐ Think about following your ***passion***: What opportunities will allow you to work for a cause, movement or issue you are passionate about?
- ☐ Think about your ***gifts and talents***: What community service opportunities will allow you to tap into your strengths and share them with others?
- ☐ Think about your ***education and career goals***: What experiences in the community will help you make informed decisions for your life after high school?
- ☐ Think about your ***personal growth***: What volunteer activities will help you acquire the experience and develop the skills you need for the future?

- ☐ Think about your **relationships**: What opportunities will allow you to meet new people and expand your network of supports for your personal, educational and career development?

After considering the questions above, what kinds of community involvement activities would be good options for you to explore?

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### **Exploring opportunities for volunteering**

#### **Part One**

Spend five minutes exploring the **Get Involved!** website (<https://www.getinvolved.ca/>); for example, watch some of the *videos that inspire* and link to any of the *interesting reads* that interest you). When you are ready, take the quiz “What Kind of Volunteer are you?” at <https://www.getinvolved.ca/vquiz/english/>. Record your results below.

According to your quiz results, what kind of a volunteer are you? \_\_\_\_\_

List two characteristics from your survey results that really capture your personality.

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What are your VQ traits? List them all.

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Explore some volunteer matches. You may choose to refine your match by expanding your location radius and your expressed interests and skills.

Identify one new volunteer opportunity of interest to you that you learned about from **Get Involved!**

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#### **Part Two**

Spend five minutes exploring the **Youth Connect – Get Involved** website (<http://www.youthconnect.ca/htdocs/english/getinvolved/index.asp>); for example, watch the Craig Kielburger video and read some of the success stories to get inspired). When you are ready, go to the “What Can I Do?” page and explore the ideas for volunteering based on what you might be into.

Identify one new volunteer idea of interest to you that you learned about from **Youth Connect**.

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### **Part Three**

Search for a local volunteer centre that you can access to learn about opportunities near you. You can search by keyword (i.e., your city or region and “volunteer”), or see the Ontario Volunteer Centre Network (<http://www.ovcn.ca/map>) or the Ontario Youth Volunteer Challenge (<http://www.citizenship.gov.on.ca/english/citizenship/changetheworld/volunteer.shtml>).

Visit your local centre’s website and spend five minutes exploring it.

Identify one new volunteer opportunity of interest to you that you learned about from your local volunteer centre.

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### **Part Four**

Learn about the community involvement opportunities that you can access through your school. Explore your school’s website, visit your Guidance Department, speak to your Chaplaincy leader, or attend a meeting of your school’s social justice student organization.

Identify one new volunteer opportunity of interest to you that you can join in on right at your school.

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### **Exploring other opportunities for getting involved in my community**

Volunteering is one opportunity to learn more about yourself and who you want to become. It can help you explore your interests, clarify your values, acquire or practice skills, develop relationships, and make decisions and set goals for your education, career and life planning. Think about some other opportunities in your communities that can open up pathways for your future.

#### ***Part-time employment***

What kind of part-time job can help you prepare for the future, and how?

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#### ***Extra-curricular activities***

What school-based recreational, social or leadership activities (such as school clubs, teams, and organizations) can help you prepare for the future, and how?

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#### ***Community activities***

What community-based social, recreational or leadership activities (such as community clubs, teams, and organizations) can help you prepare for the future, and how?

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<p style="text-align: center;"><i>What Are My Opportunities?</i></p> <p style="text-align: center;"><b>Exploring through <i>Take Our Kids to Work</i></b></p>	
Unit and Theme	
Unit 5: Be Obedient	Theme 5.1: Why should I obey my parents or anyone else in my family?
Overview	
<p>“To help answer the question ‘What are my opportunities?’, students will explore the concept of ‘opportunity’ and how the choices they make can open pathways for them, [and] expand awareness of school- and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment) and how these programs/activities help develop skills and relationships, [and] explore a variety of fields of work, occupations, and careers, and develop awareness of the impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them.” <i>(CPS: Exploring Opportunities)</i></p> <p>In this activity students explore roles within families in the context of the fourth commandment through participation in <i>Take Our Kids to Work</i>, and they reflect upon the experience’s impact on their career exploration process and their understanding of the meaning and purpose of work.</p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4e</b>	Sets appropriate goals and priorities in school and life
<b>CGE4g</b>	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<b>CGE5b</b>	Thinks critically about the meaning and purpose of work
<b>CGE5c</b>	Develops one’s God-given potential and makes a meaningful contribution to society
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• FLV.03 analyze the role of family in society and in the Church (CCC §2201-2233);</li> <li>• FLV.04 demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• CM1.13 explain and interpret the fourth commandment as it applies to families;</li> <li>• FL1.11 recognize authentic authority as worthy of honour and respect;</li> </ul>	

- FL1.12 describe the Christian family as the basis of society and as domestic Church.

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- explain and interpret the fourth commandment as it applies to families;
- identify duties, roles and responsibilities that are shared within Christian families.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 108-115	<b>Teacher manual:</b> pp. 160-169
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 5.1: Why should I obey my parents or anyone else in my family?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• <u>Be With Me</u> text</li> <li>• Teacher internet access for video and website viewing</li> <li>• Student internet access for research using Career Cruising</li> <li>• Handout: “Exploring through <i>Take Our Kids to Work</i>”</li> </ul>	

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good (<http://www.eoccc.org/content/csfcs/themes/commongood.html>, <http://www.eoccc.org/content/csfcs/concepts/acomunity.html>, and <http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Human Dignity (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Family (<http://www.eoccc.org/content/csfcs/concepts/afamily.html>)
- Interdependence (<http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html>)

### **Activation**

- Facilitate a group task for students to discuss the duties, roles and responsibilities of parenthood by creating a want ad for the position of *Parent*. Suggested headings for the ad include Position, Job Description, Responsibilities, Previous Experience Required, Compensation and Possibility for Advancement or Promotion, and Benefits. (For a humorous take on this idea, parents might enjoy <http://randysbusylife.blogspot.ca/2007/12/parents-want-ad.html>.) As an introduction to the format of a want ad, consider having the class co-construct a want ad for the position of *Student* from their perspective; this could generate a review of class and school expectations, the provincial learning skills and work habits, and the Catholic graduate expectations.
- As a class share and discuss the want ads, and then consider the same for a child: what are the duties, roles and responsibilities of children within families? This will facilitate review of the fourth commandment and our call to obedience. Points to emphasize include the following:

- The fourth commandment requires that we live in charity, starting with honour and respect for our parents. Jesus modelled this by recognizing the authority vested in his parents and being obedient to them (*Be with Me*, pp. 112-113).
- “The Greek word for obey comes from the word for ‘listening’ and for ‘answering the door.’ Obedience is not about doing exactly what someone tells you to do. It is about listening to those in authority and opening the door of your heart to see the good that may come from doing as they ask” (pp. 111-112).
- The dignity of the human person requires the pursuit of the common good. When we are growing up, obedience to our parents help us learn about the common good, that what we want is not the only thing that matters. Obedience to parents helps us learn that we need to consider the common good of our family in everything we do (p. 110).
- The three-minute video “C4: Ignite your Catholic Faith – What Makes a Happy Family?” ([www.archmil.org/c4video/C4-45.htm](http://www.archmil.org/c4video/C4-45.htm)) summarizes the modern role of the family in society and the Church according to the Catechism.

### **Action**

- Facilitate whole class discussion by including these family duties, roles and responsibilities in a consideration of the meaning and purpose of work in the context of a family. Questions to start this discussion might include the following:
  - Why do you go to school? Identify everything you get out of the experience of going to school. How does your doing this contribute to the common good of your family?
  - Why do you think your parents work? Identify everything your parents get out of working. How does their doing this contribute to the common good of your family?
  - When it comes to its meaning and purpose, what similarities and differences are there between your ‘work’ of going to school and your parents’ work?
- Explain the *Take our Kids to Work* initiative. For information and resources, see <http://www.thelearningpartnership.ca/what-we-do/student-programs/take-our-kids-to-work/>; in particular, the student experience page (<http://www.thelearningpartnership.ca/TOKW-online/studentexperience>) can guide discussion in class or be assigned for independent completion. Discuss the many benefits of this opportunity to engage in career exploration in a practical way with the support of a significant adult; in particular, highlight how the experience can help us appreciate our parents’ roles in making a living and supporting their families.
- Invite a guidance counsellor to discuss the school’s process for the distribution and collection of *TOKW* permission forms. At this time the counsellor may also preview some of the other opportunities that students will have in high school to explore their pathway options (e.g., the Career Studies course in grade 10, co-op and OYAP, Specialist High Skills Majors, dual credits, Skills Canada, experiential student forums through SCWI, post-secondary liaison presentations and CIP/UIP, Career Fairs, etc.)
- Invite a co-op teacher to address workplace health and safety and the rights and responsibilities of workers; a short video is also included in the student experience page.
- Introduce the task in which students will interview their host-parent on *TOKW* day. To learn about informational career interviews (as opposed to job interviews), students can complete Career Cruising Activity 9, step one only (see [http://www.careercruising.com/newmedia/docs/canadian/CDNActivities\\_en.pdf](http://www.careercruising.com/newmedia/docs/canadian/CDNActivities_en.pdf)). Students will

research a career related to their favourite school subject by reading, viewing, and listening to individuals' responses to career-exploration questions.

- Distribute the activity “Exploring through *Take Our Kids to Work*” and review the instructions. Clarify your expectations and discuss students' options for documenting the interviewee's responses (e.g., voice recorder, voice-to-text, video, in writing, etc.)
- The day following *Take Our Kids to Work*, facilitate a Pair-Share dialogue in which students debrief their experience using Part 2 of the activity as a guide. Students can then respond independently to the following questions:
  1. What aspects of the job that you shadowed were interesting to you, and why?
  2. What aspects of the job did you not like, and why not?
  3. Would you consider this job (or another one you observed at the workplace) for yourself? Why or why not?
    - If yes, what do you need to do now and in the future to prepare for this job?
    - If no, what other job would you like to learn more about instead? How will you do this?
  4. What surprised you the most about what you observed, heard or learned through this experience, and why?
  5. How do you see your parent differently after this experience?

Students' responses to these questions can be archived in their *myBlueprint* portfolios. (Students create a Custom Box, Title it as *Take Our Kids to Work*, add a brief Description (e.g., the career explored and the date), and attach any Media they want to include (e.g., a picture, video or file); after posting they can add their responses as a Reflection.)

### **Consolidation and Reflection**

- Students reflect on the learning experience. Specific questions to guide this reflection might include the following:
  - At work your parents are not defined by their relationship to you the way they are at home (i.e., where they are “the mom” or “the dad”). What was the experience of seeing your parent in another life-role like?
  - What was the experience of talking to your parent about their job and career journey like?
  - Did this also spark a conversation with your parent about your own education and career planning (i.e., your interests, values, strengths, and goals for the future)? What was that like?
- Students reflect upon the fourth commandment and make connections to their own lives. Specific questions to guide this reflection might include the following:
  - The fourth commandment requires that we honour our parents. How do you show respect for your parent(s)? (If you have any work to do in this area, what goals can you set for yourself?)
  - After spending a day alongside your parent at work, do you have a new level of appreciation for what they do for your family? Explain.

- Most adults are conflicted by the struggle to balance work and family. What are your thoughts?
- “If you are really honest with yourself, you might see that obeying your parents often points you in the direction to become the best you can be” (*Be With Me*, p. 110). What rules or expectations are placed on you at home that (a) are tough to take but (b) you can admit are probably in your best interest?
- The fourth commandment requires not only honor for our parents but also gratitude (CCC §2199). Individually students can respond to the following prompts:
  - For what are you grateful to your parents and family?
  - How do you show or express gratitude to your parents and family?
  - Write a “Thank You” note to the person who hosted you at work for *Take Our Kids to Work*. At a minimum, express gratitude for the experience, and be specific about something you enjoyed or learned. If you would like, take this opportunity to also express your gratitude for the other things you appreciate about this person, such as how they support you and your family.

### **Assessment**

The students’ learning can be assessed through the IPP activity “What are my goals?” for the “Who Do I Want to Become?” section of this resource and through the review of students’ completed IPPs and portfolios for the “What is My Plan for Achieving My Goals?” section. The handout activity “Exploring Through *Take Our Kids to Work*” could be assessed separately as well. The students’ reflections provide additional opportunities for assessment.

### **Notes**

Include in your discussions a consideration of why we are called to be caring family members (CGE 6): “Family is the basic community upon which all civilizations are built. The family has its own inherent, God-given laws which ensure its stability; the health and well-being of the family in turn ensures the stability of society and culture. The Christian family is a community of faith. It is the response to God's call to unite in marriage, beget and raise children and educate them in the light of Christian faith. Christian family is thus a vocation to holiness, whose origin is found in baptism. All family members, whether in dual parent, single-parent or blended households, share a common and equal dignity as children of God. Mutual love and respect enables family members to grow in freedom to fulfill their roles and responsibilities as contributing members of society. The love of family members for one another reflects the mutual love of the Father, Son and Holy Spirit and the self-giving love of Christ for all who make up his mystical body, the Church. By his birth and life with Mary and Joseph, Jesus our Lord reveals the central importance of family to all who seek to grow in love of God and neighbour as his disciples.” (<http://www.eoccc.org/content/csfcs/concepts/afamily.html>)

*Take Our Kids to Work* occurs annually on the first Wednesday in November. If your school is not participating in *TOKW* or your course is semester two, your students can still complete almost all of the components of this activity; for instance, the career information interview is not dependent on students’ shadowing their hosts for a workday but could be completed as a homework assignment.

For *TOKW* students do not have to go to work with a parent; they may choose to shadow another relative, neighbour, or family friend. For this reason, and to be sensitive to family compositions,

reference to students' parents in the activities should be understood to mean parent/guardian/significant adult.

***What Are My Opportunities?***

**Exploring through *Take Our Kids to Work***

**Part One**

Interview your *Take Our Kids to Work* host about his/her job and career experience so far; try to do this in the course of your day, but if necessary you can do this afterward. Document your host's responses to these questions for your own use later.

**About the job**

1. Describe a typical day at work.
2. What are the main tasks and responsibilities of your job?
3. What are the main challenges of your job?

**About job skills and qualities**

4. What personal qualities or characteristics are important for success in this field?
5. What are the most important skills needed for this job?
6. Is continuing to learn new knowledge or skills part of this job or field?

**About job readiness**

7. What education or training prepared you for this job?
8. What previous life or work experience prepared you for this job?
9. What advice would you give to someone wanting to enter this field?

**About job transformation**

10. Has how you do your job changed since you started it?
11. Are there any trends (e.g., demographic, technological, economic, or social) that may change the nature or attractiveness of this job in the future?
12. What is the outlook for this job for someone just starting out?

**About job satisfaction**

13. What is most satisfying about your job and why?
14. What is least satisfying about your job and why?
15. Does your job allow you to have a lifestyle you are happy with?

**About your career journey so far**

16. What have been the main career-decision milestones or turning points in your life so far?
17. What people have most influenced your career direction?
18. What career planning or preparation has proven most important for your career journey?
19. If you could go back in time, what general career advice would you give yourself at the age of fifteen?
20. What is your dream job?

**Part Two**

After you have completed the interview, review your host's responses to your questions. For each of the six question categories above (i.e., *About the job*, *About job skills and qualities*, *About job readiness*, etc.), identify one thing you learned from your interview. Choose what stands out to you – it could be what is the most interesting, the most useful, or the most surprising. For each category, describe in a few sentences what you learned and comment upon its meaning or relevance to you.

<p style="text-align: center;"><i>What Are My Opportunities?</i> <b>Exploring Vocation</b></p>	
Unit and Theme	
Unit 8: Be Generous	Theme 8.2: How do I get satisfaction?
Overview	
<p>“To help answer the question ‘What are my opportunities?’, students will explore the concept of ‘opportunity’ and how the choices they make can open pathways for them, [and] explore a variety of fields of work, occupations, and careers, and develop awareness of the impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them.” (CPS: <i>Exploring Opportunities</i>)</p> <p>In this activity students explore the career exploration and discernment process through the lens of vocation and mission. <b><i>This is an IPP Activity.</i></b></p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4e</b>	Sets appropriate goals and priorities in school and life
<b>CGE4g</b>	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<b>CGE5b</b>	Thinks critically about the meaning and purpose of work
<b>CGE5c</b>	Develops one’s God-given potential and makes a meaningful contribution to society
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
<b>CGE5h</b>	Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> <li>• CMV.03 demonstrate the use of Christian moral principles in personal decision-making;</li> <li>• FLV.05 demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p>	

- PF1.11 summarize how followers of Jesus are called to love self and others;
- CMI.01 know that each person has been created with the freedom to shape his or her own relationships.

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- Use the ninth and tenth commandment as a tool for critical reflection on career and life skills planning;
- identify and evaluate criteria for achieving satisfaction.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 175-179	<b>Teacher manual:</b> pp. 230-238
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<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 8.2: How do I get satisfaction?</li> </ul>
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<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher internet access for video and website viewing</li> <li>• Student internet access for research</li> <li>• Handouts: “Exploring Vocation” and “Exploring an Occupation”</li> </ul>
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### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good (<http://www.eoccc.org/content/csfcs/themes/commongood.html>, <http://www.eoccc.org/content/csfcs/concepts/acommunity.html>, and <http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Discovery (<http://www.eoccc.org/content/csfcs/concepts/adiscovery.html>)
- Human Rights and Responsibilities (<http://www.eoccc.org/content/csfcs/themes/humanrights.html>)
- Vocation (<http://www.eoccc.org/content/csfcs/concepts/avocation.html>)

### **Activation**

- Facilitate a performance of the skit, *Job Opening*, available at <http://www.usccb.org/beliefs-and-teachings/vocations/educators-and-youth-leaders/lesson-plans/upload/lesson-plan-discernment.pdf> and marked pages 92-93. Plan for this in advance, by working with your school’s drama teacher to have guest student-actors perform the skit or by providing the script to five class members for rehearsal and performance.
- After viewing the skit, facilitate a Think/Pair/Share guided by the following questions:
  - Describe how each job applicant responds to the opportunity: the first young executive, the second young executive, and Tom.
  - What do you believe is the message or meaning of the skit?
- Following a debriefing, students can individually reflect upon the following questions:

- Have you ever asked God, “What do you need? What do you want me to do?” If you haven’t, why not?
- Do you believe that God has a plan for you? Why or why not?

### **Action**

- People use the term ‘career’ to mean different things, often interchangeably; unfortunately the term has also been used to evaluate the worthiness of types of work, where some are ‘jobs’ but others are ‘careers,’ language which undermines the dignity of work and service. For clarity define how you will use the following terms:

**occupation:**

a cluster of jobs with similar tasks and skills performed at a variety of locations (e.g., a teacher)

**job:**

a specific set of duties performed for a specific employer at a specific location (e.g., a Grade 9 Religion teacher at your school)

**career:**

the sum of a person’s experiences in a variety of roles throughout life; it includes paid work, but also unpaid work, community involvement and volunteering, family activities, school experiences, and leisure pursuits such clubs, hobbies, sports, and time with friends (e.g., again, you might use yourself as an example)

(Creating Pathways to Success uses the phrase “Career/Life” to capture this meaning.)

- Discuss what students believe ‘vocation’ to mean and how it might fit in with these other terms. Define **vocation** as a call from God that is unique to each of us.

Note: *Vocation* has come to commonly mean a strong impulse to follow a particular career or occupation because you are particularly well-suited or qualified. *Religious vocation* is included in the curriculum for *Grade 12 Church and Culture*, but a preview here is appropriate. For Catholics, vocation means a call from God; our first vocation is the universal call to holiness, and specific vocations are the call to one of the four traditionally recognized states of life – married life, committed single life, consecrated life, and ordained life. The intent at this level is to consider how youth can begin the discernment process and how the two meanings of vocation intersect, for instance, how our religious vocation (e.g., marriage) may impact our choice of occupation.

- Provide students with copies of the article “Discerning Vocation” and read together as a class. Individually students can reflect on the article, guided by questions such as the following:
  - How hopeful are you for the future?
  - How does it make you feel to know that God has a plan for you to make a difference in the world?
  - Have you thought about what vocation God may be calling you to? Explain.
  - How might God’s plan for you be different from what you want for yourself right now?
  - How can you continue to discern your vocation – that is, to work to recognize God’s call for you?

- View the short video “Made for Mission, Session 11.3: Finding Your Mission” (<http://dynamiccatholic.com/confirmation/view-program/session-11/>). Students can consider how “God speaks to us in so many ways” by reflecting on questions such as the following:
  - How is God speaking to you through your unique blend of talents, abilities and personality traits? What are they, and how might they be clues to how God plans for you to contribute?
  - How is God speaking to you through your deepest desires? What are they, and how might they be clues to God’s mission for you to make a difference in the world?
  - “God is speaking to you. He speaks to us through prayer, through the Scriptures, through the sacraments, through the life, teachings, and history of the Church. He speaks to you through other people. He speaks to you through events and circumstances. God is talking to you.” Think about all of these media; has God been speaking to you through one of them in particular, and what has He been saying to you about your specific mission in life?
- Distribute the activity “Exploring an Occupation” and review the instructions. Students may need help deciding on an occupation to research; guiding students through the activity “Answer 10 Questions and Discover Your Future” (<https://bigfuture.collegeboard.org/get-started/know-yourself/answer-10-questions-and-discover-your-future>) may generate ideas that help students focus on occupational sectors with strong appeal. Clarify your expectations and provide time for the task.
- Review that a person’s career is not just his/her occupational history in a particular field; rather it is the sum of a person’s experiences in a variety of roles throughout life. It includes not just work, but also relationships with family and friends, community engagement, and faith life. All are interconnected and each impacts the next, and career planning must take our goals for each aspect into account. To illustrate, discuss as a class the tradeoffs people have to make when trying to balance work and family. (e.g., They may choose to put their job advancement on hold by taking time off to raise a family; they may choose to make less money by working part-time or taking a job with less pay but regular hours; alternatively, they may take a job, even when it means more time away from home, because it is necessary to support the family.)
- Facilitate whole class discussion: *When considering possible occupations for our future, what else should we think about, in addition to the usual factors (such as working conditions, requirements, earnings, and the others in the “Exploring an Occupation” activity)?* Summarize students’ ideas in a format such as the following, for instance:

Additional considerations for career planning

Will this occupation make it easier or harder for me to...

- love and serve God?
- follow Jesus by loving others?
- love myself by adhering to my ethics, morals and values?
- contribute to the common good?
- live the Beatitudes?
- follow the Commandments?
- observe the teachings of the Church?
- make my religious vocation a priority?

- Review the 9<sup>th</sup> and 10<sup>th</sup> commandments and establish them as further guiding principles in the consideration of occupations for ourselves (see *Be With Me*, p. 178). In other words, we must ask ourselves if our interest in an occupation is motivated by envy of others:

Does this occupation appeal to me because of any desire for...

- power or status?
- respect or love?
- money or material wealth?
- sexual or personal gain?

### **Consolidation and Reflection**

- Remind students that discerning one's vocation is a lifelong process, and that as youth they are just embarking on this journey, and like any other journey they must take it one step at a time. Share the excerpt, "Bound Together: Discernment and Community" from <http://www.usccb.org/beliefs-and-teachings/vocations/educators-and-youth-leaders/lesson-plans/upload/lesson-plan-discernment-community.pdf>. Students can respond individually by setting concrete goals for how they can live their vocation to love others more fully and selflessly.
- To make connections to their own lives, students can reflect on what any one of the following statements (from the "Finding Your Mission" video) means to them:
  - "The world says that the meaning of life is to get what you want. The world says you will be most fully alive when you get what you want, but it's not true. In your lifetime you will encounter hundreds of people who are obsessed with getting what they want, but getting what they want won't make them happy. The reason is profoundly simple: you never can get enough of what you don't really need."
  - "The world is obsessed with unique talent, but when you consider the ability to make a difference in other people's lives alongside the ability to throw a great fastball, the baseball thing seems trivial. The reason it seems trivial is because it is. The world takes the trivial and makes it important and the world takes the important and makes it trivial."
  - "God has assigned a mission to you. If you don't fulfill your mission, it will go left undone. The world is a mess. In lots of ways the world's a mess. Do you know why it's a mess? Because too many people have abandoned their God-given mission."
- View the short video "C4: Ignite Your Catholic Faith – God Reveals His Plan" (<http://www.archmil.org/c4video/C4-03.htm>). In response students could reflect in their own words upon the question, "What is God plan's for me?"
- To practice the process of career discernment from a Catholic stance, students can apply the "Additional Considerations" above to the occupation they researched for "Exploring an Occupation."

### **Assessment**

The students' learning can be assessed in a test and in the portfolio activity for the "What Are My Opportunities?" section of this resource. This activity will also be included in a review of students' completed IPPs and portfolios for the "What is My Plan for Achieving My Goals?" section of this resource, which consolidates the *Creating Pathways to Success* inquiry process. The students' reflections provide additional opportunities for assessment.

## Notes

The question “What are my opportunities?” challenges us to be informed of our options, open to possibilities, and attentive to how God is guiding us to our mission. Consider the following: “The baptismal call (from the Latin *vocare*, to call) to follow Christ is at the root of our Christian understanding of vocation. God calls each of us to use our divinely bestowed gifts and talents in service to build up the entire community of faith and human family. Each of us, then, is called to play a role in the fulfillment of God's plan. Guided by the Holy Spirit, we answer this call in many ways, the primary way being through our work or daily occupation.

To work is fundamental to our humanity, and is inscribed in our nature as *image of God*, who is portrayed in Genesis as working to establish the created order. As a primary human vocation, work is our response to the divine invitation to partake in God's creative activity, and in a sense, to be co-creator and participant in the building up of the Reign of God. By their work, human persons contribute their personal industry to the realization in history of the divine plan for a reign of love and justice among all peoples. Work is thus intrinsic to human dignity. It is a principal means through which human persons express who they are in the world, after the example of Jesus, who devoted much of his life to working as a carpenter.

Work is more than just a means to earning money. As vocation, work exists to serve both the good of the human person and the community, and can rightly be considered a form of service, and even *ministry*, when animated by the message of the Gospel”  
(<http://www.eoccc.org/content/csfcs/concepts/avocation.html>).

*What Are My Opportunities?*  
**Exploring Vocation**

**Discerning Vocation**

**Fr. Binh Le, *Kairos*, Volume 24 Issue 14**

...Every one of us is born with a package of potential – gifts and talents – that are given by God, for themselves and for others. If these are discovered and then progressively nurtured and developed, we will be on the right track to developing a healthy self-esteem and to reaching our fullest potential. We will also have the capacity to contribute as fully as possible to the life of our family and society. We will indeed make a difference in the world.

Through Baptism, every single one of us has a ‘vocation.’ The word vocation comes from the Latin verb *vocare*, which means ‘to call.’ Our vocation is to discover, develop and share our gifts and resources with others, as we work together to make a difference in the world.

Through Baptism, we are called by God to become disciples of Jesus, to share his life and love, and to offer our gifts and talents in the service of God and for the benefit of other people.

The Catholic Church recognizes four main states of life – or vocations – which a person can follow in responding to the invitation that God gives: single life, married life, consecrated life and the ordained ministry.

Someone’s vocation is not the same as their career or job. A job is something that you have in order to be able to provide for yourself, your family or someone else whom you support. A vocation is much deeper. It is the calling from God that is unique to you. It is true that we all have a universal calling from God, and that is to become disciples of Jesus. But, this is only the beginning. God wants to work through each one of us in a specific way. Vocation then goes much deeper, to the core of who a person is.

A man or woman may work in retail sales because they have what it takes to sell a product, establish customer relations, follow directions and work with a team to accomplish daily tasks. That same person’s vocation may be to be a wife or a husband, to be a single person, to be a religious brother or sister, or to be a deacon or priest. The personal vocation does not diminish the job of that person but rather enhances and brings one’s work to perfection.

Further, a vocation is not a one-off event. Rather, it is a call to a life-long process, to become fully alive! Our Christian vocation is thus a call to a life commitment: to love, to grow into the best self we can be, and into our union with God.

God, who called us at the time of our baptism, continues to call us throughout our lives, and that ongoing call is always an invitation to 'choose life.' How do we do that?

To make a good decision, we need to ask for God's help and especially open ourselves to the guidance of the Holy Spirit. Gathering information and prayerfully considering the options with their positives and negatives would be a good start. People who know us well, such as family and friends, as well as people already involved in the vocation that attracts us...may be able to offer suggestions and support in the inquiries and discernment we seek to make.

If we want to live a joyful life, it is crucial that each one of us takes time to seriously consider and carefully choose our vocational path. Drifting is just not good enough. Our life is a gift that is not meant to be squandered but to be treasured and generously shared.

*Lord Jesus, make me your disciple. With your joy, fill me. By your love, form me. In your hope, lead me. Show me the vocation that you desire for me, the path to love and to follow you. Amen.*

Source: <http://www.cam.org.au/News-and-Events/Features/Vocations/Article/15215/Discerning-vocation#.VMUtXdLF-So>

*What Are My Opportunities?*  
**Exploring Vocation**

**Bound Together: Discernment and Community**

So how do you live "vocation" now when you are just a teenager?

The answer is simple, but like most things in life that are rewarding, is not easy.

Love.

To become love by loving others.

To love others by giving of yourself unselfishly so that they may have the good that you desire for them.

To understand that the good that you desire for them is a spiritual good because that is everlasting, while a physical or instinctual good is only temporary.

To realize that the best spiritual good for another person is that they get to heaven.

To understand that they get to heaven by living their own vocation, which means that they themselves must be allowed to love, to offer themselves as a sacrificial gift for others. We cannot do this for them and we cannot force it on them.

Sometimes this love is going to sting, hurt and make us uncomfortable.

In the end this love is going to reveal a way to love that is unique to us. It is going to point us to our spouse, be that another person, the Church, or Christ himself. In the end, it is going to reinforce our eventual vocation since all vocations are simply a different way of serving others, of desiring their good, of sacrificing for them so that they get to heaven.

The more we practice doing that, the more we will realize our particular vocation and our path in God's plan.

Source: Life Teen Life Nights Curriculum Guide – Vocation (2009), p. 99  
<http://www.usccb.org/beliefs-and-teachings/vocations/educators-and-youth-leaders/lesson-plans/upload/lesson-plan-discernment-community.pdf>

## *What Are My Opportunities?* **Exploring an Occupation**

### **Part One**

Choose an occupation that has strong appeal to you now. Research that occupation using both *Career Cruising* and *myBlueprint*, including the videos and printed and recorded interviews. (You might also research the occupation through additional sources, including those that you can link to from these sites.) Answer the following questions based on your findings, using the headings provided.

#### **Job Description**

What do people in this occupation do? Name at least three main tasks or duties.

#### **Working Conditions**

Describe the work environment for this occupation (e.g., potential employers, location, hours, benefits and drawbacks).

#### **Requirements**

What skills and personal characteristics are required for this occupation?

#### **Education**

What education, training, certification or other qualifications are required for this occupation, and how many years does this take?

#### **Earnings**

What is the average Canadian wage and the typical range of earnings for this occupation, and what factors impact the income earned?

#### **Prospects**

What opportunities and job security are there in this occupation and what is the outlook for the future?

### **Part Two**

Add this occupation to your *myBlueprint* Occupation Planner as a favourite occupation. Then add your selection to your portfolio and add a reflection to your Occupation Plan. In your reflection refer to your research to summarize why you selected this occupation as a possibility for yourself.

(You should have three favourite occupations now, including two you had selected previously; if you don't, you can add two more occupations of interest to your favourites now. Also, if either of your previous selections no longer appeals to you, you can change it now as well.)

### **Part Three**

For this occupation research potential programs in *myBlueprint* and select one to add to your Post-Secondary Planner. Then add your selection to your portfolio and add a reflection to your Post-Secondary Plan, in which you explain why you selected this program as a possibility for yourself.

<p style="text-align: center;"><i>What Are My Opportunities?</i>  <b>My Works of Mercy</b></p>	
Unit and Theme	
Unit 6: Be Just	Themes 6.1: What keeps us apart? 6.2: How much is enough?
Overview	
<p>“To help answer the question ‘What are my opportunities?’, students will explore the concept of ‘opportunity’ and how the choices they make can open pathways for them, [and] expand awareness of school- and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment) and how these programs/activities help develop skills and relationships.” (<i>CPS: Exploring Opportunities</i>)</p> <p>In this activity students explore our moral imperative to follow Christ’s example and respond to situations of need and injustice by bringing God’s love and mercy to our neighbours, and begin to consider the implications of this mission for their planning for the future. <b><i>This is a Portfolio Activity.</i></b></p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>CGE3a</b>	Recognizes that there is more grace in our world than sin and that hope is essential in facing all challenges
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4e</b>	Sets appropriate goals and priorities in school and life
<b>CGE4f</b>	Applies effective communication, decision-making, problem-solving, time and resource management skills
<b>CGE5c</b>	Develops one’s God-given potential and makes a meaningful contribution to society
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
<b>CGE5f</b>	Exercises Christian leadership in the achievement of individual and group goals
<b>CGE7a</b>	Acts morally and legally as a person formed in Catholic traditions
<b>CGE7e</b>	Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> </ul>	

- CMV.01 demonstrate a knowledge of how Church teaching informs moral-decision making (CCC §2030-2040);
- CMV.03 demonstrate the use of Christian moral principles in personal decision-making.

**Specific Expectations:** *Students will...*

- PF1.01 demonstrate and understanding of how Jesus affirms the dignity of every person;
- PF1.02 recognize discipleship as the call to follow Jesus in work and deed;
- CMI.03 explain how the Christian concept of society is radically inclusive (CCC §1928-1942);
- CMI.10 explain the challenge of God's preferential option for the poor;
- CM1.11 describe how the love of God do all people demands justice.

**Be With Me Learning Goals**

**Outcomes:** *Students will...*

- suggest ways that they could respond with compassion to situations of injustice;
- identify social justice issues;
- perceive the challenge of God's preferential option for the poor;
- use the preferential option for the poor as the criterion for analyzing social injustice issues;
- acknowledge that the love of God for all people demands justice.

**Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 126-139	<b>Teacher manual:</b> pp. 178-195
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Themes 6.1: What keeps us apart? and 6.2: How much is enough?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher internet access for video viewing</li> <li>• Student internet access for <i>myBlueprint</i></li> <li>• Handout: "What Would You Do" scenarios, one for each group of four</li> <li>• Handout: "My Works of Mercy" and rubric (to be co-constructed)</li> </ul>	

**Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good  
(<http://www.eoccc.org/content/csfcs/themes/commongood.html>,  
<http://www.eoccc.org/content/csfcs/concepts/acommunity.html>, and  
<http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Distribution (<http://www.eoccc.org/content/csfcs/concepts/adistribution.html>)

- Human Dignity (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Human Rights and Responsibilities (<http://www.eoccc.org/content/csfcs/themes/humanrights.html>)
- Justice (<http://www.eoccc.org/content/csfcs/concepts/ajustice.html>)
- Preferential Option for the Poor and Vulnerable (<http://www.eoccc.org/content/csfcs/themes/poor.html>)
- Solidarity (<http://www.eoccc.org/content/csfcs/concepts/asolidarity.html>)
- Transformation (<http://www.eoccc.org/content/csfcs/concepts/atransformation.html>)

### Activation

- Facilitate partner or small group discussion: *What's right with world? What's wrong with the world? On the whole then, is the world "a mess"? Discuss students' ideas, making connections to the themes of Catholic social teaching, and pose the questions, "How does Jesus ask us to respond to what's wrong with the world? Why is this challenging or hard for us?"*
- View the music video "Do Something" by Matthew West ([https://www.youtube.com/watch?v=b\\_RjndG0IX8](https://www.youtube.com/watch?v=b_RjndG0IX8)). Students can individually reflect upon what one of these lyrics means to them (for instance, have they ever thought or heard the sentiment themselves):
  - *I woke up this morning / Saw a world full of trouble now / ...So I turned my eyes to Heaven / I thought, "God, why don't You do something?"*
  - *I'm so tired of talking / About how we are God's hands and feet / But it's easier to say than to be*
  - *Live like angels of apathy who tell ourselves / It's alright, "somebody else will do something"*
- Facilitate a Think/Pair/Share activity: *Who do you know who is "doing something" about what is wrong with the world? Explain.*

### Action

- Review the difference between charitable works and social justice. For a complete series of learning activities on this topic, see <http://www.usccb.org/about/justice-peace-and-human-development/upload/Two-Feet-of-Love-in-Action-Session-for-Teens.pdf>.
- Introduce and discuss any current events that highlight issues of social injustice, such as poverty and wealth distribution, exploitation, discrimination, and so on. Discuss how the enormity and complexity of these injustices can create apathy and inaction (i.e., *What can I do?*), but remind students of the following:

"It takes a lifetime to become just. Each step in the process may be a very small one. We may begin by giving a cup of water to someone who is thirsty and who cannot get water. Next we may offer food to someone who is hungry. From there we may volunteer our time or give away some of our things. Each time we do one of these things we grow closer to those in need and closer to God. (See Matthew 25:31-45) In time, we may begin to think of the needs of the poor as our own needs. We may share without thinking and thus achieve a true solidarity with the poor and a true unity with God" (*Be with Me*, p. 135).
- Facilitate the group activity, "What Would You Do? An Activity for Youth Groups" (see <http://www.usccb.org/beliefs-and-teachings/who-we-teach/youth/social-justice-youth-group->

[activity.cfm](#)), in which students are presented with social injustices manifested locally (at the school or parish level) and discuss as a group how to respond to the situation. Questions similar to the following are provided to generate discussion:

- How could you work to get your school/parish to make a stand and stop this practice? What would you do first?
- How might you learn more about this issue?
- How could you get more people involved in your efforts? Who in the school's/parish's leadership would you talk to? How would you do it?
- How could you raise awareness around the school/parish? What kinds of activities could you plan to address the issue?

(Three short scenarios are provided; these can be adapted or new ones added to reflect students' interests, local concerns, or recent events.)

- View the video “Made for Mission, Session 11.4: Your Untapped Greatness” (<http://dynamiccatholic.com/confirmation/view-program/session-11/>) to introduce the Works of Mercy challenge. (The challenge delivered is to perform one Work of Mercy each day for 30 days, but any length of time can be established; for the activity here the duration required is 15 days).
- Review the Works of Mercy and brainstorm as a class specific ways to perform the Works today that are appropriate for students' age and abilities. You might introduce the Corporal Works of Mercy by trying the guided meditation that can be found at <http://catechistsjourney.loyolapress.com/wp-content/uploads/2014/02/Guided-Reflection-on-Corporal-Works-of-Mercy.pdf>; this also includes ideas for young people. For more practical ideas, see the following:
  - “Justice and Service” ([http://www.htrcc.org/youth\\_ministry\\_justice\\_and\\_service.php](http://www.htrcc.org/youth_ministry_justice_and_service.php))
  - “Practical Suggestions for Practicing the Corporal and Spiritual Works of Mercy” (<http://www.mcgill-toolen.org/apps/download/FVilzVknQlpDfan6bZRRQgKS0OvfPROGm2kaH7eel5qjmjq.pdf/Practical-Suggestions-for-Practicing-the-Corporal-and-Spiritual-Works-of-Mercy.pdf>)
- Distribute the activity “My Works of Mercy” and review the instructions. Discuss foreseeable obstacles and strategies to overcome them. Clarify your expectations for both the activities (e.g., the variety in the Works and the length of the time committed to performing them) and their documentation (e.g., the length or amount of detail for log entries and the reflection).
- Co-construct the success criteria and assessment tool(s) with the students. Provide a rubric summarizing these criteria.
- Establish a timeframe for work in class daily (e.g., time to plan, record, and reflect upon their daily Work) and towards the end of the fifteen days (e.g., for preparing their log for submission and writing their reflection).
- Provide students the opportunity to share their ideas, struggles and successes over the course of the challenge; for instance, each day invite one or two students to share their Good Works experience with the class.

### **Consolidation and Reflection**

- Students archive their work in their *myBlueprint* portfolio, where it can be accessed for evaluation.
- In small groups students can share their experiences in the Works of Mercy challenge with each

other.

- Student reflection on the learning experience is built into the activity; supplemental questions to guide further reflection might include the following:
  - Jesus tells us, “love your neighbour as yourself.” Who is your neighbour? Has your perspective changed after this experience? What does the parable of the Good Samaritan tell us about who our neighbours are?
  - How much effort do you normally put into knowing your neighbour? Even for the people around you every day, how open are your eyes to their possible loneliness, hurt, and unmet needs? Has that changed since this experience?
  - In the song “Do Something” the speaker sees the mess in the world and says, “*I shook my fist at Heaven / Said, “God, why don’t You do something? / He said, “I did, I created you.”* How does this make you feel? Hopeful? Intimidated? Excited? Overwhelmed? Explain.
- View the short video “Made for Mission, Session 11.1: The World is a Mess,” starting at 2:50. (<http://dynamiccatholic.com/confirmation/view-program/session-11/>). In response students could reflect upon questions such as the following:
  - The world is a mess in a lot of ways that cause a lot of suffering for a lot of people. The mess manifest itself in many ways. Which aspects of the mess sadden or anger you the most? (The video suggests that the mess is manifested in poverty, starvation, hatred, pollution, greed, crime, war, human trafficking, divorce, violence, lying, cheating, stealing, prejudice, sexual abuse, conflict, unemployment, and loneliness.)
  - What do you believe is the cause of most of the mess, heartache and suffering in the world? What can we do about this?
  - “The world needs changing...Now is the time to start thinking about how you can make a difference in the world. Now is the perfect time to start thinking about your mission in life.” How do you sense God is calling you to do something about the mess in the world?
- Students begin incorporating the Christian call to love and mercy into their decision-making and goal-setting process for their career development. Specific questions to guide this process might include the following:
  - What short-term goals do you have for doing something about the mess in the world? What can you do to make the world a better place, starting today?
  - What long-term goals do you have for making a difference in the world? What do you want to do in the future (say, as a young adult), and what do you need to do to make that happen?
- Encourage students to include in their plans participation in school and community-based opportunities (e.g., your school’s student social justice organization, peer support groups, and THINKFast program; parish youth groups) to help build the knowledge, skills and supportive relationships that will help them find and follow their mission.
- As students’ *myBlueprint* accounts are easily accessible and others can be invited to view them, encourage students to share and discuss their work with a family member. For instance, a parent could share any observations about the impact of the Works of Mercy challenge on the student’s

relationships and outlook as well as his/her own experiences.

### **Assessment**

The students' learning will be assessed using a co-constructed rubric. This artifact will also be archived in students' *myBlueprint* portfolios and will inform the task for the "What is My Plan for Achieving My Goals?" section of this resource, which consolidates the Creating Pathways to Success inquiry process. The students' supplemental reflections provide additional opportunities for assessment.

### **Notes**

The question, "What are my opportunities?" must include consideration of the greatest opportunity before us: to bring God's compassion and mercy to others and to transform the world through love. This is fundamental to our purpose in this life. Consider the following: "Transformation is a key concept used by Christians to describe their role in the world...Our ability to transform the world rests in allowing Christ himself to accomplish this task in and through us.

Transformation thus has two dimensions: it requires conversion to the Gospel and seeing the world through eyes that recognize Christ in others. This new sight calls for a response – the need to work for the justice of Christ's Reign...By changing existing structures, systems and relationships which dehumanize, victimize or marginalize persons, we thus become agents of transformation: salt, light and yeast in the world." (<http://www.eoccc.org/content/csfcs/concepts/atransformation.html>) This call to transform the world through love is a call to the pursuit of justice and peace: "Justice is a *moral virtue* – a habit of practicing the good. It consists in giving what is due to God and neighbour.

Justice disposes one to respect the *dignity* of each individual and to protect the *common good*. Justice thus seeks to establish harmony in human relationships through distribution of goods, services and opportunities to meet the needs of every member of society. Social justice uses the leaven of the Gospel to transform social and political structures which undermine *human dignity* and the *common good*. The call to justice is at the heart of the prophets' messages to God's people.

Faithfulness to their Covenant relationship with God was mirrored in justice to the poor, widows, orphans and strangers. Jesus fulfils the prophetic tradition and reminds us that our salvation involves acting justly toward the poor, sick, imprisoned, hungry, and strangers, in whom his presence is found. Catholic social teaching tells us that peace is the result of justice."  
(<http://www.eoccc.org/content/csfcs/concepts/ajustice.html>)

**What Are My Opportunities?**  
**My Works of Mercy**

**First Aid**

What would you expect to find in a typical first-aid kit? No doubt bandages, antiseptics, pain relievers, burn ointment, and so on. What would you include in a *spiritual* first-aid kit?

The fact is, we provide first aid for people when they have an urgent physical need. Some physical needs that people have are ongoing and are not the result of a medical emergency. Some people are hungry, some are without proper clothing and housing. Others are still without jobs and income. Many people have emotional and spiritual needs that require tending. Some people are lonely. Some are grieving. Others are depressed, while still others are in need of forgiveness. The Catholic Church identifies some specific actions that we can take that, in a sense, provide physical and spiritual first aid to those in need. We call these the Corporal and Spiritual Works of Mercy.

We do not perform these good works in order to please or assuage God. We do not do good works in order to earn grace or salvation. We do good works because God is love and we yearn to live in God. By sharing love with others, we encounter the living God. The *Corporal Works of Mercy* can be traced to Matthew 25 – the Parable of the Last Judgment. These works are kind acts by which we help our neighbours with their everyday material and physical needs. The Church also identifies works of mercy that tend to the emotional and spiritual needs of people. These are called the *Spiritual Works of Mercy*.

The key to all of the works of mercy is that these are not the sorts of actions that happen by accident. In order for them to happen, we need to be proactive. The goal of all of the Works of Mercy is to bring about a transformation in society – a transformation that reflects how God intends for us to live with one another. God's merciful love is transforming. When we share that merciful love with others, we share in God's work of transforming the world.

Source: <http://catechistsjourney.loyolapress.com/2012/08/year-of-faith-retreat-week-3-day-3-first-aid-the-works-of-mercy/>

**The Works of Mercy**

**The Corporal Works of Mercy**

To feed the hungry  
To give drink to the thirsty  
To clothe the naked  
To shelter the homeless  
To visit the sick  
To visit the imprisoned  
To bury the dead

**The Spiritual Works of Mercy**

To instruct the ignorant  
To counsel the doubtful  
To correct sinners  
To bear wrongs patiently  
To forgive offenses willingly  
To comfort the afflicted  
To pray for the living and dead

**What are My Opportunities?**  
**My Works of Mercy**

Then the King will say to those on his right, 'Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'

Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?'

"The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'

Matthew 25:34-40

## **Assignment**

Jesus taught us to love God and to love our neighbours as ourselves. The love Jesus speaks of is a love that makes us present to those who suffer; it is a love that seeks to understand the causes of this suffering; it is a love that seeks to transform the world.

Remember the challenge that was issued? "Have you ever heard of the *Works of Mercy*? As Christians we bring the love and mercy of God to others by performing these works. That's a thing of beauty. Think about it: You get to bring the love and mercy of God to other people...How would the world be different if everyone practiced just one work of mercy each day? How would the world be different if these works of mercy defined the way we live our lives? There is genius in Catholicism, but sadly it is little known and little practiced. So here is my challenge for you. Each day for the next thirty days I want to encourage you to intentionally practice one of these works of mercy. You will be amazed how this thirty-day challenge can change you, the way you see the world, and your life."

<http://dynamiccatholic.com/confirmation/view-program/session-11/>

For this assignment you will intentionally perform one *Work of Mercy* every day for at least the next *fifteen* days – but of course you can keep going! You will document your good work each day and at the end of this experience you will reflect upon what you have learned. Aim as best you can for a balance of *Corporal Works* and *Spiritual Works of Mercy* and for a variety of works within those categories.

There are two parts to this assignment: your log of your *Works of Mercy* and your written reflection. Guidelines for the length of the required paragraphs will be provided; all paragraphs should include details and examples and be free of errors in spelling and grammar.

## **Part One: Log of Works**

Each day you will document your *Work of Mercy*, so that at the end you have a record of fifteen good works you have performed. For each log entry, briefly describe your work by answering *the five W's and the H* (Who? What? Where? When? Why? How?); three to five sentences should be sufficient.

Your completed assignment will be archived in your *myBlueprint* IPP portfolio and can take one of the following formats (or another discussed with the teacher):

- Written (blog)
- Presentation (PowerPoint, Prezi)
- Website
- Social media page (Facebook)
- Video
- Other: \_\_\_\_\_

## **Part Two: Reflection**

After you have completed Part One, reflect upon your experience by answering the following questions:

1. Describe the experience overall. What was it like for you? How was the experience a positive one? What challenges did you encounter, and how did you overcome these obstacles?
2. Focus on one of your good works (or a few similar works). Expand upon your log entry and describe how you helped transform someone's world through a work of mercy. What happened? How did you feel at the time? How do you feel about it now?
3. Think about the *Corporal Works of Mercy*. Which one do you think is most needed in society today, and why? Which one do you have the most opportunity to do for others at this stage in your life? What about the *Spiritual Works of Mercy*? Consider the same questions.
4. What did you learn about your 'neighbour'? Were any of your beliefs, attitudes or prejudices challenged? Based on what we've learned and what you have experienced, why do you think it is important for us to perform good works?
5. What did you learn about yourself? What God-given gifts were you able to share and appreciate in yourself? How has this experience affected your values, your understanding and empathy, your self-confidence and/or sense of self?
6. What's next? How will this experience change the way you think and act in the future? What impact might this have on your planning and goals for your future work, community involvement and volunteering, family life, and practice of your faith?

Your completed reflection will be typed, printed and handed in; to help you with a future assignment in this course, you should also post your reflection to your *myBlueprint* portfolio.

<p style="text-align: center;"><i>Who Do I Want to Become?</i> <b>How Do I Decide?</b></p>	
Unit and Theme	
Unit 4: Be Loving	Theme 4.2: What is the loving thing to do?
Overview	
<p>“To help answer the question ‘Who do I want to become?’, students will identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics, [and] based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals.” <i>(CPS: Making Decisions and Setting Goals)</i></p> <p>In this activity students explore decision-making processes, consider the role of our conscience in moral decision-making, and apply the See→Judge→Act→Evaluate model to scenarios relevant to teenagers; they also anticipate making difficult decisions for their future and apply the model to an imagined situation in a career of interest.</p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>GGE3d</b>	Makes decisions in light of the Gospel values with an informed moral conscience
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4g</b>	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
Overall and Specific Expectations	
<b>Overall Expectations:</b> <i>Students will...</i>	
<ul style="list-style-type: none"> <li>• CMV.01 demonstrate a knowledge of how Church teaching informs moral decision-making (CCC §2030-2040);</li> <li>• CMV.02 understand the role and nature of conscience in moral decision-making (CCC §1776-1794);</li> <li>• CMV.03 demonstrate the use of Christian moral principles in personal decision-making;</li> <li>• CMV.04 review and apply the decision-making model of see, judge, act, evaluate.</li> </ul>	
<b>Specific Expectations:</b> <i>Students will...</i>	
<ul style="list-style-type: none"> <li>• CM1.06 demonstrate an understanding of the role of the Magisterium in moral decision-making.</li> </ul>	

## Be With Me Learning Goals

**Outcomes:** *Students will...*

- review and apply the decision-making model (see, judge, act, evaluate);
- identify times when it may be difficult to do what is loving;
- define conscience and name its role in moral decision making;
- explain the relationship between Christian moral decision making and love.

## Instructional Components

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 76-86	<b>Teacher manual:</b> pp. 122-143
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 4.1: What is love?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• <u>Be With Me</u> text</li> <li>• Teacher internet access for video viewing</li> <li>• Handout: "Moral Decision-Making"</li> </ul>	

## Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good (<http://www.eoccc.org/content/csfcs/themes/commongood.html>, <http://www.eoccc.org/content/csfcs/concepts/acomunity.html>, and <http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Human Dignity (<http://www.eoccc.org/content/csfcs/themes/humandignity.html>) and (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Human Rights and Responsibilities (<http://www.eoccc.org/content/csfcs/themes/humanrights.html>)

## Activation

- Facilitate a Think/Pair/Share activity guided by the following questions:
  - What are some decisions that you make on a daily basis?
  - Are decisions hard or easy for you to make?
  - Do you make decisions quickly or slowly?
  - When you make decisions, what do you rely on most...intuition or methodical thinking?
  - What was the hardest decision you had to make in the past year? How do you feel about your decision now?
  - What decisions will you need to make in the next year? In the next three years? How do you feel about having to make these decisions?
- View the short video "Me, Myself and My Conscience – The Flipside" (<https://www.youtube.com/watch?v=TfB9I2gjtDw>).
- Facilitate whole class discussion: *What is our conscience? What does it do? Where does it come from?* (See "Forming Your Conscience," "The Role of Our Conscience," and "Developing Our

Conscience,” *Be With Me*, pp. 76-78)

- Individually students reflect on the question, “When do you fight with your conscience?”

### **Action**

- Facilitate a group activity in which each group is assigned a dilemma, a decision that might be difficult for a teenager to make (e.g., to report a friend’s self-injury, to seek help when being harassed, to report a peer’s dangerous or illegal behaviour, to refuse to get into a friend’s car after he’s been drinking, to report a teacher’s verbal abuse, to stand up to a bully, etc.). The purpose is to use this dilemma to illustrate their decision-making process, not to make the “right” decision – not what they would do, but how they would go about deciding. Out of the sharing of ideas common strategies should arise to how we make difficult decisions (e.g., defining the problem, collecting information, determining options, considering the consequences of the alternatives and weighing pros and cons, making a choice, acting, evaluating the outcome).
- Discuss what makes a decision a moral decision (see “All You Need is Love,” pp. 76-77) by applying the standard to the dilemmas the groups considered, asking of each, “Is this a moral decision? How do we know?”
- Using the same scenarios, create of list of the possible factors that sometimes make it difficult to do the loving thing. Brainstorm more scenarios in which teenagers might encounter this challenge.
- View the short video “C4: Ignite Your Catholic Faith – Who Determines Right from Wrong?” (<http://www.archmil.org/c4video/C4-41.htm>). Introduce the role of the Magisterium into the decision-making model created by the class. Illustrate its role by discussing what Church teachings should inform one of the moral decisions considered by the groups. (See “The Teaching of the Magisterium,” p. 78-79.)
- Distribute the activity “Moral Decision-Making” and review the instructions. Clarify your expectations and provide time for the task.

The ethical dilemmas suggested in the activity have been sourced from “Ethical Dilemmas for Classroom Discussions” on *GoodCharacter.com*; the resource offers “a variety of age-appropriate, real-life dilemmas that usually ignite student discussions.” In addition to relevant, detailed scenarios, the author provides most helpful facilitator’s notes and discussion questions. The suggested scenarios can be replaced with others more suitable to your class; the publisher’s *Terms of Use* (<http://www.goodcharacter.com/terms.shtml>) permits educators to copy the resource onto paper for classroom use. Here is a small sampling of the situations provided:

- *Lea has been offered something she really wants. Unfortunately, it's terribly unfair to a lot of other people and she knows it. Should she allow herself to benefit from an unfair situation?*
- *Stephanie was supposed to tell a certain guy that her good friend had a crush on him. Instead, Stephanie ended up hooking up with the guy, herself. And to make matters worse, she lied to her friend about it. Now things are spinning out of control. What's she supposed to do?*
- *Maria is sure that her good friend, Pam, has an eating disorder. Pam's parents are in denial, and nobody but Maria and a few friends seem concerned. What should Maria do?*
- *Three of David's classmates have created an offensive website that attacks students and teachers. The principal wants to know who did it and David is the only one who knows. Should he lie to the principal or betray his classmates?*

- *Brian has the perfect summer job, thanks to his dad. But when Brian finds out that some of his co-workers (including some with families to support) make significantly less money than he does even though they've been there much longer, he feels conflicted. What should he do?*

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These are the synopses only; the complete scenarios can be accessed at  
<http://www.goodcharacter.com/dilemma/archive.html>.

### **Consolidation and Reflection**

- Students reflect on the activities and make connections to their own lives. Specific questions to guide this reflection might include the following:
  - How are the decisions you make in planning your future *moral* decisions? In other words, what might these decisions have to do with loving God, yourself, or others? Think about the plans you will be making for your life after high school. How is each a moral decision?
    - What education will I pursue?
    - What career will I choose?
    - What kind of family will I create?
    - What community and volunteer involvement will I participate in?
    - What leisure activities will I choose?
    - How will I practice my faith?
  - Think of a job that you consider is “a loving thing to do.”
    - To you, specifically what about this job is “a loving thing to do”?
    - Do you think there are times in this job when it would be difficult to do the loving thing?
    - Are you interested in this job for yourself? If not, are there other jobs that are “loving” in the same way that do interest you?
    - Is there another job with strong appeal for you? In what way(s) might the love of God, self or others enter into a person’s performance of this job?
- View the short video “C4: Ignite Your Catholic Faith – Are my Everyday Choices Important?” (<http://www.archmil.org/c4video/C4-12.htm>). In response students could reflect upon the question, “How did you experience God today?” or use the template provided on page 86 to write an Examen to prayerfully reflect upon the choices they’ve made over the course of their day.

### **Assessment**

The students’ learning can be assessed in a test and the through the IPP activity and the portfolio activity for the “Who Do I Want to Become?” section of this resource, both of which inform the review of students’ completed IPPs and portfolios for the “What is My Plan for Achieving My Goals?” section. The handout activity “Moral Decision-Making” could be assessed separately as well. The students’ reflections provide additional opportunities for assessment.

*Who Do I Want to Become?*  
**Moral Decision-Making**

When faced with making a moral decision, we can use the **See→Judge→Act→Evaluate** process.

<b>See</b>	<p><b>In this step we</b></p> <ul style="list-style-type: none"><li>• recognize that there is a decision to be made;</li><li>• ask questions about who the decision will affect and how;</li><li>• find out whether the decision to be made is a moral one by asking, “Does the decision have anything to do with loving God, myself, or others?”</li><li>• ask God to help us see the situation with eyes of love.</li></ul>
<b>Judge</b>	<p><b>In this step we</b></p> <ul style="list-style-type: none"><li>• analyze and evaluate which options would truly be a loving choice;</li><li>• call upon our conscience and consider what the Bible says, what the Church teaches, and what committed Catholics do;</li><li>• listen carefully to the voice of God speaking in our hearts.</li></ul>
<b>Act</b>	<p><b>In this step we</b></p> <ul style="list-style-type: none"><li>• decide to do the loving thing and following through with it.</li></ul>
<b>Evaluate</b>	<p><b>In this step we</b></p> <ul style="list-style-type: none"><li>• become aware of how the decision has affected our relationships with God, with others and with ourselves;</li><li>• learn from the experience so that we can apply it to our future decisions.</li></ul>

**Activity 1: Choose a scenario**

1. Read the three scenarios below.
2. Select one of the scenarios to apply the moral decision-making process to.
3. From the perspective of the main character, apply the **See→Judge→Act→Evaluate** moral decision-making process to the dilemma by completing the template that follows the scenarios.

## Scenarios

### Scenario A

**David** had recently been invited to join a group of kids from his school on Facebook. Since he was somewhat shy around other people and had only recently begun to hang out with these guys, David felt good about being asked to join the group. And, to be sure, it was a lot of fun at first. **Until one day...**

David logged onto Facebook and was **disgusted by what he saw**. Somebody had posted a photo of a girl in their class and altered it with Photoshop. The image made it look like she was the only girl at a party of boys, scantily dressed, holding a beer, and laughing. The caption under the picture was filled with four-letter words and mentioned her name. David hardly knew the girl, but he did know that she had a reputation as a straight edge and that she was often teased about it. He also knew that this would be **very hurtful to her** if she ever found out.

David knew it was a private online group and anything posted there was supposedly for the members' eyes only. But what if someone in a group you belong to posts **something offensive – like this photo?** Won't anyone who sees it think it's from the whole group? David also wondered who else might be able to see what is posted. Can people who aren't members look at the postings without the group knowing? David knew the other members would think he was overreacting if he made an issue about it. But he also knew that the photo **made him feel guilty**, a sure sign that his **moral compass** was tugging at him. So, now what?

Should he say something to the other guys and risk looking like a weirdo? He was sure they would just tell him to lighten up. Should he drop out of the group? That would mean the photo stayed out there and he would just be ignoring the problem. He had a teacher he really respected who he could talk to, but what if the whole thing **snowballed into a discipline issue at school?** What would happen then? And if he talked to his parents, they might take away his internet access.

David felt stuck. All he did was agree to join a group. Why was this such a problem? **What, if anything, should he do?**

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### Scenario B

**Jennifer** is a transfer student in her sophomore year in high school. By November, she had made some good friends through her soccer team and her classes, but still felt on the outside of the more popular students. She has a great relationship with her parents, and trusts their advice to just give it time.

The first weekend of Thanksgiving break, rumors started that a blow-out party was happening at a sophomore girl's house while the parents were out of town. Jennifer didn't know the girl well but she was one of the most popular girls in the class and most of the upperclassmen were planning on attending, as well. One of the hottest junior guys had already asked her if she would be there. Everyone was saying this was going to be the best party of the year. This seemed like the perfect opportunity to break out of her small clique and hang out with the students everyone always talked about.

Her dilemma was that there was no way her parents would let her go to this party if they knew the parents were out of town, and she wanted to go very badly. Jennifer had rarely lied to her parents and never about anything big. She knew her parents trusted her and that made it even harder to lie to them. Because they respected her, she hated the times when she felt like she was letting them down.

Her friends told her to just not say anything and only lie if her parents directly asked her about adults being at the party. Easy enough for them to say, but her friends weren't as tight with their parents as she was with hers. She felt that if she just went to this one party her social standing at school could be a lot different. She would get to know more students, she'd be seen as someone they can party with, and she wouldn't be so shy about approaching the more popular students anymore.

Would it be worth it to hide the facts of the party from her parents and risk having to lie? And if they found out about the party, could she deal with the fact that they probably wouldn't trust her anymore? On the other hand, everyone lies to his or her parents eventually. And if they never found out, **what would it really matter?**

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### **Scenario C**

**Jeff and his best friend, Steven** go to different high schools. They've been friends since third grade, but since Jeff transferred to another school for 10th grade, they've started to grow apart.

One Saturday, Steven asked Jeff if he would drive him into the nearest city. He didn't have his license yet and said he thought it would be fun for them to hang out. Jeff felt uncomfortable saying yes because he'd only had his license for six months and his parents told him he wasn't allowed to drive into the city yet. But, Steven said that he wouldn't be able to go without Jeff's help and they never got to see each other anymore. Jeff agreed and they left that afternoon after telling Jeff's parents they were driving to another friend's house.

When they got to the city, Steven asked Jeff to drive across town to a particular address. When they arrived, Steven asked Jeff to wait in the car while he ran inside for a few minutes. After Steven returned to the car Jeff asked what was going on and Steven pulled out a bag of white powder. He admitted it was his drug connection and that the powder was crystal meth. When Jeff asked him why he didn't tell him that was why they came to the city. Steven said he didn't tell him because he figured Jeff wouldn't go.

That night Jeff couldn't sleep because he felt overwhelmed by what he had found out. He knew meth was no good and that Steven would continue using it with or without his help. He was angry that Steven had put him in the position of driving with an illegal substance, but even more importantly, he was worried about his friend.

Jeff had promised Steven he wouldn't tell anyone about all this but it was driving him crazy. He had a teacher at school he really liked and trusted. He wanted to go to him and ask his advice. But what if the teacher decided to turn in his best friend? Jeff was torn about how best to protect Steven.

Jeff's best friend is getting into some pretty risky behaviors, including dangerous drugs. **What can Jeff do to help his friend?**

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<p><b>See</b></p>	<p><b>Define the problem or decision to be made.</b></p> <p>_____</p> <p>_____</p> <p>Who will be affected by this decision, and how? (Identify at least two individuals or groups of people.)</p> <p>_____</p> <p>_____</p> <p>How is this a moral decision? What does it have to do with – loving God, yourself, or others?” (Circle all that apply.)</p>
<p><b>Judge</b></p>	<p><b>What are some options? Select two options and analyze the pros and cons.</b></p> <p><b>Option 1:</b> _____</p> <p><i>Pros:</i> _____</p> <p>_____</p> <p><i>Cons:</i> _____</p> <p>_____</p> <p><b>Option 2:</b> _____</p> <p><i>Pros:</i> _____</p> <p>_____</p> <p><i>Cons:</i> _____</p> <p>_____</p>
<p><b>Act</b></p>	<p><b>Which of these options is the loving thing to do?</b> _____</p> <p>Why? Consider what the Bible says, what the Church teaches, and what committed Catholics do.</p> <p>_____</p> <p>_____</p> <p>_____</p>

<b>Evaluate</b>	<b>How do you think the decision will affect the relationship with each of the following?</b>
	<i>Others:</i> _____
	_____
	<i>Yourself:</i> _____
	_____
	<i>God:</i> _____
	_____
	_____

### Activity 2: Write a scenario

1. Use *Career Cruising* to research a career that interests you. Learn as much as you can about the career, but in particular focus on these sections: *At a Glance* (including videos), *Job Description*, *Working Conditions*, and the *Interviews*.
2. Think about how a person in this job might be called upon to make difficult decisions. Choose one of the situations you imagine and write a scenario for this career that would require moral-decision making. Try to make your problem as complex as possible so that the decision is not obvious or easy to make. Write the scenario in the space provided following the format of those scenarios provided in Activity 1 as an example.
3. From the perspective of your main character, apply the **See→Judge→Act→Evaluate** moral decision-making process to your dilemma by completing the template that follows your scenario.

[illegible]

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<p><b>See</b></p>	<p><b>Define the problem or decision to be made.</b></p> <hr/> <hr/> <p>Who will be affected by this decision, and how? (Identify at least two individuals or groups of people.)</p> <hr/> <hr/> <hr/> <p><b>How is this a moral decision? What does it have to do with – loving God, yourself, or others?” (Circle all that apply.)</b></p>
<p><b>Judge</b></p>	<p><b>What are some options? Select two options and analyze the pros and cons.</b></p> <p><b>Option 1:</b> _____</p> <p>Pros: _____</p> <p>Cons: _____</p> <p><b>Option 2:</b> _____</p> <p>Pros: _____</p> <p>Cons: _____</p>
<p><b>Act</b></p>	<p><b>Which of these options is the loving thing to do?</b> _____</p> <p>Why? Consider what the Bible says, what the Church teaches, and what committed Catholics do.</p> <hr/>

	<hr/> <hr/> <hr/>
<b>Evaluate</b>	<p>How do you think the decision will affect the relationship with each of the following?</p> <p><i>Others:</i> _____</p> <p>_____</p> <p><i>Yourself:</i> _____</p> <p>_____</p> <p><i>God:</i> _____</p> <p>_____</p>

<p style="text-align: center;"><i>Who Do I Want to Become?</i> <b>What is Success?</b></p>	
Unit and Theme	
Unit 1: Be With Me	Theme 1.1: Who do I want to be with?
Overview	
<p>“To help answer the question ‘Who do I want to become?’, students will identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics, [and] based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals.” <i>(CPS: Making Decisions and Setting Goals)</i></p> <p>In this activity students will define what success means to them and explore the Beatitudes as a path to happiness for themselves today and in their future career/life roles.</p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>GGE3d</b>	Makes decisions in light of the Gospel values with an informed moral conscience
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4g</b>	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
<b>CGE7e</b>	Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• SCV.02 explain how the message of Scripture informs and challenges society (CCC §1878-1939);</li> <li>• SCV.04 demonstrate a familiarity with and an ability to retell key biblical narratives (the Sermon on the Mount, the Sinai covenant) that illustrate God’s faithful covenant relationship with a chosen people and the community’s response to this relationship;</li> <li>• SCV.05 express connections between the relationships described in biblical events and their own life experiences.</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• SC1.05 demonstrate knowledge of major stories and events in Scripture (the Sermon on the Mount, the Sinai covenant), and discuss the Christian faith with reference to these passages;</li> </ul>	

- SC1.09 communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;
- CM1.02 identify ways that the Ten Commandments and the Beatitudes help us understand the Christian attitude toward being with others (CCC §1716-1724).

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- repeat and explain the Beatitudes;
- identify ways that the Beatitudes help us understand the Christian attitude toward being with others;
- articulate the Christian call to take on the attitude of Christ.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 5-16	<b>Teacher manual:</b> pp. 34-45
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 1.1: Who do I want to be with?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• <u>Be With Me</u> text</li> <li>• Teacher internet access for video viewing</li> <li>• Handout: “Living the Beatitudes”</li> </ul>	

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Citizenship (<http://www.eoccc.org/content/csfcs/concepts/acitizenship.html>)
- Community and the Common Good (<http://www.eoccc.org/content/csfcs/themes/commongood.html>, <http://www.eoccc.org/content/csfcs/concepts/acommunity.html>, and <http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Human Dignity (<http://www.eoccc.org/content/csfcs/themes/humandignity.html>) and (<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)
- Human Rights and Responsibilities (<http://www.eoccc.org/content/csfcs/themes/humanrights.html>)
- Interdependence (<http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html>)

### **Activation**

- Facilitate whole class discussion: *What are the various ways that people define “success”?* Create a list of the factors that enter into society’s considerations of whether a person is successful or not (e.g., their happiness, their relationships, their educational and career achievements, their financial status, etc.)
- View the video “What’s Your Definition of Success | The Success Series”

(<https://www.youtube.com/watch?v=ulShj4keKNw>).

- Individually students reflect on the question, “What does ‘success’ mean to me?” Students may complete the following sentences starters:
  - At the age of sixteen success for me will mean I...
  - At the age of twenty success for me will mean I...
  - At the age of thirty success for me will mean I...
- Through a sharing of students’ thinking, emphasize the following beliefs about success:
  - Every person can be successful.
  - Success comes in many forms.
  - There are many pathways to success. (*CPS, Beliefs about Student Success*)

### **Action**

- Relate this discussion to previous learning of the Beatitudes. For instance, students will include happiness as a measure of success, and through the Sermon on the Mount and the Beatitudes, Jesus directs us to pursue different paths to happiness. Discuss a definition of success that includes “a true and lasting friendship with others and with God,” where the Beatitudes are “the stepping stones on the path to the kingdom of heaven” (text, p.15).
- View the 2-minute video “C4: Ignite Your Catholic Faith – What Kind of Response Does Jesus Require of Me?” (<http://www.archmil.org/c4video/C4-21.htm>). Discuss the meaning of the paradoxical statements, “If you want to be great become small” and “If you want to be first be the last.” Using this format (i.e., “If you want to be...become...”), paraphrase the Beatitudes.
- Discuss how each role an individual plays provides a different opportunity to live the Beatitudes. Create a list all the roles that a teenager might play: child, friend, student, classmate, team-mate, etc. Review the Beatitudes through their application to the question, “As a child to your parent(s) or guardian(s), how can you live the Beatitudes? For instance, what might it mean to be *meek*, *merciful* or *pure of heart* when it comes to your relationship with your parent(s)?”
- Create a list all the roles that the students may assume as adults: spouse, parent, employee, co-worker, employer (boss), parishioner, citizen, and friend. Distribute the activity, “Living the Beatitudes” and review the instructions. Provide guidance regarding common-language, modern interpretations of the Beatitudes; for instance, view the video “Blest Are They – The Beatitudes” (<https://www.youtube.com/watch?v=O9ek5YQmBmk>) or use or adapt the following to your own use:
  - Blessed are the poor in spirit, for theirs is the kingdom of heaven.**  
Be yourself and depend on God. Don't let material things get in the way of loving God and others.
  - Blessed are those who mourn, for they shall be comforted.**  
Share other people's sorrows and joys. Don't set yourself apart from others.
  - Blessed are the meek, for they shall inherit the earth.**  
Learn to be gentle with people and things. Don't try to get your way by violence or bullying.

**Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.**

Work hard to make sure that all people are treated justly. Do what you can to change unjust conditions.

**Blessed are the merciful, for they shall obtain mercy.**

Forgive others and ask their forgiveness. Let compassion, not anger, rule your life.

**Blessed are the pure in heart, for they shall see God.**

Turn your attention only toward what is good and right. Be truly committed, not fickle, and faithful to God and God's ways.

**Blessed are the peacemakers, for they shall be called sons [and daughters] of God.**

Work to bring people together. Don't contribute to quarrels and fights. Look for ways to solve problems peacefully.

**Blessed are they who are persecuted for righteousness's sake, for theirs is the kingdom of heaven.**

In difficult times, keep trusting in God and standing up for what is right.

(adapted from [http://www.iccreligiouseducation.com/the\\_beatitudes.cfm](http://www.iccreligiouseducation.com/the_beatitudes.cfm))

Clarify your expectations and provide time for the task.

### **Consolidation and Reflection**

- View the video “Shout out it out! | The Success Series” (<https://www.youtube.com/watch?v=vmkLsP5ewg>) and then facilitate a Think/Pair/Share activity guided by the following questions:
  - What is a dream you have for yourself for your future? This can relate to any of the roles discussed previously. Consider your dream job, relationship, family, home, community, etc.
  - What must you do to achieve this dream?
  - What obstacles might you encounter along the way?
  - Who can help you achieve this dream?
  - How will you follow the Beatitudes throughout this process? Be specific.
- Students reflect on the activities and make connections to their own lives. Specific questions to guide this reflection might include the following:
  - How have you demonstrated the Beatitudes in your life so far? Choose three of the Beatitudes and identify the action(s) by which you have lived each one. (e.g., I have shown that I am someone who is \_\_\_\_\_ by...)
  - What beatitude do you presently struggle with the most? Why do you think that is? Identify one or two specific ways you can better live this Beatitude today.

- Is there one particular Beatitude that will influence your choice for the job or occupation you want in the future? In other words, which Beatitude resonates the most to you, and how might it be a factor in your choice for your life's work? Explain.

### **Assessment**

The students' learning can be assessed in a test and in the portfolio activity for the "Who Do I Want to Become?" section of this resource, which also informs the review of students' completed IPPs and portfolios for the "What is My Plan for Achieving My Goals?" section. The handout activity "Living the Beatitudes" could be assessed separately as well. The students' reflections provide additional opportunities for assessment.

### **Notes**

As Catholics we can ask the question "Who do I want to become?" safe in the knowledge that "our redemption in Christ frees us from fear and uncertainty to live in the freedom of the Gospel, to proclaim its Good News and work for the justice of Christ's Kingdom. As St. Paul says: 'while we were sinners, Christ died for us.' Through no merit of our own, God has freely bestowed on us his universal redeeming love in Christ, who 'died for our sins in accordance with the scriptures' and rose from the dead to lead us to fullness of life. What we have been freely given, we must freely share through forgiveness and support for one another with compassion, loving-kindness and mercy."

<http://www.eoccc.org/content/csfcs/concepts/aredemption.html>)

**Who Do I Want to Become?**  
**Living the Beatitudes**

The Beatitudes are Jesus' instructions for who God wants us to become. Through the Beatitudes we learn the demands and rewards of following the path to happiness in Christ, and we can use them in our own decision-making as we set goals for who we want to become.

For each Beatitude below,

- explain in your own words the Beatitude's meaning for you today;
- match one of these possible future life-roles to each Beatitude: **spouse, parent, employee, co-worker, employer/boss, parishioner, citizen, friend**; and then
- explain specifically how you can live that Beatitude in that future life role.

For example, being *meek* might mean being compassionate, courteous and gentle with people, and in the future role of boss you can do this by treating your employees with understanding, respect and kindness.

As you match possible future life-roles to the Beatitudes, try to use every role only once; if you have another future role for yourself than those suggested, feel free to substitute it for any of those given.

**Blessed are the poor in spirit, for theirs is the kingdom of heaven.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are those who mourn, for they shall be comforted.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are the meek, for they shall inherit the earth.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are the merciful, for they shall obtain mercy.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are the pure in heart, for they shall see God.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are the peacemakers, for they shall be called sons [and daughters] of God.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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**Blessed are they who are persecuted for righteousness's sake, for theirs is the kingdom of heaven.**

*What this means to me:*

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**Future life-role:** \_\_\_\_\_

*In this role I can follow this Beatitude by...*

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<p style="text-align: center;"><i>Who Do I Want to Become?</i></p> <p style="text-align: center;"><b>What's Important to Me?</b></p>	
Unit and Theme	
Unit 8: Be Generous	Theme 8.2: How do I get satisfaction?
Overview	
<p>"To help answer the question 'Who do I want to become?', students will identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics, [and] based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals." (<i>CPS: Making Decisions and Setting Goals</i>)</p> <p>In this activity students will explore connections between happiness and personal values and will clarify their values as demonstrated by their choices today and their goals for their future; through this process students will appreciate what it means to have a vocation and will start to discern and articulate their own.</p>	
Ontario Catholic School Graduate Expectations	
<b>CGE1d</b>	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
<b>GGE1g</b>	Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey
<b>CGE1i</b>	Integrates faith with life
<b>GGE3d</b>	Makes decisions in light of the Gospel values with an informed moral conscience
<b>CGE4a</b>	Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<b>CGE4g</b>	Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
<b>CGE5c</b>	Develops one's God-given potential and makes a meaningful contribution to society
<b>CGE5e</b>	Respects the rights, responsibilities and contributions of self and others
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> <li>• PFV.04 consider how religious faith is shaped by human experience (i.e., one's family, one's culture, one's temperament);</li> <li>• CMV.01 demonstrate a knowledge of how Church teaching informs moral decision-making (CCC §2030-2040);</li> <li>• CMV.03 demonstrate the use of Christian moral principles in personal decision-making;</li> </ul>	

- FLV.01 explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- FLV.02 discern personal values in light of Gospel values and Church teaching.

**Specific Expectations: Students will...**

- SC1.09 communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;
- PF1.02 recognize discipleship as the call to follow Jesus in word and deed;
- CM1.02 identify ways that the Ten Commandments and the Beatitudes help us understand the Christian attitude toward being with others (CCC §1716-1724);
- FL1.05 recognize the importance of a healthy positive acceptance of self, with strengths and weakness.

**Be With Me Learning Goals**

**Outcomes: Students will...**

- repeat and use the ninth and tenth commandments as a tool for critical reflection on career and life skills planning;
- identify and evaluate criteria for achieving satisfaction.

**Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 175-180	<b>Teacher manual:</b> pp. 230-238
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed Theme 8.1: Do I have a heart of gold?</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher internet access for video viewing</li> <li>• Handout: "What's Important to Me?"</li> <li>• Handout: "The Great Discovery" (<a href="http://www.seancovey.com/pdf/teens/The_Great_Discovery.pdf">http://www.seancovey.com/pdf/teens/The_Great_Discovery.pdf</a>)</li> <li>• Music for background to "The Great Discovery"</li> </ul>	

**Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good  
(<http://www.eoccc.org/content/csfcs/themes/commongood.html>,  
<http://www.eoccc.org/content/csfcs/concepts/acommunity.html>, and  
<http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Human Dignity (<http://www.eoccc.org/content/csfcs/themes/humandignity.html>) and  
(<http://www.eoccc.org/content/csfcs/concepts/ahumandignity.html>)

- Lifestyle (<http://www.eoccc.org/content/csfcs/concepts/alifestyle.html>)
- Vocation (<http://www.eoccc.org/content/csfcs/concepts/avocation.html>)

### Activation

- Facilitate whole class discussion: *What are the possible factors that determine how happy a person is?* Create a list of the factors that contribute to the degree of happiness a person experiences.
- Individually students reflect on the question, “What makes me happy?” Referring to the list produced by the class discussion, students may complete the following sentences starters:
  - The five factors that are most important to my happiness now are...
  - The five factors that I think will matter most to my happiness in ten years are...
  - The five factors that I think will matter most to my happiness in twenty years are...

### Action

- Relate this consideration of happiness to personal values; for instance, what we think will make us happy is an indication of what’s important to us, or our values. Establish a context for further discussion by clarifying the following:

#### What is a value?

- A value is a concept or idea which you prize, such as creativity, equality, honesty, friendship, love, peace, responsibility or truth.

#### Why do values matter?

- Your values are important because they influence the way you think and act and see the world. They guide your decision-making in both small and significant matters. Your values are the foundation for your life’s journey.
- Facilitate a small group activity: *Our values come from a variety of sources. Sometimes we adopt values without even being aware of it. It’s important to think about our values often, as they can change as we grow from our life experiences. As a group, identify five values that are accepted, demonstrated or promoted by each of the following:*
  - *Your families*
  - *Your peers and friends*
  - *Your school*
  - *Canadian society*
  - *The Catholic Church*

- Individually students consider the question, “What do I value today?” A good way to determine our values is to look at where we invest our energy, how we give our time, and who we choose to be with. For this activity students will graph their use of time as an indicator of their personal values. This can be completed on paper, by providing two equal-sized circles to be converted into pie charts, or by using software (such as <http://www.meta-chart.com/pie>); the instructions for completing the activity on paper follow:

*For this activity, think about how you spend your time after school and on weekends. (We’ll exclude the regular school day because you don’t have much choice in that matter.) Divide the first circle into parts, like cutting a pizza, proportionally representing how your energy, time and*

*attention are presently divided among the following areas: Family, Friends, Health/Fitness, Homework, Recreation, Spirituality, and possibly Work. Then divide the second circle to reflect the distribution of time that you would prefer. Finally, comment upon any differences between the two pie charts: Does your time reflect your values? If not, set a goal for yourself.*

- Guide the students through a personal visioning activity to consider the question, “What do I value for my future?” Ask the students to close their eyes and picture the ideal future for themselves fifteen years from now. To help with the process, ask the following questions, allowing time for thought between each question. When finished all the questions, read them again, allowing time for students to jot down the vision they had for their future.
  - *Where are you living?*
  - *What are you living in?*
  - *Who are you living with?*
  - *Where do you work?*
  - *Who do you work with?*
  - *What kinds of activities do you do at work?*
  - *How do you get to work? If you own a car, what kind is it?*
  - *How much money do you earn from your job each year?*
  - *What do you buy with your money?*
  - *What do you do in your spare time?*
  - *Who do you spend your spare time with?*
  - *What do you do to connect to your spirit and God?*

Students reflect on their vision of their future guided by these questions:

- What *opportunities* does this future vision have for you as a follower of Christ? In other words, what about this future makes it easy for you to live Gospel values such as the Beatitudes?
  - What *challenges* does this future vision have for you as a follower of Christ? In other words, what about this future makes it harder for you to be a Christian?
  - Is there any aspect of this future that might violate any of the Ten Commandments as we have interpreted them for modern living? For instance, is any part of this vision driven by envy of others? Explain.
- Distribute the activity “What’s important to me?” and review the instructions. Clarify your expectations and provide time for the task.
  - Review the meaning of *vocation* to introduce *The Seven Habits of Highly Effective Teens* activity “The Great Discovery” ([http://www.seancovey.com/pdf/teens/The\\_Great\\_Discovery.pdf](http://www.seancovey.com/pdf/teens/The_Great_Discovery.pdf)). Students use the ten questions to help discern their vocation for the *How Can I Apply This Concept to My Life?* task that concludes the activity. Clarify that for our purposes a mission is the same as a vocation, namely one’s purpose or call in life that comes from God. As such students’ *Personal Mission Statements* should reflect how they feel they are being called to use their God-given gifts and talents in service to God, others and the common good.

Distribute the activity. Clarify your expectations and provide time for the task. It would be appropriate to play quiet contemplative music during the activity.

For review purposes, the ten questions in the activity are:

- 1) *Think of a person who made a positive difference in your life. What qualities does that person have that you would like to develop?*
- 2) *Imagine 20 years from now – you are surrounded by the most important people in your life. Who are they and what are you doing?*
- 3) *If a steel beam (6 inches wide) were placed across two skyscrapers, for what would you be willing to cross? A thousand dollars? A million? Your pet? Your brother? Fame? Think carefully...*
- 4) *If you could spend one day in a great library studying anything you wanted, what would you study?*
- 5) *List 10 things you love to do. It could be singing, dancing, looking at magazines, drawing, reading, daydreaming – anything you absolutely love to do.*
- 6) *Describe a time when you were deeply inspired.*
- 7) *Five years from now, your local paper does a story about you and they want to interview three people...a parent, a brother or sister, and a friend. What would you want them to say about you?*
- 8) *Think of something that represents you – a rose, a song, an animal. Why does it represent you?*
- 9) *If you could spend an hour with any person who ever lived, who would it be? Why that person? What would you ask?*
- 10) *Everyone has one or more talents. What are your talents? Use the ones listed above or write your own. [List provided]*

Students' *Personal Mission Statements* could be left in draft form or edited and prepared for publishing or posting to students' *myBlueprint* portfolios, separately or as a component of the activities for this or the next section of this resource.

### **Consolidation and Reflection**

- Facilitate a Think/Pair/Share activity after viewing the short video “Share a Cup of Success | The Success Series” (<https://www.youtube.com/watch?v=JrLuHVAAn70>). Students answer the same questions from the video with their partners:
  - What's your last success?
  - What's your greatest accomplishment?
  - When were you most proud?

- Set one goal for yourself in the next year.
- Students reflect on the activities and make connections to their own lives now, understanding that our values can change and with them our goals and what we discern our vocation to be. Specific activities to guide this reflection might include the following:
  - a. Taking all of these activities into account,
    - What gives me satisfaction is...
    - What matters most to me though, my most important values, are...
    - So right now I feel my purpose in life is to...
  - We do not plan for our futures because we are dissatisfied or ungrateful for our present. The ninth and tenth commandments can be summed up in the words, “Just to be is a blessing.” (See pp. 178-9). It is important to be appreciative that we are blessed by our very existence and by all that we have been given, but when times get tough this can be difficult. Write down ten things (*or twenty or thirty!*) that you are grateful for in your life right now. Keep this list handy to help you through moments when you feel short-changed or jealous of others.

### **Assessment**

The students’ learning can be assessed in the portfolio activity for the “Who Do I Want to Become?” section of this resource, which also informs the review of students’ completed IPPs and portfolios for the “What is My Plan for Achieving My Goals?” section. The activity “The Great Discovery,” including the student’s mission (vocation) statement, could be assessed separately as well. The students’ reflections provide additional opportunities for assessment.

### **Notes**

The question “Who do I want to become?” involves all aspects of life and ultimately concerns how we want to balance work, family, community and God according to our values. Consider the following: “The concept of lifestyle indicates the way in which persons choose to meet their human needs. Christians believe that human persons are created with a physical body and eternal soul and reach fullness of personhood in relationship with God and neighbour.

We are thus called to choose a lifestyle which addresses our spiritual and material needs and allows others to do the same. Lifestyle considerations which only enhance individual comfort and social status do not nurture a complete personhood. The Christian call to be Christ-like thus embraces all aspects of one’s relationship with God, self and neighbour. Often, the Gospel calls us to transcend our material needs for the good of others. We may sacrifice individual wealth, time, sleep, comfort and even safety so that others might live with dignity, freedom or good health. Life is ultimately a gift from God. Lifestyle is what we choose to do with the gift of life that our loving God has provided.”  
(<http://www.eoccc.org/content/csfcsc/concepts/alifestyle.html>)

**Who Do I Want to Become?**  
**What's important to me?**

Below is a list of some values related to the goals you will set for your future life. Rank them in order of importance to you, from 1 to 15. This will be difficult; take your time, use pencil and adjust your priorities as you go if you have to.

- \_\_\_\_\_ Adventure/excitement
- \_\_\_\_\_ Creativity/innovation
- \_\_\_\_\_ Faith/religion
- \_\_\_\_\_ Fame/recognition
- \_\_\_\_\_ Family life/love
- \_\_\_\_\_ Financial wealth/money
- \_\_\_\_\_ Fun/pleasure
- \_\_\_\_\_ Helping others/service
- \_\_\_\_\_ Independence/freedom
- \_\_\_\_\_ Knowledge/wisdom
- \_\_\_\_\_ Leadership/responsibility
- \_\_\_\_\_ Personal identity/growth
- \_\_\_\_\_ Power/status
- \_\_\_\_\_ Security/stability
- \_\_\_\_\_ Working with others/teamwork

1. Highlight your top five values and consider them carefully. What conclusions can you draw from this list about the type of work, lifestyle and interaction with your community that would suit you best?

**Based on these values,**

- the kind of work that would suit me best would be...

\_\_\_\_\_

- the kind of personal and family lifestyle that would suit me best would be...

\_\_\_\_\_

- the kind of community involvement that would suit me best would be...

\_\_\_\_\_

2. As Disciples of Christ we are called to follow Jesus in word and deed. Look at your top five values again. Identify one of these values that will help you as you respond to God's call to be Christ-like. How does this value support your ability to live in Christ? How does this value help you do God's work?

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Now identify from your top five values one that might challenge you as you respond to the call to be Christ-like. How might this value undermine your ability to live in Christ? How might this value prevent you from doing God's work? How can you approach this value so that it falls in line with your other Christian values?

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3. Consider a specific career that interests you. If you haven't already, learn about the career through research on *myBlueprint* and *Career Cruising*.

**Career:** \_\_\_\_\_

Are there any aspects of this career that make it easier to follow Jesus in word and deed? Explain.

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Are there any aspects of this career that make it harder to follow Jesus in word and deed? Explain.

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Why does this career appeal to you generally? Why does it appeal to you as a Christian? Explain.

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<p style="text-align: center;"><i>Who Do I Want to Become?</i></p> <p style="text-align: center;"><b>What Are My Goals?</b></p>	
Unit and Theme	
Unit 1: Be With Me Unit 4: Be Loving Unit 8: Be Generous	Theme 1.1: Who do I want to be with? Theme 4.1: What is the loving thing to do? Theme 8.2: How do I get satisfaction?
Overview	
<p>“To help answer the question ‘Who do I want to become?’, students will identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics, [and] based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals.” (<i>CPS: Making Decisions and Setting Goals</i>)</p> <p>In this activity students explore the value of goal-setting and set goals for their personal, interpersonal, education, career and faith development that are SMART (specific, measurable, achievable, realistic and timeframed) and Christian (informed by Gospel values, Christian moral principles, and Church teaching). <b><i>This is an IPP Activity.</i></b></p>	
Ontario Catholic School Graduate Expectations	
<p><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</p> <p><b>GGE1g</b> Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey</p> <p><b>CGE1i</b> Integrates faith with life</p> <p><b>GGE3d</b> Makes decisions in light of the Gospel values with an informed moral conscience</p> <p><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE4e</b> Sets appropriate goals and priorities in school and life</p> <p><b>CGE4g</b> Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p><b>CGE5c</b> Develops one’s God-given potential and makes a meaningful contribution to society</p> <p><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</p>	
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> <li>• CMV.03 demonstrate the use of Christian moral principles in personal decision-making;</li> <li>• FLV.01 explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;</li> <li>• FLV.02 discern personal values in light of Gospel values and Church teaching;</li> </ul>	

- FLV.05 demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.

**Specific Expectations:** *Students will...*

- PF1.02 recognize discipleship as the call to follow Jesus in word and deed;
- PF1.03 identify how faith means developing a relationship with God;
- CM1.01 know that each person has been created with the freedom to shape his or her own relationships;
- FL1.05 recognize the importance of a healthy positive acceptance of self, with strengths and weakness.

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- explore and express the qualities of relationships they want to have;
- name how they want others to "be with them";
- know that each person has been created with the freedom to shape his or her own relationships;
- review and apply the decision-making model (see, judge, act, evaluate);
- identify times when it may be difficult to do what is loving;
- the repeat and use the ninth and tenth commandments as a tool for critical reflection on career and life skills planning;
- identify and evaluate criteria for achieving satisfaction.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> Themes 1.1, 4.1, 8.2	<b>Teacher manual:</b> same
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed the themes above</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher and student internet access for <i>myBlueprint</i></li> <li>• Handout: "What Are My Goals?"</li> </ul>	

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Community and the Common Good  
(<http://www.eoccc.org/content/csfcs/themes/commongood.html>,  
<http://www.eoccc.org/content/csfcs/concepts/acomunity.html>, and  
(<http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Dignity of Work and Service (<http://www.eoccc.org/content/csfcs/themes/work.html>)
- Faith (<http://www.eoccc.org/content/csfcs/themes/faith.html> and  
<http://www.eoccc.org/content/csfcs/concepts/afaith.html>)

- Family (<http://www.eoccc.org/content/csfcs/concepts/afamily.html>)
- Lifestyle (<http://www.eoccc.org/content/csfcs/concepts/alifestyle.html>)
- Vocation (<http://www.eoccc.org/content/csfcs/concepts/avocation.html>)

### Activation

- Facilitate whole class discussion: *What are goals and why do we set them?* (e.g., goals help us clarify what it is we want; they motivate us; they keep us focused and help us make decisions; they raise our self-confidence; they help us reach our potential and live life to the fullest.)
- Facilitate a Think/Pair/Share activity: *What goals do you have for yourself? Think about things you want to achieve this year, before you graduate, and after high school. Also think about the various aspects of your life. You probably have goals for school (academic, extra-curricular, and community involvement), relationships (family, friends, significant others), health (physical and mental well-being), recreation (sports, hobbies, and volunteering) and the long-term (education, career, finances). Share your goals for a few minutes.*
- Debrief and facilitate a whole class discussion: *From your learning and experience in this course and elsewhere, what goals does God have for us?* Use the discussion to review course concepts and content such as the Beatitudes, the Ten Commandments, moral decision-making, social justice and the common good, and the call to a purposeful life of love in Christ. Emphasize how our goal-setting for all aspects of life should be informed and guided by Gospel values, Christian moral principles and Church teaching.

### Action

- Use an example to demonstrate how the quality of the goal impacts its effectiveness. Introduce SMART goals and use a student example to develop a weak goal into a SMART goal. Since the students have access to the following SMART Goal “Overview” from their Goal-Setting page in *myBlueprint*, follow this example as you apply it to the demonstration:

**“Goal-setting”** helps you focus on what you want to achieve. Setting SMART goals means they are specific, measurable, achievable, realistic and timeframed.

#### **Specific**

*Your goals should be specific rather than general. This means the goal is clear and you understand your objective. A specific goal will usually answer the five “W” questions:*

*What: What do I want to accomplish?*

*Why: Specific reasons, purpose or benefits of accomplishing the goal*

*Who: Who is involved?*

*Where: Identify a location*

*Which: Identify requirements and constraints.*

#### **Measurable**

*You should be able to measure your progress toward reaching your goals. A measurable goal will usually answer questions such as: How much? How many? How will I know when it is accomplished?*

**Attainable**

Your goals should be realistic and attainable. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. An attainable goal will usually answer the question: How can the goal be accomplished?

**Relevant**

You should choose goals that matter. A bank manager's goal to "Make 50 peanut butter and jelly sandwiches by 2:00 pm" may be specific, measurable, attainable, and time-bound, but isn't very relevant. A relevant goal can answer yes to the question: Does this seem worthwhile?

**Timeframed**

Your goals should have a timeframe or target date. A timeframed goal will usually answer questions such as: What can I do this year? What can I do before I graduate?

*Adapted from Attitude is Everything, by Paul J. Meyer"*

- Introduce a sixth requirement for effective goal-setting: **Christian**. That is, our standard for goal-setting will be SMART-C, including this final criterion:

**Christian**

Your goals should reflect Gospel values, Christian moral principles and Catholic social teaching. They should show respect and concern for the dignity and welfare of yourself, others, and the common good. A Christian goal will positively answer questions such as: Is this the right or loving thing to do? Would Jesus approve?

- Distribute the activity "What Are My Goals?" and review the instructions. Clarify your expectations and provide time for the task.
- When the goals are transferred to *myBlueprint*, each goal requires the following input:

**Goal Type:** Students select one; the options provided are *Academic, Career, Community, Education, Extra-curricular, Family, Financial, Learning Skills, Other, Personal, and Physical*. Since Faith or Religion are not options, direct students to flag their Faith goal as *Personal*.

**Timeframe:** Students select one; the options provided are *Short-term (This year), Medium-term (Before graduation) and Long-term (After high school)*.

**Description:** Student enter a SMART-C goal here; note the maximum length is 60 characters.

**Tasks (How will you achieve your goals?):** Students enter the steps they'll take to achieve the goal, adding a task for each step in their action plan. (Students can check off these steps as they complete them. Note that if the student completes all the steps and moves the goal to "Completed," it will disappear from the student's portfolio.)

After the goals are entered, the students will add them to their IPP portfolio, and then for each add a reflection. Students can also edit and arrange their goals on their *myBlueprint* portfolio page.

**Consolidation and Reflection**

- View the short video "Chris Hadfield on how to become the person you want to be" (<http://chrishadfield.ca/videos/chris-hadfield-on-how-to-become-the-person-you-want-to-be/>). Discuss his point that "you can start turning yourself into who you want to be based on what you decide to do today." Create some examples of the small acts (or "small victories") that can help us achieve our goals; for instance,

- If you want to make new friends...
- If you want to get along better with your brother/sister...
- If you want to be closer to God...

Share Chris Hadfield's advice to a young fan: "Decide in your heart of hearts what really excites and challenges you, and start moving your life in that direction. Every decision you make, from what you eat to what you do with your time tonight, turns you into who you are tomorrow, and the day after that. Look at who you want to be, and start sculpting yourself into that person. You may not get exactly where you thought you'd be, but you will be doing things that suit you in a profession you believe in. Don't let life randomly kick you into the adult you don't want to become." ([http://www.reddit.com/r/IAmA/comments/18pik4/i\\_am\\_astronaut\\_chris\\_hadfield\\_currently\\_orbiting](http://www.reddit.com/r/IAmA/comments/18pik4/i_am_astronaut_chris_hadfield_currently_orbiting))

- Students reflect on the experience of setting goals for the various aspects of their lives. Specific questions to guide this reflection might include the following:
  - What was the experience of setting these goals like?
  - When you read over your goals, how do you feel?
  - How will achieving these goals help you in your life?
  - Which of the goals from this activity is the most important to you and why?
  - What did you learn about yourself through this process?
  - How does believing and living in Christ affect how you see your future?
  - Was it easy or hard to write goals that matched with Gospel values, Christian moral principles, and Church teaching? What does this tell you about your faith?
  - Identify at least five deliberate choices that you will make in the next 24 hours that will start turning you into the person you want to be.

### Assessment

The students' learning can be assessed in the portfolio activity for the "Who Do I Want to Become?" section of this resource. This activity will also be included in a review of students' completed IPPs and portfolios for the "What is My Plan for Achieving My Goals?" section of this resource, which consolidates the Creating Pathways to Success inquiry process. The students' reflections provide additional opportunities for assessment.

### Notes

When students are encouraged to consider the question "Who do I want to become?" they are empowered to assume responsibility for their future lives. It is important to be mindful though that "all power comes from God. God shares power with human beings, who remain accountable for their use of power. Empowerment is closely tied to the notion of human dignity and freedom. To empower another human person implies helping them to grow in the freedom to live in God's will – the *freedom of the children* of God. Empowerment implies supporting peoples' good choices and skills so that they can leave behind disempowering cycles of marginalization and needless dependence on others. Empowerment implies a kind of vision in which persons are neither clients nor consumers, but rather brothers and sisters with an equal God-given dignity, to be supported so that they might freely determine their own needs and build their own futures as individuals, in relationships, and in our social structures. Empowerment respects the human person as *subject*, who is able to take responsibility for self and others (rather than as *object*, who is expected to act on orders without reference to freedom, intelligence, and human dignity). This is why empowerment is important." (<http://www.eoccc.org/content/csfcscs/concepts/aempowerment.html>)

**Who Do I Want to Become?**

**What Are My Goals?**

Use these planning templates to draft SMART-C goals for yourself in six areas of your life: **Academic** (school today), **Community Involvement**, **Career**, **Education**, **Family** and **Faith**. These goals can be short-term (this year), medium-term (before graduation), or long-term (after high school). When you have edited your goals to ensure they are SMART-C, copy each one to your *myBlueprint* account and list the **Action Plan** steps you will take to achieve your goals. Finally, add your goals to your IPP portfolio and add your **Reflection** to each goal. (An extra template is provided for you to set an additional goal in any one of these other areas: *Extra-curricular*, *Financial*, *Learning Skills*, *Physical*, or *Other*, such as Friends.)

<p><b>Goal #1:</b></p> <p><b>Academic</b></p>	<p><i>Before writing your goal, think about...</i></p> <ul style="list-style-type: none"> <li>• <i>How can you ensure you reach your potential in your classes?</i></li> <li>• <i>How can you utilize all of your talents and abilities, your multiple intelligences, and your learning styles and skills?</i></li> </ul>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>Specific</b> <input type="checkbox"/> <b>Measurable</b> <input type="checkbox"/> <b>Attainable</b> <input type="checkbox"/> <b>Realistic</b> <input type="checkbox"/> <b>Time-framed</b> <input type="checkbox"/> <b>Christian</b> </p>	
<p><b>Action Plan:</b> <i>How do you plan to achieve this goal? What steps will you take?</i></p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> <i>Why is this goal personally important for you?</i></p> <hr/> <hr/> <hr/>	

<p><b>Goal #2:</b></p> <p style="text-align: center;"><b>Community Involvement</b></p>	<p><i>Before writing your goal, think about...</i></p> <ul style="list-style-type: none"> <li>• How can you use your gifts to contribute to your community and to serve the common good?</li> <li>• How can volunteering help you prepare for your future?</li> </ul>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>Specific</b>               <input type="checkbox"/> <b>Measurable</b>               <input type="checkbox"/> <b>Attainable</b>               <input type="checkbox"/> <b>Realistic</b>               <input type="checkbox"/> <b>Time-framed</b>               <input type="checkbox"/> <b>Christian</b> </p>	
<p><b>Action Plan:</b> How do you plan to achieve this goal? What steps will you take?</p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> Why is this goal personally important for you?</p> <hr/> <hr/> <hr/> <hr/>	

<p><b>Goal #3:</b></p> <p style="text-align: center;"><b>Career</b></p>	<p><i>Before writing your goal, think about...</i></p> <ul style="list-style-type: none"> <li>• How can you learn more about your career opportunities?</li> <li>• How can you prepare now for a particular career you are interested in for your future?</li> </ul>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>Specific</b>               <input type="checkbox"/> <b>Measurable</b>               <input type="checkbox"/> <b>Attainable</b>               <input type="checkbox"/> <b>Realistic</b>               <input type="checkbox"/> <b>Time-framed</b>               <input type="checkbox"/> <b>Christian</b> </p>	
<p><b>Action Plan:</b> How do you plan to achieve this goal? What steps will you take?</p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> Why is this goal personally important for you?</p> <hr/> <hr/> <hr/> <hr/>	

<p><b>Goal #4:</b></p> <h2 style="text-align: center;">Education</h2>	<p><i>Before writing your goal, think about...</i></p> <ul style="list-style-type: none"> <li>• How can you learn more about your opportunities for learning and training after high school?</li> <li>• How can you prepare for your particular educational pathway?</li> </ul>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>S</b>pecific                <input type="checkbox"/> <b>M</b>easurable                <input type="checkbox"/> <b>A</b>ttainable                <input type="checkbox"/> <b>R</b>ealistic                <input type="checkbox"/> <b>T</b>ime-framed                <input type="checkbox"/> <b>C</b>hristian         </p>	
<p><b>Action Plan:</b> How do you plan to achieve this goal? What steps will you take?</p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> Why is this goal personally important for you?</p> <hr/> <hr/> <hr/> <hr/>	

<p><b>Goal #5:</b></p> <h2 style="text-align: center;">Family</h2>	<p><i>Before writing your goal, think about...</i></p> <ul style="list-style-type: none"> <li>• How can you grow in your relationships with your family today?</li> <li>• What kind of family life do you envision for yourself as an adult?</li> </ul>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>S</b>pecific                <input type="checkbox"/> <b>M</b>easurable                <input type="checkbox"/> <b>A</b>ttainable                <input type="checkbox"/> <b>R</b>ealistic                <input type="checkbox"/> <b>T</b>ime-framed                <input type="checkbox"/> <b>C</b>hristian         </p>	
<p><b>Action Plan:</b> How do you plan to achieve this goal? What steps will you take?</p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> Why is this goal personally important for you?</p> <hr/> <hr/> <hr/> <hr/>	

<p><b>Goal #6:</b></p> <p style="text-align: center; font-size: 1.5em;"><b>Faith</b></p>	<p><i>Before writing your goal, think about...</i></p> <ul style="list-style-type: none"> <li>• How can you grow in your personal relationships with God?</li> <li>• How can you grow in spirituality, moral character and Christ-like love?</li> </ul>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>S</b>pecific                <input type="checkbox"/> <b>M</b>easurable                <input type="checkbox"/> <b>A</b>ttainable                <input type="checkbox"/> <b>R</b>ealistic                <input type="checkbox"/> <b>T</b>ime-framed                <input type="checkbox"/> <b>C</b>hristian         </p>	
<p><b>Action Plan:</b> How do you plan to achieve this goal? What steps will you take?</p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> Why is this goal personally important for you?</p> <hr/> <hr/> <hr/> <hr/>	

<p><b>Goal #7:</b></p> <p style="text-align: center; font-size: 1.5em;"><b>Your choice</b></p>	<p><i>Some factors to consider before writing your goal...</i></p>
<p><b>My SMART-C Goal:</b></p> <hr/> <hr/>	
<p><i>Draft your goal above and continue to revise it until it meets all the criteria for a SMART-C goal:</i></p> <p> <input type="checkbox"/> <b>S</b>pecific                <input type="checkbox"/> <b>M</b>easurable                <input type="checkbox"/> <b>A</b>ttainable                <input type="checkbox"/> <b>R</b>ealistic                <input type="checkbox"/> <b>T</b>ime-framed                <input type="checkbox"/> <b>C</b>hristian         </p>	
<p><b>Action Plan:</b> How do you plan to achieve this goal? What steps will you take?</p> <hr/> <hr/> <hr/>	
<p><b>Reflection:</b> Why is this goal personally important for you?</p> <hr/> <hr/> <hr/> <hr/>	

<p style="text-align: center;"><i>Who Do I Want to Become?</i> <b>My Person of Faith</b></p>	
Unit and Theme	
Unit 1: Be With Me Unit 2: Be Alive Unit 4: Be Loving Unit 8: Be Generous	Theme 1.1: Who do I want to be with? Theme 2.4: How do I get along with others? Theme 4.1: What is the loving thing to do? Theme 8.2: How do I get satisfaction?
Overview	
<p>“To help answer the question ‘Who do I want to become?’, students will identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics, [and] based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals.” <i>(CPS: Making Decisions and Setting Goals)</i></p> <p>In this activity students research and prepare a profile of a person of faith, and then reflect upon how the example of this person can help them set goals for who they would like to become themselves. <b><i>This is a Portfolio Activity.</i></b></p>	
Ontario Catholic School Graduate Expectations	
<p><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</p> <p><b>CGE1i</b> Integrates faith with life</p> <p><b>GGE1g</b> Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey</p> <p><b>GGE3d</b> Makes decisions in light of the Gospel values with an informed moral conscience</p> <p><b>CGE4e</b> Sets appropriate goals and priorities in school and life</p> <p><b>CGE4f</b> Applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p><b>CGE4g</b> Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p> <p><b>CGE5c</b> Develops one’s God-given potential and makes a meaningful contribution to society</p>	
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• SCV.05 express connections between the relationships described in biblical events and their own life experiences;</li> <li>• PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);</li> <li>• CMV.03 demonstrate the use of Christian moral principles in personal decision-making;</li> <li>• FLV.01 explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;</li> </ul>	

- FLV.02 discern personal values in light of Gospel values and Church teaching.

**Specific Expectations:** *Students will...*

- SC1.09 communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;
- PF1.02 recognize discipleship as the call to follow Jesus in word and deed;
- PF1.03 identify how faith means developing a relationship with God;
- CM1.01 know that each person has been created with the freedom to shape his or her own relationships.

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- identify ways that the Beatitudes help us understand the Christian attitude toward being with others;
- articulate the Christian call to take on the attitude of Christ;
- identify times when it may be difficult to do what is loving;
- identify ways they can be more generous in their attitudes;
- understand how Jesus models a generous attitude toward others;
- identify and evaluate criteria for achieving satisfaction.

### **Instructional Components**

<b><i>Be With Me</i> References</b>	<b>Text:</b> Themes 1.1, 2.4, 4.1, 8.2	<b>Teacher manual:</b> Same
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Students have completed the themes above</li> </ul>	
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Teacher internet access for video viewing</li> <li>• Student internet access for research and <i>myBlueprint</i></li> <li>• Handout: “My Person of Faith” and rubric (to be co-constructed)</li> </ul>	

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Vocation (<http://www.eoccc.org/content/csfcs/concepts/avocation.html>)
- Community and the Common Good  
(<http://www.eoccc.org/content/csfcs/themes/commongood.html>,  
<http://www.eoccc.org/content/csfcs/concepts/acomunity.html>, and  
<http://www.eoccc.org/content/csfcs/concepts/acommongood.html>)
- Faith (<http://www.eoccc.org/content/csfcs/themes/faith.html> and  
<http://www.eoccc.org/content/csfcs/concepts/afaith.html>)

- Interdependence (<http://www.eoccc.org/content/csfcs/concepts/ainterdependence.html>)
- Transformation (<http://www.eoccc.org/content/csfcs/concepts/atransformation.html>)

### Activation

- Facilitate whole class discussion: *What is a role model? Why do people have role models?*
  - It is often difficult to articulate *who you want to become*. What is often easier is to identify *who you want to become like*. When we can identify a person we admire, and then determine why we admire him or her, we are in fact establishing goals for how we would like to become ourselves.
  - People don't have just one role model. In fact, you may have a role model for every *role* you play. You might have one person you'd like to emulate as a friend, but another you'd like to be like as a family member (i.e., son/daughter or brother/sister), and yet others for your roles as a student, as a classmate or teammate, and so on.
- Facilitate a Think/Pair/Share activity: *Who are some of your role models, and why? Try to identify people in your life, rather than celebrities. For example, you could finish these sentence starters:*
  - *As a friend I want to be like... because...*
  - *As a family member (a son/daughter or brother/sister) I want to be like... because...*
  - *As a student I want to be like... because...*
  - *As a class-mate or team-mate I want to be like... because...*
  - *As a citizen I want to be like... because...*

### Action

- Individually students reflect on the question, "How do you define 'living a good life'?"
- View the short video "C4: Ignite Your Catholic Faith – Does Being Good Matter?" (<http://www.archmil.org/c4video/C4-50.htm>). Discuss the minimalist/maximalist approach to being a good person in the context of the Ten Commandments and the Virtues. As a class add to the examples of persons of faith introduced in the video (Francis of Assisi, St. Elizabeth Ann Seton, Mother Theresa).
- Distribute the activity "A Person of Faith" and review the instructions. Clarify your expectations (e.g., suggested word count for the answers).
- Co-construct the success criteria and assessment tool(s) with the students. Provide a rubric summarizing these criteria.
- Establish the timeframe for work in class and for submission.

### Consolidation and Reflection

- Students archive their work in their *myBlueprint* portfolio, where it can be accessed for evaluation.
- In small groups students can teach each other about their person of faith.
- Student reflection on the learning experience is built into the activity; supplemental questions to guide further reflection might include the following:

- a. In what particular ways do you identify Christ as a role model? When you think about Jesus' human characteristics, qualities and values, how do you want to become more Christ-like?
  - b. Recall that the maximalist approach to being a good person means asking, "What can I do for you today Lord, to do the maximum amount of good?" What *can* you do today?
  - c. Thinking only of people in your life, complete this sentence: As a person of faith I want to be like... because...
- As students' *myBlueprint* accounts are easily accessible and others can be invited to view them, encourage students to share and discuss their work with a family member. For instance, a parent could also share and reflect upon the questions suggested above.

### Assessment

The students' learning will be assessed using a co-constructed rubric. This artifact will also be archived in students' *myBlueprint* portfolios and will inform the task for the "What is My Plan for Achieving My Goals?" section of this resource, which consolidates the Creating Pathways to Success inquiry process. The students' supplemental reflections provide additional opportunities for assessment.

### Notes

Any consideration of the question "Who do I want to be become?" will be coloured from the outset by our beliefs – about ourselves, the opportunities before us, and the world and our place in it. Central to this line of inquiry then is faith: "Christian faith provides our powers of reason with divine illumination to see life's ultimate meaning through our relationship with God in Christ. From its earliest times, *koinonía* (communion/community), *marturía* (witness), and *diakonía* (service) and have been the three hallmarks of Christian faith.

The Christian community's communion in the Spirit (*koinonía*) witnesses (*marturía*) to God's love for humankind in Christ. This witness is made complete in loving service (*diakonía*), especially to the poor, hungry, sick, imprisoned, grieving, homeless or lonely, in whom it recognizes Christ's presence. In so doing, the Christian community of faith participates in God's work of reconciling the world to God in Christ. Christian faith recognizes the Gospel call to love of God and neighbour as the path to a fully human existence.

The gift of faith received at Baptism enables us to understand our origin and destiny: created in love to share in the divine life. Our faith is witnessed through communion in the one Spirit, expressed by reaching out in service, reconciling the world to God in Christ. Faith gives meaning to all aspects of human life; it is an orientation of the heart, the soul and mind, shedding light on the true significance of every human life and undertaking." (<http://www.eoccc.org/content/csfcs/themes/faith.html>)

***Who Do I Want to Become?***  
**My Person of Faith**

For this assignment you will choose a person of faith from the list of suggestions on the next page. You will research and learn about how this person took on the attitude of Christ, and will evaluate the rewards of his/her life choices as well as the demands and challenges of being a person of faith. Finally, you will think about what this person has to show you about who you might want to become yourself.

There are two parts to this assignment: your profile of the person of faith and your written reflection. Guidelines for the length of the required paragraphs will be provided; all paragraphs should include details and examples and be free of errors in spelling and grammar.

***Part One: Profile of a Person of Faith***

Through research, compile a profile of this person using the following prompts as a guide:

1. Give a brief summary of this person's early life (e.g., family, education, jobs, important events).
2. What were this person's values and vocation? (i.e., Who was he/she called to be with? What loving thing was he/she called to do? What has his/her life's mission?)
3. Was this person's mission successful? In what ways did it succeed or not succeed? Was this person able to overcome the difficulties that he/she experienced as a person of faith, and if so, how?
4. Explain how this person chose to live one Virtue, one Beatitude and one Commandment.
5. Include at least one picture of your person.

Your completed profile will be archived in your *myBlueprint* IPP portfolio and can take one of the following formats (or another discussed with the teacher):

- Written (essay, magazine or blog article, newspaper report)
- Video (interview, documentary)
- Presentation (PowerPoint, Prezi)
- Website
- Other: \_\_\_\_\_

***Part Two: Reflection***

After you have completed Part One, think about how the example of this person can help you set your own goals to realize your potential and respond to your call or purpose in life. Answer the following questions:

1. To you, how is this person a model of faith? For instance, what Gospel values did he/she choose to live? From your perspective, what is the main way this person took on the attitude of Christ?
2. How are you similar to this person of faith? For example, what characteristics, values or goals do you share?
3. How would you like to become more like this person? For instance, what qualities does this person have that you would like to develop? How might you choose to develop these qualities in yourself?
4. As a young person today, what challenges do you face in doing the loving thing or being a person of faith? What can you do to try to overcome these challenges?

5. Based on your thoughts from the above, how will you choose to live one Virtue, one Beatitude and one Commandment in the next year? Set a SMART-C goal for yourself for each one. (This Virtue, Beatitude and Commandment can be different from the ones used in Part One).

Your completed reflection will be typed, printed and handed in; to help you with a future assignment in this course, you should also post your reflection to your *myBlueprint* portfolio.

## ***Persons of Faith***

### **Old Testament Prophets**

Abraham	Jeremiah	Nahum
Amos	Job	Nathanial
Elijah	Joel	Ruth
Ester	Jonah	Samuel
Habakkuk	King David	Zechariah
Haggai	Malachi	Zephaniah
Hosea	Micah	
Isaiah	Moses	

### **Modern Persons of Faith**

Richard Allen	Martin Luther King Jr.	Edmond Rice
St. Marguerite Bourgeoys	Mother Theresa	Archbishop Oscar Romeo
Dorothy Day	Pope Francis	Albert Schweitzer
Catherine Doherty	Pope John Paul II	St. Elizabeth Seton
Franz Jaegerstaetter	Pope John XXIII	Blessed Edith Stein
Joan of Arc	Nelson Mandela	Desmond Tutu
Craig Keilburger	Thomas Merton	Elie Wiesel
Maximilian Kolbe	St. Vincent de Paul	
Stephen Lewis	Father Miguel Pro	

If you have another suggestion, speak to your teacher.

<p style="text-align: center;"><i>What is My Plan for Achieving My Goals?</i></p> <p style="text-align: center;"><b>My Faith in Action</b></p>	
Unit and Theme	
Unit 10: Be Hopeful	Themes 10.1: What keeps us going?
Overview	
<p>“To help answer the question ‘What is my plan for achieving my goals?’, students will create a plan that identifies in detail the steps required to achieve the goals they have set, [and] identify the resources required to implement their plan, [and] identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions.” (<i>CPS: Achieving Goals and Making Transitions</i>)</p> <p>In this activity students consolidate their learning from the previous activities in this resource by guiding their teacher through a review of their completed Individual Pathways Plan and <i>myBlueprint</i> portfolio and by reflecting upon their experience.</p> <p><b>The Ontario Catholic School Graduate Expectations, the Overall and Specific Expectations, the <i>Be with Me Learning Goals</i>, and the Catholic Themes and Anchor Concepts identified below are only the additional ones (for this activity) layered onto those already addressed in the previous activities; for the complete expectations, goals, and connections for this activity, see those foundation activities as well.</b></p>	
Ontario Catholic School Graduate Expectations	
<b>GGE1g</b>	Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
<b>CGE1i</b>	Integrates faith with life
<b>CGE3a</b>	Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges
<b>CGE3c</b>	Thinks reflectively and creatively to evaluate situations and solve problems
<b>CGE4d</b>	Responds to, manages and constructively influences change in a discerning manner
<b>CGE4e</b>	Sets appropriate goals and priorities in school and life
<b>CGE4f</b>	Applies effective communication, decision-making, problem-solving, time and resource management skills
<b>CGE7b</b>	Accepts accountability for one’s own actions
Overall and Specific Expectations	
<p><b>Overall Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PFV.01 describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165).</li> </ul> <p><b>Specific Expectations:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>PF1. 07 define hope as a virtue which keeps us searching for true happiness and which sustains us in times of abandonment and struggle;</li> </ul>	

- PF1.12 examine the Christian affirmation of hope for their own lives in the light of the death and resurrection of Jesus;
- CM1.09 define hope and its role in Christian living, identifying people who model Christian hope;
- PS1.08 demonstrate an understanding of Christian hope and its role in Christian living.

### **Be With Me Learning Goals**

**Outcomes:** *Students will...*

- define hope and its role in Christian living;
- find hope for their own lives in the death and resurrection of Jesus.

### **Instructional Components**

<b><u>Be With Me</u> References</b>	<b>Text:</b> pp. 200-205	<b>Teacher manual:</b> pp. 264-277
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#### **Prior Knowledge**

- Students have completed Theme 10.1: What keeps us going?
- Students have completed many of the previous activities in this resource, particularly those designated as *IPP Activities* and *Portfolio Activities*

#### **Lesson Materials**

- Teacher internet access for video viewing
- Students' previously completed activities from the first three sections of this resource
- Student internet access for *myBlueprint*
- Handout: "My Faith in Action" and rubric (to be co-constructed)

### **Catholic Themes and Anchor Concepts (Curriculum Support for Catholic Schools)**

For related scriptural references and stories, Church teachings, quotations, web resources, and additional questions for reflection, see the following:

- Empowerment (<http://www.eoccc.org/content/csfcs/concepts/aempowerment.html>)
- Hope (<http://www.eoccc.org/content/csfcs/themes/hope.html>)

### **Activation**

- View the short video "Made for Mission, Session 11.5: Decision Point" (<http://dynamiccatholic.com/confirmation/view-program/session-11/>). Reiterate the two surefire strategies presented that will help you discover what your mission in life is. If students were to design a **LIVEMISSION** bracelet to remind them of these tips, what would it say?
- Review the learning opportunities that have been provided for students to help them on their journey to discovering their mission. These include the fifteen activities suggested in the "Who Am I?", "What Are My Opportunities?", and "Who Do I Want to Become?" sections of this resource.

### **Action**

- Facilitate a Think/Pair/Share activity guided by the following questions:

- How hopeful are you for your future? Use a scale of 1 to 5 to gauge this, with 1 being “not at all hopeful” and 5 being “very hopeful.”
  - What makes you hopeful for your future?
  - What makes you concerned (and less hopeful) for your future?
  - How do you think believing and living in Christ impacts how hopeful a person is?
  - Relate students’ viewpoints to a review of Christian hope and its role in Christian living. Points to emphasize include the following:
    - Hope is the virtue that keeps us searching for true happiness, which is found in being true to oneself and faithful to God. It is what makes it possible for us to do what is good and right and loving even when we cannot see that it is making a difference.
    - Hope allows us to take risks for the sake of others. It helps us see what can be changed and gives us the courage and commitment to make changes. It sustains us during times of abandonment and protects us during times of struggle.
    - Jesus’ death and resurrection are the foundation of Christian hope. (*Be With Me*, pp. 202-203)
  - Discuss how planning for your future is implicitly a hopeful endeavor made only richer by faith and trust in God. The education and career/life planning inquiry cycle (*Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?*) takes on new layers when approached from the perspective of Christian faith. For instance, recall the following message from the *Made for Mission, Session 11.4: Your Untapped Greatness* video viewed in the *My Works of Mercy* activity:

“You can search the whole world for happiness, but it will elude you until you realize that it is only by bringing happiness to others that we ever find happiness for ourselves. Serving others is the surest path to happiness in this world, to discovering who you are and what you are here for. Serving others is at the core of the mission God has designed just for you.”

[\(http://dynamiccatholic.com/confirmation/view-program/session-11/\)](http://dynamiccatholic.com/confirmation/view-program/session-11/).
  - Distribute the activity “My Faith in Action” and review the instructions. Clarify your expectations and discuss procedures for the *myBlueprint* review.
  - Co-construct the success criteria and assessment tool(s) with the students. Provide a rubric summarizing these criteria.
  - Encourage students to review their work for the activities that inform this task, not only the *IPP Activities* and *Portfolio Activities* that are directly referenced but also the other activities that supported their development. Consider providing students with a reference list of these activities.
- The foundation activities for the *myBlueprint* review are listed below:
- Individual Pathways Plan
    - Goal Setting: What Are My Goals? (*Who Do I Want to Become?*)
    - Résumé and Cover Letter, i.e., Extracurricular Activities: How Do I Know the World? (*Who Am I?*)
    - Post-Secondary Planner: Exploring Vocation (*What Are My Opportunities?*)
    - Occupation Planner: Exploring Vocation (*What Are My Opportunities?*)

- Portfolio
  - My Journey of Faith (*Who Am I?*)
  - My Works of Mercy (*What Are My Opportunities?*)
  - My Person of Faith (*Who Do I Want to Become?*)
- Establish the procedure and timeframe for the *myBlueprint* reviews and the subsequent writing of reflections.

### **Consolidation and Reflection**

- Student reflection on the learning experience is built into the activity; supplemental questions to guide further reflection might include the following:
  - What one word best captures your feelings about your future? Explain. If there is room, how can you become more hopeful?
  - When pursuing our goals we often encounter obstacles and challenges. How do you usually handle setbacks, disappointments and failure? How can you become more resilient and hopeful in times like this?
  - How does thinking about your future help you in your life today?
  - How does talking about your future with others (your teacher, your parent, your friends and classmates) help you?
  - Do you talk to God about the future? The first commandment compels us to place all our hope in God, to rely on God and ask God to be part of everything we do. Compose a prayer of petition for your future.
- As students' *myBlueprint* accounts are easily accessible and others can be invited to view them, encourage students to share and discuss their completed IPPs and portfolios with a parent or family member. A caring adult may be able to contribute a different perspective on the student's education and career/life planning process; for instance, he/she may be able to see things (e.g., more or different gifts the student offers and opportunities before them, and a promising future) that the student is unable to recognize or visualize for themselves right now.

### **Assessment**

This activity is informed by previous tasks for the "Who Am I?", "What Are My Opportunities?", and "Who Do I Want to Become?" sections of this resource and consolidates the Creating Pathways to Success inquiry process. The students' learning will be assessed using a co-constructed rubric. The students' supplemental reflections provide additional opportunities for assessment.

### **Notes**

The question "What is my plan for achieving my goals?" communicates that responsibility for the future is ours and with planning our vision can be realized. This hope keeps us searching for true happiness: "Hope is that virtue by which we take responsibility for the future, both for ourselves and for the world. It is rooted in the fulfillment of God's promises in Christ...Hope is rooted in the belief that more is

possible, that justice and peace will prevail even if not in our own time. To be a hopeful community is to trust that God's plan for God's people will be fulfilled in spite of all obstacles."

(<http://www.eoccc.org/content/csfcsc/themes/hope.html>)

In their lives students will return to this education and career/life planning inquiry cycle over and over again (as we all do), each time better equipped with an enhanced understanding of themselves, their opportunities, and their vision for the best version of themselves that they are called to become. Our goal is to encourage students to continue in this lifelong process guided by their Catholic faith.

Consider the following: "The challenge faced by the religious educator in the typical Catholic secondary school is enormous. Catholic schools exist to foster in their students not only an understanding of the connection between faith and life, but a commitment to establishing, nourishing and strengthening that connection. Yet students have difficulty expressing the basic contents and structures of the Christian, Catholic faith. They have difficulty stepping back from their busy lives to reflect on the importance of that faith for their lives. Their interest in devoting precious time and energy to courses dealing with these issues is often minimal. And yet they are loved by God. Most of them, being baptized, have been incorporated into the very Body of Christ by the power of the Holy Spirit. They might be unaware of the great dignity bestowed upon them in becoming children of God, yet that dignity remains undiminished.

The power of the Spirit abides in them and seeks to free them from the tyranny of fashions and trends to help them become all they are called to be. The religious education program exists for the sake of these students and their ultimate happiness which can only be found in Christ." (Ontario Catholic Secondary Curriculum Policy Document for Religious Education, 2006)

***What Is My Plan for Achieving My Goals?***

**My Faith in Action**

This assignment will allow you to consolidate your learning and take a look back (and forward) at the journey you've undertaken to discover your life's mission and to begin to plan for your future. You have already done the activities that comprise this overview; this is your opportunity to share your work in a comprehensive way and to reflect on its meaning for you and your future.

There are two parts to this assignment: your review of your *myBlueprint* Individual Pathways Plan and portfolio with your teacher and your written reflection. Guidelines for the length of the required paragraphs will be provided; all paragraphs should include details and examples and be free of errors in spelling and grammar.

***Part One: myBlueprint Review***

**myBlueprint Individual Pathways Plan**

Prepare to give your teacher a tour of your completed IPP. You will remind your teacher of your work this semester by presenting these IPP components from your home page:

- Goal Setting
- Resume and Cover Letter (Extracurricular Activities)
- Post-Secondary Planner
- Occupation Planner

*(Note: Your High School Planner will be completed and reviewed with your Guidance counsellor as part of your course selection process for Grade 10 in the spring.)*

Prepare to discuss your goals in a little more detail. You have previously set SMART-C goals for yourself in each of these areas of your life: academic, community involvement, career, education, family, faith, and one other (of your choosing). Select three of these goals to talk about; one of them must be your faith goal. Your teacher will ask you these questions about your plan for each goal:

1. What steps will you take to achieve this goal?
2. What resources do you need to achieve this goal?
3. What obstacles or challenges might get in the way, and how will you work around them?
4. Why is this goal important to you?
5. Where are you now in this plan?

**myBlueprint Portfolio**

Prepare to give your teacher a tour of your completed portfolio. You will remind your teacher of your work this semester by presenting these artifacts from your portfolio:

- My Personal Journey of Faith
- My Works of Mercy
- My Person of Faith

Your teacher will ask you these questions about what you have learned from each activity:

1. What is the main *takeaway* of this activity for you, i.e., the big idea that will stick with you moving forward?
2. Why is this idea important to you at this stage of your life?
3. How will this idea impact what you think and do in the future?

## **Part Two: Reflection**

After presenting your IPP and portfolio to you teacher, reflect upon your experience in this course by answering the following questions.

### **Think about your IPP and portfolio review**

1. When you look back over the work you have done this semester, how do you feel?
2. What are you particularly proud of, and why? Where do you see room for improvement, and what would you change or do differently if you could?
3. What do you think has had (or will have) the biggest impact on your beliefs and your practice of your faith?

### **Think about the question, “Who am I?”**

4. Describe one of the most important things you have learned about yourself.
5. How will you continue this lifelong process of *knowing yourself* so that you can make the best possible decisions for your future? What can you do next to help you better answer the question, “Who am I?”
6. How does your faith impact how you understand, think about and answer the question, “Who am I?”

### **Think about the question, “What are my opportunities?”**

7. Describe one of the most important things you have learned about your opportunities for the future.
8. How will you continue this lifelong process of *exploring opportunities* so that you can consider all your options for your future? What can you do next to help you better answer the question, “What are my opportunities?”
9. How does your faith impact how you understand, think about and answer the question, “What are my opportunities?”

### **Think about the question, “Who do I want to become?”**

10. Describe one of the most important things you have learned about your vision for your future self.
11. How will you continue this lifelong process of *making decisions and setting goals* so that you can plan your future education and career/life? What can you do next to help you better answer the question, “Who do I want to become?”

12. How does your faith impact how you understand, think about and answer the question, “Who do I want to become?”

**Think about your mission**

In one of the “Made for Mission” videos we heard,

*You have been designed by God with a purpose...you have been created for mission. You have been placed on earth at this time to fulfill a specific mission. If you don't embrace and fulfill that mission, that mission will get left undone. Nobody else has been designed for that mission, just you. You were made for mission. Are you ready for mission?*

(<http://dynamiccatholic.com/confirmation/view-program/session-11/>)

13. Are you ready? How does it make you feel to know that God has a plan for you to make a difference in the world?
14. What aspects of your mission have you already discovered? At this stage in your life, what is God calling you to do?
15. How strong is your sense of your mission for the future, God's plan for you? What do you believe your mission is, and/or what will you do to continue to discern God's purpose for your life?

Your completed reflection will be typed, printed and handed in; you can also post this final reflection to your *myBlueprint* portfolio.

## Learning Task Rubric

## Appendix I

<b>Activity:</b>		<b>Due Date:</b>		
<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge and understanding</b> of content (e.g., facts, terms, definitions, concepts, ideas, procedures, doctrine, Scripture) <i>Specific criteria for this task:</i> <ul style="list-style-type: none"> <li></li> </ul>	demonstrates limited knowledge and understanding of content <i>Indicators of this quality:</i> <ul style="list-style-type: none"> <li></li> </ul>	demonstrates some knowledge and understanding of content <i>Indicators of this quality:</i> <ul style="list-style-type: none"> <li></li> </ul>	demonstrates considerable knowledge and understanding of content <i>Indicators of this quality:</i> <ul style="list-style-type: none"> <li></li> </ul>	demonstrates thorough knowledge and understanding of content <i>Indicators of this quality:</i> <ul style="list-style-type: none"> <li></li> </ul>
<b>Thinking</b> and use of critical/creative skills and processes (e.g., reflection, inquiry, problem-solving, research, reasoning, forming conclusions) <i>Specific criteria:</i> <ul style="list-style-type: none"> <li></li> </ul>	uses these skills and processes with limited effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	uses these skills and processes with moderate effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	uses these skills and processes with considerable effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	uses these skills and processes with a high degree of effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>
<b>Communication</b> of ideas and information (e.g., clarity, organization) for the audience and purpose and use of conventions (e.g. symbols, vocabulary) <i>Specific criteria:</i> <ul style="list-style-type: none"> <li></li> </ul>	communicates with limited effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	communicates with moderate effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	communicates with considerable effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	communicates with a high degree of effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>
<b>Application</b> of knowledge and skills to make connections between the content, personal experience and the world (e.g., social justice issues) <i>Specific criteria:</i> <ul style="list-style-type: none"> <li></li> </ul>	makes connections with limited effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	makes connections with moderate effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	makes connections with considerable effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>	makes connections with a high degree of effectiveness <i>Indicators:</i> <ul style="list-style-type: none"> <li></li> </ul>
<b>COMMENTS:</b>				

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