

Kindergarten

Creating safe, faith filled learning environments.



Primary Grades 1-3

Developing a classroom community of learners rooted in faith.



Junior Grades 4-6

Building hopeful, safe, and love filled classroom communities.



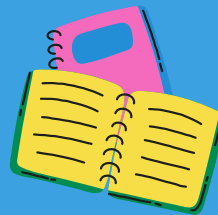
Intermediate Grades 7-8

Building welcoming, safe, and reflective classroom communities.



Senior Grades 9-12

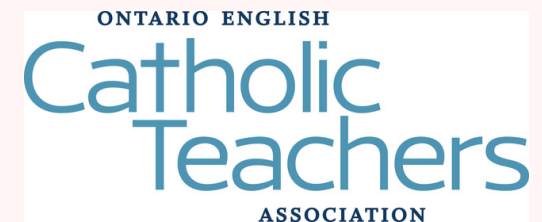
Building supportive, engaging, and positive classroom environment.



Building supportive,
engaging and positive
classroom communities.



Building Catholic Classroom Communities



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the Ontario English Catholic Teachers' Association
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Maker Space Mondays

Provides an opportunity for your students to engage in collaborative problem-solving as they learn and create new inventions and artifacts through the lens of STEAM (Science, Technology, Engineering, Art, and Math). The activities are designed to build personal connections and friendships as students learn that by working together, they can produce something that is tangible today while creating a positive memory for tomorrow.

Treasure Hunt Tuesdays

Provides an opportunity for students to explore together. Through exploration, conversation and discovery, students will learn new things about themselves, their peers, and their new classroom/school environment. The activities are designed to build trust between individual students and their peers. Learning something new together is a wonderful way for students to explore what they have in common with one another.

Wellness Wednesdays

Provides an opportunity for students to explore their feelings, emotions, and the need for good mental health. The activities are designed to help students to recognize that everyone has 'big' feelings, and that feelings and emotions are a complex system within each of us. By discussing feelings and emotions, while building a repertoire of positive strategies, students learn how to name their feelings, ask for support, and provide support to others. This is important in the creation of a physically and emotionally safe classroom environment where all students feel listened to, cared for, and supported.

Building Catholic Classroom Communities



Theatrical Thursdays

Provides an opportunity for your students to 'showcase' their talents through the lens of the arts (drama, art, music, and dance), and to develop an appreciation for the gifts that God has given to them and to their peers. The activities are designed for students to move out of their comfort zone as they share their thoughts, feelings, and experiences with others. It is important for students to see themselves as unique and special.

Faith - Filled Fridays

Provides an opportunity for students to come together to experience what it feels like to be in a 'faith-filled' learning environment. The activities are designed to support students as individuals and collectively to explore where they are on their own faith journey. This is a wonderful opportunity for students to learn from Catholic teachings and traditions. Students learn how our connection to the 'Holy Family' is with us in joyful moments, but also in times when we are challenged by the world around us.

The Kindergarten Program

The two-year Kindergarten Program provides our youngest students with an opportunity to learn, grow, and explore in a play-based environment. When we teach and interact with others through our faith lens, we create an environment where students feel safe and comfortable working towards being their 'best' self.

The Kindergarten Program - 2016
In Kindergarten, building a sense of community is fostered by creating a safe and welcoming faith-filled learning environment where each individual is respected, listened to, and celebrated as a beloved child of God.

The Kindergarten Program



Ontario Catholic School Kindergarten Program

Living in Solidarity **Praying** **Living in Communion**

Curriculum Connections

Belonging and
Contributing

Self-Regulation and
Well-being

Demonstrating
Literacy and
Mathematics
Behaviours

Problem - Solving and
Innovation

Maker Space Monday.



Treasure Hunt Tuesday.



Wellness Wednesday.



Theatrical Thursday.



Faith - Filled Friday.



Ontario Catholic School
Graduation Expectations

Catholic
Curriculum
Connections

Kindergarten

Dear God,
We thank You for
the gift of this new
beginning for each
of us.

We ask You to be
with us each day
and to help us to be
kind and caring as
we pray, learn and
play.
Amen

"Spread love everywhere
you go. Let no one ever come
to you without leaving
happier."

Saint Teresa of Calcutta



Envision - Minds On

Read the book, **Ways to Welcome** by Linda Ashman.

Co-create an anchor chart using ideas from the text and students' own ideas of things that the class can do to help everyone feel welcome, important, and included.

Sow - Action

Using recyclable materials, students work together to create gifts for Jesus to be placed on the prayer table.

Nurture - Consolidation

Gather around the prayer table, placing gifts and offer the intentions of all students to Jesus, our friend.

Sing - Welcome to the family

<https://safeshare.tv/x/nABos6Dh-F8>

Dear God,

We thank You for the gift of this new beginning for each of us.

We ask You to be with us each day and to help us to be kind and caring as we pray, learn and play.

Amen

Maker Space Monday



**A Responsible
Citizen**



Envision - Minds On

Read the book, [All Shapes Matter](#) by Sreekanth Kumar.

Co-create an anchor chart of two-dimensional shapes (circle, square, rectangle, triangle, etc.) Discuss the attributes of the shapes. How many sides and corners do each shape have?

Sow - Action

Go on a 'treasure hunt' of exploration around your classroom and/or school looking for two-dimensional shapes. Using an iPad, capture pictures of objects or items that depict the shapes previously discussed while making the 'shapes' anchor chart.

Nurture - Consolidation

Share as a class the pictures of the shapes that you discovered on your 'treasure hunt' walk. What do you notice? How are the shapes the same? How are they different? How can we connect the diversity in shapes to the diversity in people? God loves all people and each of us is unique and important.

Share the song, 'So many Colors, So many Shapes' - A song about Diversity to start the conversation.

<https://safeshare.tv/x/ss64a05c0762ffc>

Treasure Hunt Tuesday



A Reflective,
Creative And
Holistic Thinker

Envision - Minds On

Read the book, [Listening with My Heart](#) by Gabi Garcia.

Discuss Esperanza's feelings from the story. Taking turns, have the children share similar lived experiences of their own. What strategies did they use to help them work through the 'big feelings' that they experienced?

Nurture - Consolidation

At the end of your peaceful reflection, have the students talk about their feelings. How was their body feeling? What were they thinking? As a group, discuss how taking a few minutes to be quiet and peaceful can help all of us to feel calm, peaceful and ready to learn.

Invite the children to collect stones or other small objects to create a 'mindful me' basket for students to select and borrow an item from in moments of 'big feelings' in their day.



**A Self-Directed,
Responsible,
Lifelong Learner**

Sow - Action

From a collection of stones (that you have previously gathered) have the students explore the stones and choose one stone that they like. They can hold onto this 'special rock' during some moments of peaceful reflection. Using quiet music, such as Butterfly Garden by Tim Janis, take a few minutes to be peaceful by closing your eyes or finding a quiet spot in the room.

[Peaceful Music Selection](#)

"Children are not things to be molded, but people to be unfolded."

Jess Laird

Wellness Wednesday



Envision - Minds On

Read the book, There's Only One You by Gabi Garcia.

Together as a class, discuss activities that the children like to participate in.

You may want to make a box and put each of the students' names on a popsicle stick for randomly selecting students in advance of this activity and to ensure that everyone gets a turn to share. Document the students' ideas on chart paper, with their name beside their preferred activity.

Nurture - Consolidation

Invite students to share their favourite activity with their classmates. Ensure that the children have choice (3-5 options) as to how they would like to share their ideas.

Students can:

- act out their favourite activity while others try to guess what activity they are sharing through their non-verbal communication,
- create a picture to show others what they enjoy doing,
- create a short video to tell others about their favourite activity.



**An Effective
Communicator**

Sow - Action

Using different colours of paint have each child select a colour and support them to paint their hand. Using each student's hand, create an impression around the edge of a piece of chart paper. In the middle, write a message that celebrates the diversity in your classroom. For example, 'All unique and beautifully made.' Hang this beautiful piece of art in your classroom where it can be seen and appreciated by all.

Theatrical Thursday



Envision - Minds On

Read the book, You Hold Me Up by Monique Gray Smith and Danielle Daniel.

Using ideas from the text and students' own ideas, brainstorm ways to support each other using kindness and respect as the lens of building a classroom of faith-filled learners together.

Nurture - Consolidation

Place the friendship-faith chain close to the prayer table. Gather around the prayer table and engage in a few minutes of peaceful communal prayer.

Dear God,
Help us to always treat each other
with kindness and care,
As we grow together as a community of learners,
Ready to do your work.
Amen



**A Discerning
Believer**

Sow - Action

Write the positive messages that have been shared as a class on pieces of paper. Have each child decorate a message. Link the pieces together to form a friendship-faith chain.

Faith - Filled Friday



The Primary Program, Grades 1 - 3

When we begin our school year with a focus on developing our classroom as a community of learners, rooted in our faith, we teach our students how to show each other that they care. Each member of our classroom is valued and cared for as a beloved child of God.

Ontario Catholic Elementary Curriculum Policy Documents

Grades 1-8

2012

Grade 1

Praying

Living a Moral Life

Living in Communion

Grade 2

Praying

Celebrating

Living in Solidarity

Grade 3

Praying

Living a Moral Life

Living in Solidarity

The Primary Program Grades 1-3



Curriculum Connections

Language (2023).
Transferable Skills
Grades 1-3

The Arts (2009) -
Grades 1-3

Social Studies (2018).
Grades 1&2

Health and Physical
Education (2019).
Grades 1-3

Maker Space Monday.



Treasure Hunt Tuesday.



Wellness Wednesday.



Theatrical Thursday.



Faith - Filled Friday.



Ontario Catholic School
Graduation Expectations

Catholic
Curriculum
Connections

Primary Grades 1 -3

Dear God,
Thank You for this
new school year,
Help me to always
work hard to do my
best,
Teach me how to
support others and
to take a moment for
myself to rest.
Amen

“The trick to having happy
students is to first be happy
yourself.”

Anonymous



Envision - Minds On

Read the book, [Peace Week in Miss Fox's](#) class by Eileen Spinelli.

Co-create an anchor chart using ideas from the text and students' own ideas of ways that students can share peace with one another this week.

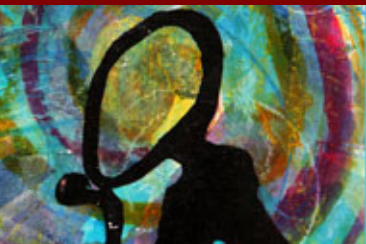
Nurture - Consolidation

Each student prints their name on a large popsicle stick. The names are placed in a box and will become the 'Beloved Children of God' box for the school year. This box can be used to select classroom helpers, partners, and for the sharing of ideas.

Each student selects one name and gives their gift to that individual.

A song to share: Peace like a River

<https://safeshare.tv/x/ss64a83681ab7ef>



A Reflective,
Creative And
Holistic Thinker

Sow - Action

Using recyclable materials students create a small gift to be given to a peer in the classroom as a 'welcoming gift.'

If possible, the item should be small enough to fit into their cubby space or desk so that they can keep it as a reminder of today's lesson.

Maker Space Monday



"Education is the most powerful weapon that you can use to change the world."

Nelson Mandela



Envision - Minds On

Read the book, [Find Your Calm](#) by Gabi Garcia.

Talking about 'big feelings' such as anxiety is hard for many children at this age. This is a great opportunity to begin the conversation about different emotions that we all experience. We can talk about developing effective strategies to manage our emotions so that they do not become barriers to our success in learning and in life. Co-create an anchor chart of emotions and strategies to work through them.

Nurture - Consolidation

While you are still outside, have the students gather together to discuss their experiences using the five senses to guide them away from distractions to a deeper and a more conscious connection to themselves. What are some of the feelings or emotions that students experienced when they were focused on the moment, rather than thinking about other things? How can we use this technique in our classroom when we are feeling overwhelmed? Before returning to the classroom, as a group, practice some deep breathing activities to give students an opportunity to experience how it feels when you are calm, and your mind is clear.



**An Effective
Communicator**

Sow - Action

Go outside and explore the outdoors as you model a 'checking in' technique with your students. Students can move around or stay still in one spot. Use a bell or a drum to get the students' attention prior to beginning the activity.

Using the 'Just Notice' concept from School Mental Health Ontario (www.smho-smso.ca), have students use their five senses to explore the beauty of nature. Notice five things that you can see. Notice four things that you see hear. Notice three things that you can touch. Notice two things that you can smell. Notice one thing about how you are feeling.

Treasure Hunt Tuesday



Envision - Minds On

Read the book, Regina's Big Mistake by Marissa Moss.

Have a discussion about the challenges that Regina was faced with when given the task of creating an illustration. What might she have been feeling? Did her friend's comments support her or make her feel worse?

Extend the conversation regarding the words that we use and how our words can help to improve the other person's thoughts or make the situation feel worse for them.

Explain to the students the difference between helpful (green) thoughts and unhelpful (red) thoughts.

Nurture - Consolidation

Find a comfortable space for all students to sit and engage in a visualization regarding 'thought bubbles.'

Using the link below, students can learn ways to calm themselves by being more mindful.

<https://safeshare.tv/x/ss64a8609ba6f22>

As a class, begin to co-create a chart of 'Mindful Me' activities that students can use independently throughout the day if they are having 'red thoughts' or a 'big feeling.' Reflect on this activity and chart often to update strategies throughout the school year.



**A Self-Directed,
Responsible,
Lifelong Learner**

Sow - Action

Using green and red construction paper, create a 'thought bubble' symbol. Glue the red and green paper together and attach it to a popsicle stick. Using the resource below, share statements with the students and using the visual symbol that they have created, have them identify the thought as either a 'red' or 'green' thought. This activity will help students to develop awareness of the connection between our thoughts, emotions, and behaviour.

<https://baytreementors.files.wordpress.com/2018/07/mental-health-toolkit.pdf>

Wellness Wednesday



Envision - Minds On

Read the book, How to Grow Happiness by Kelly Dipucchio.

Discuss what it feels like when you are happy. Students may need to take a few moments to think about something that makes them happy to generate their ideas and to experience the actual feeling or emotion to respond.

Collaboratively generate a list of "What does Happiness look like?" Hang this list in your class as a tool that can be revisited throughout the school year. You may find that students will want to add to the list throughout the school year.

Nurture - Consolidation

Create a happiness chain by having each student write what makes them happy on a coloured piece of construction paper. Connect them all together to form a 'class happiness chain' that can be placed on or near the prayer table. Join together in prayer. Pray for happiness and peacefulness in our classroom.

Dear God,

We give You thanks today for each person in our classroom,
Help us to build a classroom of kindness, happiness and
peacefulness

by living our lives in ways that help each other and please You.
Amen



**A Discerning
Believer**

Sow - Action

Invite students to choose a partner using the 'Beloved Children of God' box to act out "What makes Us Happy"?

They can use their own ideas or those from the list that was created.

Have the students who are observing try to guess what is being portrayed.

Theatrical Thursday



"How very good and pleasant
it is when kindred live
together in unity!" Psalm
133:1



Envision - Minds On

Read the book, [The Berenstain Bears and the Golden Rule](#) by Stan and Jan Berenstain.

As a class, explore the questions: What is the golden rule? Why is it important? What does Jesus say about following the golden rule?

Nurture - Consolidation

As a class, take some time to find a prominent place for your classroom promise to be displayed. As a class, also decide how often you will revisit this promise throughout the school year. Take a few minutes for peaceful reflection and prayer.

Dear Jesus,

Thank You for bringing us together as a school family,

Help us to follow the 'golden rule,'

Help us to remember how to treat each other with kindness,
patience, and gentle care,

Teach us to love God and each other, as You love us,
unconditionally and always.

Amen



**A Discerning
Believer**

Sow - Action

Watch this animated video of 'The Golden Rule' that helps to explain the importance of treating others the way that we would also like to be treated:

<https://safeshare.tv/x/ss64a871ab06a16>

Together as a class develop a classroom promise that you write on chart paper. Using the 'Golden Rule' as a guide, establish five norms for the class.

Have the students sign the classroom promise and post it for everyone to see.

Faith - Filled Friday



The Junior Program, Grades 4-6

Building Community in the middle school classroom is key for a successful year.
Students should feel safe, hopeful, and loved.

Ontario Catholic Elementary Curriculum Policy Documents

Grades 1-8

2012

Grade 4

Praying

Living a Moral Life

Living in Communion

Grade 5

Praying

Celebrating

Living in Solidarity

Grade 6

Praying

Living a Moral Life

Living in Solidarity

The Junior Program Grades 4-6



Curriculum Connections

Language
Transferable Skill
Grade 4-6

Arts
Grade 4-6

"The smallest act of
kindness is worth more
than the grandest
intention."
Oscar Wilde

Maker Space Monday.



Treasure Hunt Tuesday.



Wellness Wednesday.



Theatrical Thursday.



Faith - Filled Friday.



Ontario Catholic School Graduation Expectations

Catholic Curriculum Connections

Junior Grades 4-6

Dear God,
Our hearts are joined together in
hope for
this school year.
Bless our classroom and give
us strength, love, and
cooperation.
We ask this in Jesus' name.
Amen

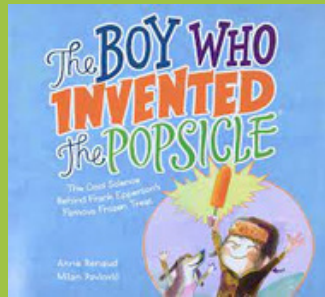
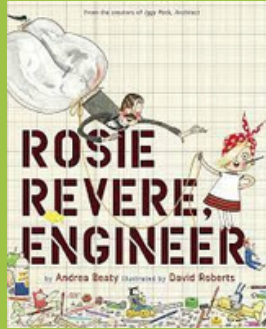
"The way you get meaning into your
life is to devote yourself to loving
others, devote yourself to the
community around you, and devote
yourself to creating something
that gives you purpose and
meaning."

Mitch Albom



Envision - Minds On

Open with an introductory mentor text about taking risks and discovering. Prior to reading a mentor text, ask your class to think about what 'Hope' means to them. After you have read the text, have students discuss if/how their meaning of 'Hope' changed after listening to the text.



Nurture - Consolidation

Once done, students can present their symbol to the class. Screencastify or WeVideo could also be used to record a presentation about the symbol. These videos would provide an excellent opportunity for students to share with their families what they have been learning at school during the first week of school.

As an extension, students could write a prayer for the year with their symbol as a starting point.



A Collaborative Contributor

Sow - Action

In groups of three or more, provide students with a variety of everyday materials that could be used to create something. For example, typical art materials such as paint, poster board, paper towel rolls, plasticine etc.

Students will collaborate and create a symbol of hope for their classroom community. These symbols can then be displayed together in the classroom throughout the school year. Each group should have access to the Makerspace materials. It is also helpful to have guidelines for Makerspace posted on an anchor chart. The main ideas should be listen to all, use only what you need, and leave the space as you found it.

Maker Space Monday



Envision - Minds On

There are many excellent short, animated videos about kindness and being kind. A few are linked below. Watch and have a short whole class discussion on kindness and the meaning of being kind.



Nurture - Consolidation

After the hunt, students should be given the opportunity to share who they found being kind and why.

Did anyone surprise them with kindness? (Example - the office administrator was being so kind to a student who felt sick)

Was there anyone that jumped to their minds immediately?

This could begin a yearlong community project where the class surprises people in the school community with a kind gesture or deed, and then creates a kindness book. (For example: September - give cookies to the crossing guards, October - give a card to our custodian, etc.). This teaches students the importance of being a kind and empathetic member of the school community, as well as the larger community.



An Effective Communicator

Sow - Action

Students will walk around the school and look for examples of kindness, caring and love.

They may wish to give a heart sticker to people as they see these examples, further building community. A sample kindness scavenger hunt is linked below, to print and use.

Materials per group

- Clipboard and pencil
- Copy of scavenger hunt checklist [Our Kindness Scavenger Hunt](#)
- Optional: heart stickers

Extension: Students could take photos of kindness using digital cameras and link to Ontario Arts Curriculum.

Some questions for discussion

- What does it feel like when someone is kind to us?
- How do we feel when we are kind to someone else?
- Where can we find examples of kindness and caring in our school community?

Treasure Hunt

Tuesday



Envision - Minds On

Read the mentor text, Maybe God is Like That Too by Jennifer Grant.

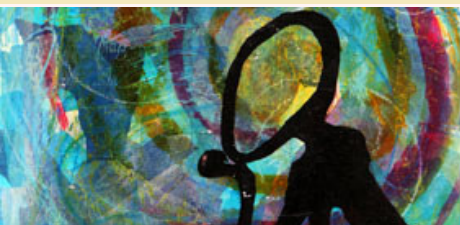
Using this text, discuss other ways we see God or feel God on a daily basis in the world around us and in particular in our community.

Nurture - Consolidation

Students may walk around and share their art in a gallery walk, with a sentence or two on an index card explaining their drawing.

Extensions

These could be put together into a class book for prayer to be used during the year. Students may also like to partner with a younger class to share this book. The drawings could also be displayed on the wall in an art display.



A Reflective,
Creative And
Holistic Thinker

Sow - Action

Students will think of one way in which they felt, heard, or saw God today and reflect on this as they draw a picture of how they felt, what they heard or how they saw God. This should not feel rushed; students should feel connected as a community praying together. The suggested time should be lengthened if necessary.

The book, "Praying in Color" by Sybil Macbeth is an excellent resource for meditation and mindfulness.

Materials:

- Paper
- Drawing tools of choice
- Music for praying and reflecting



Wellness Wednesday



Envision - Minds On

Warm up with a fun drama activity that builds community and teamwork. Sitting in a circle, have students say one thing they really like about themselves, a hobby they enjoy, etc. They toss a ball to someone who then says something, and so on.

Watch [Daniel in the Lion's Den](#) and discuss standing up for your beliefs. Ask: How would you react if you were bullied for something you believed in?

Nurture - Consolidation

Students show the solutions they have produced in skits, and time should be allowed for discussion.

If there are students who do not want to act in front of the class, they could record their skit on Screencastify or WeVideo, or just play an audio response on WeVideo.

Theatrical Thursday



*"Without a sense of caring, there can be no sense of community."
Anthony J. D'Angelo*

Sow - Action

Groups of four students are given a short scenario to act out and they must create their own ending and solution. All the scenarios deal with showing compassion, empathy, and kindness.

Scenario One:

Beth, Mike, and Annie are at the mall and run into Tessa and her family. They ask Tessa if she wants to join them for a movie and ice cream. Tessa looks torn and says she would like to, but it is her family's night together. She explains that her family has established a rule that on every Thursday night, they do something as a group together. What would be the kind way to handle this? Is there a compromise that could be made? Act out your response.

Sow - continued next page.



An Effective Communicator



Sow - Action Continued

Scenario Two:

Veronica is at a party with Andrea, and Andrea begins to act differently from how she usually does. Usually she is a kind, funny person, but she starts to act mean and even starts to put down Veronica, commenting on her “gross clothes.” Veronica is not happy and wants to leave and is hurt by this change in her friend’s behaviour. What should Veronica do? Act out a solution.

Scenario Three:

Tony really enjoys helping the special education resource teacher at his school at lunch recess. He goes and pushes the wheelchair for one of the kids, Paula. He often takes her on the yard, and helps her to feel involved in the school. One day, Tony gets called to the gym. He made the basketball team! He loves basketball and is so happy. It means, though, that every lunch recess for at least six weeks will be devoted to basketball. He feels guilty and sad. What about Paula and her walks? Act out a solution.

Scenario Four:

Terry does really well at school and gets excellent marks on all her papers. A close friend suggests to her that she should “sell” her papers and then they could use the money to go to a concert of an artist they both really like. The friend already gave her information to some students, and they are contacting Terry asking to buy papers. Terry doesn’t feel comfortable or right about this at all, and also feels pressure. What should Terry do? Act out a solution.



Envision - Minds On

What is a broadcast? A broadcast is a Google Meet (or other platform) cast to all classrooms within the school. This would be a time of prayer, focus and community for all. Here is an example of a broadcast: [Friday Broadcast](#)

Nurture - Consolidation

All class members can participate in the ways they find most rewarding. For example, some can design the graphics or slides, others could choose music, others can write a prayer and intentions. Some students can read the readings and prayer.

Faith - Filled Friday



Sow - Action

This is a schoolwide activity that would continue all year. The first focus could be community, then perhaps gratitude in October, remembrance, love, and joy and so on in other months. Students might prepare songs, intentions, or a prayer as well as news to be cast on a digital platform (Microsoft Teams or Google Meet).

"Every successful individual knows that his or her achievement depends on a community of persons working together."

Paul Ryan



The Intermediate Program, Grades 7-8

Building community is vital in the beginning of every school year, as well as maintaining a feeling of community throughout the year. If students do not feel welcomed, safe, and free of judgement, they will be less likely to perform to the best of their ability. Just as Jesus welcomed and loved all, we model the same for our school and classroom communities, by living out “What would Jesus do?” With that in mind, how might we develop this community?

Ontario Catholic Elementary Curriculum Policy Documents

Grades 1-8

2012

Grade 7-8

Praying

Living a Moral Life

Living in Communion

Grade 7-8

Praying

Celebrating

Living in Solidarity

Grade 7-8

Praying

Living a Moral Life

Living in Solidarity

The Intermediate Program Grades 7-8



Curriculum Connections

Language
Transferable Skill
Grade 7-8

Arts
Grade 7-8

Religion and Family
Life

Maker Space Monday.



Treasure Hunt Tuesday.



Wellness Wednesday.



Theatrical Thursday.



Faith - Filled Friday.



**Ontario Catholic
School Graduation
Expectations**

**Catholic
Curriculum
Connections**

Intermediate Grades 7-8

Dear God,
Teach me patience for those
who are younger than I,
Teach me tolerance for those
who are different than I,
Teach me to lead others as
You lead me,
With kindness, love, and an
open heart.

Amen



Envision - Minds On

Set the intention by reading **I think I am** by Louise Hay. This activity blends technology, web work, and can also be a media activity allowing students to create posters to display their quotes.

Each student needs to locate a quote they feel will be helpful, inspiring, and/or motivating this year. They can create a slide which includes colour, font and pictures that support the message of the quote. Students also need to cite the source of the quote.

Nurture - Consolidation

Overall, this activity allows students to indirectly support each other. They connect with one another's quotes and begin to recognize the quotes that their peers choose. Throughout the year, there are quiet conversations of such things as, "I used your quote today when I felt like I couldn't understand the math we were learning" or "I was so frustrated this morning, I took a deep breath and repeated your quote at home. I am grateful that you chose that quote."

These conversations develop stronger relationships which in turn build a stronger sense of community.

Sow - Action

Students may enjoy trying to determine who selected what quote. Let them guess three times and then the student who chose the quote is known. The student is given the opportunity to share why they selected that quote.

Another possibility is to create a slide deck of all the quotes/posters and use one a week to reflect upon individually or as a class.



Maker Space Monday

Quotes throughout the year can inspire students' growth to motivate, calm, and encourage. A quote that students make a personal connection with will be more valuable to them. These quotes can be from the bible, Catholic leaders, an author or novel, a musician, an actor or a line from a movie, or a sports celebrity.



**A Collaborative
Contributor**

Envision - Minds On

Read, [The Circles All Around Us](#) by Brad and Kristi Montague.

Ask: who is a part of your school community? How well represented is our community within the books in the school library? Discuss how doing a library audit can help us ensure we are honouring all groups and individuals in our school.

<https://www.edutopia.org/article/5-ways-audit-your-classroom-library-inclusion/>

Nurture - Consolidation

After the hunt in the library has wrapped up, students will spend some time reflecting on whether they feel there are students and/or families in your school community and local community who are not represented, or appropriately represented, in your library. Have your class begin to compile a list of books that could be purchased by the school in an effort to create a collection of books that would better represent those students and families in your school community who are under-represented by the books in your school library.

Sow - Action

This engagement will require a few visits to the library.

Have your students find two books they feel well represent students in the school. Part of their task will be to explain why they have selected these books. Students will also need to find one book where they feel your students/families are not represented, not represented appropriately, or potentially stereotypes a group.

Treasure Hunt Tuesday



**A Collaborative
Contributor**



Envision - Minds On

As Catholics, we serve one another by contributing to our communities and collaborating with others. We may be weighing in on decisions that will make changes in our community or may be collaborating in some way that seems less 'important' to us, yet these smaller collaborations are what build relationships and develop communities. In small groups or pairs, have your students talk about the ways they have helped to make a positive change in their community or how as a class they might focus on making change this year.

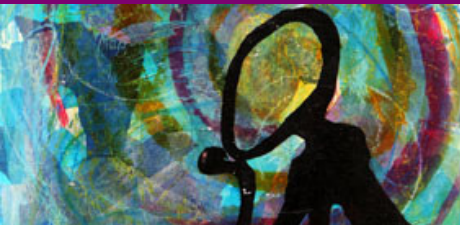
Nurture - Consolidation

Art From the Park

Spend some time in class looking at various artists' exploration of nature and scenes from outside. Ask your students to consider what they think the artist is trying to capture or achieve in their work.

Take the students outside - to the playground or to a neighbouring park.

Assign groups of 2-3 and give each a canvas, paint, and brushes. Ask them to create collaborative artwork. Encourage creative thinking, teamwork, and communication.



A Reflective,
Creative And
Holistic Thinker

Sow - Action

Stack 'Em Up

Perfect activity for team building working on the Cs - Cooperation, Collaborating and Communication.

Link: [Stack 'Em Up](#)

Human Knot

All students attach hands with someone else in the group but cannot have both hands with the same person. The group needs to try to untangle their knot without releasing hands. This can also be adapted into a competitive game as well.

Stand UP!

In pairs, sitting back-to-back, feet on floor and knees up, students work cooperatively to stand up. Then try groups of three, four, or five. Communication and cooperation are key!

Wellness Wednesday



Envision - Minds On

Classroom Circle Mentor Text **Our Class is a Family** by Shannon Olsen

Gather in a circle.

Round 1: Compliments and Thank-You's. Students provide these to each other. Once a person has received a shout out, they shouldn't receive another until the next meeting.

Round 2: Share what has went well for you this week/what didn't go so well for you this week.

Round 3: Open the floor for problems that need to be discussed. These problems never mention names and remain within the circle to suggest solutions or how to handle the problem should it happen again. This circle needs to be a safe space and risk free for all, not a few.

Recommendation: Have a problem or question box where students can submit things they would like to discuss in the circle; this way you avoid some conversations that are better left outside of the circle and just between student/teacher or student/student/teacher or an office conversation.

Nurture - Consolidation

Drama Circles

Do You Love Your Neighbour?

The "IT" walks up to another member and asks, "Do you love your neighbour?" If they answer "No" they follow with, "But I love everyone who... is wearing blue, has long hair, etc." At this point, the asker needs to find a 'home' in the circle while all those who have what was stated must find a new home. Last person to find a 'home' is the new "IT." If the person says "Yes," then the neighbours directly beside the person switch spots and the asker is also trying to get one of those spots. The last person becomes the asker.

Sow - Action

Drama Circles

Gather in a circle.

If You Love Me, Would you Please, Please SMILE? The "IT" walks and stands in front of another member of the circle and states "If you love me, would you please, please smile?" The speaker wants to ask in a way they feel the person might smile. If they get a smile, they change roles, if they do not, the asker goes to ask a new person. This can continue as long as you feel the students are engaged.

Theatrical Thursday



**A Responsible
Citizen**



Envision - Minds On

Read the book, **I Promise** written by LeBron James.

In this book, you will find encouraging and boosting reminders that success starts with YOU. Inspired by the creation of his I PROMISE School in Akron, Ohio, NBA champion and cultural icon LeBron James motivates us to strive for greatness in everything we do.

Discuss the ideas and promises stated in the book. Are there promises that we share individually? As a class?

Nurture - Consolidation

Brainstorm in table groups what each of the four categories below might include. Bring the brainstorm together and decide what is MOST important for a successful Classroom Community. What is it that will make each day run smoothly, and ensure that each person feels like they belong and are a valued member of the community? (It is very important that these are student generated - can be teacher guided).

Creeds have four important parts that need to be considered by all community members:

- 1 - Who are you?
- 2 - What do you believe in?
- 3 - What are your goals?
- 4 - How will you accomplish your goals?

Nurture - continued next page.

Sow - Action

Standards and expectations are quite different from rules. Rules are very authoritarian and are at risk of being broken leaving communities with a feeling of failure. Standards and expectations, however, set guidelines for success, encouraging community members to work toward the betterment of the community.

Brainstorm on chart paper some standards and expectations that will help to promote a positive, collaborative learning environment in your class.

Faith - Filled Friday



**An Effective
Communicator**



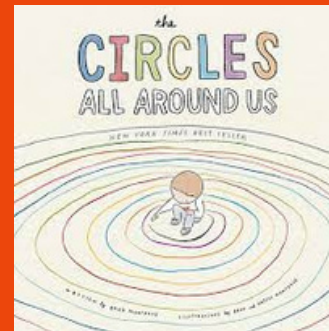
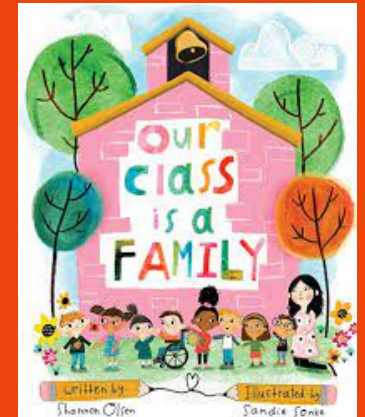
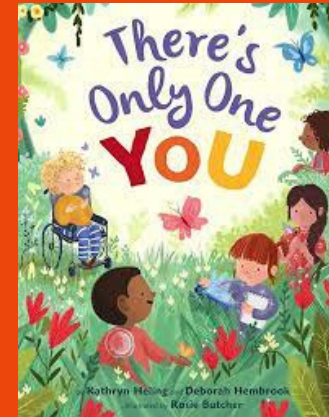
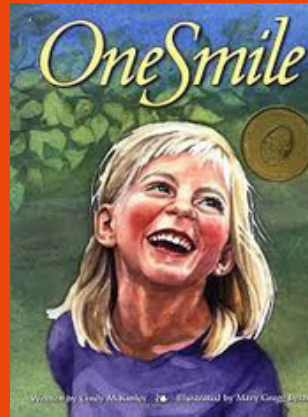
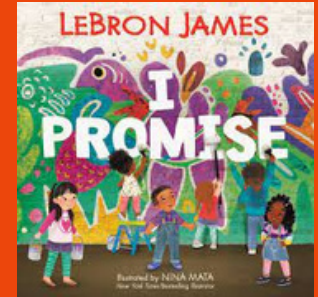
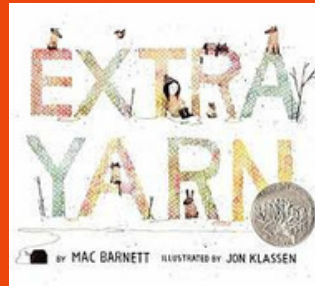
Nurture - Consolidation Continued

Developing a Class Creed will take much of the week to write and polish, going between whole group, small group, partner work for brainstorming and writing possible lines.

When complete, this can become a part of the morning routine and prayer, reciting the creed that was developed as a classroom community.

Once a week, after reciting the creed, students can spend five minutes in quiet meditation with soft music, choosing a word or two from the creed or selected prayer words to pray. Sample meditation words are "Be Still." However, if the sample creed above was our classroom creed, we might say, "Help me be honest." We would repeat this prayer throughout the five minutes. You can choose eyes closed and focus on breathing three counts in and three counts out.

Mentor Texts



Faith - Filled Friday



An Effective Communicator



Senior Program, Grades 9 - 12

Creating a supportive, engaging, and positive classroom environment is the key to a successful school year. From the first day of school, and onward, the teacher must establish a classroom climate that shows students they are in a place of safety. Students are encouraged to explore independently and with others, as they engage in learning what challenges them to grow both academically and in their faith.

Ontario Catholic Secondary Curriculum Policy Document

Grades 9-12

Grade 9

Discipleship and Culture

Grade 10

Christ and Culture

Grade 11

Faith and Culture

Grade 12

Church and Culture

"For a community to be whole and healthy, it must be based on people's love and concern for each other."

Millard Fuller

Senior Program Grades 9-12



Curriculum Connections

Indigenous Ways of Knowing

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

These activities focus on:

- Relationships & Collaboration
- Respect
- Relevance
- Reciprocity
- Responsibility

Maker Space Monday.



Treasure Hunt Tuesday.



Wellness Wednesday.



Theatrical Thursday.



Faith - Filled Friday.



Ontario Catholic School
Graduation Expectations

Catholic
Curriculum
Connections

Senior Grades 9-12

Dear God,

Let me be your disciple of
acceptance, kindness, and
love.

Lead me in the right
direction,

Open my eyes to see your
light,

Open my ears to listen to
the needs of others,

Open my heart to love you
always.

Amen

"You can always give something,
even if it is only kindness."

Anne Frank



Envision - Minds On

Read the book, Be A Maker by Katey Howes

Present the question: "What does it mean to be a Maker?" to students to contemplate.

Have students discuss/brainstorm with a partner this question, as well as thinking about what they can create that could be given to someone else to brighten their day. How can each of us be more like Jesus, by being a 'Maker of Smiles'?

Nurture - Consolidation

Using tissue paper or recycled newspaper, have students wrap their item without any identifying information on the outside. The items are placed in a communal area and students are each invited to choose a 'Smile' gift. Provide students with an opportunity to talk about what they created for someone else and how they feel about the item they received. This is a great opportunity for students to connect with the person that created their 'Smile' today.



**A Collaborative
Contributor**

Sow - Action

Present the invitation for students to create an artifact, card, or something else that they can give to another person to bring a smile to their face. Students can create from recyclable material, construction paper, or other materials that are available. Students should include a positive affirming message in their gift.

"Be the reason someone smiles. Be
the reason someone feels loved
and believes in the goodness of
people."

Roy T. Bennett



**Makerspace
Monday**



Envision - Minds On

Read the picture book, Big Wolf and Little Wolf by Nadine Brun-Cosme.

Provide your students with an opportunity to discuss the book in small groups. Using the sample questions provided, work with your class to generate a series of questions that could be used to generate some discussion amongst the students.

Nurture - Consolidation

Using a large piece of poster board, or a white board, create an infographic using the questions derived from the initial part of the engagement. As a class, take some time to share what was learned from the various interview sessions. Have students write the names of those students who answered various questions onto the white board. For example, for every student who responded to the question, "How do you show God's love to others?" write their name under that question. Once all information has been documented on the whiteboard, group students together based on questions they shared. Have each group come together to discuss their answers.

Sow - Action

Provide your students with ten – fifteen minutes to circulate around the room interviewing each other. Their task is to ask at least two questions to three people in the room. Their objective is to document their findings so that they can in turn share these findings with one other person. Once students have had the opportunity to ask their questions to three fellow classmates, ask them to sit with a fourth person (a person they did not interview) and share their findings.

Treasure Hunt Tuesday

Sample Questions

What does unconditional love mean to you?
What do you think Heaven looks like?
What is a song that everyone in the world should listen to and why?
What is a book that everyone in the world should read and why?
What is one of your goals for the new school year?
If you could wake up tomorrow having gained a new ability or skill (not superhero) what would it be?
How do you spend a typical Saturday?
If you could change one thing about school, what would it be?
What is the most important quality that you look for in a friend?
How do you show God's love to others?



**"Share our similarities
and celebrate our
differences."
M. Scott Peck**



**An Effective
Communicator**

Envision - Minds On

Watch the YouTube video [Kid President's 20 Things We Should Say More Often](#).

Have your students spend some time in small groups discussing the twenty things we should say more often as suggested by Kid President. How do each of these questions individually and collectively speak to [the Catholic Graduate Expectations](#)?

Nurture - Consolidation

This is a time to check in and put into action the request of Kid President. Ask your students to select one of the Kid President's 'Things We Should Say More Often' and write it down on a piece of paper that can be folded and placed in a basket at the front of the room. Before exiting the room, have your students reach into the basket and select one piece of paper from the basket. Ask them to keep the paper in their pocket and to pull it out and read it at some point later in the day. When they do, ask them to think about how it made them feel to read the Kid President's 'Things We Should Say More Often.' When students return the next day, take some time to discuss how they felt when they read their paper later in the day. Ask students to consider what this tells them about the importance of sharing positive messages with others.



A Reflective,
Creative And
Holistic Thinker

Sow - Action

Kid President leaves us with an important question at the end of his video. He asks us, "So, what about you? What do you think people should say more often?" Working in small groups, ask your students to think about other important things we should be saying more often to others. Ask your students to think about ways that they might be able to promote these important positive messages throughout the school. School websites, morning announcements, and posters are just a few ideas. Encourage your students to put these ideas into action around their class and the school.



Wellness Wednesday



Envision - Minds On

Read, The Dot by Peter Reynolds and/or, Ish by Peter Reynolds.

Take some time to engage your students in a discussion around the meaning of the story. Ask them, "What do you think the meaning of this story is?" "Does the meaning differ from the lesson that might be learned?" "How might the meaning in this story be a source of learning for our work at building community in our class this week?"

Nurture - Consolidation

When all the posters have been completed, have groups stand up at the front of the room with their posters. Ask the rest of the class to talk about what they see on the poster being presented. What do they think the meaning of the poster is? How do they see this poster as a way to encourage Catholic community building? What stands out as a key tenet of the poster to help facilitate the message? Save the last word for the group sharing the poster and encourage them to speak to what they created. Did it differ from the comments from the class? Once all posters have been shared hang them about the classroom. Be sure to revisit them throughout the year.

Sow - Action

In today's community building activity, students will be asked to collaboratively decide on a class theme for the start of the school year that will help to build a Catholic community in their class. Students will then be asked to develop posters that help to promote their theme. To kick off the activity, have the students gather in small groups and engage in a discussion around possible themes and what their poster might look like. Once all decisions have been made, provide students with necessary materials to build their poster. The only rule to be followed is that every student must play the role of artist and contribute to the creation of the poster. Please also make sure groups don't share with other groups the meaning behind their posters.



**A Collaborative
Contributor**



**Theatrical
Thursday**



Envision - Minds On

Encourage students to choose a comfortable position to experience some quiet moments in their day. Some students may choose to lie down, while others may choose to sit in a chair. There is no 'right' or 'wrong' way to physically position yourself for this activity. To set the tone of peacefulness, encourage students to join you in prayer.

Dear God,
We come to You with our worries and uncertainties,
We sometimes forget to ask You for guidance and help,
We are asking You now to come into our hearts,
To give us peace, understanding, and patience as we learn to be still,
Amen.

Nurture - Consolidation

At the end of the experience, provide each student with a notebook. On the outside cover, have students label the book, 'Being Still in the Presence of God'. This will become their Christian Mediation Mindfulness reflection book. Provide students with an opportunity to take five minutes to reflect on their experience of 'being still'. Encourage them to jot down their thoughts about this experience. Those who feel comfortable can be invited to share their experience and reflections with the class. It is the hope that this positive interaction with God through Christian Mediation and quiet reflection will inspire your students to continue to find moments in their day to be 'still' and to open their minds and their hearts to the messages from God. Support and encourage them to reflect upon the love that God has for them, as he sees them as his children, each one being unique, valuable, and beautifully made.

Sow - Action

Listen with your students to the Christian Mediation, Mindfulness video provided below. You are also invited to choose one of your own over the course of the school year to incorporate 'Christian Mediation' into your academic program to support your students in their mental health and wellness and faith formation.

<https://www.youtube.com/watch?v=826gdM79UzA>

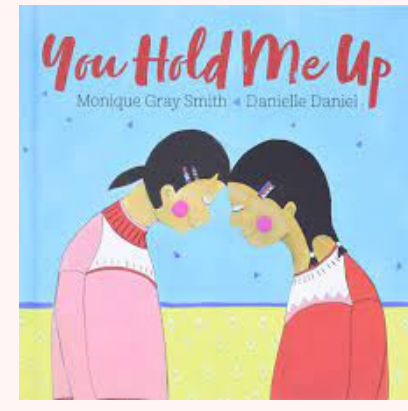
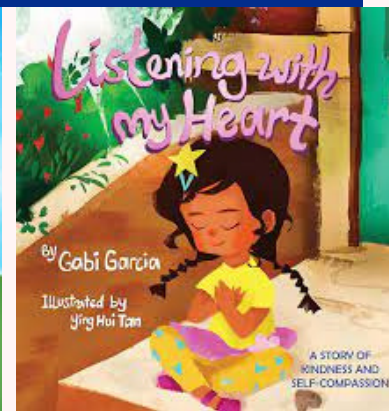
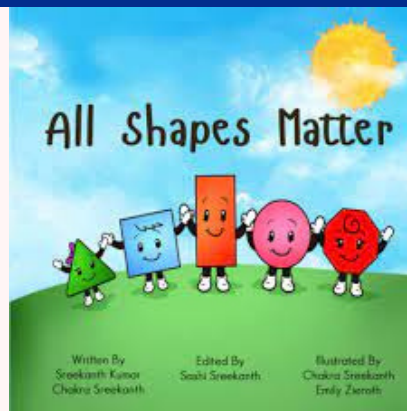
Faith - Filled Friday



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