



# Our Language, Our Story

Character Development Through the Virtues  
*for Junior and Intermediate Grades*



An EOCCC Resource  
*Working Together for Catholic Education*  
[www.eoccc.org](http://www.eoccc.org)  
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**The Our Language, Our Story team would like to acknowledge the work of the original writing team who inspired this resource:**

[Our Language, Our Story - original writing team acknowledgements](#)



## Character Education: Rooted in our History

*“We are given the great commission to go forth, infused with the divine virtues of faith, hope and love, and make disciples by witnessing to Christ and his Gospel.” –Renewing the Promise*

Our Language, Our Story is the Eastern Ontario Catholic Curriculum Corporation’s character development resource for Catholic teachers in the junior and intermediate divisions. It uses the Theological and Cardinal Virtues as points of reference for student learning and activities.

The virtues were brought to the forefront of Catholic education in Ontario as a response to the Ministry of Education’s [character development mandate](#) in 2008. The virtues support the dual mandate of Catholic education by meeting the Ministry expectations of character education through the lens of our faith.

### ***Catholic Education: A Tradition Rooted in Character Formation***

Formation of character has always been a vital part of Catholic education. Our common ground of shared values is rooted in the Gospel of Jesus and the living Tradition of our faith. Catholic education addresses the cognitive, affective, attitudinal, and behavioural domains through a formation of the whole person - spiritually, physically, intellectually, emotionally, and socially. In this way, we help shape the character of young people that they will reason and act according to the mind, heart and will of Christ. These students will go on to influence the common good and contribute to the building of a just society based on Christ’s *Law of Love*, which summarizes the entire Gospel. (See: *Catechism of the Catholic Church*, No. 1970)

### ***The Gift: A Call to Re-tell our Story***

The continued call for Character development programs in Ontario schools is therefore a gift to Catholic education – an opportunity for us to re-tell *our story* as a people of faith. It has the potential to strengthen our staff and students as followers of Christ, nourishing our system at a province-wide level. Re-telling *our story* in this way allows us to proclaim our distinctiveness and importance to society. This continues to be a crucial in a time when many continue to question the importance of multiple publicly funded education systems in Ontario.

### ***Character and Virtue in Catholic Schools***

So what is *character*, and why would we teach its importance in our Catholic schools? Ontario’s Bishops refer to *character* as “something that is constructed, something I choose more or less deliberately. (OCCB, *Character Development and the Virtuous Life: A Position Paper*, 2009. P. 2.) This is different from personality, which is something more permanent, *who I am*. *Character*, on the other hand, deals with *how* I respond to life’s challenges and blessings or interact with others.

While *personality* is more ethically neutral, *character* has a definite moral aspect. There are good and bad ways of responding to life and relating to our neighbour. Applying the best of our faith heritage to these areas can help us become the persons God has called us to be – what many great Christian writers would term, *a person of virtue*.





### ***The Virtues: Catholic Education's Key Link to Character Development***

The Ontario Bishops propose that *virtue*, “a concept central to Catholic moral doctrine, is key in linking the Character Development Initiative to the Catholic school education project.” (*Ibid.*, underline added)

The language of *virtues* has been associated with character formation since the time of Plato and Aristotle. From the fourth century onward, the virtues have been an important part of Christian education, which in turn, has played a primary role in shaping Western civilization's foundational values.

The original *Our Language, Our Story* resource was released in 2009 in response to the Ontario Ministry of Education's mandate. It was intended to enrich and enliven Catholic educators' commitment to Catholic Character development.

The current resource continues to be rooted in the theological and cardinal virtues. *Our Language, Our Story 2020* has been adapted to compliment current elementary religious education programming. Connections have been made to the *Growing in Faith, Growing in Christ* program where possible. It meets the needs of Catholic educators as a lesson-oriented resource, designed for delivery in the junior and intermediate divisions. Its impact on the students and staff of our Catholic schools for many years to come will help ensure that we remain faithful to our part in the Church's evangelizing mission. This is why parents send their children to Catholic schools. They value the faith-based education and character formation for discipleship that Catholic educators provide, and they expect nothing less.

*"The strengthening of the will and the repetition of specific actions are the building blocks of moral conduct; without the conscious, free and valued repetition of certain patterns of good behaviour, moral education does not take place. Mere desire, or an attraction to a certain value, is not enough to instill a virtue in the absence of those properly motivated acts."*

*-Pope Francis, Amoris Laetitia #266*

## The Virtues: Good Practices That Help Us Live the Gospel

So, what are the virtues? Virtues are *good practices*, which over time, become part of our character. Practicing the virtues tempers our personalities and enables us to live and work peacefully with one another. Education through the virtues can help Catholic educators fulfill their mission to teach in the light of the Catholic faith. This will strengthen the distinctive Catholic character of our students and school communities. Practicing the virtues will help our young people grow as followers of Jesus and bring the transforming witness of His Gospel to the world.

### The Theological Virtues

The three theological virtues (Faith, Hope and Love) are God's gift to us at Baptism. As we nurture our faith and practice these virtues, they become more prominent in our lives, to guide our character as it develops over a lifetime of discipleship.

#### **Faith – A new way of seeing, a shared way of believing**

The language of our story speaks of **faith**. The theological virtue of faith is God's gift to us at Baptism. Christian faith transforms our minds with God's self-understanding. Faith gives us a new way...

- of seeing: seeing God, ourselves, and everything around us,
- of believing: what Christ has taught us in the Gospels and handed on to us through His Church.

The faith we share through Baptism into Christ's body (the Church), leads us to believe, pray and worship. It is witnessed in love of God and in love of neighbour, made in God's image. Faith is visible in our Catholic schools whenever there is trust in God, belief, prayer, worship, and the witness of love.

#### **Hope – Trusting God's promises in prayer and work for justice**

The language of our story speaks of hope. The theological virtue of Christian hope is God's gift to us at Baptism, which unites us with the risen Christ. By hope, we desire the happiness of the Kingdom and eternal life. Hope makes us able to trust in God's promises, no matter what the obstacles. It keeps us from despair and presumption and is expressed principally in prayer. Hopeful people live the Gospel with joy; they work for peace and justice on earth despite facing many obstacles. They trust that God's plan will be fulfilled, even if not in their lifetime. Hope is visible in our Catholic schools whenever we find prayer, trust in God's faithfulness, and work for peace and justice.

#### **Love - Loving God above all things and others as God loves them**

The language of our story speaks of love. The theological virtue of love is God's gift to us at Baptism. The gift of Christian love enables us to love God above all things and to love others as God loves them. This was the great insight of St. Thérèse, who said, we have been made by love for love. God's gift of love directs and gives strength to our life of virtue. Our model of love is Jesus, who laid down His life so that we might have life to the full (Jn. 10:10). Our encounters with Jesus in His Gospel and the sacraments nurture us so that we can love as He has loved us. Love is visible in our Catholic schools wherever the kindness, service and self-giving of Jesus are found.



## The Cardinal Virtues

The four cardinal virtues (Prudence, Temperance, Fortitude, Justice) are practices on which all the other virtues hinge (cardinal, meaning hinge in Latin). These practices are learned and developed over time.

### *Prudence – Seeking, judging, acting – with confidence and love*

The language of our story speaks of prudence or good sense. The cardinal virtue of **prudence** (good sense) has been called “the watchful eye of love.” Prudence has three steps: seeking the proper, most loving thing to do; judging what is the best choice; and confidently acting. A prudent person asks, “What is the right, most loving thing to do?” She considers others’ advice and looks to the Gospel and Church teaching to guide her conscience. She prays and thinks things through, then confidently acts in truth and love. In this way, practicing prudence unites us more closely both with God and neighbour. Prudence is visible in our Catholic schools when we reflect as Jesus’ disciples and act in His love.

### *Justice – Seeking the good, meeting obligations to God and neighbour*

The language of our story speaks about **justice**. The cardinal virtue of justice is found in the character of persons who practice...

- seeking what is good in every situation, and
- living in right relationship with God and neighbour.

A just person fulfills their obligations to God in prayer and worship, and to neighbour in mercy and fairness. Justice is visible in our Catholic schools whenever we see people striving to meet their obligations to God and neighbour.

### *Temperance – Enjoying life’s pleasures in keeping with the Gospel*

The language of our story speaks about **temperance**. The cardinal virtue of *temperance* (moderation) is the practice of enjoying life’s pleasures in keeping with the call of the Gospel. A temperate person practices staying away from excesses. She or he strives...

- to practice moderation in eating and drinking
- to practice self-control in emotional expression
- to practice balance in living responsibly
- to practice forming chaste, healthy friendships
- to practice honesty about who they are (humility)

Practicing temperance frees us from slavery to unhealthy habits so that we can live a fully human life as God intended for us in Christ. The virtue of temperance is visible in our Catholic schools whenever moderation, chastity, balance, self-control, and humble attitudes are practiced.

### *Fortitude – Practicing the good and just in challenging situations, patience with obstacles.*

The language of our story speaks about **fortitude**. The cardinal virtue of fortitude (courage) involves practicing what is good and just when it is difficult or even dangerous. A person of fortitude practices patience when meeting obstacles while working to do what is right, even when others criticize them or remain silent. Fortitude is visible in our Catholic schools whenever we see persons defending truth and kindness in challenging situations.



## Lesson Overview

*A brief overview of the lesson plans in this resource*

### THEOLOGICAL VIRTUE: FAITH

**Descriptor:** The language of our story speaks of **faith**. The theological virtue of faith is first given to us at Baptism. Christian faith transforms our minds with God's self-revelation. It is a way of *seeing*: seeing God, ourselves and everything around us, and seeing the world as God sees it. Faith is handed on to us in the Gospels and handed on to us through His Church. The faith we receive from Christ's body (the Church), leads us to believe, pray and worship. It is with faith that we love our neighbour, made in God's image. Faith is visible in our Catholic schools in God, belief, prayer, worship and the witness of love.

Background information for the educator on the virtue, including references to Church Teaching.

Faith is God's gift of believing and seeing with new hearts and eyes as a result of His grace. Faith enables us to believe what God reveals in Christ and to follow what Christ has taught us in the Gospels and through His Church.

Believing in God means: I put all my trust in the one who loves me the most. I accept what God reveals of Himself. I try to do what he tells me. Believing in God means to feel secure in him. God loves us. We do not need to be afraid. Together with him we can bring out the best in us! (YOUCAT for Kids)

We find the true faith in Sacred Scripture and in the living Tradition of the Church. The New Testament developed out of the faith of the Church. Scripture and Tradition belong together. Handing on the faith does not occur primarily through documents. In the early Church it was said that Sacred Scripture was "written on the heart of the Church rather than on parchment" (YOUCAT).

Faith is the theological virtue by which we believe in God and believe all that he has said and revealed to us, and that Holy Church proposes for our belief, because He is truth itself. By faith "[a person] freely commits [their] entire self to God." For this reason the believer seeks to know and do God's will. "The righteous shall live by faith." Living faith "work[s] through charity" (CCC 1814).

The gift of faith remains in one who has not sinned against it. But "faith apart from works is dead" when it is deprived of hope and love, faith does not fully unite the believer to Christ and does not make [them] a living member of his Body (CCC 1815).

The disciple of Christ must not only keep the faith and live it, but also profess it, confidently bear witness to it, and spread it: "All however must be prepared to confess Christ before [others] and to follow him along the way of the Cross, amidst the persecutions which the Church never lacks." Service of and witness to the faith are necessary for salvation: "So every one who acknowledges me before others, I also will acknowledge before my Father who is in heaven; but whoever denies me before others, I also will deny before my Father who is in heaven" (CCC 1816).





## JUNIOR LESSON: FAITH

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to

- define faith;
- explain how faith is an encounter with God;
- explain how the Creed is a summary of our faith;
- provide scriptural examples of witnesses who persevered through faith.

### Look-fors:

- Student knowledge of the virtues and of the definition of faith;
- The ability to identify symbols associated with faith and how God has faith in us;
- Student engagement;

Student work habit choices meet the needs of their learner profile.

The division level and virtue will be identified in this section.

The learning goals and look-fors will be identified in this section.

### Terminology

#### Terminology:

Faith      Creed      The Nicene Creed      The Apostles

Vocabulary required for the lesson will be identified in this section.

### Envision (Minds On)

#### Begin in prayer:

+Lord Jesus, I thank You for the gift of faith and for the happiness that it brings my heart. Help me to live as Your witness today in my kind words and actions, respect for others, and love for all. Help me to make this prayer in the power of Your most holy Name. Amen. ([Virtue of Faith – RCCDSB](#))

Invite students to engage in the following questions (individually, pairs, or large group discussion).

1. How would you explain "faith"? (*Faith is a Virtue: There are 7 Virtues: 3 Theological, and 4 Cardinal. Theological Virtues: Faith, Hope & Love/Charity; Cardinal Virtues: Prudence, Justice, Temperance. Faith is a new way of seeing: as God sees, and a sharing in God's life. I believe in God, whose love for us is revealed in God's love for us, Jesus Christ – RCCDSB.*)

2. What is an example of a symbol of faith? (*cross, crucifix, Jesus, church, etc.*)  
God has faith in us. Would you agree or disagree? Why? (*God has faith in us because he commissioned us when he commissioned the apostles: "Go out and make disciples of all nations." We are called to be witnesses to our Catholic faith. God has so much faith in us that he gives us free will and he partners with us to build up His Church.*)

The Envision section of the lesson is the Minds On component of the learning experience. In this space, a provocation for learning will be introduced to help get the lesson and learning started with your students.



## Sow (Action)

In groups, students will deepen their understanding of the virtues through their own experiences. Organize students into small groups (3-4) and assign them to answer the following questions:

1. How is faith an encounter with God?
2. What does the Creed tell us about our faith?
3. How did people in Scripture persevere in their faith?

Consider grouping students by interest in each topic.  
The rest of the period will be dedicated to group work.

The Sow section of the lesson is the action component of the learning experience.

Instructions for the tasks will be outlined for the educator in order to engage the students with the topic of inquiry.

### 1. Faith as an encounter with God.

Read the designated sections of the Growing in Faith, Growing in Christ student book to answer the question.

#### Grade 4:

- Growing in faith through our relationship with God and others (GIFGIC p.p. 248-249)
- Giving our faith what it needs to grow: daily water, rich soil, sunlight, & weeding (GIFGIC p. 249)

#### Grade 5:

- Faith as a gift from God (GIFGIC p.2)
- What helps us grow in faith? (GIFGIC p.p. 4-7)
- How Does the Holy Spirit Support Our Faith? (GIFGIC p.48)

#### Grade 6:

- Reason and Faith (GIFGIC p.p. 16-21)
- Faith Brings Us Closest to God (GIFGIC p.p. 23-32)

## Nurture (Consolidation)

Students share their findings with the class. Engage in a large-group discussion that students become familiar with all 3 topics. Students may want to refer to their previous class (chart paper, Padlet, etc.) to share their learning.

Students complete an exit card answering the following questions:

1. What is faith?
2. How is faith an encounter with God?
3. What does the Creed tell us about our faith?
4. How did people in Scripture persevere in faith?

The Nurture section of the lesson is the consolidation component of the learning experience. Prompts for application of the students' learning will be offered in this space.



## Extension Activities

### Activities:

- [Virtue of Faith Prayer & Symbol \(Loyola Press\)](#)
- [Faith Collage \(Loyola Press\)](#)
- [People of Virtue Activity \(Loyola Press\)](#)
- [Say It with Virtues Activity \(Loyola Press\)](#)
- [Faithfulness \(TCDSB Virtue of the Month\)](#)
- [Virtue of Faith Look-Fors \(RCCDSB\)](#)
- [Daily Reflections & Prayers \(RCCDSB\)](#)
- [Curriculum Support for Catholic Schools: Faith](#)

In the Extension Activities section, relevant resources such as videos, websites, music, and prayers are provided, which enhance or expand the learning experience.

### Video resources:

- [What is Faith? \(Catholic Kids Homilies\)](#)

### Music resources:

- [This I Believe - The Creed \(Hillsong Worship\)](#)
- [Oceans \(Hillsong\)](#)
- [What Faith Can Do \(Kutless\)](#)
- [Lord, I Need You \(Matt Maher\)](#)
- [10 000 Reasons \(Matt Redman\)](#)
- [Growing in Faith, Growing in Christ \(Religious Education Program\)](#)

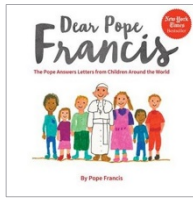
### Select one of the following Scripture passages and describe what it teaches about faith.

- Jesus Heals a Paralytic ([Matthew 9:2-8](#))
- Jesus Heals a Centurion's Servant ([Luke 7:1-10](#))
- Faith the Size of a Mustard Seed ([Matthew 17:20](#))
- Praying with Faith ([Matthew 21:22](#))
- Encouragement in Faith ([Romans 1:11-12](#))
- The Surpassing Value of Faith in Christ ([Philippians 3:8-11](#))
- The Meaning of Faith ([Hebrews 11:1-2](#))
- Faith without Works is Dead ([James 2:14-18](#))
- For God all things are possible ([Matthew 19:26](#))

All Scripture referenced in this document is the New Revised Standard Version, which is the approved translation of the Canadian Conference of Catholic Bishops. Click on the Scripture reference to read the passage.



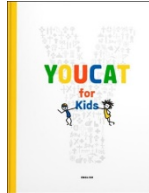
## Mentor Text Connections



### Dear Pope Francis

Author: Pope Francis

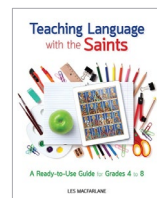
*Pope Francis answers questions from children.*



### YOUCAT for Kids

Author: YOUCAT Foundation

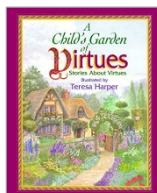
*Catholic Catechism for Children and Parents: An exciting journey for children and parents to discover their Catholic faith.*



### Teaching Language with the Saints

Author: Les MacFarlane

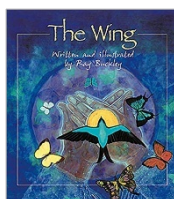
*A journey of inquiry into the saints through practical activities, allowing students to develop language skills as they learn.*



### A Child's Garden of Virtues

Author: Peg Augustine

*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### The Wing

Author: Ray Buckley

*The people of the forest are amazed at the beauty and swiftness of She Who Flies Swiftly. She is like a bright jewel among the leafy trees. But one day they find her lying with a broken wing on the forest floor. Suddenly the Creator is there, holding her in his hand. Afterward the others wait for her to fly, but she no longer can. The forest people cannot understand - wasn't she healed by the Creator? Finally they leave her and in her sorrow she begins to sing. The song becomes more and more beautiful. Her voice is joined by that of the Creator. This story helps us to see that healing can come in many different ways.*

In the Mentor Text Connections section, a selection of picture books, short stories, and novels which connect to the topic or theme of the lesson have been identified. In some cases, the mentor texts are used explicitly in the lesson, but in others the texts offer an opportunity for provocation to get the students thinking about the topic of the lesson or as a tool for connecting to or extending the students' learning.

## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have a voice** – I speak, write and listen as Jesus would want me to.

**I am a team player** – I co-operate with others in all that I do.

OCSGEs (elementary adapted version) that link to the lesson are identified here.





## Curriculum Connections

### Religious Education:

#### Grade 4:

PR1.1: Identify through examples of Scripture how Jesus hears our prayer and how we can increase in the virtues of faith, hope and love.

LC1: Understand what it means to profess belief in the “One”, “Holy”, “Catholic” Church.

#### Grade 5:

CL2: Understand how the liturgy of the Mass is a celebration of our faith, a belief in the real presence of Christ and our unity in Christ.

#### Grade 6:

BL1: Demonstrate an understanding of the Church’s teaching on how the human person comes to know and believe in God.

### Family Life Education (Grades 4-6):

A1. Appreciating God’s Goodness: demonstrate an appreciation that humans have been created in the image of a loving God.

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

### Arts (Grades 4-6):

#### Music:

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### Visual Arts:

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

### Language (Grades 4-6)

#### Reading:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### Social Studies:

#### Grade 4:

A.3: demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other

Curriculum expectations that connect to the lesson are identified here for Religious & Family Life Education, The Arts, Language, & Social Studies.



# *Our Language, Our Story*

## *Junior Lessons*



## THEOLOGICAL VIRTUE: FAITH

**Descriptor:** The language of our story speaks of **faith**. The theological virtue of **faith** is God's gift to us at Baptism. Christian faith transforms our minds with God's self-understanding. Faith gives us a new way of *seeing*: seeing God, ourselves and everything around us, and of *believing*: what Christ has taught us in the Gospels and handed on to us through His Church. The faith we share through Baptism into Christ's body (the Church), leads us to believe, pray and worship. It is witnessed in love of God and in love of neighbour, made in God's image. Faith is visible in our Catholic schools whenever there is trust in God, belief, prayer, worship and the witness of love.

Faith is God's gift of believing and seeing with new hearts and eyes as a share in God's own self-knowledge. Faith enables us to believe what God reveals in Christ and to follow what Christ has taught us in the Gospels and through His Church.

Believing in God means: I put all my trust in the one who loves me the most. I accept what God reveals of Himself. I try to do what he tells me. Believing in God means to feel secure in him. God loves us. We do not need to be afraid. Together with him we can bring out the best in us! (YOUCAT for Kids)

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The gift of faith remains in one who has not sinned against it. But "faith apart from works is dead" when it is deprived of hope and love, faith does not fully unite the believer to Christ and does not make [them] a living member of his Body (CCC 1815).

The disciple of Christ must not only keep the faith and live it, but also profess it, confidently bear witness to it, and spread it: "All however must be prepared to confess Christ before [others] and to follow him along the way of the Cross, amidst the persecutions which the Church never lacks." Service of and witness to the faith are necessary for salvation: "So every one who acknowledges me before others, I also will acknowledge before my Father who is in heaven; but whoever denies me before others, I also will deny before my Father who is in heaven" (CCC 1816).



## JUNIOR LESSON: FAITH

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- define faith;
- explain how faith is an encounter with God;
- explain how the Creed is a summary of our faith;
- provide scriptural examples of witnesses who persevered through faith.

### Look-fors:

- Student knowledge of the virtues and of the definition of faith;
- The ability to identify symbols associated with faith and how God has faith in humanity;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.

### Terminology

#### Terminology:

Faith	Creed	The Nicene Creed	The Apostles' Creed	Virtue
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### Envision (Minds On)

#### Begin in prayer:

+Lord Jesus, I thank You for the gift of faith and for the happiness that it brings my heart. Help me to live as Your witness today in my kind words and actions, respect for others and by doing what is right. I make this prayer in the power of Your most holy Name. Amen.+ [\(Virtue of Faith Prayers Week 4, Day 1, RCCDSB\)](#)

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. How would you explain "faith"? (*Faith is a Virtue: There are 7 Virtues in the Catholic faith: 3 Theological, and 4 Cardinal. Theological Virtues: Faith, Hope & Love/Charity; Cardinal Virtues: Prudence, Justice, Fortitude, Temperance. Faith is a new way of seeing: as God sees, and a shared way of believing. I see as a child of God; I believe in God, whose love for us is revealed in God's Son who became one of us, Jesus Christ – RCCDSB.*)
2. What is an example of a symbol of faith? (*cross, crucifix, Jesus, church, etc. - answers will vary.*)





3. God has faith in us. Would you agree or disagree? Why? (*God has faith in us because he commissioned us when he commissioned the apostles: "Go out and make disciples of all nations." We are called to be witnesses to our Catholic faith. God has so much faith in us that he gives us free will and he partners with us to build up His Church.*)

## Sow (Action)

In groups, students will deepen their understanding of the virtue of faith by exploring different lived experiences. Organize students into small groups (3-4) and assign each group one of the three following questions:

1. How is faith an encounter with God?
2. What does the Creed tell us about our faith?
3. How did people in Scripture persevere in their faith?

Consider grouping students by interest in each topic.  
The rest of the period will be dedicated to group work.

### 1. Faith as an encounter with God.

Read the designated sections of the Growing in Faith, Growing in Christ student book to answer the question.

#### Grade 4:

- Growing in faith through our relationship with God and others (GIFGIC p.p. 248-249)
- Giving our faith what it needs to grow: daily water, rich soil, sunlight, & weeding (GIFGIC p. 249)

#### Grade 5:

- Faith as a gift from God (GIFGIC p.2)
- What helps us grow in faith? (GIFGIC p.p. 4-7)
- How Does the Holy Spirit Support Our Faith? (GIFGIC p.48)

#### Grade 6:

- Reason and Faith (GIFGIC p.p. 16-21)
- Faith Brings Us Closest to God (GIFGIC p.p. 23-32)

### 2. The Creed as an expression of faith.

Read the designated resources to answer the question.

**Grade 4:** [The Apostles' Creed](#) & [The Nicene Creed](#)

**Grade 5:** Our Creed (GIFGIC p.p.44-47)

**Grade 6:** [The Apostles' Creed](#) & [The Nicene Creed](#)



### 3. People in Scripture persevering in faith.

Read the designated sections of the Growing in Faith, Growing in Christ student book to answer the question.

#### Grade 4:

- How Are We Called to Spread the Kingdom of God? (GIFGIC p. 253-255)
- We share a common faith based on the Word of God found in the Holy Scriptures (GIFGIC p.p. 4, 15)

#### Grade 5:

- Stories of God's Love (GIFGIC p.p. 10-18)
- Mary's Faith and Trust in God (GIFGIC p.p. 104-106)
- Jesus Heals the Soul (GIFGIC p.154)

#### Grade 6:

- Mary Strengthens Our Faith (GIFGIC p.p. 89-91)
- In Mary's Footsteps (GIFGIC p.p. 97-102)
- Jesus is God's Revelation to the World: The Holy Family (GIFGIC p.p. 113-117)
- How Does Our Faith Help Us Respect Diversity and Dignity? (GIFGIC p.p. 265-267 & 272-274)

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper or on a Padlet wall.

## Nurture (Consolidation)

Students share their findings with the class. Engage in a large-group discussion or a jigsaw activity so that students become familiar with all 3 topics. Students may want to access their work from the previous class (chart paper, Padlet, etc.) to share their learning.

Students complete an exit card answering the following questions:

1. What is faith?
2. How is faith an encounter with God?
3. What does the Creed tell us about our faith?
4. How did people in Scripture persevere in faith?



## Extension Activities

### Activities:

- [Virtue of Faith Prayer & Symbol \(Loyola Press\)](#)
- [Faith Collage \(Loyola Press\)](#)
- [People of Virtue Activity \(Loyola Press\)](#)
- [Say It with Virtues Activity \(Loyola Press\)](#)
- [Faithfulness \(TCDSB Virtue of the Month\)](#)
- [Virtue of Faith Look-Fors \(RCCDSB\)](#)
- [Daily Reflections & Prayers \(RCCDSB\)](#)
- [Curriculum Support for Catholic Schools: Faith](#)

### Video resources:

- [What is Faith? \(Catholic Kids Homilies\)](#)

### Music resources:

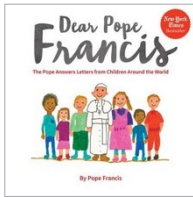
- [This I Believe - The Creed \(Hillsong Worship\)](#)
- [Oceans \(Hillsong\)](#)
- [What Faith Can Do \(Kutless\)](#)
- [Lord, I Need You \(Matt Maher\)](#)
- [10 000 Reasons \(Matt Redman\)](#)
- [Growing in Faith, Growing in Christ \(Religious Education Program Theme\)](#)

### Select one of the following Scripture passages and describe what it teaches us about faith:

- Jesus Heals a Paralytic ([Matthew 9:2-8](#))
- Jesus Heals a Centurion's Servant ([Luke 7:1-10](#))
- Faith the Size of a Mustard Seed ([Matthew 17:20](#))
- Praying with Faith ([Matthew 21:22](#))
- Encouragement in Faith ([Romans 1:11-12](#))
- The Surpassing Value of Faith in Christ ([Philippians 3:8-11](#))
- The Meaning of Faith ([Hebrews 11:1-2](#))
- Faith without Works is Dead ([James 2:14-18](#))
- For God all things are possible ([Matthew 19:26](#))



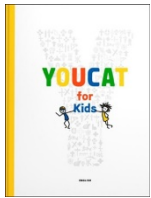
## Mentor Text Connections



### Dear Pope Francis

Author: Pope Francis

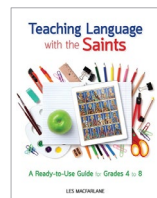
*Pope Francis answers questions from children around the world.*



### YOUCAT for Kids

Author: YOUCAT Foundation

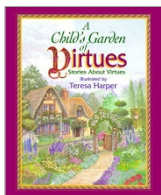
*Catholic Catechism for Children and Parents: An exciting and fun new way to help children and parents to discover their Catholic faith together.*



### Teaching Language with the Saints

Author: Les MacFarlane

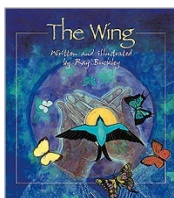
*A journey of inquiry into the saints through practical lesson ideas for teachers, allowing students to develop language skills as they deepen their faith.*



### A Child's Garden of Virtues

Author: Peg Augustine

*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### The Wing

Author: Ray Buckley

*The people of the forest are amazed at the beauty and swiftness of She Who Flies Swiftly. She is like a bright jewel among the leafy trees. But one day they find her lying with a broken wing on the forest floor. Suddenly the Creator is there, holding her in his hand. Afterward the others wait for her to fly, but she no longer can. The forest people cannot understand - wasn't she healed by the Creator? Finally they leave her and in her sorrow she begins to sing. The song becomes more and more beautiful. Her voice is joined by that of the Creator. This story helps us to see that healing can come in many different ways.*





## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have a voice** – I speak, write and listen as Jesus would want me to.

**I am a team player** – I co-operate with others in all that I do.

## Curriculum Connections

### Religious Education:

#### Grade 4:

PR1.1: Identify through examples of Scripture how Jesus hears our prayer and in doing so allows us to increase in the virtues of faith, hope and love.

LC1: Understand what it means to profess belief in the “One”, “Holy”, “Catholic” and “Apostolic” Church.

#### Grade 5:

CL2: Understand how the liturgy of the Mass is a celebration of our faith, a belief in the real presence of Christ and our unity in Christ.

#### Grade 6:

BL1: Demonstrate an understanding of the Church’s teaching on how the human person comes to know and believe in God.

### Family Life Education (Grades 4-6):

A1. Appreciating God’s Goodness: demonstrate an appreciation that humans have been created in the image of a loving God.

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

### Arts (Grades 4-6):

#### Music:

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### Visual Arts:

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.



## **Language (Grades 4-6)**

### **Reading:**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### **Social Studies:**

#### **Grade 4:**

A.3: demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other



## THEOLOGICAL VIRTUE: HOPE

**Descriptor:** The language of our story speaks of **hope**.

Hope is God's gift to us at Baptism. At Baptism, we become one with the Risen Jesus, and share in the hope of His Resurrection. We practice hope when we pray and work for God's Kingdom to come: praying for one another, working for justice, encouraging each other, helping each other every day. In this way, we show the world that our hope is a living hope, that God loves His children, and in Jesus, He has made us sharers in His promised gift of eternal life.

Hope is the theological virtue by which we desire the kingdom of heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit. "Let us hold fast the confession of our hope without wavering, for he who promised is faithful." "The Holy Spirit . . . he poured out upon us richly through Jesus Christ our Savior, so that we might be justified by his grace and become heirs in hope of eternal life" (CCC 1817).

Christian hope unfolds from the beginning of Jesus' preaching in the proclamation of the *beatitudes*. The beatitudes raise our hope toward heaven as the new Promised Land; they trace the path that leads through the trials that await the disciples of Jesus. But through the merits of Jesus Christ and of his Passion, God keeps us in the "hope that does not disappoint." Hope is the "sure and steadfast anchor of the soul . . . that enters . . . where Jesus has gone as a forerunner on our behalf." Hope is also a weapon that protects us in the struggle of salvation: "Let us . . . put on the breastplate of faith and charity, and for a helmet the hope of salvation." It affords us joy even under trial: "Rejoice in your hope, be patient in tribulation." Hope is expressed and nourished in prayer, especially in the Our Father, the summary of everything that hope leads us to desire (CCC 1820).

Hope is the power by which we firmly and constantly long for what we were placed on earth to do: to praise God and to serve him; and for our true happiness, which is finding our fulfillment in God; and for our final home: in God. [1817-1821, 1843] Hope is trusting in what God has promised us in creation, in the prophets, but especially in Jesus Christ, even though we do not yet see it. God's Holy Spirit is given to us so that we can patiently hope for the Truth (YOUCAT 308).

**From Pope Benedict's Encyclical, [SPE SALVI \(Saved in Hope\)](#):**

- "The one who has hope lives differently; the one who hopes has been granted the gift of a new life" (#2).
- "All serious and upright human conduct is hope in action" (#35).
- "It is never too late to touch the heart of another, nor is it ever in vain" (#48).



## JUNIOR LESSON: HOPE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- Recognize *Hope* as one of the theological virtues.
- Understand that *Hope* needs to be cultivated and nurtured.
- Recognize that *Hope* is a gift from God and can be used to combat injustice, to encourage others, or to help others.

### Look-fors:

- Student engagement
- Student ability to identify *Hope* in the world and as a gift from God.
- Students strengthening their gift of *Hope*
- Students bringing *Hope* to others

### Terminology

#### Terminology:

Virtue   Hope   Theological   Cultivate   Nurture   Compliment

### Envision (Minds On)

#### Begin in prayer:

+Thank you, my God, for the gift of Hope. Let me trust in Your goodness always. I will turn to You in prayer and work for Your Kingdom. I make this prayer in Jesus' name. Amen.+ (Tony Cosentino, RCCDSB)

1. Introduce the concept of *Hope* by reading together the mentor text *You Hold Me Up* by Monique Gray Smith. Discuss how students hold up one another as well as the people around them (i.e. family, friends, community).
2. Using the [Ontario Catholic Graduate Expectations Journals \(RCCDSB\)](#), students will complete the I Can Bring Hope activity in their journal: "We can reach out to others in need. Think of a time when your actions could bring hope to someone". Students can think, pair, share with an elbow partner before completing the activity.





## Sow (Action)

Hope can be fostered through self-confidence. Feeling valued by your peers is a way to develop self-confidence and acceptance. Teachers can choose from two *sow* activities:

### 1. Compliment Cards (Timeline: Open-ended)

Creating a classroom of *Hope* by providing compliment cards and a compliment draw box for the students to use. Once per day or once per week, distribute the compliments to students. (To ascertain equity and inclusion, pre-fill student names on the compliment card. (i.e. To: Student #3 From: Student#17)).

### 2. Infinite Compliments (Timeline: 45min + Publishing Time)

Each student writes their name on a piece of paper. That paper is passed around to each person in the classroom so they could write a unique compliment for that person. At the end, the teacher collects them to proof-read them. Then, he/she can choose to share with the student right away, distribute the sheet to another student for publishing before sharing with the original student, or the teacher may wish to publish himself/herself and give to the student at a special time after which the students can share their feelings of *Hope* from the exercise.

## Nurture (Consolidation)

1. Students will be challenged to “find *Hope*” by either taking a photograph of *Hope* in action or by finding a piece of visual art, lyrics, photograph, etc. which demonstrates *Hope*.
2. Next, they will be encouraged to write a reflection piece, poem, or descriptive paragraph about their findings. Pieces may be shared afterwards.



## Extension Activities

### Activities:

- From Sow Activity#1: Journal Activity: a reflection on the compliment card exercise.
- From Sow Activity#1: The teacher may wish to use the compliment cards to highlight the uniqueness and value of each student (with a bulletin board, at a year-end activity, to keep in the class, etc.).
- From Nurture Activity: Students will collaborate to create a slideshow of all their findings and set it to music (see possible selections below). The slideshow could be used to kick-off the *Virtue of Hope* assembly for those schools who have monthly virtues assemblies.
- Select one of the Scripture passages from the descriptor section above and tell what it teaches us about *Hope*.
- Depending on the time in the liturgical year, links to Advent can be made.

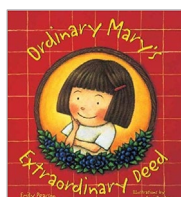
### Music resources:

- [Hope Comes Alive \(Josh Blakesley\)](#)
- [Song of Hope \(Robbie Seay Band\)](#)
- [It is Well With My Soul \(Audrey Assad\)](#)
- [It is Well With My Soul \(Matt Redman\)](#)
- [Peace Like a River \(Listener Kids\)](#)
- [Come, O Come Emmanuel \(Bethel Kids\)](#)
- [Come Thou Long Expected Jesus \(Meredith Andrews\)](#)

### Select one of the following Scripture passages and describe what it teaches us about faith:

- God is for us ([Romans 8:31](#))
- The God of hope ([Romans 15:13](#))
- Hope for what we do not have ([Romans 8: 24-25](#))
- Unseen faith ([1 Peter 1:8](#))
- Hope in the Lord ([Isaiah 40:31](#))
- God's plans for you ([Jeremiah 29:11](#))

## Mentor Text Connections

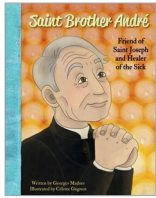


### Ordinary Mary's Extraordinary Deed

Author: Emily Pearson

*Can one child's good deed change the world? It can when she's Ordinary Mary—an ordinary girl from an ordinary school, on her way to her ordinary house—who stumbles upon ordinary blueberries. When she decides to pick them for her neighbor, Mrs. Bishop, she starts a chain reaction that multiplies around the world.*





### Saint Brother André

Author: Georges Madore

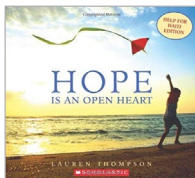
*Brother André, now known as Saint André Bessette, is one of our Canadian saints. People living today still remember him and tell stories about how he healed their father, their neighbour, their friend. He was called “the miracle man of Montreal”! This book tells the amazing story of Saint Brother André, friend of Saint Joseph and healer of the sick.*



### Come On, Rain!

Author: Karen Hesse

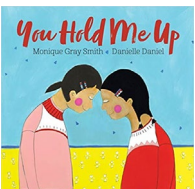
*"Come on, Rain!" Tess pleads to the sky as listless vines and parched plants droop in the endless heat. Then the clouds roll in and the rain pours. Tess, her friends, and their mothers join in together in a rain dance to celebrate the shower that renews both body and spirit.*



### Hope Is an Open Heart

Author: Lauren Thompson

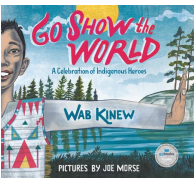
*When the world seems cold and dark, comfort can come to us in many ways, as it does in this very special book. Thompson's luminous text, paired with breathtaking photographs from around the world, provides an uplifting introduction to the meaning of hope.*



### You Hold Me Up

Author: Monique Gray Smith

*This vibrant picture book encourages children to show love and support for each other and to consider each other's well-being in their everyday actions*



### Go Show the World

Author: Wab Kinew

*Go Show the World is a tribute to historic and modern-day Indigenous heroes, featuring important figures such as Tecumseh, Sacagawea and former NASA astronaut John Herrington.*

## Ontario Catholic School Graduate Expectations

- **I am a Believer** – Because I am a believer, I will live my life like Jesus.
- **I am a Team Player** – I work hard in school so that I can build my community and make it a better place.
- **I have responsibilities** – Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.



## Curriculum Connections

### **Religious Education**

#### **Celebrating:**

CL3: The Celebrations of the Church's Liturgical Year (Gr.4-5)

#### **Living a Moral Life:**

ML1: Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition. (Gr.6)

#### **Living in Solidarity:**

LS2: Social Justice Teachings of the Church (Gr.4-6)

#### **Praying:**

PR1: God's universal call to prayer and our human response (Gr.4-6)

PR2: The Way of Prayer: Forms and Expressions of Prayer (Gr.4-6)

### **Language (Grades 4-6)**

#### **Oral Communication:**

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### **Reading:**

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

#### **Writing:**

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

#### **Media Literacy:**

1. Demonstrate an understanding of a variety of media texts.

### **Visual Arts**

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.



## THEOLOGICAL VIRTUE: LOVE

**Descriptor:** The language of our story speaks of **love**. The theological virtue of **love** is God's gift to us at Baptism. The gift of Christian love enables us to love God above all things and to love others as God loves them. This was the great insight of St. Thérèse of Lisieux, who said "we have been made by love for love". God's gift of love directs and gives strength to our life of virtue. Our model of love is Jesus, who laid down his life so that we might have life to the full (Jn. 10:10). Our encounters with Jesus in the Gospel and the sacraments nurture us so that we can love as He has loved us. Love is visible in our Catholic schools wherever the kindness, service and self-giving love of Jesus are found.

Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God (CCC 1822).

Jesus makes charity the *new commandment*. By loving his own "to the end," he makes manifest the Father's love which he receives. By loving one another, the disciples imitate the love of Jesus which they themselves receive. Whence Jesus says: "As the Father has loved me, so have I loved you; abide in my love." And again: "This is my commandment, that you love one another as I have loved you" (1823).

Charity is the power by which we, who have been loved first by God, can give ourselves to God so as to be united with him and can accept our neighbor for God's sake as unconditionally and sincerely as we accept ourselves. [1822-1829, 1844] Jesus places love above all laws, without however abolishing the latter. Therefore St. Augustine rightly says, "Love, and do what you will." Which is not at all as easy as it sounds. That is why charity, love, is the greatest virtue, the energy that inspires all the other virtues and fills them with divine life (YOUCAT 309).



## JUNIOR LESSON: LOVE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- Explain how love is a direct response to God's call for us to love God and love one another as ourselves;
- Describe the ways in which they can act out of love for God and others;
- Actively demonstrate Christian love towards God, peers, family, and community.

#### Look-fors:

- Student engagement;
- Increased acts of love or kindness in the classroom and throughout the school community;
- Students responding to the call to love God and one another in ways that are specific to their own experiences, backgrounds and interests;
- Student comprehension of the virtue of love.

### Terminology

#### Terminology:

Love   Kindness   Compassion   Commandment   Sacrifice

### Envision (Minds On)

#### Begin in prayer:

+Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. Amen.+

Project the prayer on the white board. Using this prayer as a starting point, ask students to reflect on the following questions independently:

1. Using this prayer as a guide, how do you define love?
2. Jesus commanded us to "love the Lord your God with all your mind, with all your heart and with all your soul". As a young person, how does this commandment make you feel?
3. Finally, Jesus also said that we must love our neighbours as ourselves. What does this mean for you? How are we called to love one another?





## Sow (Action)

Have students read the article: [Ryan's Well Story](#).

After reading the story of Ryan's Well, ask students to respond to the following questions:

1. How does Ryan's response to the need for clean drinking water reflect our Christian call to love one another?
2. In what ways does Ryan's work reflect our call to love God? How can we show God our love through actions?
3. Ryan's act of love started very small and has since become very big. What small acts of love do you like to do?
4. How can making a sacrifice for someone else demonstrate our love for them?
5. What is the ultimate sacrifice that Christ made for us? How does this show God's deep love for us?

## Nurture (Consolidation)

Show students the [Act of True Love video clip](#) from Disney's "Frozen" where Anna makes a sacrifice for her sister.

Ask students the following questions:

1. How does Anna's act of love reflect the Christian call to love one another?
2. Are there any similarities between Anna's act of love and that of God's sacrifice of Christ? Explain.

Ask students to look out for one another and "catch" each other committing acts of love/kindness. Create a class bulletin board with a title such as "Our Acts of Love". Put a basket of heart shapes by the board and have students "call out" their peers' acts of love and post them on the board for all to see as a celebration of the Christian love in your classroom.

## Extension Activities

### Activities:

Your class bulletin board may be posted outside the class, and you can invite everyone in the school to join in!

Read the text *Be Kind* by Pat Zietlow Miller and reflect on all the ways that the characters in the text are kind.

Have students design inspirational posters to be displayed throughout the school, "advertising" love as it is reflected in our Catholic faith. Students should include Scripture references and bold, inventive visuals.



The Toronto Catholic District School Board has created a [Virtue of Love Calendar](#) that outlines Virtue of the Month activities to do related to the virtue of love. It is set for February, but teachers can modify the calendar to their own individual needs.

#### Video resources:

- [When Passion Meets Vision: The Ryan's Hreljac Story](#)

#### Music resources:

- [Reckless Love \(Cory Asbury\)](#)
- [Fierce \(Jesus Culture\)](#)
- [Your Love Awakens Me \(Phil Wickham\)](#)
- [Your Love Defends Me \(Matt Maher\)](#)
- [Growing in Faith, Growing in Christ \(Religious Education Program Theme\)](#)

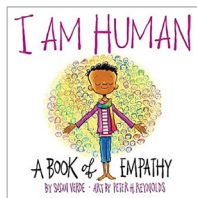
### Mentor Text Connections



#### Be Kind

Author: Pat Zietlow Miller

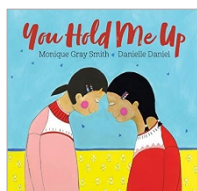
When Tanisha spills grape juice all over her new dress, her classmate wants to make her feel better, wondering: *What does it mean to be kind?* From asking the new girl to play to standing up for someone being bullied, this moving story explores what kindness is, and how any act, big or small, can make a difference-or at least help a friend. *Be Kind* is an unforgettable story about how two simple words can change the world.



#### I Am Human: A Book of Empathy

Author: Susan Verde

From the picture book dream team behind *I Am Yoga* and *I Am Peace* comes the third book in their wellness series: *I Am Human*. A hopeful meditation on all the great (and challenging) parts of being human, *I Am Human* shows that it's okay to make mistakes while also emphasizing the power of good choices by offering a kind word or smile or by saying "I'm sorry." At its heart, this picture book is a celebration of empathy and compassion that lifts up the flawed fullness of humanity and encourages children to see themselves as part of one big imperfect family—millions strong.

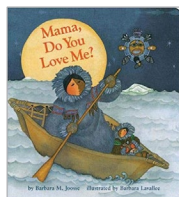


#### You Hold me Up

Author: Monique Gray-Smith

This vibrant picture book, beautifully illustrated by celebrated artist Danielle Daniel, encourages children to show love and support for each other and to consider each other's well-being in their everyday actions.





### Mama, Do You Love Me?

Author: Barbara M. Joosse

In this universal story, a child tests the limits of independence and comfortingly learns that a parent's love is unconditional and everlasting. The lyrical text introduces young readers to a distinctively different culture, while at the same time showing that the special love that exists between parent and child transcends all boundaries of time and place.

## Ontario Catholic School Graduate Expectations

**I care** – I care about and respect my ‘family’ at school, at Church, in the community, and the world.

**I have responsibilities** – I follow rules and do my share.

**I am a believer** – Because I am a believer, I will live my life like Jesus.

## Curriculum Connections

### Religious Education:

#### Grade 4:

ML1.3: Identify efforts being made by your family, school community and Church to live according to the Ten Commandments (i.e. Decalogue as a path of life). [CCC nos. 2052- 2082]

#### Grade 5:

LC1.1: Articulate the important ways that the Church continues in its “apostolic” witness (i.e. succession of ministry, teaching, Magisterium) and commitment to the “apostolate” (i.e. being sent out to proclaim the Good News, acts of charity e.g. Kairos, St. Vincent de Paul, ShareLife, Development and Peace). [CCC nos. 857-870]

#### Grade 6:

LS1.3: Identify the areas of “personal responsibility” that students assume in their lives and connect this to the vocation to participate in family, school and parish. [CCC nos. 1913-1917]

### Family Life Education (Grades 4-6):

B2.4 explain why people have to learn to be a friend in order to have friends.

A1.1 recognize and appreciate that God loves each one of us forever.

### Arts (Grades 4-6):

#### Music:

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### Visual Arts:

D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.



## **Language (Grades 4-6)**

### **Reading:**

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### **Social Studies:**

#### **Grade 4:**

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools.



## CARDINAL VIRTUE: PRUDENCE

**Descriptor:** The language of our story speaks of **prudence** or good sense. The cardinal virtue of **prudence** (good sense) has been called the “the watchful eye of love.” Prudence has three steps: seeking the proper, most loving thing to do; judging what is the best choice; and confidently acting. A prudent person asks, “What is the right, most loving thing to do?” They consider others’ advice, and looks to the Gospel and Church teaching to guide their conscience. They pray and think things through, then confidently act in truth and love. In this way, practicing prudence unites us more closely with God and neighbour. Prudence is visible in our Catholic schools when we reflect as Jesus’ disciples and act in His love.

A person becomes prudent by learning to distinguish what is essential from what is non-essential, to set the right goals and to choose the best means of attaining them [1806, 1835]. The virtue of prudence directs all the other virtues. For prudence is the ability to recognize what is right. After all, someone who wants to lead a good life must know what the “good” is and recognize its worth. Like the merchant in the Gospel “who, on finding one pearl of great value, went and sold all that he had and bought it” (Matthew 13: 46). Only a prudent person can apply the virtues of justice, fortitude, and moderation so as to do good (YOUCAT 301).

Prudence is the virtue that disposes practical reason to discern our true good in every circumstance and to choose the right means of achieving it; “the prudent [person] looks where [they] are going.” “Keep sane and sober for your prayers.” Prudence is “right reason in action,” writes St. Thomas Aquinas, following Aristotle. It is not to be confused with timidity or fear, nor with duplicity or dissimulation. It is called *auriga virtutum* (the charioteer of the virtues); it guides the other virtues by setting rule and measure. It is prudence that immediately guides the judgment of conscience. The prudent [person] determines and directs [their] conduct in accordance with this judgment. With the help of this virtue we apply moral principles to particular cases without error and overcome doubts about the good to achieve and the evil to avoid (CCC 1806).

Prudence disposes the practical reason to discern, in every circumstance, our true good and to choose the right means for achieving it (CCC 1835).



## JUNIOR LESSON: PRUDENCE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- define prudence;
- explain how faith is an encounter with God;
- explain how the Creed is a summary of our faith;
- provide scriptural examples of witnesses who persevered through faith.

#### Look-fors:

- Student knowledge of the virtue and of the definition of prudence;
- The ability to identify examples of discernment and sound decision making;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.

### Terminology

#### Terminology:

Prudence	Consultation	Free Will	Right Judgment	Informed Conscience
Decision Maker	Fairness	See	Judge	Act

### Envision (Minds On)

#### Begin in prayer:

+May the Lord bless you and keep you. May the Lord shine his face upon you. May he show you his loving kindness and bring you peace. Amen.+

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. How would you explain “prudence”? (*Prudence is the ability to make decisions properly*).
2. What are the steps to making good decisions? (*See, Judge, Act*).
3. God has given us the ability to think and make good decisions. Would you agree or disagree? Why? (*God is good and all that God creates is good, so we should make good decisions*).

### Sow (Action)

In groups, students will deepen their understanding of the virtue of prudence by exploring the three steps to proper decision making which are:





1. See: We must discover all of the facts and information. We must see the whole story, understand it properly and foresee where various choices may lead us.
2. Judge: Once we have gathered all of the facts, we must judge it in light of the principles of right and wrong. We must discern in light of the Gospels.
3. Act: Once we have fully examined and judged the situation, the only call of the prudent person is to act in accord with what is right and the most loving thing to do, with a sense of passion and regardless of the cost. "A prudent person is straight forward and authentic."

The students will be divided into groups and will be given various scenarios to discuss. The following are examples that could be used:

- You are spending the afternoon with a friend of yours who isn't very popular. You run into a group of your friends who invite you to go to a movie, but they say that your unpopular friend can't come. What will you do?
- Some of your friends have started using bad language because it makes them feel cool. Each day you hear words you know your parents don't like. Your friends even use the names of God and Jesus as if they were just bad words, and they call you a baby because you won't talk like them. What will you do?
- There's a new student at school who hardly talks and seems to look at the ground a lot. The other kids laugh at him, and they expect you to laugh with them. You know this student needs a friend, but if you become his friend, the other kids might not be your friends anymore. What will you do?
- You are walking to class one day when you come upon a group of people who are giving racial slurs to another person. That person looks very uncomfortable. You know if you stand up for them, you risk becoming a target, but if you don't stand up for them you know you are abetting the situation. What do you do?

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper or on a Padlet wall.

## Nurture (Consolidation)

Students share their findings with the class. Engage in a large-group discussion or a jigsaw activity so that students become familiar with prudence. Students may want to access their work from the previous class (chart paper, Padlet, etc.) to share their learning.

Students complete an exit card answering the following questions:

1. What understanding do I have regarding the Scriptures' teaching on moral actions?
2. What are my biases and personal beliefs that inhibit me from discovering God's truth?
3. When have I been challenged to choose to do what I know is right and loving?
4. In what ways do I challenge myself to seek new insights and knowledge?
5. In what circumstances am I called to challenge others to make prudent decisions?



## Extension Activities

### Activities:

- [Say It with Virtues Activity \(Loyola Press\)](#)
- [People of Virtue Activity \(Loyola Press\)](#)

### Video resources:

- [Tomkin and Blaise Learn About the Cardinal Virtue of Prudence \(EWTN\)](#)

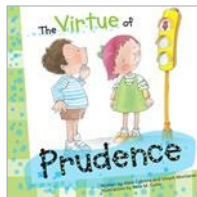
### Music resources:

- [Words \(Hawk Nelson\)](#)
- [God is on the Move \(7eventh Time Down\)](#)
- [New Wine \(Hillsong\)](#)
- [Spirit of the Living God \(Meredith Andrews\)](#)
- [Growing in Faith, Growing in Christ \(Religious Education Program Theme\)](#)

Select one of the following Scripture passages and describe what it teaches us about prudence:

- The Parable of the Good Samaritan ([John 10:25-37](#))
- Giving to Others ([Deuteronomy 15:10-11](#))
- Jesus Heals a Centurion's Servant ([Luke 7:1-10](#))

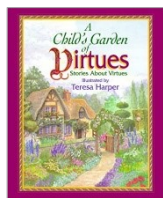
## Mentor Text Connections



### The Virtue of Prudence

Author: Alex Cabrera and Vinyet Montaner

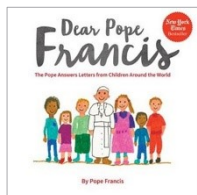
*The Virtue of Prudence provides fifteen illustrated mini stories that highlight the importance of prudence and how we can put this virtue into practice.*



### A Child's Garden of Virtues

Author: Peg Augustine

*Stories and poems to help children understand the basic concepts of living a virtuous life.*

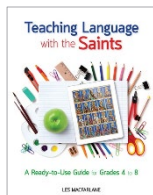


### Dear Pope Francis

Author: Pope Francis

*Pope Francis answers questions from children around the world.*

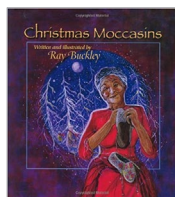




### Teaching Language with the Saints

Author: Les MacFarlane

*A journey of inquiry into the saints through practical lesson ideas for teachers, allowing students to develop language skills as they deepen their faith.*



### Christmas Moccasins

Author: Ray Buckley

A young boy discovers the depth of the Creator's love and forgiveness as he accompanies his grandmother to deliver Christmas gifts. Earlier in the year the three young men who received the gifts cruelly hurt both grandmother and grandson, pushing them down in the snow and taking their coats and Grandmother's moccasins.

## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have a voice** – I speak, write and listen as Jesus would want me to.

**I am a team player** – I co-operate with others in all that I do.

## Curriculum Connections

### Religious Education:

#### Grade 4:

LS2.2: Articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life. [CCC nos. 1877-1927]

LS2.3: Identify and describe ways we are called as human beings to be responsible stewards who protect the environment and promote creation (i.e. natural ecological world in which we live) that has its origins in the creative will and purpose of God. [CCC nos. 1877-1927]

ML2.3: Describe the Church's understanding of the "judgement of conscience" and how it helps us to recognize the moral quality of our actions (i.e. before we are going to perform them, after we have performed them, and in the process of performing them). [CCC nos. 1777-1782]

#### Grade 5:

LS1.3: List ways the Church exercises its authority both locally and globally through loving service which witnesses to Christ, i.e. promoting the common good (sharing of the gifts given of Holy Spirit through personal acts of charity and through participation in charitable organizations e.g. St. Vincent de Paul, Development and Peace, Catholic Charities, Knights of Columbus, Catholic Women's League). [CCC nos. 1897-1904]

ML3.2: List the precepts of the Church and explain how they strengthen our moral life, the spirit of prayer, and growth in the love of God and neighbour. [CCC nos. 2041-2043]



**Grade 6:**

ML3.3: Explain using examples the relationship between making good moral choices, developing Christian virtues and holiness.

**Family Life Education (Grades 4-6):**

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God;

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

**Arts (Grades 4-6):****Music:**

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

**Visual Arts:**

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

**Language (Grades 4-6)****Reading:**

Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

**Social Studies:****Grade 4:**

A.3: demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other.



## CARDINAL VIRTUE: JUSTICE

**Descriptor:** The language of our story speaks about **justice**. The cardinal virtue of **justice** is found in the character of persons who practice... seeking what is good in every situation and living in right relationship with God and neighbour. A just person fulfills their obligations to God in prayer and worship, and to neighbour in mercy and fairness. Justice is visible in our Catholic schools whenever we see people striving to meet their obligations to God and neighbour.

*Justice* is the moral virtue that consists in the constant and firm will to give their due to God and neighbor. Justice toward God is called the "virtue of religion." Justice toward [others] disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good. The just [person], often mentioned in the Sacred Scriptures, is distinguished by habitual right thinking and the uprightness of [their] conduct toward [their] neighbor. "You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor." "Masters, treat your slaves justly and fairly, knowing that you also have a Master in heaven" (CCC 1807).

Justice consists in the firm and constant will to give God and neighbor [their] due (CCC 1836).

The guiding principle of justice is: "To each [their] due". A child with a disability and a child who is highly gifted must be encouraged in different ways so that each may fulfill her/his potential. Justice is concerned with equity and longs to see people get that to which they are entitled. We must allow justice to govern our relations with God also and give him what is His: our love and worship (YOUCAT 302).

The basis of all justice is respect for the inalienable dignity of the human person, "whose defense and promotion have been entrusted to us by the Creator, and to whom the men and women at every moment of history are strictly and responsibly in debt" (Pope John Paul II, Encyclical *Sollicitudo rei socialis*, published 1987). Human rights are an immediate consequence of human dignity, and no State can abolish or change them. States and authorities that trample these rights underfoot are unjust regimes and lose their authority. A society is not protected by laws, however, but rather by love of neighbor, which makes it possible for everyone to "look upon his neighbor (without any exception) as 'another self'" (YOUCAT 329).



## JUNIOR LESSON: JUSTICE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- Define the virtue of justice;
- Define social justice and its connections to the virtue;
- Make connections between the virtue of justice and contemporary and historical Canadian injustices;
- Provide scriptural examples of witnesses who experienced the justice of the Lord.

### Look-fors:

- Student understanding of the definition of justice and social justice;
- Ability to demonstrate critical thinking when making connections between contemporary and historical Canadian injustices and scriptural examples of justice and social justice.

### Terminology

#### Terminology:

Justice	Truth and Reconciliation	Indian Act of 1876
Social justice	Cardinal Virtue	Indigenous

### Envision (Minds On)

#### Begin in prayer:

+God of Justice, Help us to always see those around us with loving and compassionate eyes. If they need us, help us to reach out to them. May we always work towards breaking down the barriers that make people feel alone. In showing kindness and care to each other we will make a difference; we will be demonstrating our love for you. We make this prayer in your name, Jesus. Amen.+

[TCDSB Virtue of the Month](#)

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large class discussion.**

1. What is justice? (*Justice is the moral virtue that consists in the constant and firm will to give their due to God and neighbor.*)
2. What are some examples of justice? (*There are many forms: give due to God and serve God and neighbour, respect the rights of the other, how citizen owes respect to and serves community, and also what community owes its citizens. Also, forms of social justice which is the respect for the human person and the rights which flow from human dignity and guarantee it).*
3. Treat your neighbour as yourself. Do you agree with this statement? Why, or why not?





## Sow (Action)

In groups, students will further their understanding of the cardinal virtue of justice by exploring the topic of social justice through readings from the *Growing in Faith, Growing in Christ* student text. Furthermore, the importance of self-expression, multiculturalism and self-determination will be explored through an extension activity using *Fatty Legs: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton.

Organize students into small groups of 3-4 and have them answer the following three questions on chart paper as they work through the readings from *Growing in Faith, Growing in Christ*:

1. How is justice an extension of our faith?
2. What does the Scripture tell us about justice?
3. How is justice represented in the readings from the text?

### Readings:

**Grade 4:** A Spring of Living Water (GIFGIC pp. 126-131)

**Grade 5:**

- Catholic Social Justice Principles (GIFGIC pp. 241-242)
- Living in Solidarity (GIFGIC p. 244)
- Aya's Prayer (GIFGIC pp. 245-249)

**Grade 6:**

- How Do We Witness to Justice with Our Service? (GIFGIC p. 292)
- We Are the Hand and Feet of Christ (GIFGIC p. 293)
- Working to Serve (GIFGIC pp. 294-295)
- Working Together (GIFGIC pp. 296-301)
- Let Justice Roll (GIFGIC pp. 302-306)

After students have answered the questions using the resources from the *Growing in Faith, Growing in Christ* student workbook, provide a students a copy of the following Scripture passage and have them reflect on the reading and answer the following question in an exit card that will be read at the beginning of the next lesson:

- How can you apply the lessons from this Scripture passage to experience in your own life?

### Love for One Another

Owe no one anything, except to love one another; for the one who loves another has fulfilled the law. The commandments, 'You shall not commit adultery; You shall not murder; You shall not steal; You shall not covet'; and any other commandment, are summed up in this word, 'Love your neighbour as yourself.' Love does no wrong to a neighbour; therefore, love is the fulfilling of the law ([Romans 13: 8-10](#)).



## Nurture (Consolidation)

**Note:** *Fatty Legs* is a memoir of an 8-year-old Inuit girl who survives the Residential school system. If you are not familiar or do not have enough background information on residential schools, please contact your Board's Indigenous lead or Religious Education support staff before beginning the Consolidation section.

Have students read their reflection response to the Scripture passage from the end of the last lesson.

### Connection to Indigenous Injustices, self-expression, multiculturalism and self-determination:

- Divide the students into three different groups and have each group one answer of these questions. They will track their thinking on chart paper:
  - 1) What does it mean to express yourself? What does it mean to “be yourself?”
  - 2) What is multiculturalism? What are some challenges to multiculturalism in Canada?
  - 3) What does self-determination mean? What does it mean to stand up for what you believe in? Give examples.
- These topics will connect to the story *Fatty Legs: A True Story* and will link to learnings from Social Studies.

Read the story *Fatty Legs* by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton.

After reading, have students connect the story to the lessons from the *Growing in Faith, Growing in Christ* readings, specifically the topics covering “social justice”:

- Grade 4: A Spring of Living Water (GIFGIC pp. 126-131)
- Grade 5: Catholic Social Justice Principles (GIFGIC pp. 241-242)
- Grade 6: Working for Truth and Reconciliation (GIFGIC p. 299)

Have students complete a journal entry using the following prompt/sentence starter:

- The story *Fatty Legs* connects to the cardinal virtue of justice by...

Optional:

- Have students share their journal entries with their same groups from the previous lesson

## Extension Activities

### Activities:

- [Discover Who You Are: Guiding Voices \(EOCCC\)](#)
- [Say It with Virtues Activity \(Loyola Press\)](#)
- [People of Virtue Activity \(Loyola Press\)](#)
- [Catholic Social Teaching Poster for Children](#)
- [CST 101: Care for God's Creation](#)
- [CST 101: Option for the Poor and Vulnerable](#)
- [CST 101: Life and Dignity of the Human Person](#)
- *I Am Not A Number* by Jenny Kay Dupuis and Kathy Kacer



### Video resources:

- [Catholic Social Teaching 101 - USCCB](#)

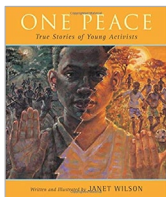
### Music resources:

- [Fight for the Rights \(Kelly Fraser\)](#)
- [Way Maker \(Caleb & Kelsey\)](#)
- [God of Revival \(Bethel Music\)](#)
- [More Than You Think I Am \(Danny Gokey\)](#)
- [This is Amazing Grace \(Phil Wickham\)](#)

### Select one of the below Scripture passages and connect it to the virtue of justice:

- Love for One Another ([John 13: 34-35](#))
- A Sinful Woman Forgiveness ([Luke 7:36-50](#))
- Humility and Hospitality ([Luke 14:7-14](#))
- The Parable of the Unforgiving Servant ([Matthew 18:23-35](#))
- The Golden Rule ([Matthew 7:12](#))
- Concerning Retaliation and Love for Enemies ([Matthew 5:21-26](#))
- The Parable of the Good Samaritan ([Matthew 5:10-12](#))

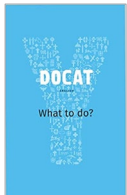
## Mentor Text Connections



### One Peace: True Stories of Young Activists

Author: Janet Wilson

*One Peace celebrates the "Power of One," and specifically the accomplishments of children from around the globe who have worked to promote world peace.*



### DOCAT

Author: Arnd Küppers and Peter Schallenberg (YOUCAT Foundation)

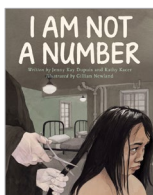
*DOCAT is an excellent source of information on social justice for young people, helping them to get to know and live the social doctrine of the Church.*



### Fatty Legs

Authors: Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton

*The memoir of an Eight-year-old Inuit girl named Margaret Pokiak who survives the Residential school system.*



### I Am Not A Number

Authors: Jenny Kay Dupuis and Kathy Kacer

*Based on the life of co-author Jenny Kay Dupuis' grandmother, I Am Not a Number is a hugely necessary book that brings a terrible part of Canada's history to light in a way that children can learn from and relate to.*



## Ontario Catholic School Graduate Expectations

**An Effective Communicator** – I speak, write and listen as Jesus would want me to.

**I have responsibilities** – I help the poor and care for people in need.

**I have ideas** – I have hope for the future.

## Curriculum Connections

### Religious Education:

#### Grade 4:

LS2.2: Articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life

#### Grade 5:

LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”.

#### Grade 6:

LS2: Focus: Principle of Rights and Responsibilities Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment)

#### Family Life Education (Grades 4-6):

A1. Appreciating God’s Goodness: demonstrate an appreciation that humans have been created in the image of a loving God;

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

### Arts (Grades 4-6):

#### Music:

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

#### Visual Arts:

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

### Language (Grades 4-6)

#### Reading:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;



**Social Studies:**

**Grade 4:**

B2. Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

**Grade 5:**

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues.

**Grade 6:**

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.



## CARDINAL VIRTUE: FORTITUDE

**Descriptor:** The language of our story speaks about **fortitude**. The cardinal virtue of *Fortitude* (courage) involves practicing what is good and just when it is difficult or even dangerous. A person of fortitude practices patience when meeting obstacles while working to do what is right, even when others criticize them or remain silent. Fortitude is visible in our Catholic schools whenever we see persons defending truth and kindness in challenging situations.

Fortitude is the virtue that gives us the courage to follow Jesus even when it is difficult (Source: *God, Give me Courage* activity, <https://www.loyolapress.com/faith-formation/activities/god-give-me-courage-fortitude-activity/>).

Someone who practices fortitude perseveres in [their] commitment to the good, once [they have] recognized it, even if in the extreme case [they] must sacrifice even [their] own life for it (YOUCAT 303).

Fortitude is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions. It disposes one even to renounce and sacrifice [their] life in defense of a just cause. "The Lord is my strength and my song." "In the world you have tribulation; but be of good cheer, I have overcome the world." (CCC 1808).

Fortitude ensures firmness in difficulties and constancy in the pursuit of the good (CCC 1837).





## JUNIOR LESSON: FORTITUDE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- define fortitude;
- provide examples of fortitude in their daily lives;
- explain why we need the virtue of fortitude;
- provide scriptural examples of witnesses who persevered through fortitude.
- be able to apply this virtue to contemporary issues

### Look-fors:

- Student knowledge of the virtues and of the definition of fortitude;
- The ability to identify examples of fortitude and to apply it to their own lived experience;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.
- Fortitude in action

### Terminology

#### Terminology:

Virtue                      Courage                      Catechism                      Fortitude                      Cardinal virtue

### Envision (Minds On)

#### Begin in prayer:

Prayer for Fortitude ([stphilipinstitute.org](http://stphilipinstitute.org)):

+Lord, I want to be brave for you. I want to stay committed to you and your teachings. Help me to grow in the virtue of fortitude so I may do your will and not give up when things get hard. Teach me to practice patience and perseverance in times of difficulty. I want to honor you, Lord, in all I do whether it's big or small. Give me a heart like yours so I can do all things with great love. Amen.+

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. What does “fortitude” mean? What are some examples? (*Fortitude is a cardinal virtue that gives us courage to follow Jesus, even when it's difficult.*)
2. What is an example of demonstrating fortitude? (*Examples: Standing up for someone when they are bullied, praying in public such as a restaurant, etc.*)
3. Why do you think that it's important to have the virtue of fortitude? (*Fortitude helps us do the right thing when we are in a difficult situation.*)



## Sow (Action)

Remind students what they have just learned about Fortitude:

- *Fortitude is a cardinal virtue;*
- *It gives us courage to follow Jesus, even when it's difficult to do so;*
- *Examples of fortitude can be standing up for someone who is being bullied or mistreated, praying at a restaurant in public, etc;*
- *Fortitude helps us to do the right thing.*

Additional information to share with the class:

- The Saints are role models of faith for the Church (us). They all possess the virtue of fortitude;
- Another way to describe fortitude: *Being able to withstand obstacles in order to share the Gospel (what the Saints did);*
- The Catechism of the Catholic Church states that “*Fortitude is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions*” (CCC 1808).

In groups, students will deepen their understanding of the virtue of fortitude by exploring different people in the Bible. Organize students into small groups (3-4) and assign each group one of the three following people:

1. Joshua
2. Paul
3. Esther

Consider grouping students by interest in each story. The rest of the period will be dedicated to group work.

### 1. [The Story of Joshua \(Kids on the Move\)](#)

View the video on the story of Joshua and answer the following questions:

- What are some of the challenges that Joshua faced? (*He was nervous*)
- How did Joshua overcome his fears? (*Talked with God, did what the Bible says*)
- How does Joshua demonstrate the virtue of fortitude? (*Took over for Moses, had to defend the Israelite people, lead them to the Promised Land*)
- How can you relate to Joshua? What are some similarities and differences? (*Answers will vary.*)

### 2. [The Story of Paul \(Kids on the Move\)](#)

View the video on the story of Joshua and answer the following questions:

- Was Paul always a follower of Jesus? What changed him? (*No, he used to hate people that followed Jesus and he put them in prison. He changed when Jesus appeared to him. He changed his name from Saul to Paul*)



- What are some of the challenges that Paul faced? *(Some people didn't want to hear about Jesus, he was put in prison, shipwreck, snake bite,)*
- How did Paul demonstrate the virtue of fortitude? *(He knew that the power of God within him was way stronger than any of the bad things that happened to him; He persevered in his mission and made it to his destination of Rome)*
- How can you relate to Paul? What are some similarities and differences? *(Answers will vary.)*

### 3. The Story of Esther (Kids on the Move)

View the video on the story of Esther and answer the following questions:

- What are some of the challenges that Esther faced? *(She was Jewish living in Persia, an orphan)*
- How did Esther's life change? *(She won a beauty pageant hosted by the King and became the Queen of Persia)*
- How does Esther demonstrate the virtue of fortitude? *(She convinced the King to save all of the Jewish people; she trusted God more than her fears and saved all of her people.)*
- How can you relate to Esther? What are some similarities and differences? *(Answers will vary.)*

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper or on a Padlet wall.

## Nurture (Consolidation)

Students share their findings with the class. Engage in a large-group discussion or a jigsaw activity so that students become familiar with all three Bible stories. Students may want to access their work from the previous class (chart paper, Padlet, etc.) to share their learning.

Students complete an exit card answering the following questions:

1. What is fortitude?
2. How did people in Scripture persevere with fortitude?
3. What is one way that the virtue of fortitude will help you with in your life?
4. What is one wondering or question that you still have about fortitude?

Day 3: Students discover contemporary ways to apply the virtue of fortitude.

### Examples of Fortitude in action:

(contact your Board's Indigenous Lead or Religious Education support staff for more information and resources on many of these topics)

- Orange Shirt Day commemorations and prayer services
- Project of Heart
- Red Dress Campaign



- Water protection and environmental causes
- Clean water to First Nations
- Contributions of Native American women to our daily lives and to our country's social fabric
- Challenges of racism and adversity

## Extension Activities

### Activities:

- [God, Give Me Courage \(Loyola Press\)](#)
- [Sunday Connection - The Road Less Traveled \(Loyola Press\)](#)
- [Heroes and Saints \(Loyola Press\)](#)
- [Research a Martyr \(St. Philip Institute\)](#)
- [Character Conversation # 3: Fortitude \(Jeff M. Lockert\)](#)
- [Virtue of Fortitude Look-Fors \(RCCDSB\)](#)
- [Daily Reflections & Prayers \(RCCDSB\)](#)

### Video resources:

- [David and Goliath](#)
- [Grandmother Mandamin](#)
- [The Story of Joshua \(Kids on the Move\)](#)
- [The Story of Paul \(Kids on the Move\)](#)
- [The Story of Esther \(Kids on the Move\)](#)

### Music resources:

- [Stand in Your Love \(Bethel Music\)](#)
- [Whom Shall I Fear \(Chris Tomlin\)](#)
- [The Way \(Pat Barrett\)](#)
- [Famous For \(Tauren Wells\)](#)
- [Give Us Your Courage \(Tim Hughes\)](#)

### Select one of the following Scripture passages and describe what it teaches us about fortitude:

- Jesus Walks on Water ([Matthew 14:22-33](#))
- David & Goliath ([1 Sam 17: 45, 48-49](#))
- The Annunciation ([Luke 1:26-38](#))
- Paul's Trip to Rome ([Acts 27](#))

Create a poster to show one way how you can practice fortitude.

e.g.: Standing up for someone who is being bullied, praying in public, overcoming a fear, etc.



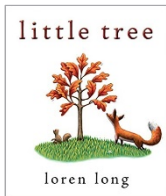
## Mentor Text Connections



### **Tomorrow I'll Be Brave**

Author: Jessica Hische

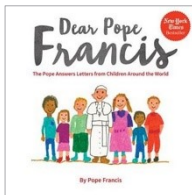
*This book teaches kids that bravery isn't about being fearless. It's about something magical that happens inside of us to push through our fear, self-doubt, and anxiety and do the things that feel hard or frightening.*



### **Little Tree**

Author: Loren Long

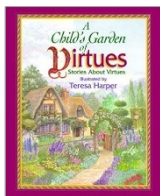
*Little Tree is afraid to let go of its leaves, so it remains small while all the other trees grow bigger each year. This is a heartwarming story with sparse text that echoes themes of letting go, fear of change, and the bravery of taking a leap of faith.*



### **Dear Pope Francis**

Author: Pope Francis

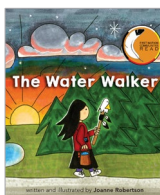
*Pope Francis answers questions from children around the world.*



### **A Child's Garden of Virtues**

Author: Peg Augustine

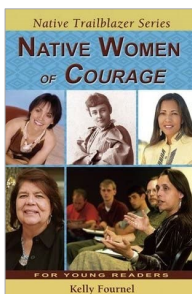
*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### **The Water Walker**

Author: Joanne Robertson

*The story of Grandmother Josephine Mandamin's journey to protect water.*

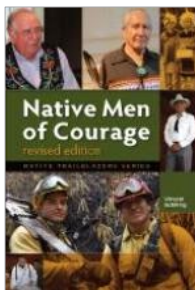


### **Native Women of Courage**

Author: Kelly Fournel

*Native Women of Courage profiles ten outstanding women leaders in the Native community. All of these successful, trailblazing women are stellar role models who have raised the profile of indigenous culture in North America. From heroines of the past to women making history today, this exciting work of non-fiction reminds readers of the extraordinary contributions of Native American women to our daily lives and to our country's social fabric.*

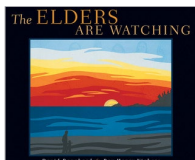




### ***Native Men of Courage***

*Author: Vincent Schilling*

*This inspiring collection of ten biographies chronicles outstanding leaders in all walks of the Native community. Each man overcame personal challenges and achieved extraordinary accomplishments, despite the perils of racism and adversity. Their stories are tales of courage, determination and honesty.*



### ***The Elders are Watching***

*Author: David Bouchard*

*A book of poems and paintings inspired by the stories and words of wisdom of the Elders. The poem conveys a message of concern from aboriginal leaders of the past and a plea for us to respect our environment.*



### ***The Little Hummingbird***

*Author: Michael Nicoll Yahgulanaas*

*This inspiring childrens book is based on a South American indigenous story about a courageous hummingbird who defies fear and expectations in her attempt to save the forest from fire.*

## Ontario Catholic School Graduate Expectations

**I am a believer** – Because I am a believer, I will live my life like Jesus.

**I am a learner for life** – I build on my strengths and weaknesses.

**I have responsibilities** – I stand up for what is right.

## Curriculum Connections

### **Religious Education:**

#### **Grade 4:**

ML2: Explain how we are called, through the help of our consciences, to discover God's truth and obey God's will.

#### **Grade 5:**

BL3: Explain how the Church is called in its mission to witness to holiness (i.e. the Church is called to be Holy).

ML2: Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

#### **Grade 6:**

ML3.3: Explain using examples the relationship between making good moral choices, developing Christian virtues and holiness;



ML3.4: Examine the lives of the saints and provide examples of how their lives modeled for us what it means to live a moral and holy life.

**Family Life Education (Grades 4-6):**

A1. Appreciating God’s Goodness: demonstrate an appreciation that humans have been created in the image of a loving God;

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

**Arts (Grades 4-6):**

**Music:**

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

**Visual Arts:**

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

**Language (Grades 4-6)**

**Reading:**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

**Social Studies:**

**Grade 4:**

A.3: demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other





## CARDINAL VIRTUE: TEMPERANCE

**Descriptor:** The language of our story speaks about **temperance**. The cardinal virtue of **temperance** (moderation) is the practice of enjoying life's pleasures in keeping with the call of the Gospel. A temperate person practices staying away from excesses.

A temperate person strives to:

- exercise moderation in eating and drinking,
- exercise self-control in emotional expression,
- practice balance in living responsibly,
- form chaste, healthy relationships,
- be honest about who they are (humility).

Practicing temperance helps us to anticipate temptation and prevent unhealthy habits so that we can live a fully human life as God intended for us in Christ. The virtue of temperance is visible in our Catholic schools whenever moderation, chastity and humility are practiced.

Moderation (temperance) is a virtue because immoderate behavior proves to be destructive in all areas of life. [1809, 1838]. Someone who is immoderate abandons [themselves] to the rule of impulses, offends others by [their] inordinate desires, and harms [themselves]. In the New Testament words like "sobriety" and "discretion" stand for "moderation" (temperance) (YOUCAT 304).

Temperance is the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable. The temperate person directs the sensitive appetites toward what is good and maintains a healthy discretion: "Do not follow your inclination and strength, walking according to the desires of your heart." Temperance is often praised in the Old Testament: "Do not follow your base desires, but restrain your appetites." In the New Testament it is called "moderation" or "sobriety." We ought "to live sober, upright, and godly lives in this world." To live well is nothing other than to love God with all one's heart, with all one's soul and with all one's efforts; from this it comes about that love is kept whole and uncorrupted (through temperance). No misfortune can disturb it (and this is fortitude). It obeys only [God] (and this is justice), and is careful in discerning things, so as not to be surprised by deceit or trickery (and this is prudence) (CCC 1809).

Temperance moderates the attraction of the pleasures of the senses and provides balance in the use of created goods. The gift of faith remains in one who has not sinned against it. But "faith apart from works is dead": when it is deprived of hope and love, faith does not fully unite the believer to Christ and does not make [them] a living member of his Body (CCC 1838).



## JUNIOR LESSON: TEMPERANCE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- define temperance;
- explain how the practice of temperance is an opportunity to build relationships with God and others;
- explain the challenges to temperance;
- Explain the consequences of not having temperance;
- provide scriptural examples of challenges to temperance.

### Look-fors:

- Student knowledge of the virtue and of the definition of temperance;
- The ability to identify symbols associated with temperance and how God has faith in humanity;
- Student engagement;
- The ability to foresee consequences of their actions
- Student work habit choices meet the needs of their learner profile.

### Terminology

#### Terminology:

Temperance    Humility    Modesty    Restraint    Self-Denial    Freedom    Free Will

### Envision (Minds On)

#### Begin in prayer:

+Lord, inspire us to act justly, love tenderly, and walk humbly with you, our God. Breathe upon us your spirit of kindness. May there be peace in our hearts, in our homes, and between all people. I make this prayer in the power of Your most holy Name. Amen.+

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. Write the word “freedom” on the board. Ask the students to brainstorm and come up with some words and/or concepts that they associate with “freedom”. After this is completed, ask the students if they think that freedom also means that they have the freedom to hurt others or make decisions that hurt others.
2. Discuss some of the opportunities that we need to take responsibility for our actions, both positive and negative.
3. What are some challenges to temperance? (*Selfishness, desire, etc. - answers will vary.*)



## Sow (Action)

Refer back to the board with all of the words and/or concepts that they associated with “freedom”. Ask the students how a person could misuse the gift of freedom and how that can make themselves and others feel.

Have the students read the following passage together (this is a story about a brother and sister who were told not to touch the iPad/tablet/computer by their parents but do and they break it).

“Please do not play with the computer, it is for Mom and Dad’s work only,” said their mother. Madeleine and Nicholas’ parents had purchased a new computer that was very interesting indeed. Madeleine and Nicholas were very curious to see it and they wanted to play with it. Nicholas asked, “Does that play games?” Madeleine asked, “Can I watch videos on it?” Their father replied, “No, it is not a toy, it is for Mom and Dad’s work.”

When their Mom was watching their baby brother and their Dad went to work, Madeleine and Nicholas snuck into the family room and began to look at the new computer. Nicholas said, “Let’s play with it, no one will know. We will be quiet.” Madeleine said, “Dad told us not to.” Nicholas said, “Dad is not here and Mom is with the baby, we will be quick.” Madeleine agreed and both of them began to play with the computer. They were laughing and having a good time and they spilled a cup of coffee that their Dad left by the computer and it stopped working. Both children were worried by what they had done and they did not know what to do.

Nicholas said, “Let’s clean up and leave things as it was, Dad will never know.” Madeleine said, “We need to tell and take responsibility for what we did. Mom and Dad will be mad, but that is the right thing to do.”

Madeleine and Nicholas went upstairs to their Mom and told her what had happened. She was upset and disappointed, but she was proud that her children told her the truth and took responsibility for their actions. When their Dad came home, he was also upset but he was relieved that no one was hurt. He was also proud of his children and he forgave them.

Working in pairs or small groups, have the students Think, Pair, and Share the different things or times where they may be responsible for what they do. How were these challenges to temperance? Have students record their discussions in point form and report it to the class. By the end of class: Invite students to share their learning with the class by posting their answers on chart paper or on a Padlet wall.



## Nurture (Consolidation)

Students share their findings with the class. Engage in a large-group discussion or a jigsaw activity so that students become familiar with temperance. Students may want to access their work from the previous class (chart paper, Padlet, etc.) to share their learning.

Students complete an exit card answering the following questions:

1. How do I exercise self-control and balance in my life?
2. In modeling the life of Christ, how am I called to practice temperance on a daily basis?
3. In what circumstances of daily living am I challenged not to be temperate?
4. How can I direct my human appetites toward the good?

## Extension Activities

### Activities:

- [Virtue of Faith Prayer & Symbol \(Loyola Press\)](#)
- [Curriculum Support for Catholic Schools: Virtues](#)

### Video resources:

- [Franklin's Virtues: Temperance](#)

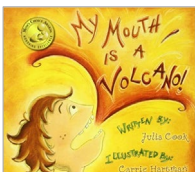
### Music resources:

- [Spirit of Revival \(Life Center Worship\)](#)
- [To Live is Christ \(Sidewalk Prophets\)](#)
- [The Spirit And The Bride \(Matt Maher\)](#)
- [The Father's House \(Cory Asbury\)](#)
- [Growing in Faith, Growing in Christ \(Religious Education Program Theme\)](#)

Select one of the following Scripture passages and describe what it teaches us about temperance:

- Slowness to Anger ([Proverbs 19:19](#))
- Self-Restraint ([Sirach 18:30](#))
- Moderation in Speech ([Sirach 20:13](#))

## Mentor Text Connections

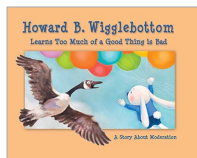


### My Mouth is a Volcano

Author: Julia Cook

*My Mouth Is A Volcano takes an empathetic approach to the habit of interrupting and teaches children a witty technique to capture their rambunctious thoughts and words for expression at an appropriate time.*

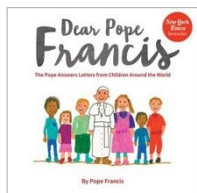




### **Howard B. Wigglebottom Learns Too Much of a Good Thing is Bad: A Story**

Authors: Howard Binkow and Reverend Ana

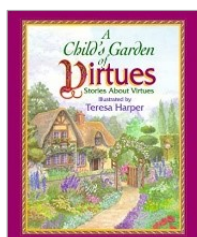
*Howard over does and over eats. He learns that through discipline and moderation, he can have a sense of personal power. Tips and lessons included.*



### **Dear Pope Francis**

Author: Pope Francis

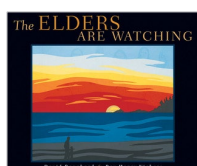
*Pope Francis answers questions from children around the world.*



### **A Child's Garden of Virtues**

Author: Peg Augustine

*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### **The Elders are Watching**

Author: David Bouchard

A book of poems and paintings inspired by the stories and words of wisdom of the Elders. The poem conveys a message of concern from aboriginal leaders of the past and a plea for us to respect our environment.

## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have a voice** – I speak, write and listen as Jesus would want me to.

**I am a team player** – I co-operate with others in all that I do.

## Curriculum Connections

### **Religious Education:**

#### **Grade 4:**

ML2.3: Describe the Church's understanding of the "judgement of conscience" and how it helps us to recognize the moral quality of our actions (i.e. before we are going to perform them, after we have performed them, and in the process of performing them). [CCC nos. 1777-1782]

#### **Grade 5:**

ML2.3: Describe the three sources of morality outlined in the moral teachings of the Church upon which the morality of a human act depends (i.e. the morality of a human act depends on: the object of the act that is chosen, the intention of the person acting, and the circumstances of the action) and apply them to an analysis of various moral dilemmas a person might face. [CCC nos. 1749-1754]



ML3.1: Identify and examine a selection of biblical passages to unfold what God revealed about the responsibility of individuals and social institutions to care for the poor and the sick, to be just in what they do.

**Grade 6:**

ML3.3: Explain using examples the relationship between making good moral choices, developing Christian virtues and holiness.

**Family Life Education (Grades 4-6):**

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God;

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

**Arts (Grades 4-6):**

**Music:**

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

**Visual Arts:**

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

**Language (Grades 4-6)**

**Reading:**

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

**Social Studies:**

**Grade 4:**

A.3: demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other





# ***Our Language, Our Story***

## ***Intermediate Lessons***





## THEOLOGICAL VIRTUE: FAITH

**Descriptor:** The language of our story speaks of **faith**. The theological virtue of **faith** is God's gift to us at Baptism. Christian faith transforms our minds with God's self-understanding. Faith gives us a new way of *seeing*: seeing God, ourselves and everything around us, and of *believing*: what Christ has taught us in the Gospels and handed on to us through His Church. The faith we share through Baptism into Christ's body (the Church), leads us to believe, pray and worship. It is witnessed in love of God and in love of neighbour, made in God's image. Faith is visible in our Catholic schools whenever there is trust in God, belief, prayer, worship and the witness of love.

Faith is God's gift of believing and seeing with new hearts and eyes as a share in God's own self-knowledge. Faith enables us to believe what God reveals in Christ and to follow what Christ has taught us in the Gospels and through His Church.

Believing in God means: I put all my trust in the one who loves me the most. I accept what God reveals of Himself. I try to do what he tells me. Believing in God means to feel secure in him. God loves us. We do not need to be afraid. Together with him we can bring out the best in us! (YOUCAT for Kids)

We find the true faith in Sacred Scripture and in the living Tradition of the Church. The New Testament developed out of the faith of the Church. Scripture and Tradition belong together. Handing on the faith does not occur primarily through documents. In the early Church it was said that Sacred Scripture was "written on the heart of the Church rather than on parchment" (YOUCAT).

Faith is the theological virtue by which we believe in God and believe all that he has said and revealed to us, and that Holy Church proposes for our belief, because He is truth itself. By faith "[a person] freely commits [their] entire self to God." For this reason the believer seeks to know and do God's will. "The righteous shall live by faith." Living faith "work[s] through charity" (CCC 1814).

The gift of faith remains in one who has not sinned against it. But "faith apart from works is dead" when it is deprived of hope and love, faith does not fully unite the believer to Christ and does not make [them] a living member of his Body (CCC 1815).

The disciple of Christ must not only keep the faith and live it, but also profess it, confidently bear witness to it, and spread it: "All however must be prepared to confess Christ before [others] and to follow him along the way of the Cross, amidst the persecutions which the Church never lacks." Service of and witness to the faith are necessary for salvation: "So every one who acknowledges me before others, I also will acknowledge before my Father who is in heaven; but whoever denies me before others, I also will deny before my Father who is in heaven" (CCC 1816).



## INTERMEDIATE LESSON: FAITH

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- describe the theological virtue of faith;
- develop an understanding of the gift of our Catholic faith;
- explain how faith helps us throughout our lives;
- explain how the Nicene and Apostles' Creed expresses our faith;
- explain how the Lord's Prayer expresses our faith.

### Look-fors:

- Student knowledge of the virtues and of the definition of faith;
- The ability to identify the connection between our faith and the prayers of the Church;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.

### Terminology

#### Terminology:

Faith	Creed	Nicene Creed
Virtue	Apostles' Creed	One, Holy, Catholic, Apostolic

### Envision (Minds On)

#### Begin in prayer:

Lord Jesus Christ, You are The Way, The Truth, and the Life. Help us to grow in faith as we learn more about you, and help us to sow seeds of faith that are rooted in your love. Send the Holy Spirit to guide us as we walk with one another on our journeys of faith. We ask this in your name. Amen.

- Mike Gundert, ALCDSE

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. What is the Catholic virtue of faith? Why is it important to us? (*The virtue by which we believe in God, acknowledge his truth, and commit ourselves personally to him. We put all our trust in him and accept what he reveals of himself. YOUCAT 307, CCC 1814-1816, 1842, YOUCAT for Kids 6*)
2. How does the Virtue of Faith influence how we make decisions? (*We try and do what God tells us. Believing in God means to feel secure in him. Together with God we can bring out the best in us! (YOUCAT for Kids 6)*)



3. What do our most prominent prayers tell us about our faith? (*Our Father – teaches us about God, our faith story, forgiveness, and dignity; Creed – helps us to express in prayer some of our beliefs as a Church; Hail Mary – teaches us about her important role in salvation history and how she supports us.*)

## Sow (Action)

In groups, students will deepen their understanding of of faith by exploring the meaning of this virtue, the Nicene Creed, and the Lord's Prayer. Organize students into small groups (3-4) and assign each group one of the three following topics:

1. The virtue of faith
2. The Creed as an expression of faith
3. The Lord's Prayer as an expression of faith

Consider grouping students by interest in each topic.  
The rest of the period will be dedicated to group work.

### 1. The Virtue of Faith

- Read the following sections of the YOUCAT: 21, 305, 306, 307 or look-up the following sections of the [Catechism of the Catholic Church](#): 253-263 & 179-184 or view the *Ascension Presents* video [What Do We Mean By Faith?](#)
- Answer the following questions:
  - a) How is the virtue of faith acquired? (*As a gift from God – through Baptism*)
  - b) How does faith assist us in life? (*Supports us in good times and challenging times; guides us in our decision making; helps us support others; teaches us how to live our lives*)

### 2. The Creed as an expression of faith

- View [The Creed video by ODB Films](#). Explain each line of the Nicene Creed.
- When we pray the Nicene Creed, we pray that we believe in One, Holy, Catholic, and Apostolic Church. View the video [C4: Ignite Your Catholic Faith – What are the Marks of the Church?](#) and explain these four marks of the Church.
- For reference: [The Nicene Creed](#)

*Background information on the Nicene Creed:*

- The Nicene Creed is a longer version of The Apostles' Creed. We often pray the Apostles' Creed during Sunday Mass in Canada. Some parishes may pray The Nicene Creed.
- The Creed is a powerful tool in our faith helps us express what we believe.
- The Creed is meant as a prayerful articulation of some of what we believe, but doesn't articulate everything that we believe.



- Praying the Creed in Church helps unite us all as the Body of Christ. We have one creed across the Church.
- Everytime we pray the Creed, it makes us more and more a follower of Christ.
- One, Holy, Catholic, Apostolic: We are one Church, called to be holy, universal/same throughout the world, and connected to the 12 apostles.

### 3. The Our Father as an expression of faith

- What does the *Our Father* teach us about our faith?
- Review [About the Lord's Prayer](#) by Loyola Press, view [The Meaning of the Lord's Prayer](#) by *The Religion Teacher*, or read sections 511-527 of the YOUCAT.
- How is the Lord's prayer a summary of our faith story?
- How does this prayer help us grow closer to God?
- What does the prayer teach us about human dignity, forgiveness, and praying?
- For reference: [The Lord's Prayer](#)

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper, on a Padlet wall, or on any other appropriate medium to share the information.

## Nurture (Consolidation)

Invite students to participate in a [guided meditation](#) on the benefits of faith.

Students complete an exit card answering the following questions:

1. Explain the virtue of faith
2. What is one thing that the Nicene Creed teaches us about our faith?
3. What is one new thing that you learned about the Lord's Prayer (The Our Father)?

## Extension Activities

### Activities:

- [Faith Collage \(Loyola Press\)](#)
- [Virtue of Faith Look-Fors \(RCCDSB\)](#)
- [People of Virtue Activity \(Loyola Press\)](#)
- [Daily Reflections & Prayers \(RCCDSB\)](#)
- [Faithfulness \(TCDSB Virtue of the Month\)](#)
- [Curriculum Support for Catholic Schools: Faith](#)
- [Virtue Greeting Card \(We Have Neither Silver nor Gold p. 41 – CCC\)](#)

### Music resources:

- [This I Believe - The Creed \(Hillsong Worship\)](#)
- [Oceans \(Hillsong Worship\)](#)
- [What Faith Can Do \(Kutless\)](#)



- [Lord, I Need You \(Matt Maher\)](#)
- [10 000 Reasons \(Matt Redman\)](#)

**Select one of the following Scripture passages and describe what it teaches us about faith:**

- Faith can move mountains ([Matthew 17:20](#))
- I am the Bread of Life ([John 6:35](#))
- “Never Too Young ([1 Timothy 4:12](#))

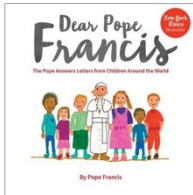
**Invite students to explore each component of the Creed in detail.**

View the following [videos](#), organized by Loyola Press.

**Research a saint that demonstrated the virtue of faith.**

Provide details about the saint’s life. Describe the saint’s conversion moment or encounter with God that changed their life. How did the saint help other grow in faith and bring them closer to God? What are some similarities that you share with the saint? What is the saint a patron of?

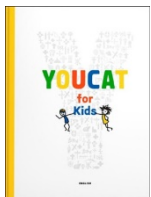
## Mentor Text Connections



### Dear Pope Francis

Author: Pope Francis

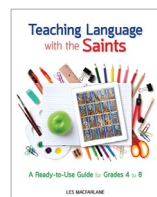
*Pope Francis answers questions from children around the world.*



### YOUCAT for Kids

Author: YOUCAT Foundation

*Catholic Catechism for Children and Parents: An exciting and fun new way to help children and parents to discover their Catholic faith together.*

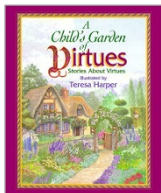


### Teaching Language with the Saints

Author: Les MacFarlane

*A journey of inquiry into the saints through practical lesson ideas for teachers, allowing students to develop language skills as they deepen their faith.*

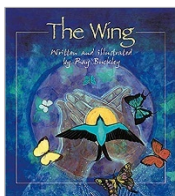




### **A Child's Garden of Virtues**

Author: Peg Augustine

*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### **The Wing**

Author: Ray Buckley

*The people of the forest are amazed at the beauty and swiftness of She Who Flies Swiftly. She is like a bright jewel among the leafy trees. But one day they find her lying with a broken wing on the forest floor. Suddenly the Creator is there, holding her in his hand. Afterward the others wait for her to fly, but she no longer can. The forest people cannot understand - wasn't she healed by the Creator? Finally they leave her and in her sorrow she begins to sing. The song becomes more and more beautiful. Her voice is joined by that of the Creator. This story helps us to see that healing can come in many different ways.*

## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have ideas** - Because I have ideas, I have a purpose, and I will live my life like Jesus.

**I care** – I care about and respect my 'family' at school, at Church, in the community, and the world.

## Curriculum Connections

### **Religious Education:**

#### **Grade 7:**

BL3: Demonstrate an understanding of how the Church is called in its mission to witness to being apostolic (i.e. the Church is Apostolic).

ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues / vices).

ML3.2: Identify and describe the cardinal and theological virtues identified by the church; explain how they are acquired and give examples of how they assist us in the Christian life.

#### **Grade 8:**

BL 3: Demonstrate an understanding of the meaning of the four marks of the Church: One, Holy, Catholic and Apostolic and how these four marks are lived out in the life of the Church. [CCC nos. 811-945].



ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision-making. [CCC nos. 1776-1789].

PR1.1: Identify how a Life of Prayer involves the theological virtues (i.e. faith, hope, and love) and how these are expressed in the Our Father as a prayer. [CCC nos. 2607-2615; 2777-2802].

### **Family Life Education**

#### **(Grades 7-8):**

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God. (CCC 299, 325-327; CCCC 59; GDC 116-117, 123; GS 12).

D3: Analyze and practice a process for decision making.

#### **Grade 8:**

E1.1 Recognize and appreciate the social dimension of their faith.

### **Arts (Grades 7-8):**

#### **Music:**

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### **Visual Arts:**

D1: Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

### **Language (Grades 7-8)**

#### **Reading:**

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### **Social Studies (Grades 7-8):**

A2.4, B2.4: Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.





## THEOLOGICAL VIRTUE: HOPE

**Descriptor:** The language of our story speaks of **hope**.

Hope is God's gift to us at Baptism. At Baptism, we become one with the Risen Jesus, and share in the hope of His Resurrection. We practice hope when we pray and work for God's Kingdom to come: praying for one another, working for justice, encouraging each other, helping each other every day. In this way, we show the world that our hope is a living hope, that God loves His children, and in Jesus, He has made us sharers in His promised gift of eternal life.

Hope is the theological virtue by which we desire the kingdom of heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit. "Let us hold fast the confession of our hope without wavering, for he who promised is faithful." "The Holy Spirit . . . he poured out upon us richly through Jesus Christ our Savior, so that we might be justified by his grace and become heirs in hope of eternal life" (CCC 1817).

Christian hope unfolds from the beginning of Jesus' preaching in the proclamation of the *beatitudes*. The beatitudes raise our hope toward heaven as the new Promised Land; they trace the path that leads through the trials that await the disciples of Jesus. But through the merits of Jesus Christ and of his Passion, God keeps us in the "hope that does not disappoint." Hope is the "sure and steadfast anchor of the soul . . . that enters . . . where Jesus has gone as a forerunner on our behalf." Hope is also a weapon that protects us in the struggle of salvation: "Let us . . . put on the breastplate of faith and charity, and for a helmet the hope of salvation." It affords us joy even under trial: "Rejoice in your hope, be patient in tribulation." Hope is expressed and nourished in prayer, especially in the Our Father, the summary of everything that hope leads us to desire (CCC 1820).

Hope is the power by which we firmly and constantly long for what we were placed on earth to do: to praise God and to serve him; and for our true happiness, which is finding our fulfillment in God; and for our final home: in God. [1817-1821, 1843] Hope is trusting in what God has promised us in creation, in the prophets, but especially in Jesus Christ, even though we do not yet see it. God's Holy Spirit is given to us so that we can patiently hope for the Truth (YOUCAT 308).

**From Pope Benedict's Encyclical, [SPE SALVI \(Saved in Hope\)](#):**

- "The one who has hope lives differently; the one who hopes has been granted the gift of a new life" (#2).
- "All serious and upright human conduct is hope in action" (#35).
- "It is never too late to touch the heart of another, nor is it ever in vain" (#48).



## INTERMEDIATE LESSON: HOPE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- Recognize *Hope* as one of the theological virtues.
- Understand that *Hope* needs to be cultivated and nurtured.
- Understand that gratitude begets *Hope*.
- Recognize that *Hope* is a gift from God and can be used to combat injustice, to encourage others, or to help others.

### Look-fors:

- Student engagement in gratitude exercises.
- Student ability to identify *Hope* as a gift from God.
- Students strengthening their gift of *Hope* within themselves (actions that build peace)
- Students bringing *Hope* to others (service to others)

### Terminology

#### Terminology:

Virtue   Hope   Theological   Gratitude   Nurture   Cultivate

### Envision (Minds On)

#### Begin in prayer:

+Thank you, my God, for the gift of Hope. Let me trust in Your goodness always. I will turn to You in prayer and work for Your Kingdom. I make this prayer in Jesus' name. Amen.+ (Tony Cosentino, RCCDSB)

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion. Record answers.**

1. What is "Hope"?
2. Where (When) do you see "Hope"?
3. What does "Hope" look like?
4. Who has "Hope"?
5. How is "Gratitude" like "Hope"?



## Sow (Action)

Gratitude, like *Hope*, acknowledges the blessings bestowed upon us instead of being in want of more. Being grateful is a learned behaviour that fosters positivity, optimism, and faith as it strengthens our *Hope*.

### 1. Begin a Gratitude Journal (Timeline: Ongoing, minimum one week)

The teacher will provide students with the opportunity to complete a *Gratitude Journal* at the same time each day. Journals can be supplied or brought in by students. A plain piece of paper in a duo-tang also works. Teachers should encourage students to personalize them if they so choose. Each entry should include the date and something for which they are grateful. Begin at one blessing and work up to three. (Differentiated Instruction would include the number and/or frequency of entries. Technology may also be used in place of tangible journals. Scaffolding for each class will be different based on student needs.)

### 2. Find the Hope (Timeline: As needed)

Students are encouraged to find examples of Hope through pictures, in song, in video/film, etc. Students will work to collaboratively create a Hope gallery (this can be created from mixed media). Once the gallery is robust, the teacher can move on to Activity#3.

### 3. Examining Hope (Timeline: 40 min)

The teacher will take the students on a walk through the Hope gallery. They will circle back to questions 1-4 from the Minds-On section and examine their recorded answers to see how they compare to the imagery in the Hope gallery. Students share in pairs or small groups before reconvening as a larger group, or the teacher may choose to lead the activity solely as a large group.

## Nurture (Consolidation)

1. **Students will ponder the blessings recorded in their *Gratitude Journal*.** Depending on the climate in the classroom, the teacher may wish to have students share how the activity made them feel or he/she may ask the students to share their thoughts about the activity. (Differentiated Instruction: This can be done in a round-table discussion using a talking piece, by voluntary participation, in private conference, or by journal entry).
2. **Keeping in mind their recorded blessings, as a large group, students will circle back to question 5 from the Minds-On section and discuss whether they still feel the same as they did when they answered the question previously.**



**3. Next, students will consider these questions:**

- a) How can we foster the gift of Hope that God has given us?
- b) How can we “Be the Hope” for others?

(Students will likely conclude that hope is fostered in service to others.)

**4. Project: Living in Communion with Others**

Students will work both individually and as a team to “*Be the Hope*” for others. They will choose people in need of *Hope* and work toward nurturing that *Hope*. Examples include:

- a) Make blessing bags for the homeless.
- b) Finding the needs of a local shelter and working toward fulfilling them (i.e. through collection or fundraising).
- c) Partnering with a retirement residence and beginning a pen pal program or buddy program.
- d) Collecting and shipping supplies to First Nations communities through organizations such as I Love First Peoples or True North Aid.
- e) Participate in a [Project of Heart activity](#).
- f) Make dog/cat beds and donate them to the OSPCA.
- g) Create a random acts of kindness chain.
- h) [Letters or cards to members of our Canadian military serving overseas](#).
- i) [Postcards to Canadian Veterans](#)

## Extension Activities

- Choose a current issue faced by Indigenous people, First Nations, Métis, or Inuit and “*Be the Hope*” as you pursue justice in an unjust situation. Examples include:
- Lack of clean drinking water in First Nations communities. Begin an inquiry into the issue and then embark on a letter writing campaign or awareness campaign.
- Write messages of *Hope* to a Residential School Survivor or create a slideshow to play at next year’s Orange Shirt Day assembly.
- Learn some words and phrases in an Indigenous language and/or invite someone with Indigenous heritage into the classroom to share parts of their language and/or culture.

**Video Resources:**

[What is Hope and Why Do We Need It?](#) (Father Mike Schmitz - Ascension Presents)

**Music Resources:**

- [Hope Comes Alive \(Josh Blakesley\)](#)

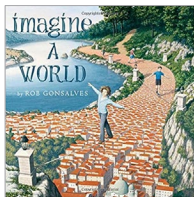


- [Song of Hope \(Robbie Seay Band\)](#)
- [Hope in Front of Me \(Danny Gokey\)](#)
- [Living Hope \(Phil Wickham\)](#)
- [My Hope is in You \(Aaron Shust\)](#)

Select one of the following Scripture passages and describe what it teaches us about faith:

- God is for us ([Romans 8:31](#))
- The God of hope ([Romans 15:13](#))
- Hope for what we do not have ([Romans 8: 24-25](#))
- Unseen faith ([1 Peter 1:8](#))
- Hope in the Lord ([Isaiah 40:31](#))
- God’s plans for you ([Jeremiah 29:11](#))
- Faith can move mountains ([Matthew 17:20](#))
- I am the Bread of Life ([John 6:35](#))
- Never Too Young ([1 Timothy 4:12](#))

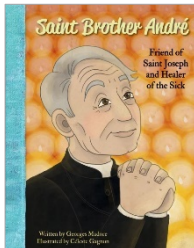
## Mentor Text Connections



### Imagine a World

Author: Rob Gonsalves

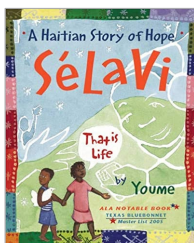
*Imagine a world where the sky becomes the Earth; where a waterfall freefalls to become dancing women; where you can cut mountains out of curtains, and ships sail into the sky.*



### Saint Brother André

Author: Georges Madore

*Brother André, now known as Saint André Bessette, is one of our Canadian saints. People living today still remember him and tell stories about how he healed their father, their neighbour, their friend. He was called “the miracle man of Montreal”! This book tells the amazing story of Saint Brother André, friend of Saint Joseph and healer of the sick.*

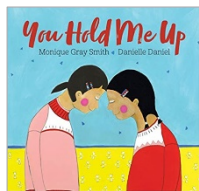


### Sélavi, That is Life: A Haitian Story of Hope

Author: Youme Landowne

*The true story of Selavi (that is life”), a small boy who finds himself homeless on the streets of Haiti. He finds other street children who share their food and a place to sleep. Together they proclaim a message of hope through murals and radio programs.*

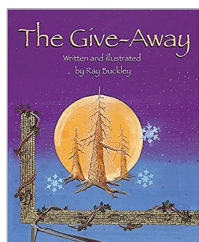




### **You Hold Me Up**

Author: Monique Gray Smith

*This vibrant picture book encourages children to show love and support for each other and to consider each other's well-being in their everyday actions.*



### **The Give-Away**

Author: Ray Buckley

The Native American tradition of the give-away takes a new form in this engaging dialogue between the Whooping Crane, the Snow Goose, Old Beaver, Grandmother Turtle, the Wind, the Ancient One, and the Creator as well as others.

## Ontario Catholic School Graduate Expectations

- **I am a Believer** – Because I am a believer, I will live my life like Jesus.
- **I am a Team Player** – I work hard in school so that I can build my community and make it a better place.
- **I have responsibilities** – Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.

## Curriculum Connections

### Religious Education

#### **Living a Moral Life:**

ML3: Grace, Virtue, Holiness and Sin and Forgiveness (Gr.7)

#### **Living in Communion:**

LC2: The Communion of Saints (Gr. 7)

LC1: Living in the Church as members of the Body of Christ (Gr.8)

LC2: The Communion of Saints (Gr. 8)

#### **Living in Solidarity:**

LS1: We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings) (Gr.7 &8)

LS2: Social Justice Teachings of the Church (Gr.7&8)

#### **Praying:**

PR1: God's universal call to prayer and our human response (Gr.7&8)



## **Language (Grades 7-8)**

### **Oral Communication:**

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

### **Writing:**

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.

### **Media Literacy:**

1. Demonstrate an understanding of a variety of media texts;
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## **Visual Arts**

### **Grades 7-8:**

- D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;
- D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

### **Grade 7:**

- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms.

## **History**

- A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.

### **Sources:**

- Wadell, Paul J., “Hope: The Forgotten Virtue of Our Time” America: The Jesuit Review November 7, 2016.
- Catholic Education Week Resource Package 2019 (Adapted for RCCDSB)





## THEOLOGICAL VIRTUE: LOVE

**Descriptor:** The language of our story speaks of **love**. The theological virtue of **love** is God's gift to us at Baptism. The gift of Christian love enables us to love God above all things and to love others as God loves them. This was the great insight of St. Thérèse of Lisieux, who said "we have been made by love for love". God's gift of love directs and gives strength to our life of virtue. Our model of love is Jesus, who laid down his life so that we might have life to the full (Jn. 10:10). Our encounters with Jesus in the Gospel and the sacraments nurture us so that we can love as He has loved us. Love is visible in our Catholic schools wherever the kindness, service and self-giving love of Jesus are found.

Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God (CCC 1822).

Jesus makes charity the *new commandment*. By loving his own "to the end," he makes manifest the Father's love which he receives. By loving one another, the disciples imitate the love of Jesus which they themselves receive. Whence Jesus says: "As the Father has loved me, so have I loved you; abide in my love." And again: "This is my commandment, that you love one another as I have loved you" (1823).

Charity is the power by which we, who have been loved first by God, can give ourselves to God so as to be united with him and can accept our neighbor for God's sake as unconditionally and sincerely as we accept ourselves. [1822-1829, 1844] Jesus places love above all laws, without however abolishing the latter. Therefore St. Augustine rightly says, "Love, and do what you will." Which is not at all as easy as it sounds. That is why charity, love, is the greatest virtue, the energy that inspires all the other virtues and fills them with divine life (YOUCAT 309).



## INTERMEDIATE LESSON: LOVE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- Understand that love is an action, not just a feeling;
- Articulate that love is our response to God's call to be followers of the Gospel teachings;
- Love is an act that involves both giving and receiving.

### Look-fors:

- Student engagement;
- Students' ability to make connections between Jesus' commandments and their own lives;
- Students can make a commitment to be actively kind and loving to themselves and one another.

### Terminology

#### Terminology:

Love   Kindness   Compassion   Commandment   Sacrifice

### Envision (Minds On)

#### Begin in prayer:

+Lord Jesus Christ, while on earth you had close and devoted friends, such as John. Lazarus, Martha and Mary. You showed in this way that friendship is one of life's great blessings. Thank you for the friends that you have given me to love me in spite of my failures and weaknesses, and to enrich my life after your example. Let me ever behave toward them as you behaved toward your friends. Bind us close together in you and enable us to help one another on our earthly journey. Amen.+

[TCDSB Virtue of the Month](#)

#### Reflection:

1. Print out these [Scripture passages and quotes about love \(TCDSB Virtue of the Month\)](#). Have students randomly select a passage or quote. Once they have selected their quote or passage, ask them to write down how the words make them feel in a short journal entry.
2. Next, students can join with a partner to share their thoughts and feelings.
3. Finally, as a class, encourage students to share their chosen quote/passage and have them explain how it relates to the Christian call to love God and love one another.



## Sow (Action)

Read to students: [Mark 12:28-31](#)

Ask students to work in small groups to answer the following questions:

- What does God ask of us, His followers?
- As a young person, how can you respond to God's call to love Him and your neighbour?
- In our Catholic school, how do we show love?
- What are the challenges to being a loving person? Is it an easy task?
- It can be easy to love someone that we get along with and share similarities with. Why can it be difficult to love those whose experiences or opinions are different than ours?
- Can you identify Bible characters, saints or everyday people who respond(ed) to God's call? Who are they? How are they role models for us?
- How does the virtue of love compare with the teaching of love given by the Grandfathers? ([7 Grandfather Teachings](#))

## Nurture (Consolidation)

Have students research a saint who demonstrates the virtue of love. Students can share their findings in unique and fun ways (PowerPoint, iMovie, Prezi, a script, poetry, etc.).

One important question that students must answer is: "How does this saint inspire me to respond to the Christian call to love God **and** one another?"

## Extension Activities

### Activities:

The Toronto Catholic District School Board has created a [Virtue of Love calendar](#) that outlines Virtue of the Month activities related to the virtue of love. It is set for February, But teachers can modify the calendar to their own individual needs.

### Video resources:

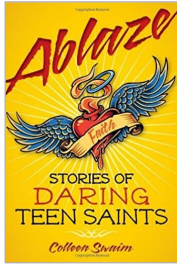
- [7 Grandfather Teachings: Love](#)
- [Be Kind to One Another Story](#)

### Music resources:

- [Perfect Love - Mary's Song \(Hillsong Worship\)](#)
- [Fierce \(Jesus Culture\)](#)
- [Reckless Love \(Cory Asbury\)](#)
- [Your Love Awakens Me \(Phil Wickham\)](#)
- [Your Love Defends Me \(Matt Maher\)](#)



## Mentor Text Connections

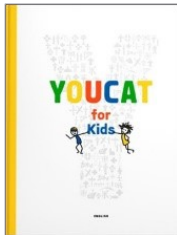


### **Ablaze: Daring Stories of Teen Saints**

Author: Colleen Swaim

*Following Christ is not always easy, but takes courage, patience, and love.*

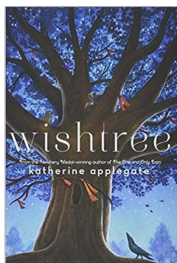
*In Ablaze: Stories of Daring Teen Saints, Colleen Swaim examines the lives of eight young men and women who were set fire with the Spirit and set free to live lives of extraordinary virtue. All became saints for the outgoing, against-the-current heroism of their teen years.*



### **YOUCAT**

Author: YOUCAT Foundation

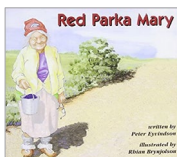
*Catholic Catechism for Adolescents and Parents: An exciting and fun new way to help adolescents and parents to discover their Catholic faith together.*



### **Wishtree**

Author: Katherine Applegate

*Red is an oak tree who is many rings old. Red is the neighborhood "wishtree"—people write their wishes on pieces of cloth and tie them to Red's branches. Along with her crow friend Bongo and other animals who seek refuge in Red's hollows, this "wishtree" watches over the neighborhood. You might say Red has seen it all. Until a new family moves in. Not everyone is welcoming, and Red's experiences as a wishtree are more important than ever.*



### **Red Parka Mary**

Author: Peter Eyvindson

*Why is the little boy so afraid when he walks past his neighbour's house? In this heartwarming story, the boy learns that a wise and wonderful new friend may only be a smile away.*



### **Sweetest Kulu**

Author: Celina Kalluk

*"Dream a little, Kulu, this world now sings a most beautiful song of you."*

*This beautiful bedtime poem, written by acclaimed Inuit throat singer Celina Kalluk, describes the gifts given to a newborn baby by all the animals of the Arctic.*

## Ontario Catholic School Graduate Expectations

**I care** – I care about and respect my 'family' at school, at Church, in the community, and the world.

**I have responsibilities** – I follow rules and do my share.

**I am a believer** – Because I am a believer, I will live my life like Jesus.



## Curriculum Connections

### Religious Education:

#### Grade 7:

ML1.1: Examine a number of scriptural passages on the centrality of love, marriage and sexuality, and the moral life (e.g. 1 Corinthians 13 – Love; Matthew 22:36-40 – The Greatest Commandment; 1 John 1:14 – No Fear in Love) and explain how they form the basis of Church teaching in these areas.

[CCC nos. 1604, 1889, 2069]

LS1: Understand that through the sacraments of service we receive the gift of grace to live our vocations as Catholic Christians for the benefit of society and the world. [CCC nos. 1285-1321; 1533-1600; 1601-1666]

#### Grade 8:

ML1: Demonstrate an understanding of how living the Christian moral life in accordance to the Moral Law (i.e. Natural Moral Law, Ten Commandments, Law of the Gospel) is a witness to the Truth, the Dignity of the Human Person and the building up of the Church and Society. [CCC nos. 1700-1715; 1877-1948; 2012-2051; 2464-2513]

### Family Life Education

#### (Grade 7):

A1.1 recognize and appreciate the need to express emotions in a way that reflects respect for oneself and for others

B1.1 recognize and appreciate the role that human relationships play in each person's life B1.2 recognize and appreciate the contribution of friendship to their growth as persons

#### Grade 8:

B1.1 recognize and appreciate the value of relationships in their lives.

B1.2 recognize and appreciate the value of the relationship of friendship.

B2.1 explain the meaning of relationship and its importance in human lives.

#### Arts (Grades 7-8):

##### Music:

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

##### Visual Arts:

D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

#### Language (Grades 7-8)

##### Reading:

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.



## CARDINAL VIRTUE: PRUDENCE

**Descriptor:** The language of our story speaks of **prudence** or good sense. The cardinal virtue of **prudence** (good sense) has been called the “the watchful eye of love.” Prudence has three steps: seeking the proper, most loving thing to do; judging what is the best choice; and confidently acting. A prudent person asks, “What is the right, most loving thing to do?” They consider others’ advice, and looks to the Gospel and Church teaching to guide their conscience. They pray and think things through, then confidently act in truth and love. In this way, practicing prudence unites us more closely with God and neighbour. Prudence is visible in our Catholic schools when we reflect as Jesus’ disciples and act in His love.

A person becomes prudent by learning to distinguish what is essential from what is non-essential, to set the right goals and to choose the best means of attaining them [1806, 1835]. The virtue of prudence directs all the other virtues. For prudence is the ability to recognize what is right. After all, someone who wants to lead a good life must know what the “good” is and recognize its worth. Like the merchant in the Gospel “who, on finding one pearl of great value, went and sold all that he had and bought it” (Matthew 13: 46). Only a prudent person can apply the virtues of justice, fortitude, and moderation so as to do good (YOUCAT 301).

Prudence is the virtue that disposes practical reason to discern our true good in every circumstance and to choose the right means of achieving it; “the prudent [person] looks where [they] are going.” “Keep sane and sober for your prayers.” Prudence is “right reason in action,” writes St. Thomas Aquinas, following Aristotle. It is not to be confused with timidity or fear, nor with duplicity or dissimulation. It is called *auriga virtutum* (the charioteer of the virtues); it guides the other virtues by setting rule and measure. It is prudence that immediately guides the judgment of conscience. The prudent [person] determines and directs [their] conduct in accordance with this judgment. With the help of this virtue we apply moral principles to particular cases without error and overcome doubts about the good to achieve and the evil to avoid (CCC 1806).

Prudence disposes the practical reason to discern, in every circumstance, our true good and to choose the right means for achieving it (CCC 1835).



## INTERMEDIATE LESSON: PRUDENCE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- describe the theological virtue of prudence;
- develop an understanding of moral decision making;
- explain how making proper choices helps us throughout our lives.

### Look-fors:

- Student knowledge of the virtues and of the definition of prudence;
- The ability to identify the connection between our faith and moral decision making;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.

### Terminology

#### Terminology:

Prudence      Human      Considerate      Judiciousness      Choice      Respect      Clarity of Thought

### Envision (Minds On)

#### Begin in prayer:

+Lord Jesus, I give you my hands - to do your work. I give you my feet - to go your way. I give you my eyes - to see as you do. I give you my tongue - to speak your words. I give you my mind - that you may think in me. I give you my spirit - that you may pray in me. Above all, I give you my heart that you may love, in me, your Father and all humankind. I give you my whole self that you may grow in me, so that it is you, Lord Jesus, who live and work and pray in me. Amen.+

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. What is the Catholic virtue of prudence? Why is it important to us? (*The virtue by which we make proper decisions*).
2. How does the Virtue of prudence influence how we make decisions? (*It reflects, See, Judge and Act*).
3. What influences our ability to make proper decisions? (*Faith, Family, Friends, Media, Temptation, there are many possible influences*).





## Sow (Action)

In groups, students will deepen their understanding of how making good choices takes a lot of time and discernment. The actions that we take will have consequences. It requires a clarity of thought to investigate these situations. The students will do so by investigating the following:

1. What is an example of a good choice?
2. What are the consequences of the example of your good choice?
3. How could your good choice have the opposite result?

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper, on a Padlet wall, or on any other appropriate medium to share the information.

## Nurture (Consolidation)

Invite students to complete a self-examination of prudence ([see Line Master 1 on page 87](#)).

After completing the self-examination, ask students to complete a reflection on their self-examination. This can be completed in the format of the student's choosing (written, video, audio, etc.) and will be submitted to the teacher.

1. Explain the virtue of prudence in one sentence.
2. Which scenarios related to the virtue of prudence are your strongest assets? Why?
3. Which scenarios need the most improvement? What can you do to help yourself improve?

## Extension Activities

### Activities:

[People of Virtue Activity \(Loyola Press\)](#)

### Video resources:

<https://virtuefirst.info/virtue-of-the-week-prudence-2/>

### Music resources:

[Words \(Hawk Nelson\)](#)

[God is on the Move \(7eventh Time Down\)](#)

[New Wine \(Hillsong\)](#)

[Spirit of the Living God \(Meredith Andrews\)](#)

**Select one of the following Scripture passages and describe what it teaches us about faith:**

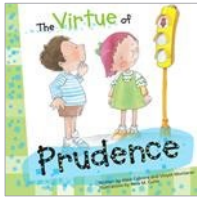
The Parable of the Unforgiving Servant ([Matthew 18:23-35](#))

The Parable of the Weeds among the Wheat ([Matthew 13:24-30](#))

The Temptation of Jesus ([Luke 4:1-12](#))



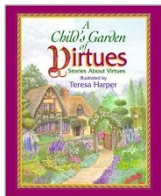
## Mentor Text Connections



### The Virtue of Prudence

Author: Alex Cabrera and Vinyet Montaner

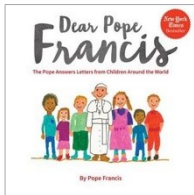
*The Virtue of Prudence provides fifteen illustrated mini stories that highlight the importance of prudence and how we can put this virtue into practice.*



### A Child's Garden of Virtues

Author: Peg Augustine

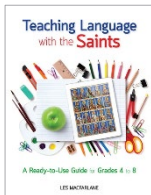
*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### Dear Pope Francis

Author: Pope Francis

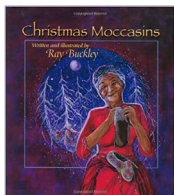
*Pope Francis answers questions from children around the world.*



### Teaching Language with the Saints

Author: Les MacFarlane

*A journey of inquiry into the saints through practical lesson ideas for teachers, allowing students to develop language skills as they deepen their faith.*



### Christmas Moccasins

Author: Ray Buckley

A young boy discovers the depth of the Creator's love and forgiveness as he accompanies his grandmother to deliver Christmas gifts. Earlier in the year the three young men who received the gifts cruelly hurt both grandmother and grandson, pushing them down in the snow and taking their coats and Grandmother's moccasins.

## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have ideas** - Because I have ideas, I have a purpose, and I will live my life like Jesus.

**I care** – I care about and respect my 'family' at school, at Church, in the community, and the world.



## Curriculum Connections

### Religious Education:

#### Grade 7:

ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues / vices);

ML3.2: Identify and describe the cardinal and theological virtues identified by the church; explain how they are acquired and give examples of how they assist us in the Christian life.

#### Grade 8:

ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision-making. [CCC nos. 1776-1789];

PR1.1: Identify how a Life of Prayer involves the theological virtues (i.e. faith, hope, and love) and how these are expressed in the Our Father as a prayer. [CCC nos. 2607-2615; 2777-2802].

### Family Life Education

#### (Grades 7-8):

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God. (CCC 299, 325-327; CCCC 59; GDC 116-117, 123; GS 12);

D3: Analyze and practice a process for decision making.

#### Grade 8:

E1.1 Recognize and appreciate the social dimension of their faith.

### Arts (Grades 7-8):

#### Music:

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### Visual Arts:

D1: Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

### Language (Grades 7-8)

#### Reading:

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### Social Studies (Grades 7-8):

A2.4, B2.4: Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.



Line Master 1: Self-Examination of Prudence			
Name:			
Prudence	Very Well	Well	Needs Improvement
I think before acting when faced with a moral dilemma.			
I reflect on past mistakes before acting.			
I keep my promises.			
I respect learning and the learning of others and I am open to new ideas.			
I say I am sorry and try to make up for past mistakes.			
I think of others when making decisions.			

Line Master 1: Self-Examination of Prudence			
Name:			
Prudence	Very Well	Well	Needs Improvement
I think before acting when faced with a moral dilemma.			
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I respect learning and the learning of others and I am open to new ideas.			
I say I am sorry and try to make up for past mistakes.			
I think of others when making decisions.			



## CARDINAL VIRTUE: JUSTICE

**Descriptor:** The language of our story speaks about **justice**. The cardinal virtue of *justice* is found in the character of persons who practice... seeking what is good in every situation and living in right relationship with God and neighbour. A just person fulfills their obligations to God in prayer and worship, and to neighbour in mercy and fairness. Justice is visible in our Catholic schools whenever we see people striving to meet their obligations to God and neighbour.

*Justice* is the moral virtue that consists in the constant and firm will to give their due to God and neighbor. Justice toward God is called the "virtue of religion." Justice toward [others] disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good. The just [person], often mentioned in the Sacred Scriptures, is distinguished by habitual right thinking and the uprightness of [their] conduct toward [their] neighbor. "You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor." "Masters, treat your slaves justly and fairly, knowing that you also have a Master in heaven" (CCC 1807).

Justice consists in the firm and constant will to give God and neighbor [their] due (CCC 1836).

The guiding principle of justice is: "To each [their] due". A child with a disability and a child who is highly gifted must be encouraged in different ways so that each may fulfill her/his potential. Justice is concerned with equity and longs to see people get that to which they are entitled. We must allow justice to govern our relations with God also and give him what is His: our love and worship (YOUCAT 302).

The basis of all justice is respect for the inalienable dignity of the human person, "whose defense and promotion have been entrusted to us by the Creator, and to whom the men and women at every moment of history are strictly and responsibly in debt" (Pope John Paul II, Encyclical *Sollicitudo rei socialis*, published 1987). Human rights are an immediate consequence of human dignity, and no State can abolish or change them. States and authorities that trample these rights underfoot are unjust regimes and lose their authority. A society is not protected by laws, however, but rather by love of neighbor, which makes it possible for everyone to "look upon his neighbor (without any exception) as 'another self'" (YOUCAT 329).



## INTERMEDIATE LESSON: JUSTICE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- Identify and discuss the Catholic Social Teaching;
- Define social justice;
- Provide scriptural examples of justice;
- Make connections between the Cardinal virtue of justice, the Catholic Social Teaching and national and global issues

### Look-fors:

- Student knowledge of the Catholic Social Teaching;
- The ability to make connections between social justice issues and the Catholic Social Teaching.

### Terminology

#### Terminology:

Social justice

Catholic Social Teaching

Solidarity

Indigenous

Water Crisis

Virtue

Indigenous Injustice

Sustainability

### Envision (Minds On)

#### Begin in prayer:

+Grant us, Lord God, a vision of your world as your love would have it:

A world where the weak are protected, and none go hungry or poor;

A world where the riches of creation are shared, and everyone can enjoy them;

A world where different races and cultures live in harmony and mutual respect;

A world where peace is built with justice, and justice is guided by love.

Give us the inspiration and courage to build it, through Jesus Christ our Lord. Amen.+

[TCDSB Virtue of the Month](#)

**Invite students to discuss the following topics as it relates to the virtue of justice, the Catholic Social Teaching and social justice and/or activism:**

1. What is the Catholic virtue of justice?
2. How does the virtue of justice impact our response to injustices facing persons in Canada and abroad?
3. How can we be more actively engaged in ensuring that those less fortunate have the same opportunities as those more fortunate?



## Sow (Action)

Begin the lesson by having students listen to the song [Fight for the Right](#) by the late Canadian Inuit singer-songwriter Kelly Fraser.

After watching the video provide students a hand out of the Catholic Social Teaching and highlight their connection to justice and social justice (*life and dignity of the human person; call to family, community, and participation; rights and responsibilities; option for the poor and vulnerable; the dignity of work and rights of workers; solidarity; care for God's creation*)

Readings:

Have students read through the [Catholic Social Teaching handout \(USCCB\)](#).

Call attention specifically to *rights and responsibilities, life and dignity of the human person, and care for God's creation*, as all of these Catholic Social Teaching will connect to the consolidation activity regarding Indigenous injustices—For example: The Water Crisis in First Nations communities.

One way that God reveals Himself to us is through his creation. Organize the students into groups of 2-3 and ask students these two prompting questions and have them write down their responses on chart paper (or on a class Padlet if you have access to technology):

1. How is the call to care for God's creation (our planet) connected with our concern for the life and dignity of every person?
2. In Canada, can you think of any examples of how climate change and/or lack of access to resources affects vulnerable persons?

Invite students to share their responses and discuss the topic of “social justice” and what it means and how it connects the Catholic Social Teaching of *rights and responsibilities, life and dignity of the human person and care for God's creation (social justice is based on the concepts of human rights and equality and how persons should have equal access to wealth, health, well-being, justice, privilege and opportunity)*.

Students will be engaging in an inquiry activity surrounding the topic of “The Water Crisis,” specifically its impact on First Nations people in Canada. Show students a profile on Autumn Peltier, a young Anishinaabe-kwe woman who is internationally recognized as an advocate for clean water and niece of the late Grandmother Josephine Mandamin, Water Warrior and Sacred Water Keeper:

- *Autumn Peltier is Anishinaabe-kwe and a member of the Wikwemikong First Nation and an internationally recognized advocate for clean water.*
- *She is a water protector and has been called a "water warrior".*
- *Peltier addressed world leaders at the UN General Assembly on the issue of water protection at the age of thirteen in 2018.*





Show students the [video of Autumn Peltier's address to the UN](#) from 2019.

Ask students these three questions and ask them to reflect on them through an exit card:

1. How can you create positive change in your community?
2. How is the call to care for God's creation related to social justice issues, specifically the water crisis?
3. Autumn shows us that age is not a barrier to action. What can you do to bring about change?

## Nurture (Consolidation)

Invite students to share their reflections from their exit cards.

Students will complete an assessment based on an Indigenous issue and/or injustice and will relate it back to a) the virtue of justice and b) the Catholic Social Teaching:

1. Lack of clean drinking water in First Nations communities
2. Water pollution: Mercury poisoning in Grassy Narrows First Nations
3. Poor conditions for learning in Attawapiskat (see Shannen Koostachin and Shannen's Dream)
4. Over-representation of Indigenous people in the justice system
5. Under-funding of First Nations Education (in comparison to other public education systems)
6. Lack of secondary schools in northern First Nations communities (and the problems that occur when they travel for education)
7. Broken Treaty promises
8. Over-representation of Indigenous children in the Foster Care System (Millennial Scoop)
9. Conflicts and protests (i.e. Wet'suwet'en, Oka, Ipperwash)

### Instructions for assignment:

For this activity, students will be completing a seven slide presentation on an Indigenous issue and/or injustice. Students will complete this activity in a group of 2 or 3.

**Please use the following structure to complete your presentation:**

#### Slide 1: State your issue (title)

- While presenting, be sure to state your issue and explain it fully (graphics are of benefit, here). Be sure to properly describe the heritage of the Indigenous group in question.

#### Slide 2: Table of Contents

#### Slide 3 and 4: Why is this an issue?

- Provide further context in your presentation and elaborate on why this is an issue and who this is impacting? Whose voices are being heard? Whose are not?



**Slide 5 and 6: What is being done about this issue?**

- Provide further explanation on potential actions that are being taken on this issue or short-term/long-term impacts of it? Have Indigenous People been consulted during this process?

**Slide 7: Works cited**

- Please provide a properly formatted works cited page at the end of your presentation using MLA format.

**Additional Notes:**

- While presenting, the expectation is that you provide brief information on your slides and provide in-depth explanation on your topic. The use of cue cards or prompting notes is encouraged. Ensure that you engage your peers and maintain eye contact while presenting your slide show.

**Rubric:** [See Line Master 2 on page 96](#)

## Extension Activities

**Activities:**

- [Discover Who You Are: Guiding Voices \(EOCCC\)](#)
- [Catholic Social Teaching Poster For Young Adults](#)
- [CST 101: Care for God's Creation](#)
- [CST 101: Option for the Poor and Vulnerable](#)
- [CST 101: Life and Dignity of the Human Person](#)

**Video resources:**

- [Catholic Social Teaching 101 - USCCB](#)
- [Fr. Mike Schmitz - Justice](#)
- [Fr. Mike Schmitz - Batman v. Superman](#)
- [Water Protector Autumn Peltier Speaks at UN](#)

**Music resources:**

- [Fight for the Right \(Kelly Fraser\)](#)
- [Way Maker \(Caleb & Kelsey\)](#)
- [God of Revival \(Bethel Music\)](#)
- [More Than You Think I Am \(Danny Gokey\)](#)
- [This is Amazing Grace \(Phil Wickham\)](#)

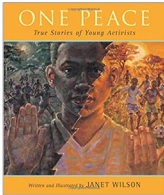
**Select one of the below Scripture passages and connect it to the virtue of justice:**

- Love for One Another ([John 13: 34-35](#))
- A Sinful Woman Forgiven ([Luke 7:36-50](#))
- Humility and Hospitality ([Luke 14:7-14](#))
- The Parable of the Unforgiving Servant ([Matthew 18:23-35](#))
- The Golden Rule ([Matthew 7:12](#))



- Concerning Retaliation and Love for Enemies ([Matthew 5:21-26](#))
- The Parable of the Good Samaritan ([Matthew 5:10-12](#))

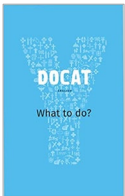
## Mentor Text Connections



### One Peace: True Stories of Young Activists

Author: Janet Wilson

*One Peace celebrates the "Power of One," and specifically the accomplishments of children from around the globe who have worked to promote world peace.*



### DOCAT

Author: Arnd Küppers and Peter Schallenberg (YOUCAT Foundation)

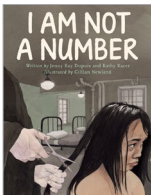
*DOCAT is an excellent source of information on social justice for young people, helping them to get to know and live the social doctrine of the Church.*



### Fatty Legs

Authors: Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton

*The memoir of an Eight-year-old Inuit girl named Margaret Pokiak who survives the Residential school system.*



### I Am Not A Number

Authors: Jenny Kay Dupuis and Kathy Kacer

*Based on the life of co-author Jenny Kay Dupuis' grandmother, I Am Not a Number is a hugely necessary book that brings a terrible part of Canada's history to light in a way that children can learn from and relate to.*

## Ontario Catholic School Graduate Expectations

**I have responsibilities** – I respect and protect the world and all that is in it.

**I have responsibilities** – I help the poor and care for people in need.

**I am a learner for life** – I accept change.

## Curriculum Connections

### Religious Education:

#### Grade 7:

LS2.3: Describe the ways that the "principle of solidarity" is manifested by the distribution of goods (i.e. food, clean water, shelter, and basic necessities) and the remuneration for work (i.e. just wage, working conditions, etc.) in the local and global communities.



### **Grade 8:**

LS1.4: Articulate the three essential elements of the Common Good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and link them to ecological justice and the universal common good of protecting the earth's resources for future generations.

### **Family Life Education**

#### **Grades 7:**

E2.3 explain the importance of gathering with others to create change and to work together.

#### **Grade 8:**

A3.4 analyze scenarios related to the four cardinal virtues.

E2.2 recognize and appreciate that justice is the virtue that helps us respond to the rights and dignity of each person.

### **Arts (Grades 7-8)**

#### **Music:**

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

#### **Visual Arts:**

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

### **Language (Grades 7-8)**

#### **Reading:**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### **History**

#### **Grade 7:**

A1. Application: analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada.

A3. Understanding Historical Context: describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact.

#### **Grade 8:**

B3. Understanding Historical Context: describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact.



## **Geography**

### **Grade 7:**

B2. Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective.

### **Grade 8:**

B1. Application: analyze some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities.



## Line Master 2: Rubric – Indigenous Presentation (Virtue of Justice)

**Name:**

Criteria	Level 4 (80-100%)	Level 3 70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
<b>Knowledge/ Understanding</b> -state issue and explain it through evidence	The issue is identified and the explanation provided demonstrated a thorough understanding of the topic.	The issue is clearly identified and the explanation provided demonstrates considerable understanding of the topic.	The issue is identified with some success and/or the explanation provided demonstrates limited/some understanding of the topic.	The issue is not clearly identified and the explanation provided demonstrates limited understanding of the topic.
<b>Thinking/Inquiry</b> -Explanation of why this is an issue and what is being done about it -Quality and quantity of ideas	Student explains the issue and the actions being taken with a high degree of effectiveness.  Student provides thorough research and explanation of ideas.	Student explains the issue and the actions being taken with considerable effectiveness.  Student provides considerable research and explanation of ideas.	Student explains the issue and the actions being taken with some effectiveness.  Student provides some research and explanation of ideas.	Student explains the issue and the actions being taken with limited effectiveness.  Student provides limited research and explanation of ideas.
<b>Communication</b> Mechanics: grammar, punctuation, etc.,	The presentation contains no errors in grammar, punctuation and spelling.	The presentation contains a few errors in grammar, punctuation and spelling.	Presentation contains grammar, punctuation and spelling errors which distract from the presentation.	Presentation contains several errors in grammar, punctuation and spelling which impact the clarity of the presentation.
<b>Application</b> Use of properly formatted works cited page (MLA format) -minimum of seven slides included	MLA format is applied with a high degree of effectiveness.	MLA format is applied with considerable effectiveness.	MLA format is applied with some effectiveness.	MLA format is applied with limited effectiveness.



## CARDINAL VIRTUE: FORTITUDE

**Descriptor:** The language of our story speaks about **fortitude**. The cardinal virtue of *Fortitude* (courage) involves practicing what is good and just when it is difficult or even dangerous. A person of fortitude practices patience when meeting obstacles while working to do what is right, even when others criticize them or remain silent. Fortitude is visible in our Catholic schools whenever we see persons defending truth and kindness in challenging situations.

Fortitude is the virtue that gives us the courage to follow Jesus even when it is difficult (Source: *God, Give me Courage* activity, <https://www.loyolapress.com/faith-formation/activities/god-give-me-courage-fortitude-activity/>).

Someone who practices fortitude perseveres in [their] commitment to the good, once [they have] recognized it, even if in the extreme case [they] must sacrifice even [their] own life for it (YOUCAT 303).

Fortitude is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions. It disposes one even to renounce and sacrifice [their] life in defense of a just cause. "The Lord is my strength and my song." "In the world you have tribulation; but be of good cheer, I have overcome the world." (CCC 1808).

Fortitude ensures firmness in difficulties and constancy in the pursuit of the good (CCC 1837).





## INTERMEDIATE LESSON: FORTITUDE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- describe the cardinal virtue of fortitude;
- develop an understanding of how fortitude supports us in living a life of faith;
- provide examples of people of faith who have exemplified fortitude and how;
- provide examples of how fortitude has helped them in their own life.
- apply the virtue of fortitude to contemporary issues.

### Look-fors:

- Student knowledge of the virtues and of the definition of fortitude;
- The ability to identify examples of fortitude and to apply it to their own lived experience;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.
- The virtue of fortitude in action.

### Terminology

#### Terminology:

Virtue	Courage	Catechism
Fortitude	Cardinal virtue	Lent

### Envision (Minds On)

#### Begin in prayer:

Prayer for Fortitude ([stphilipinstitute.org](http://stphilipinstitute.org)):

+Lord, I want to be brave for you. I want to stay committed to you and your teachings. Help me to grow in the virtue of fortitude so I may do your will and not give up when things get hard. Teach me to practice patience and perseverance in times of difficulty. I want to honor you, Lord, in all I do whether it's big or small. Give me a heart like yours so I can do all things with great love. Amen.+

**Invite students to engage in the following questions (individually, pairs, or groups). Follow up with a large group discussion.**

1. How would you describe fortitude? (*Being courageous, brave, strong.*)
2. Why is it important to possess fortitude? (*Fortitude helps us do the right thing when we are in a difficult situation.*)
3. Can you think of someone in your life who demonstrates fortitude? Explain why. (*Answers will vary.*)
4. Have you ever demonstrated fortitude?



## Sow (Action)

Students will deepen their understanding of fortitude with the following tasks. Students may work individually, in pairs, or in groups.

### 1. What is Fortitude?

- Read section 303 of the YOUCAT or look-up sections 1808 and 1837 of the [Catechism of the Catholic Church](#), or view the *Ascension Presents* video [What's So Great About Fortitude?](#)
- Answer the following questions:  
How is the virtue of fortitude different from courage or strength? (*Being able to withstand obstacles in order to share the Gospel*)  
Define Fortitude according to the Catechism. (*Fortitude is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions – CCC 1808.*)  
Name a person of faith who demonstrated the virtue of fortitude. (Maximillian Kolbe, Cardinal Nguyen)

### 2. Video: Take Courage (Ascension Presents)

- View the [video](#).
- How does CS Lewis define fortitude? (*All of the other virtues at the point of being tested.*)
- What happens to a person if they don't have the virtue of fortitude? Why? (They don't have any of the other virtues. They can't use any of the other virtues when it really counts).
- Provide an example of how fortitude applies to the season of Lent. (We need fortitude to do what we set out to do. For example, if we give something up for Lent, it requires fortitude to keep to our commitment.)
- What Scripture story does Fr. Mike share that shows us fortitude? How does the message to the people in the Scripture passage connect to us? (Joshua Chapter 1: Joshua leading the people of Israel to the Promised Land, telling people to be strong, be courageous. This connects to us because being strong and courageous will lead us to heaven.)
- What did you learn about the connection between the saints and the virtue of fortitude? (All saints are examples of fortitude).
- What else did you learn about the virtue of fortitude?

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper, on a Padlet wall, or on any other appropriate medium to share the information. Students may post their learning digitally in the form of text, audio, or video.



## Nurture (Consolidation)

Research a person of faith who demonstrates the virtue of fortitude.

Provide details about the person's life. Describe the person's conversion moment or encounter with God that changed their life. How did the person help others grow in faith and bring them closer to God? How does the person demonstrate fortitude? What are some similarities that you share with this person?

Research an Indigenous person who demonstrates the virtue of fortitude.

Provide details about the person's life, including their Indigenous heritage. How does this person do the right thing in a difficult situation? Explain the difficult situation taking care to include all voices. How can you identify with this person?

Students complete an exit card answering the following questions:

1. Explain the virtue of fortitude.
2. What is one way that the virtue of fortitude will help you with in your life?
3. What is one wondering or question that you still have about fortitude?
4. What is one way that you can demonstrate fortitude?

## Extension Activities

### Activities:

- [Sunday Connection - The Road Less Traveled \(Loyola Press\)](#)
- [Virtue of Fortitude Look-Fors \(RCCDSB\)](#)
- [Heroes and Saints \(Loyola Press\)](#)
- [Daily Reflections & Prayers \(RCCDSB\)](#)
- [Character Conversation # 3: Fortitude \(Jeff M. Lockert\)](#)

### Video resources:

- [Pope Francis: Why the only future worth building includes everyone \(Ted Talk\)](#)

View the video from 13:08 to the end (Pope Francis' third message).

Pope Francis states that "Tenderness is not weakness; it is fortitude." Ask students to discuss what this means, and to provide examples in their daily lives.

### Music resources:

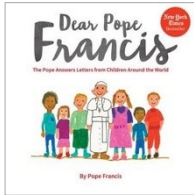
- [Stand in Your Love \(Bethel Music\)](#)
- [Whom Shall I Fear \(Chris Tomlin\)](#)
- [The Way \(Pat Barrett\)](#)
- [Famous For \(Tauren Wells\)](#)
- [Give Us Your Courage \(Tim Hughes\)](#)



Select one of the following Scripture passages and describe what it teaches us about fortitude:

- Jesus Walks on Water ([Matthew 14:22-33](#))
- David & Goliath ([1 Sam 17: 45, 48-49](#))
- The Annunciation ([Luke 1:26-38](#))
- Paul's Trip to Rome ([Acts 27](#))

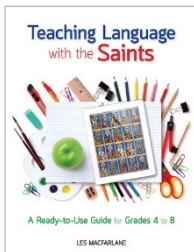
## Mentor Text Connections



### **Dear Pope Francis**

Author: Pope Francis

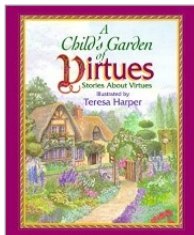
*Pope Francis answers questions from children around the world.*



### **Teaching Language with the Saints**

Author: Les MacFarlane

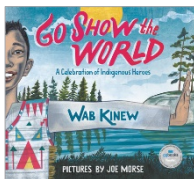
*A journey of inquiry into the saints through practical lesson ideas for teachers, allowing students to develop language skills as they deepen their faith.*



### **A Child's Garden of Virtues**

Author: Peg Augustine

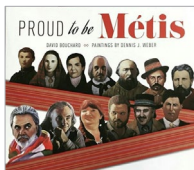
*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### **Go Show the World: A Celebration of Indigenous Heroes**

Author: Wab Kinew

*Celebrating the stories of Indigenous people throughout time.*



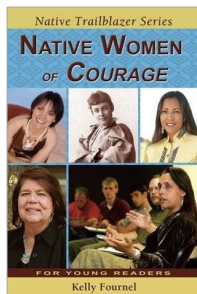
### **Proud to be Métis**

Author: David Bouchard

*This collection of lyrical poems and songs from bestselling author David Bouchard gives a voice to important figures in Métis history from the 17th century to the present day.*

Free Audio Download: <https://www.rubiconpublishing.com/collections/proudtobemetis/>

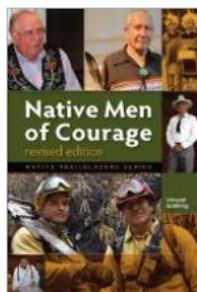




### ***Native Women of Courage***

**Author:** Kelly Fournel

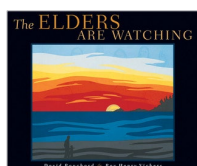
*Native Women of Courage profiles ten outstanding women leaders in the Native community. All of these successful, trailblazing women are stellar role models who have raised the profile of indigenous culture in North America. From heroines of the past to women making history today, this exciting work of non-fiction reminds readers of the extraordinary contributions of Native American women to our daily lives and to our country's social fabric.*



### ***Native Men of Courage***

**Author:** Vincent Schilling

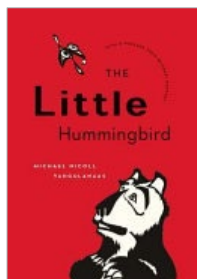
*This inspiring collection of ten biographies chronicles outstanding leaders in all walks of the Native community. Each man overcame personal challenges and achieved extraordinary accomplishments, despite the perils of racism and adversity. Their stories are tales of courage, determination and honesty.*



### ***The Elders are Watching***

**Author:** David Bouchard

*A book of poems and paintings inspired by the stories and words of wisdom of the Elders. The poem conveys a message of concern from aboriginal leaders of the past and a plea for us to respect our environment.*



### ***The Little Hummingbird***

**Author:** Michael Nicoll Yahgulanaas

*This inspiring childrens book is based on a South American indigenous story about a courageous hummingbird who defies fear and expectations in her attempt to save the forest from fire.*

## **Ontario Catholic School Graduate Expectations**

**I am a believer** – Because I am a believer, I will live my life like Jesus.

**I am a learner for life** – I build on my strengths and weaknesses.

**I have responsibilities** – I stand up for what is right.



## Curriculum Connections

### Religious Education:

#### Grade 7:

ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues / vices);

ML3.2: Identify and describe the cardinal and theological virtues identified by the church; explain how they are acquired and give examples of how they assist us in the Christian life.

#### Grade 8:

ML1: Demonstrate an understanding of how living the Christian moral life in accordance to the Moral Law (i.e. Natural Moral Law, Ten Commandments, Law of the Gospel) is a witness to the Truth, the Dignity of the Human Person and the building up of the Church and Society;

ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision-making.

### Family Life Education

#### (Grades 7-8):

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God. (CCC 299, 325-327; CCCC 59; GDC 116-117, 123; GS 12);

D3: Analyze and practice a process for decision making.

#### Grade 8:

A3.4 analyze scenarios related to the four cardinal virtues.

### Arts (Grades 7-8):

#### Music:

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### Visual Arts:

D1: Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

### Language (Grades 7-8)

#### Reading:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

### Social Studies (Grades 7-8):

A2.4, B2.4: Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.



## CARDINAL VIRTUE: TEMPERANCE

**Descriptor:** The language of our story speaks about **temperance**. The cardinal virtue of temperance (moderation) is the practice of enjoying life's pleasures in keeping with the call of the Gospel. A temperate person practices staying away from excesses.

A temperate person strives to:

- exercise moderation in eating and drinking,
- exercise self-control in emotional expression,
- practice balance in living responsibly,
- form chaste, healthy relationships,
- be honest about who they are (humility).

Practicing temperance helps us to anticipate temptation and prevent unhealthy habits so that we can live a fully human life as God intended for us in Christ. The virtue of temperance is visible in our Catholic schools whenever moderation, chastity and humility are practiced.

Moderation (temperance) is a virtue because immoderate behavior proves to be destructive in all areas of life. [1809, 1838]. Someone who is immoderate abandons [themselves] to the rule of impulses, offends others by [their] inordinate desires, and harms [themselves]. In the New Testament words like "sobriety" and "discretion" stand for "moderation" (temperance) (YOUCAT 304).

Temperance is the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable. The temperate person directs the sensitive appetites toward what is good and maintains a healthy discretion: "Do not follow your inclination and strength, walking according to the desires of your heart." Temperance is often praised in the Old Testament: "Do not follow your base desires, but restrain your appetites." In the New Testament it is called "moderation" or "sobriety." We ought "to live sober, upright, and godly lives in this world." To live well is nothing other than to love God with all one's heart, with all one's soul and with all one's efforts; from this it comes about that love is kept whole and uncorrupted (through temperance). No misfortune can disturb it (and this is fortitude). It obeys only [God] (and this is justice), and is careful in discerning things, so as not to be surprised by deceit or trickery (and this is prudence) (CCC 1809).

Temperance moderates the attraction of the pleasures of the senses and provides balance in the use of created goods. The gift of faith remains in one who has not sinned against it. But "faith apart from works is dead": when it is deprived of hope and love, faith does not fully unite the believer to Christ and does not make [them] a living member of his Body (CCC 1838).





## INTERMEDIATE LESSON: TEMPERANCE

### Learning Goals

At the end of this lesson, students will know, understand, and/or be able to:

- describe the cardinal virtue of temperance;
- explain how temperance helps us throughout our lives;
- provide scriptural examples of challenges to temperance.

### Look-fors:

- Student knowledge of the virtues and of the definition of temperance;
- The ability to identify the connection between temperance and the ability to make appropriate choices;
- Student engagement;
- Student work habit choices meet the needs of their learner profile.

### Terminology

#### Terminology:

Temperance	Restraint	Free Will	Self-Control	Refusal of Excess
Stewardship	Service	Conscience		

### Envision (Minds On)

#### Begin in prayer:

+God our Father, your love for our world and for each of us individually is so great that you sent Jesus, your Son, to live fully as one of us. May he lead us to live in peace and work well with each other to build your kingdom in our world which you love so much. May your Spirit unite us and lead us to appreciate and value all who are different from ourselves. Amen.+

#### A Moment of Reflection:

As faithful Catholics we believe that God is all powerful and all knowing. We also know that God gave us the ability to think and make choices and decisions through the use of our own free will. We, hopefully through our formation of conscience, have the knowledge and wisdom to make the right decisions.

Being fully human, we also have the ability to make mistakes. This is a part of our exercise of the freedom to make choices. When we make mistakes, it is not the end of the world. If we truly feel our guilt and express our remorse, we can be forgiven by God through the Sacrament of Reconciliation.



Our God loves and forgives us. Just as at times when our parents are disappointed in the mistakes that we make, we can be assured that their love for us is there. This does not mean that we can take this for granted. In the relationships that we have with each other, we have expectations of each other. This is the same of the covenantal relationship that humankind has with God.

**Invite students to do the following questions. Follow up with a large group discussion.**

1. Read the Biblical passages in Genesis 1, 2, and 3 (Two Accounts of Creation and the Fall) as students follow along (you may consider having the students read these passages). As you read, stop after each day in the Creation Story and mark on the board or chart paper what occurred on each day. Consider having students discuss the importance and sacredness of each day.
2. Pose the following questions to the students:
  - How could the lion lay next to the lamb in the Garden of Eden?
  - What does the name Adam mean?
  - How was Adam’s wife formed?
  - What did God instruct Adam to do?
  - What did God instruct Adam not to do?
  - When did Adam’s wife receive her name?

### Sow (Action)

Distribute fig leaf cut outs to the students. Ask the students to write words that represent good actions that help to build good relationships with God and others. While the students are writing the words on the fig leaves, the teacher will sketch a tree on the black/whiteboard (you can also prepare this beforehand on a piece of chart paper). The title of the tree will be “The Tree of Temperance”. The teacher will provide tape for each of the students and the students will attach their fig leaves to the tree on the black/whiteboard or chart paper. The teacher could place this by the prayer table so that the student could pray for these good intentions.

By the end of class: Invite students to share their learning with the class by posting their answers on chart paper, on a Padlet wall, or on any other appropriate medium to share the information.

### Nurture (Consolidation)

Invite students to participate and reflect on the following:

How would the events in the Garden of Eden been different if Adam and Eve did not give in to temptation and practiced temperance. Have the students work in small groups to create a skit to show how life would have been for Adam and Eve if they did not eat of the fruit. As the skits are



presented, allow the students to think of ways that they are tempted today and how the decisions that they make impact themselves and others.

## Extension Activities

### Activities:

- [Curriculum Support for Catholic Schools: Virtues](#)

### Video resources:

- [Greatest Adventures of the Bible – Creation Story](#)

### Music resources:

- [Spirit of Revival \(Life Center Worship\)](#)
- [To Live is Christ \(Sidewalk Prophets\)](#)
- [The Spirit and The Bride \(Matt Maher\)](#)
- [The Father's House \(Cory Asbury\)](#)

### Select one of the following Scripture passages and describe what it teaches us about temperance:

- Living as Model Citizens ([Titus 3:1-2](#))
- The Eternal Reward of Self-Control ([1 Corinthians 9:25](#))
- Purity of Heart ([Proverbs 22:10-11](#))

Review the following excerpt from the article “Honouring Earth” by the Assembly of First Nations:

“From the realms of the human world, the sky dwellers, the water beings, forest creatures and all other forms of life, the beautiful Mother Earth gives birth to, nurtures and sustains all life. Mother Earth provides us with our food and clean water sources. She bestows us with materials for our homes, clothes and tools. She provides all life with raw materials for our industry, ingenuity and progress. She is the basis of who we are as “real human beings” that include our languages, our cultures, our knowledge and wisdom to know how to conduct ourselves in a good way. If we listen from the place of connection to the Spirit That Lives in All Things, Mother Earth teaches what we need to know to take care of her and all her children. All are provided by our mother, the Earth.

Indigenous peoples are caretakers of Mother Earth and realize and respect her gifts of water, air and fire. First Nations peoples’ have a special relationship with the earth and all living things in it. This relationship is based on a profound spiritual connection to Mother Earth that guided indigenous peoples to practice reverence, humility and reciprocity. It is also based on the subsistence needs and values extending back thousands of years. Hunting, gathering, and fishing to secure food includes harvesting food for self, family, the elderly, widows, the community, and for ceremonial purposes. Everything is taken and used with the understanding that we take only what we need, and we must use great care and be aware of how we take and how much of it so that future generations will not be put in peril.”

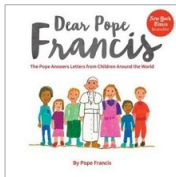


How does this connect with what you know about the virtue of temperance?

Read [The Inuit Principles for Living](#) (p.32-34).

How does this connect to the virtue of temperance?

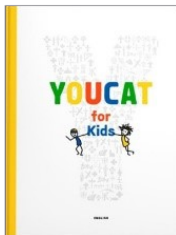
## Mentor Text Connections



### Dear Pope Francis

Author: Pope Francis

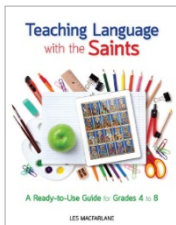
*Pope Francis answers questions from children around the world.*



### YOUCAT

Author: YOUCAT Foundation

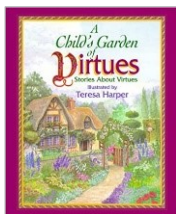
*Catholic Catechism for Adolescents and Parents: An exciting and fun new way to help adolescents to discover their Catholic faith.*



### Teaching Language with the Saints

Author: Les MacFarlane

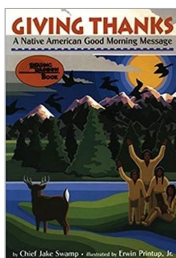
*A journey of inquiry into the saints through practical lesson ideas for teachers, allowing students to develop language skills as they deepen their faith.*



### A Child's Garden of Virtues

Author: Peg Augustine

*Stories and poems to help children understand the basic concepts of living a virtuous life.*



### [Giving Thanks: A Native American Good Morning Message](#)

Author: Chief Jake Swamp

For as long as anyone can remember, Mohawk parents have taught their children to start each day by giving thanks to Mother Earth. The Good Morning address, also known as the Thanksgiving address, is based on the belief that the natural world is a precious and rare gift, and as such the whole universe should be addressed as one great family.



## Ontario Catholic School Graduate Expectations

**I am a believer** – I believe and have faith in God.

**I have ideas** – Because I have ideas, I have a purpose, and I will live my life like Jesus.

**I care** – I care about and respect my ‘family’ at school, at Church, in the community, and the world.

## Curriculum Connections

### Religious Education:

#### Grade 7:

ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues / vices);

ML3.2: Identify and describe the cardinal and theological virtues identified by the church; explain how they are acquired and give examples of how they assist us in the Christian life.

#### Grade 8:

ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision-making. [CCC nos. 1776-1789].

### Family Life Education

#### (Grades 7-8):

A1. Appreciating God’s Goodness: demonstrate an appreciation that humans have been created in the image of a loving God. (CCC 299, 325-327; CCCC 59; GDC 116-117, 123; GS 12);

D3: Analyze and practice a process for decision making.

#### Grade 8:

E1.1 Recognize and appreciate the social dimension of their faith.

### Arts (Grades 7-8):

#### Music:

C2: Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

#### Visual Arts:

D1: Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

### Language (Grades 7-8)

#### Reading:

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.



**Social Studies (Grades 7-8):**

A2.4, B2.4: Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.



## Appendix A

### Original creation of Our Language, Our Story

#### Project Coordinator

- Lorne Keon

#### Project Lead

- Tony Cosentino

#### Writers

- |                  |                        |
|------------------|------------------------|
| – Kellie Behm    | – Bronek Korczynski    |
| – Janet Bentham  | – Stephanie Korczynski |
| – Ann Boniferro  | – Teresa McDonald      |
| – Lynn Denault   | – Angela McGrath       |
| – Dale Henderson | – Bradley Moleski      |

#### Reviewers

- |                  |               |
|------------------|---------------|
| – Suzanne Wishak | – Peter Crane |
|------------------|---------------|

#### Original Our Language, Our Story Website Design

- Mary Ann Oosterman

