



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 12

Baby

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Baby

Lesson Overview

This lesson will include a parent & baby visit and will span 2 or more days. A follow-up will occur later in the unit.

CURRICULUM CONNECTIONS

Religious Education

Grade 4:

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian).

Grade 5:

CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ. [CCC nos. 1145-1178]

Grade 6:

LC2.1: Define the Church's teaching concerning the life of Mary from Scripture and Tradition (i.e. Immaculate Conception, Assumption) and why these are important signs which point to the life of Jesus Christ. [CCC nos. 484 511; 963-975]

Family Life:

A1.3: recognize and appreciate the gift of each human life;

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The **Ontario Catholic School Graduate Expectations** evident in this lesson include:

CGE1e - speaks the language of life...

"recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it."

The **Catholic Social Teaching** evident in this lesson is:

Call to Family, Community, and Participation

B1.1: recognize and appreciate the value of family love;

C3.1: recognize and appreciate the need for respect when speaking about the gift of being able to create new human life.

Guiding Questions (coming out of the Big Idea)

Big Idea:

In the celebrations of the Mass we offer our lives to God through the symbols, words and ritual actions of the offertory; in the consecrated bread and wine of the Holy Eucharist, the Holy Spirit pours into us the gift of Grace through the ongoing gift of His only Son, Christ Jesus.

- How is life a gift that is to be protected and treasured?
- How do I offer my life to God?

Scripture Passages:

John 16:21 *A woman, when she gives birth, has sorrow, because her time has come. But when she has delivered the child, she doesn't remember the anguish any more, for the joy that a human being is born into the world.*

LEARNING GOALS

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

- understand the value of human life, that all are born with God's purpose, and that we need to share our gifts.

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Womb
Birth

Materials: an egg for every student

Resources:

A parent and new baby

Note: If your school participates in the Roots of Empathy program, consider inviting that family into the class for this lesson.

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Explain to the students that there will be special visitors in the class. Discuss behavioural expectations before these guests enter. You might want to create a comfortable space and have students sit on the floor. Explain that this will be an opportunity to discuss with parent(s) ideas surrounding the anticipation and birth of their baby. Remind the students to be respectful. This discussion might take place the day before the visit and can be reviewed on the day of the visit. Decide on a set of questions beforehand. Questions might be added during the visit.

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided & independent)

The visitors are welcomed appropriately and the question period/discussion will take place. (Depending on the dynamics, this could last anywhere from 20 minutes to an hour)

Invite a couple of students to thank the guests and to present them with a card.

When guests leave, students have some reflective time to write down the new ideas they have learned from the day, as well as any questions they would like to research for future learning.

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Discuss:

1. How is there so much 'potential' in new life?
2. What does it mean to care for new life?
3. Would Jesus have been treated differently than any other baby, because his parents knew he was the Son of God?
4. After babyhood, how do parents continue to care for a child through the years, until and after adulthood?
5. How do your parents still care for you? (Be sensitive to those students who may not be in the care of loving parents.)
6. Can you recall how the birth of Jesus took place?
7. What do you think life might have been like for Jesus' new family?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Provide each student with an egg, which they are to care for during the entire Christmas Season. They can keep a journal. Revisit this in January and discuss challenges and strategies the students came up with.
2. Make a connection with a class in your school which may be participating in the *Roots of Empathy* program.