

# **THOUGH MANY, WE ARE ONE**

## **UNIT 1**

### **BUILDING COMMUNITY**

#### **Lesson 4**

#### **The Goodness of All**

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### Building Community

#### The Goodness of All

##### Lesson Overview

Students highlight important events and elements of their lives. In doing so, they will understand that we are all created in the image of God with our own specific talents and gifts.

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Gr 5 - Big Idea: LS2** - The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society.

**Gr 6 – LS1.2:** Describe the call of Christian ‘vocation’ received in baptism (i.e. everyone is called to serve society, to discern their gifts and talents and to be united in making a contribution in the world) and determine ways we can respond to this call as young people.

**Gr 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.

##### Arts Connections: Visual Art

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

#### ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

##### The Catholic Social Teachings evident in this lesson include:

Life and Dignity of the Human Person

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

**CGE1:** A Discerning Believer Formed in the Catholic Faith Community

**CGE3:** A Reflective and Creative Thinker

## Though Many, We Are One - Religious Education for Combined Junior Grades

### GUIDING QUESTIONS (coming out of the Big Idea)

#### Big Idea:

- The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision of society.

#### Scripture Passages:

- Genesis 1-3; Corinthians 12:4-13

### LEARNING GOALS

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

- Understand that we are all created in the image of God with our own specific talents and gifts. Students will demonstrate an understanding of Christianity as a religion that seeks unity within the experience of diversity.
- Identify their vocation as a call to serve God and society by using the talents they have been given.

**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:

#### Materials:

- “Praying with the Body” - Roy DeLeon

#### Resources:

- Fully Alive 5: pg. 13-17

### MINDS ON

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

Begin class with Body Prayer: Alleluia 2 p.8 (Praying with the Body)

Whole Group: Read “A Journey”, Fully Alive 5: pp. 13-17

## Though Many, We Are One - Religious Education for Combined Junior Grades

### ACTION

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

Have students identify some key elements of their own life (their birth, birth of siblings, baptism, beginning school, taking on personal responsibilities, learning a new skill, joining a club or sports team).

Students should also include any negative experiences (divorce, illness or death of loved ones, personal disappointments).

They then create a road map of their life with symbols to represent each of the important “stops”.

Have students share their “road maps” with the class.

*Note: Particular criteria and/or instructions may be given to address specific Art expectations.*

### CONSOLIDATION

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

After all students have shared, discuss the many similarities between students’ successes and struggles.

Invite students to identify patterns in their personal path that reflect their personal talents or gifts.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Creating a scrapbook of photos or drawings of their physical, spiritual, and academic growth over the years.