



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 4**

### **People Who Make A Difference!**

#### **Lesson 9**

#### **The Gift of Love**

#### **1 Corinthians 13**

## Unit 4 Lesson 9

### People Who Make A Difference!

#### The Gift of Love

##### 1 Corinthians 13

##### Lesson Overview:

Love is the element to effective outreach through Social Justice initiatives and Common Good practices.

**Duration:** 40 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Grade 4: BL1:1** Identify the various forms of literature found in the Bible and explain how the literary form influences how we read and interpret the bible.

**Grade 6: BL1.1** Examine a selection of biblical passages that reveal the link between sin, grace, conversion, and mercy.

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

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

Call to Family, Community, Participation  
Life and Dignity of the Human Person

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

A Discerning Believer  
An Effective Communicator  
A Collaborative Contributor  
A Reflective and Creative Thinker

#### Guiding Questions (coming out of the Big Idea)

##### Big Idea:

Faith, which is a gift from God, and reason, which is a human capacity, work together to reveal Truth.

“How can scripture, like 1 Corinthians 13, help individuals understand the relationship between sin, grace, mercy?”

##### Scripture Passages:

1 Corinthians 13



## LEARNING GOALS

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

- Identify various forms / genres of scripture literature and reveal the link between sin, grace, conversion, and mercy in scripture.

**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:

Envious  
Boastful  
Arrogant  
Rude  
Sin, Grace, Mercy

### Materials:

1. Bibles
2. **People Who Make A Difference! Social Justice** handout  
(See Appendix A)
3. 8 x 14 poster paper
4. Chart paper
5. Markers, crayons, pencil crayons, rulers
6. A Letter to the Future, video by Kid President  
<https://www.youtube.com/watch?v=j393INECNGw>

## MINDS ON (10 minutes)

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

Students will need a bible for today’s session. This activity will be written in their prayer journal, notebook, or on ‘pretty’ paper to be displayed.

### Instructions:

1. Locate 1 Corinthians 13 in your bible (Read this passage as a whole class)
2. “This scripture passage is an example of a literary genre known as personal letter of instruction. Why might that be? Turn to your elbow partner and share your answer.”
3. Through 1 Corinthians 13, what instruction is being given to the audience?
4. Write the scripture passage 1 Corinthians 13: 4 in your notes EXCEPT every time the word LOVE appears you will write the name JESUS. (allow time)

“JESUS is patient; JESUS is kind; JESUS is not envious, or boastful, or arrogant or rude.”

5. What does the word envious mean? The word boastful? The word arrogant?
6. If you agree with the new JESUS statement, give me thumbs up. If you aren’t sure, give me a thumb to the side.



### **ACTION (20 minutes)**

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

Partner students into groups of 2 or 3. Instruct students that their answers can be recorded in their notebooks, chart paper, or prayer journals. Students are encouraged to manage their time effectively and be prepared to present their group work the next session.

Distribute **People Who Make A Difference! Social Justice** handout (*Appendix A*) to students. Review handout with students.

Circulate and assist as needed.

### **CONSOLIDATION (10 minutes)**

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

Bring the students back together as a large group. Time to settle and refocus. Remind students that they will have tomorrow to reconnect with their assignment and present their work to the class.

Close today's session with a Kid President message on the power of Kindness.

A Letter to the Future by Kid President: <https://www.youtube.com/watch?v=j393INECNGw>

Closing message... **"Throw kindness around like confetti"**

**Exit Card** – What form of literary genre is 1 Corinthians 13?

### **CONTINUED LEARNING OPPORTUNITIES**

Further extensions to this lesson might include:

- Challenge students: "Your homework for tonight is to 'throw kindness around like confetti'. Be prepared to share how you made a difference by being kind to someone in your community."



Appendix A

**People Who Make A Difference! Social Justice**

**Group 1 Reflection** (please use complete sentences when answering)

1. What does it mean to be a Social Justice person?
2. What does it mean to have a heart that cares for the Common Good?
3. Who in your life have been strong role models who have helped shape your Social Justice mindset?
4. What is exciting about having a Social Justice / Common Good attitude?
5. How can you be a person who makes a difference?
6. Why should we care?

**Did you know...**

When we live a life of J.O.Y. - JESUS...OTHERS...YOU – we testify to the dignity that we are created in God’s image.

1 Corinthians 13 is referred to as “The Gift of Love” scripture. It was written by Paul to the people of Corinth. God calls us to live this way because that is the way that He lives. God has already forgiven you – He doesn’t keep track of mistakes. His mercy + His Grace = His LOVE.

**Read the following scripture passage...**

1 Corinthians 13

1. How many times does the word LOVE appear in this scripture passage?
2. Why is the word LOVE an important element toward a Social Justice outreach?
3. When can we accomplish great things when LOVE is absent? Explain.

**Your text message...**

The Pope has sent YOU a personal text message. YOU have been hired to create a small poster to promote LOVE & SOCIAL JUSTICE. He has asked that you:

1. Communicate clearly the message of Love and Social Justice
2. Creatively Collaborate your poster message
3. Incorporate verses from the scripture passage 1 Corinthians 13