



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 4**

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

#### **Lesson 2**

#### **Jesus Makes A Difference In Family**

## Unit 4 Lesson 2

### People Who Make A Difference!

#### Jesus Makes A Difference In Family

##### Lesson Overview

Students develop a richer understanding on the value of inviting Jesus into the larger family unit for the betterment of the whole Christian family and the Common Good.

**Duration:** 40 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Grade 4: LS1.3** Identify those individuals in society who exercise legitimate authority, who work and care for the good of all people and explain why their role is important for the proper functioning of the human community.

**Grade 5: LS1.3** List ways the Church exercises its authority both locally and globally through loving service which witnesses to Christ.

**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.

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

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

Solidarity  
Call to Family, Community and Participation

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

A Caring Family Member  
A Collaborative Contributor  
An Effective Communicator

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

##### Big Idea:

Building responsibility and respect for self and society by recognizing that all authority first comes from Christ, through the Church, for the good of all.

“Explain how Jesus plays a role of authority in bringing family units to work together for the betterment of the whole Christian family. “

##### Scripture Passages:

Romans 12:9, 15-16, 18

“Let love be genuine; hate what is evil, hold fast to what is good. Rejoice with those who rejoice, weep with those who weep. Live in harmony with one another; do not be haughty, but associate with the lowly; do not claim to be wiser than you are. If it



is possible, so far as it depends on you, live peaceably with all.”

## LEARNING GOALS

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

- Explain how Jesus plays a role of authority in bringing family units to work together for the betterment of the whole Christian family.

**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:

**Social Justice** – The virtue (Justice) that invites cooperation with others to serve the common good.

**Common Good** – the betterment of the whole community.

### Materials:

1. Anchor Charts of Terminology
2. Copies of Group 1-3 handouts (*See Appendix A*)
3. Worksheet for Bumper Sticker activity (*See Appendix B*)
4. Legal size (8.5” x 14”) paper strips cut in half lengthwise to create Bumper Stickers
5. Colouring tools (markers, crayons)

## MINDS ON (10 minutes)

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

Arrange chairs for Circle (see Unit 1 lesson1).

Teacher Voice: “Yesterday we celebrated a prayer service in which we asked God to bless us with wisdom, courage, patience, and celebration of life. Today we are going deeper in our understanding of Social Justice by exploring how Jesus makes a difference through family. When you hear the word FAMILY what thoughts come to your mind? Take a moment to quietly reflect. (PAUSE)

When I think of the word family I think of different sizes and shapes. I also think of emotions because families share a lot of different emotions together – joy, peace, chaos, tension and everything in between. When I add Jesus to family, I have a role model – someone I can look up to and interact with through prayerful meditation. We are going to share our idea of what family means to each of us by traveling around the circle.” *Students share.*

“Thank you for sharing and for the respect you have shown toward the opinion of others. What does family mean when we add the word Jesus? Jesus’ family? Jesus in our family? Jesus as a role



of authority in the Christian Church family?" *Students share.*

The family community also has a different look and feel to it. Locally there are organizations that reach out for the Common Good of all. What organizations in our local community help others who are in need? (*Students may volunteer examples such as Soup Kitchens, Food Banks, CWL, Knights of Columbus*) Responsibility belongs to each individual to work toward the Common Good. On a global level, what organizations help people in need beyond our community? (*Students may volunteer answers such as Development and Peace, Red Cross, World Vision, etc.*)

Thank you for sharing."

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

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

#### **Group Collaboration**

Place students into working partners or groups of 3. Some groups will have the same handout as other teams; however, their answers will be different.

Distribute handouts to each student. Brainstorming and collaboration of answers is encouraged by all members of the team but each student should record their personal 'thinking'.

\*Differentiated instruction: Some students may use assistive technology or help from a scribe to complete this task.

\*Note: Be sensitive to those children who might not be connected to a Church family beyond the Catholic school.

Each team will present their responses to the rest of the class.

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

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

#### **The Jesus Makes A Difference In Family BUMPER STICKER** (See Appendices A-1 to A-3)

Students receive a 4" x 14" piece of paper (bumper sticker). Create a bumper sticker that reflects your family in relationship with Jesus. You may use 3 words that reflect your family values in relation to Jesus as the role model of authority, connecting the larger Christian family together.

\*Differentiated Instruction: Students may use technology to create a bumper sticker.

#### **Examples**

The McDonald Family  
"Hooked On Jesus"

The Wright Family  
"Christ-like, Community, Church"

The Charette Family  
"Courage, Caring, Compassionate"

The Oakes Family  
"Walking With Jesus"

The Schroeder Family "Sharing His Spirit"

The Burger Family "Brave, Bold, Bible"

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students are invited to ask family members (parents, grandparents, aunts, uncles) if they belong to the Catholic Women's League, the Knights of Columbus, or other volunteer parish or community work. What responsibilities do they have connected to the Common Good of society?
2. Invite a member of the Catholic Women's League or Knights of Columbus to be a guest speaker, to share their mission and how they make a difference for the local and/or global community. (If you contact the office of your local parish they will provide you with the contact names for the President of each of these organizations)
3. Plan a class or school wide Food Drive or another action to make a difference in the community.
4. Check out the "Scripture Food" associated with your grade in the "Who I AM" resource at [www.eoccc.org](http://www.eoccc.org)



Appendix A-1

## Group 1

There are many individuals in our community who work & care for the good of all people. They are active members of our family community.

Think of individuals within the school community; within the neighborhood; within the town/city who volunteer their time, their talent or are employed to care for others.

1. Who are these individuals?
  
  
  
  
  
  
  
  
  
  
2. Why is their role important for the proper functioning of the human community?
  
  
  
  
  
  
  
  
  
  
3. How do we see Jesus in the eyes of these individuals?
  
  
  
  
  
  
  
  
  
  
4. When do these individuals make a difference in relation to the Common Good?
  
  
  
  
  
  
  
  
  
  
5. We all make a difference. Where do you make a difference in your 'family' community?

Appendix A-2

## Group 2

There are many individuals in our **CHURCH** family who work & care for the good of all people. Think of the ways our **CHURCH** makes a difference in our local community and in the world wide community.

1. Who are the individuals within a **CHURCH** that make a difference by helping to form the spirit of a 'family'?
2. Why is their role, within the **CHURCH**, important for the proper functioning of the local community?
3. How do we see Jesus in the eyes of these individuals?
4. When do members of the **CHURCH**, make a difference in relation to the Common Good?
5. We all make a difference. Where do you make a difference in your **CHURCH** family?

Appendix A-3

### Group 3

There are **YOUTH** in our community who work & care for the good of others. They are responsible young members of our family community.

Think of youth within your family; school; parish; who volunteer their time or are employed to care for others.

1. Who are these **YOUTH** & what responsibilities do they have?
2. Why is their role important for the proper functioning of the human community?
3. How do we see Jesus in the eyes of the **YOUTH**?
4. When do **YOUTH** make a difference in relation to the Common Good?
5. By being responsible we all make a difference. Where does your personal responsibility make a difference in your 'family' community (home, school, parish)?





Appendix B

**The Jesus Makes A Difference In Family BUMPER STICKER**

**Name** \_\_\_\_\_

**Materials:**

1. Bumper sticker length of white paper
2. Colour tools – markers, crayons, pencils
3. Ruler

**Directions:**

1. Use your ruler to create a 1 cm border around the perimeter of the paper
2. Think of three words that reflect the values of your family relationship connected with Jesus. These three words could describe how you live in relationship with Jesus.
3. Position your family name plus your three values on the bumper sticker
4. Be Creative

**Examples:**

The McDonald Family  
“Hooked On Jesus”

The Wright Family  
“Christ-like, Community, Church”

The Charette Family  
“Courage, Caring, Compassion”

The Oakes Family  
“Walking With Jesus”

The Schroeder Family “Sharing His Spirit”

The Burger Family “Brave, Bold, Bible”

**Jesus Makes A Difference In Family BUMPER STICKER**

**Assessment Checklist**

- \_\_\_ Student used a ruler to create a 1 cm border around the Bumper Sticker
- \_\_\_ Student used three words that are reflective of values connecting family and Jesus
- \_\_\_ Student used creativity and colour to sell the message printed on the Bumper Sticker
- \_\_\_ Student confirmed spelling and word meanings before creating Bumper Sticker

Feedback (strengths):

\_\_\_\_\_

Feed-forward (next steps):

\_\_\_\_\_