



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 2

Make Me an Instrument of Your Peace

Lesson 2

Members of the Body of Christ

Unit 2 lesson 2

Make Me An Instrument of Your Peace

Members of the Body of Christ

Lesson Overview

We are the Body of Christ; our actions make a difference.

Duration: 120 minutes (3 Lessons)

CURRICULUM CONNECTIONS

Religion: Living a Moral Life

Gr. 5 ML1.3: Identify, using passages from the New Testament, the ways we are called to live the New Commandment (i.e. conversion of heart, developing in our lives an interior law of charity, openness to the grace of the Holy Spirit) in the choices we make, in our relationship with God and others.

Gr. 5 LS1.1: Identify through the Letters of St. Paul (i.e. the analogy of the body 1 Cor. 12:12-31; Romans 12:3-8) the key characteristics of what it means to be Church and explain the importance of recognizing, developing, and willingly sharing our gifts and talents in order to give witness to Christ.

Gr. 6 ML2.1: Examine a selection of Scripture passages and summarize what Jesus taught his disciples to help form their conscience (live in accordance with God's will - Matt. 5-7: Beatitudes, Sermon on the Mount; instructions on becoming a disciple and servant - Matt. 25: Thy will be done - the Garden of Gethsemane: Matt. 26:36-46).

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE4c -takes initiative and demonstrates Christian leadership;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE7j -contributes to the common good

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

Call to Family, Community, and Participation
Rights and Responsibilities
Solidarity

	<p>Gr. 6 LS2.3: Identify situations of injustice in society, our country and the world which oppose the virtue of human dignity and fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self’”.</p> <p>Gr. 6 PR1.2: Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need.</p> <p>Literacy Connections: Reading 2: (Grade 6) recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p> <p>Media 1: (grade 6) demonstrate an understanding of a variety of media texts</p> <p>Arts Connections: Music C1(Grade 6): 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;</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Guiding Questions (coming out of the Big Idea)</p>
	<p>Big Idea:</p> <ul style="list-style-type: none"> Students are stewards of all creation and God works through them with the Holy Spirit. <p>Scripture Passages:</p> <ul style="list-style-type: none"> 1 Corinthians 12:12-27 Matthew 5:1-12

LEARNING GOALS

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

- Communicate that we are all called to be a living part of the Body of Christ, and to take an active role in building the Kingdom of God on earth.

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:

Body of Christ
Catalyst for Proactive Change
Metaphor
Faith Keepers

Materials:

- Projector
- Markers/Chart Paper
- White Board Markers
- Speaker
- Prayer of St. Theresa of Avila

Internet Resources:

<https://www.youtube.com/watch?v=Ik0bKfC8XSE>
“Hands” by Jewel. (4 min) The lyrics appear on the screen. See also copy in Appendix B.

MINDS ON

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

Start a conversation with the students: “If you prayed really hard to make the basketball team but didn’t try out, do you think you would make it?”

Stress to students that, while all things are possible with God, we must cooperate through our actions, in order to make a difference in the world.

Invite students to identify issues about which they would like to see change (e.g. pollution, global warming, hunger, access to education).

Explain that anyone who is willing to help solve a problem or address an important issue can be called a ‘catalyst for proactive change.’ We are called to work with God to be ‘catalysts for proactive change’ in our communities.

What actions can we take in our school, family, or community to make a positive difference? Suggestions should be simple and proactive (e.g. say hi to 10 people on the yard, read a book with a sibling, help with household chores, visit a lonely neighbour).

At the next break have the students put some of their proactive suggestions to work by trying to make a difference on the school yard. When the students come back in, have them write down at least one thing that they noticed. Have a class discussion about how they were 'catalysts for proactive change.'

Day 2

The Greek work for Church is "ekklesia" = those who are called forth. All of us who are baptized and believe in God are called forth by the Lord. Together we are the Church. Christ is, as Paul says, the Head of the Church. We are his body. When we receive the sacraments and hear God's Word, Christ is in us and we are in him – that is the Church. (YouCat #121)

The Church is called "one body in Christ" in Romans 12:5, "one body" in 1 Corinthians 10:17, "the body of Christ" in 1 Corinthians 12:27 and Ephesians 4:12, and "the body" in Hebrews 13:3.

ACTION

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

We are called to be a part of the Body of Christ.

Read the prayer by St. Teresa of Avila (1515–1582) (see Appendix A)

The prayer was written almost 500 years ago but still holds great relevance today. With Jesus as the head, we are encouraged to be His body here on earth.

In small groups, have students brainstorm how they are:

- 1: The eyes of Christ
- 2: The mouth of Christ
- 3: The hands of Christ
- 4: The legs of Christ
- 5: The ears of Christ

This can be done as a carousel activity (one statement on each piece of chart paper; students rotate), a jigsaw (each group deals with one statement, then reorganize to share in new groups with a representative of each statement) or have all groups work on all five statements with full class sharing.

Introduce the students to the Beatitudes: Use the attached reading (Appendix B) or have the students locate it in the Bible. Matthew 5: 1-12.

Have students identify some words they may not yet understand (e.g. meek and mourn).

Jesus gives us a direct way to act on earth and reassures us in times of sadness and grief that we will be consoled.

Ask the students “In which ways do we see the beatitudes on the school yard? In the classroom?

We are called to live the Beatitudes and be a part of the Body of Christ Daily. Ask the students to quietly reflect on “Are we doing our part?”

CONSOLIDATION

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

Day 3:

Proclaim 1 Corinthians 12:12-27. Students may follow along in bibles.

In Appendix C (a & b) are two diagrams of a body. Choose one to reproduce and have the students label the parts of the body, identifying ways that they can actively use their bodies to serve Jesus.

e.g. stomach: I will thank God for every meal I eat. I will donate food to the local food bank.

Note: You may suggest that students draw themselves with exaggerated proportions, i.e. big arms “to hug everyone”, or big ears “to listen to the needs of others”.

Watch the video “Hands” by Jewel. The lyrics appear on the screen; see also Appendix C.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

A journal reflection on how their “beatitude self” can change the world.

Identifying the people and/or organizations within the parish who act as the body of Christ in the community, and pray for them.

Appendix A

Prayer of St. Teresa of Avila (1515–1582)

Christ Has No Body

Christ has no body but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks
Compassion on this world,
Yours are the feet with which he walks to do good,
Yours are the hands, with which he blesses all the world.
Yours are the hands, yours are the feet,
Yours are the eyes, you are his body.
Christ has no body now but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks
compassion on this world.
Christ has no body now on earth but yours.

Appendix B

The Beatitudes Matthew 5: 1-12

When Jesus saw the crowds, he went up the mountain; and after he sat down, his disciples came to him. Then he began to speak, and taught them, saying:

‘Blessed are the poor in spirit, for theirs is the kingdom of heaven.

‘Blessed are those who mourn, for they will be comforted.

‘Blessed are the meek, for they will inherit the earth.

‘Blessed are those who hunger and thirst for righteousness, for they will be filled.

‘Blessed are the merciful, for they will receive mercy.

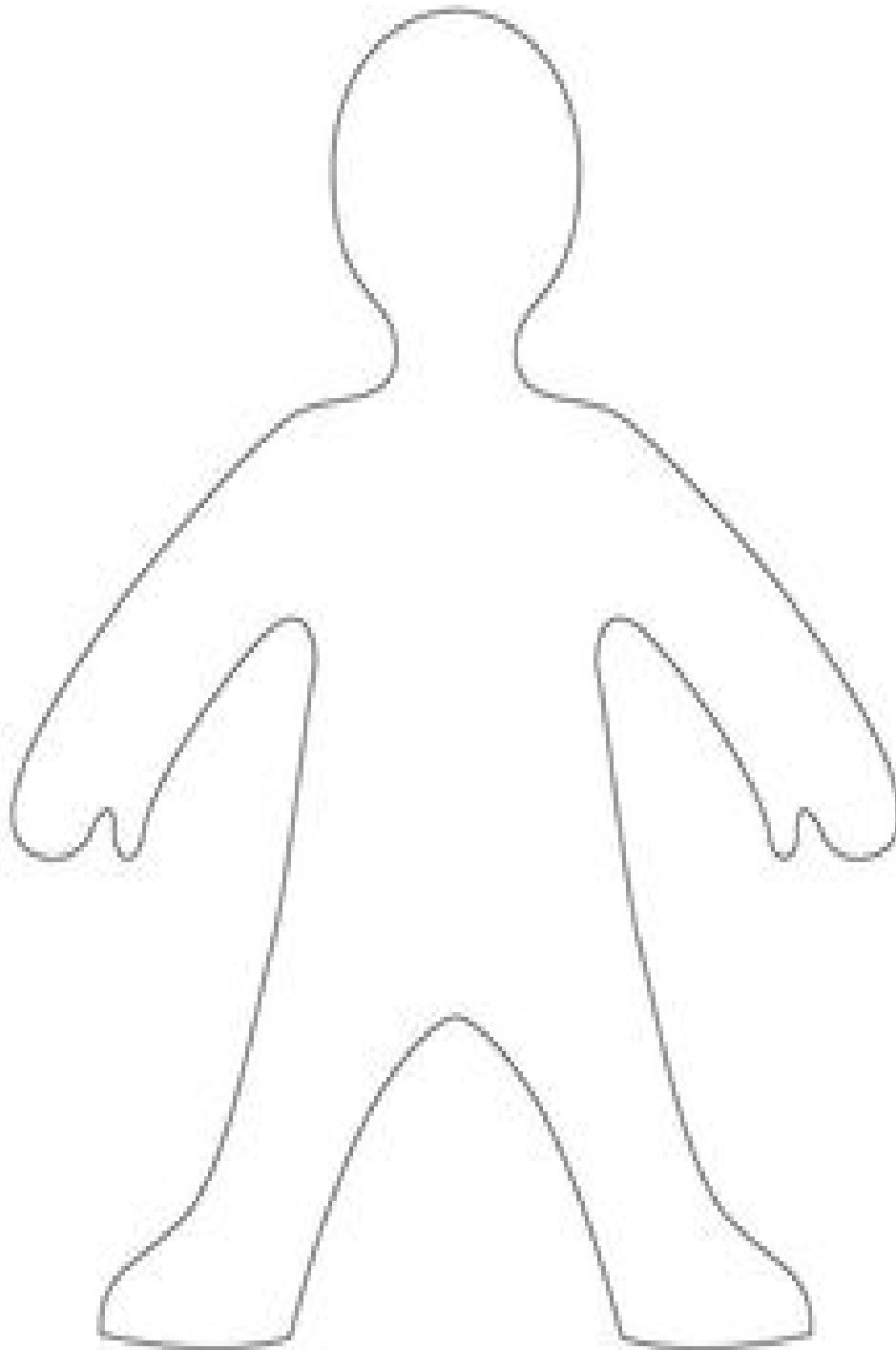
‘Blessed are the pure in heart, for they will see God.

‘Blessed are the peacemakers, for they will be called children of God.

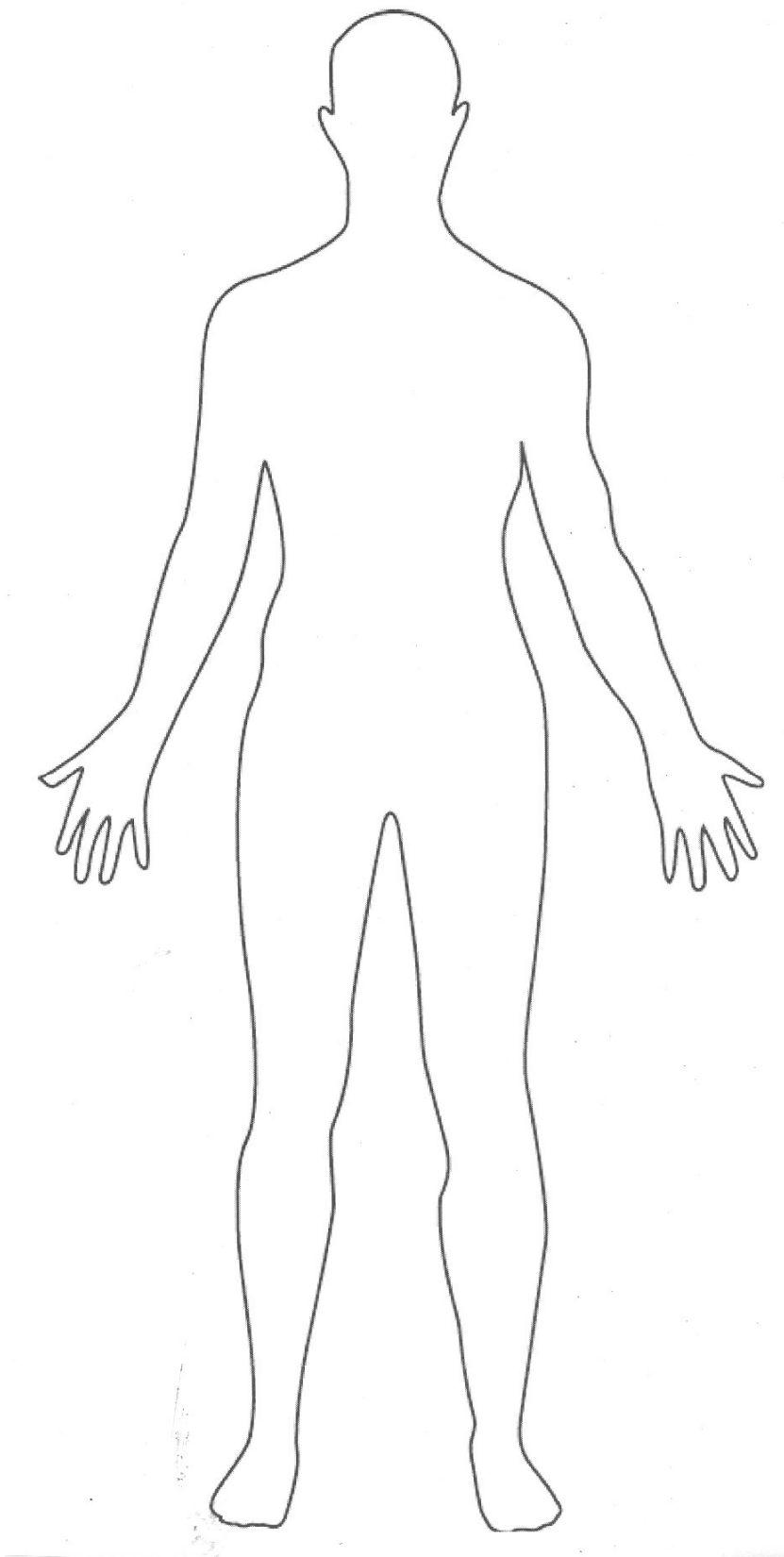
‘Blessed are those who are persecuted for righteousness’ sake, for theirs is the kingdom of heaven.

‘Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.

Appendix C (a)



Appendix C (b)



Appendix D

HANDS (Jewel)

If I could tell the world just one thing
It would be that we're all OK
And not to worry 'cause worry is wasteful
And useless in times like these
I won't be made useless
I won't be idle with despair
I will gather myself around my faith
For light does the darkness most fear
My hands are small, I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
Poverty stole your golden shoes
It didn't steal your laughter
And heartache came to visit me
But I knew it wasn't ever after
We'll fight, not out of spite
For someone must stand up for what's right
'Cause where there's a man who has no voice
There ours shall go singing
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
I am never broken
In the end only kindness matters
In the end only kindness matters
I will get down on my knees, and I will pray
I will get down on my knees, and I will pray
I will get down on my knees, and I will pray
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
We are never broken
We are God's eyes
God's hands
God's mind
We are God's eyes
God's hands
God's heart
We are God's eyes