



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1 COMMUNITY BUILDING

Lesson 1

Prayer and Community Building

Unit 1 Lesson 1

Building Community

Prayer and Community Building

Lesson Overview

Through an introduction to community circles, students build mutual trust and understanding.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Gr 4 - LC1.2: Describe how the Church strives to be “one” (i.e. common faith, worship-celebration, and teaching)

Gr 5 - PR2.1: Identify and use various means to enter into and experience vocal prayer

Gr 5 - LS3: Demonstrate an understanding of Christianity as a religion that seeks unity within the experience of diversity.

Gr 6 – ML1.2: Explain through example, how God’s gift of human reason promotes human dignity and identify ways we can use reason to participate in the wisdom and goodness of Creation.

Language:

Oral Communication 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Oral Communication 2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Dignity of the Human Person

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

CGE 3: An Effective Communicator

CGE 5: A Collaborative Contributor

CGE 6: A Caring Family Member

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Building community through inclusive practices such as restorative circles. Through these practices, students will understand that they are responsible for their moral actions.

Scripture Passages:

- Matthew 25:31-46

LEARNING GOALS

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

- share the reasons how circles promote the dignity of each person and how they help build an inclusive environment

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:

- Inclusive environment
- Community
- Restorative Practice

Materials:

- Talking item (ball, stick, pencil, tape, etc.)
- Chairs/Physical Space for all students to sit in a circle

Resources: *(see attached appendices)*

- Five Key Themes of Restorative Practice *(Appendix 1)*
- Circle Information *(Appendix 2)*
- RP @ ALCDSB *(Appendix 3)*
- Additional support may be available from board personnel (e.g. Safe Schools Teacher)

NOTE:

If you have a very large class, it may be wise to split class into two circles. However, the first circle should be done as an entire class to set guidelines and expectations.

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MINDS ON

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

Discuss the importance of creating an inclusive environment for all students: *How can we make everyone feel welcome and included? What is dignity? How can we promote dignity of the Human Person in our classroom? What can we do to become all God wants us to be?*

- Rearrange classroom with chairs into a circle. The circle is a sign of equality and unity.
- Discuss how the physical set up of the classroom fosters feelings of inclusion.

ACTION

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

Introduce circles using theme 1 from *Five Key Themes of Restorative Practice*

Introduce the Rules: No names, no shame, no blame. Can only talk with the *talking item*.

Ask students why we have these rules, how does this build inclusion? How do these rules make us feel like everyone has ideas that are valued? Pass the talking item.

Introduce the idea behind circles - to build community and foster positive relationships.

Circle begins with each student taking a turn with the “talking item” and saying a *brag or drag* (something positive or negative happening in their life right now) – this helps the community get a sense of where everyone is coming from.

As students listen and share their ideas- remind them to save questions for the end and only talk with the talking item.

CONSOLIDATION

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

Explain to students that, just as we as a class create community through common beliefs and practices, so do we as the Church.

- What are some of the common beliefs and practices of the Catholic Church?

As this is an introduction activity, end the circle with one of the following “just for fun” questions:

- If you could have a superpower, what would it be?
- What is your favourite animal and why?
- If you could travel anywhere, where would you go and why?

Pass the talking item around the circle to give the students the opportunity to share their answer or “pass” and just think about their answer in their head. The entire idea of this circle is to make

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the class feel comfortable and included.

Really focus on Theme 1 from *Five Key Themes of Restorative Practice* (see Appendix 1) and the concept of value.

End the circle in a prayer- class joins together to pray aloud the Our Father, Hail Mary or other known prayer to the students. Our common faith and prayer is one of the ways the Church strives to be 'one.'

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Web of dignity: Pass or roll a ball of yarn back and forth around the circle. The person holding the yarn says something positive about the person to whom it is passed.
- Continue until everyone is connected to one another.

Five Key Themes of Restorative Practice

~taken from The Restorative Classroom Hopkins, Belinda, Optimus Education 2011~

Theme 1:

We all have unique and valued perspectives. In this classroom we listen to each other's perspectives.

Theme 2:

Our thoughts influence our emotions, and our emotions influence our actions. In our classroom, we share our emotions and how we are feeling. We listen, without judgment, to others explain how they are feeling.

Theme 3:

Empathy and consideration

In our classroom we realize that our words and actions have an impact on others. We consider the impact of our words and actions before we speak or act.

Theme 4:

Needs and unmet needs

In our classroom we realize that each of us needs different things to achieve our best. As much as possible, we work as a community to meet each other's needs.

Theme 5:

In our classroom we know that we have a shared responsibility to plan, problem solve, and make decisions. By working collaboratively, we can help all achieve and make things right when things go wrong.

Use these themes as the values for a classroom.

Each theme has some great ideas for circle.

Begin the year using Theme 1 and explore what that might look like in your class.

APPENDIX 2

Circles

"encourage people to seek ways of moving beyond differences in a 'good way' to build better relationships ... encourage and enable people to take the 'high road', to share with others in a 'good way.' ...create the spaces for disagreement without being disagreeable."

Guidelines of Circle

- 1) **Cooperation:** There are many voices in circle and we use the talking piece to allow one person to speak at a time. We share the talking piece to hear as many voices as possible.
- 2) **Responsibility:** It is our responsibility to listen to each person. We try to listen attentively.
- 3) **Respect:** Everyone has their own feelings, thoughts and ideas.

Note:

I always remind participants of the guidelines each circle. They are the expectations that each member of the circle has. Along with these explicit expectations, there should be a number of implicit agreements between members of the circles. These include the notion of "no name, no shame no blame." This is the idea, that in a large class circle we address problems not people. The no name agreement frees the circle from becoming about 1 person or as a means to shame and blame people. Other implicit agreements include "what's said in circle stays in circle" and "we laugh with people not at them". These agreements should be discussed with the members of the circle.

Circle Process

- 1) **Check In**
- 2) **Presentation of Topic**
- 3) **Sharing/Discussion**
- 4) **Closing**

Circle Process Explained

1) **Check In:**

Welcome everyone to circle

Reminder of the "Expectations"

Ask All Participants to Check In

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- Introduce themselves to the circle and ask a quick opening question (ex. How are you feeling right now? Brag and Drag).

Purpose: To gauge and give all participants an opportunity to express where they are.

2) Presentation of the Topic:

Present What Will Be Done in Circle

This can include:

- Specific Issues, ex. bullying, conflict resolution, empathy:
 - General discussions about what respect looks like, sounds like etc. can be a safe way to open up discussions. Conversations regarding how to solve conflicts, what are conflict can be effective ways find a process for the class to look at conflict vs. bullying. As a class feels more comfortable, it might be helpful to examine what does each member of the class need from each other and what are our own individual needs. Here, you might introduce the themes (see attached 5 Themes of RP).
- Curriculum:
 - Circle can be an ideal way to present curriculum ideas and topics, reinforce learning and help set criteria for learning. In the past I have had students share projects, discuss the criteria for an assignment (establish a rubric), discuss themes from literature, etc.
- Goals for the week:
 - Check in circles on a Monday can be used to set goals for the class. These goals can be in relation to classroom management or set timetables for assignments and activities. Involving students in Fair Process can help to achieve greater participation and “buy in”.
- Presentations: (*see above Curriculum*)
- Celebrations:
 - The simplest celebration circle is a “compliment Circle”. Each student is given an opportunity to say a positive statement about another member of the class. This can be done randomly or names can be assigned. The goal is to recognize what each person brings to the community. Other celebration circles can be used for birthdays, end of unit recaps, etc.
- Anything:
 - If you find you are stuck for ideas, solicit students’ input. Place a box where students can suggest topics. Indicate that you will review ideas and bring the matters forward in circle.

In my experience the best circles are not planned; like conversations, they take on a life of their own, and are guided by the comments and ideas of the members of the circle.

Note: After you have done circle for a while, and students are comfortable with the process, it is important that students take ownership of the process by suggesting topics, and running circles.

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3) Sharing/Discussion:

- Ask questions on the topics that are open ended
- Solicit responses
- Invite students to respond to each other
- Direct the discussion not control
- Remind students that in the circle we talk “**to**” each other, not “**at**” each other

4) Closing:

- Always formally end the circle
- Should be a fun activity
- Ex:
 - Name game
 - What if question
 - Telephone
- Thank everyone for his or her participation

Further Observations on Circles

- Try to find a regular and consistent time for circle; make it part of your schedule, as this will help students to appreciate their importance and it will become part of the class structure and environment.
- As well as encouraging student voices, circles are meant to promote listening. Encourage students to build on the ideas of others.
- Ensure that most circles are proactive. The simplest circle to run is the “weekly check in” or “check out” circle. Typically these circles run first thing Monday morning or Friday afternoon. During these circles, students should comment on the progress of the class, their own progress, celebrate accomplishments or make simple goals. These circles usually are 20 minutes.
- In the beginning students may need to be encouraged to share their voice, ideas and thoughts. Never make a member participate, but try to find some common question that most will feel comfortable to answer.
- As much as you are comfortable, share your thoughts. With older students, invite their comments on how they feel about your ideas.
- As the comfort level increases, place the responsibility for facilitating circle on the students. Give them the opportunity to plan the circle.

APPENDIX 3

RP @ A.L.C.D.S.B.

(RP – Restorative Practice)

- *believes that communities learn best when we do things **with** people rather than **to** them or **for** them*
- *is about building, maintaining and restoring relationships*
- *believes in high expectations in all areas, with high levels of support to help everyone achieve*
- *promotes the understanding of the impact of individual actions on the community of learners*
- *always seeks to make things right*
- *is a range of approaches that promotes a caring, accepting, inclusive and safe place to learn and grow*





Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1 COMMUNITY BUILDING

Lesson 2

The Apostle's Creed

Unit 1 Lesson 2

Building Community

Praying the Apostle’s Creed

Lesson Overview

Introduce the **Apostle’s Creed** as a mentor text. Discuss the meaning and purpose of the prayer.

Duration: 60-80 min total (2 class periods)

CURRICULUM CONNECTIONS

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

Religious Education:
Fundamental Concept BL2: The Creed as a Summary of Catholic Belief and a Profession of Faith.

Gr 5 - BL2.2: Compare the professions of faith found in the Apostle’s Creed to those of the Nicene Creed to identify Catholic beliefs that are professed in only one of the two Creeds.

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1a: illustrates a basic understanding of the saving story of our Christian faith

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Creed is an authoritative summary of the central beliefs of the Christian faith (e.g. Trinity, Incarnation, the Virgin Mary, Communion of Saints, forgiveness of sin, resurrection, final judgment and eternal life).

Scripture Passages:

- Eph. 4:3-5; 1 Cor. 10:17; John 10:16

LEARNING GOALS

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

- Pray and understand the Apostle’s Creed.

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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:

- Incarnation, the Virgin Mary
- Communion of Saints
- forgiveness of sin
- resurrection
- final judgment
- eternal life
- Trinity

Note:

‘He descended into hell’
Like all human beings, Jesus experienced death. He descended into hell as Saviour, freeing the just souls who had gone before him. (see Catechism of the Catholic Church Nos. 631-636)

Materials:

- Apostle’s Creed (full and cut into sections)
- Chart Paper
- Markers (1 per student)

Prep: Write or cut and paste sections of the Apostle’s Creed on chart paper

Internet Resources:

- Teenagers reciting the Apostle’s Creed
<https://www.youtube.com/watch?v=FLU9RP5khyQ>

Resources:

- Apostle’s Creed and Sample End of the Day Prayer (*Appendices 1 and 2*)
- What is the difference between the Nicene and Apostle’s Creed? (*Appendix 3*)
<http://catholicstraightanswers.com/what-is-the-difference-between-the-apostles-creed-and-the-nicene-creed/>

MINDS ON

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

Watch the video of teenagers reciting the Apostle’s Creed

<https://www.youtube.com/watch?v=FLU9RP5khyQ>

Where have you heard this prayer before?

What is this prayer about?

Why do you think the students repeated certain words or sections of the prayer?

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ACTION

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

Split students into mixed ability groups

Activity: students work in groups with their section of the Creed on chart paper; write everything they know or understand about their section, graffiti style, on their chart paper; post charts around the classroom; gallery walk; students may add to the charts.

Teacher directs conversation around the room, looking at each section of the prayer to discern the real meaning with the students.

Watch the 2 minute video “*Ignite Your Faith: What is a Creed?*”

<http://www.archmil.org/c4video/C4-14.htm>

Compare the text of the Apostle’s Creed to that of the Nicene Creed. (*see Appendix 3*)

CONSOLIDATION

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

Using the Apostle’s Creed as a mentor text, have students brainstorm ideas for their own class prayer.

- This prayer can be said daily (end of the day, before recess, after lunch, etc.).
- Work collaboratively to create a short prayer that incorporates your school’s theme, messages, etc.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Annotate a copy of the Apostle’s Creed for students to keep on file in their religion notebook/duotang/scrap book
- Write your own version of the Apostle’s Creed explaining what the prayer means to you

APPENDIX 1

The Apostle's Creed

I believe in God, the Father almighty,
Creator of heaven and earth,
and in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
he descended into hell;
on the third day he rose again from the dead;
he ascended into heaven,
and is seated at the right hand of God the Father almighty;
from there he will come to judge the living and the dead.
I believe in the Holy Spirit, the holy Catholic Church,
the communion of saints, the forgiveness of sins,
the resurrection of the body, and life everlasting. Amen

APPENDIX 2

Sample End of the Day Prayer

Thank you, God, for our school and for all of the staff and students here.
Thank you for all of the blessings you have given us today.
Be with us as we journey home.
Please keep us safe and watch over our families and friends.
Help us to be the change in the world. Amen.

APPENDIX 3

The Apostle's Creed

I believe in God,
the Father almighty,
creator of heaven and earth,

and in Jesus Christ,
his only Son, our Lord,

who was conceived by the Holy Spirit,
born of the Virgin Mary,

suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended into hell;

on the third day he rose again
from the dead;

he ascended into heaven
and is seated at the right hand
of God the Father Almighty;
from there he will come to judge
the living and the dead

I believe in the Holy Spirit,

the holy Catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting.
Amen.

The Nicene Creed

I believe in one God,
the Father, the Almighty,
maker of heaven and earth,
and of all things visible and invisible.

I believe in one Lord, Jesus Christ,
the Only Begotten Son of God,
born of the Father before all ages.
God from God, Light from Light,
true God from true God,
begotten, not made,
consubstantial with the Father;
through him all things were made.
For us men and for our salvation,
he came down from heaven:

And by the Holy Spirit
was incarnate of the Virgin Mary,
and became man.

For our sake he was crucified
under Pontius Pilate;
he suffered death and was buried,

And rose again on the third day
in accordance with the Scriptures;

He ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory
to judge the living and the dead,
and his kingdom will have no end.

I believe in the Holy Spirit,
the Lord, the giver of life,
who proceeds from the
Father and the Son,
who with the Father and the Son
is adored and glorified,
who has spoken through the Prophets.

I believe in one, holy,
Catholic and apostolic Church.
I confess one baptism for the forgiveness of sins
and I look forward to the resurrection of the dead,
and the life of the world to come.
Amen.



Working Together for Catholic Education

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UNIT 1 COMMUNITY BUILDING

Lesson 3

Introduction to Body Prayer

Unit 1 Lesson 3

Building Community	Introduction to Body Prayer
	<p>Lesson Overview Students learn about and explore body prayer.</p> <p>Duration: 30 – 40 mins</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Fundamental Concept PR2 The Way of Prayer: Forms and Expressions of Prayer.</p> <p>Gr 5 - PR1.2: Describe the variety of ways that Catholics express prayer during the communal celebration of the Mass (i.e. song, petitions, prayers, posture, kneeling, fold our hands, bowing our heads, cultural expressions and in silence) and suggest how and why all these ways deepen our experience of prayer.</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>A Discerning Believer Formed in the Catholic Faith Community who: CGE1f: seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> The life of prayer requires the development of habits which reflect the spirit and example of Jesus' life of prayer. Prayer has many forms and expressions found in Scripture and Tradition – blessing and adoration, petition, intercession, thanksgiving and praise, vocal, meditative, and contemplative. Each form of prayer serves to deepen our relationship with God. <p>Scripture Passages:</p> <ul style="list-style-type: none"> Ephesians 6:18

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

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Use their body to enter into prayer in a different way.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Body prayer is physical activity or posture that promotes spiritual communion with God, with an emphasis on engaging our body, mind and spirit in prayer.

NOTE:

As students in a Catholic school, we already pray with our bodies. We make the sign of the cross before and after we pray. At Mass, we sit, stand, kneel, shake hands, fold our hands and bow our heads. Each of these actions is an integral part of our personal and communal prayer.

Materials:

- Open space created in classroom
- Bell or chime for contemplative prayer

Internet Resources:

- The Lord's Prayer- Body Prayer (video)
<https://www.youtube.com/watch?v=sxWOfNqobNY>

Resources:

- *Praying With The Body* by Roy DeLeon, Paraclete Press, 2009. (every school in ALCDSB has a copy of this book- see *Faith Life Liaison*)

MINDS ON

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

- desks/tables moved to outside walls of classroom to create open space
- view <https://www.youtube.com/watch?v=sxWOfNqobNY>

As you are watching, ask students to describe:

- *What is happening? What are the people doing?*
- *What are some of the gestures or postures used to pray during the Mass? (sign of the cross, folding hands, standing, kneeling, etc.)*

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ACTION

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

1. Students establish their own space in the open area of the room
2. Ask students to think about how they are feeling in the moment (nervous, stressed, happy, sad etc.)
3. Introduce body prayer (see *Terminology* above)
4. Start the video again and pray using the movements shown
5. Use *Alleluia 10* in Praying With The Body (or another selection)

CONSOLIDATION

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

Students may share how they felt praying in this form. (*As prayer can be very personal, let students know that one does not always have to share.*)

- How do students feel now?
- How does body prayer differ from other forms of prayer?
- How might it help one to meditate on the text of a prayer or psalm?
- Return desks to their places.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- creating or incorporating a simple body prayer into daily classroom prayer (e.g. Grace Before Meals, Afternoon Prayer, or End of Day Prayer)
- students may select and lead a body prayer from available resources



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1 BUILDING COMMUNITY

Lesson 4

The Goodness of All

Unit 1 Lesson 4

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

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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.

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

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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

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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.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1 **Building Community**

Lesson 5

Listen to the Call of God

Unit 1 Lesson 5

Building Community	Listen to the Call of God
	<p>Lesson Overview Through scripture and discussion, students will understand God’s calling to Samuel and develop an appreciation of vocations.</p>
	<p>Duration: 40 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Gr 4 – ML2.4: Identify times when we might hear God speaking to us; giving us instructions (moral truth) to help us “do what is good and avoid what is evil”; and link this to the work of our conscience through which God/the Holy Spirit inspires us to do the good. [CCC nos. 1776-1788]</p> <p>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. [CCC nos. 12-62-1284; 1897-1927]</p> <p>Arts Connections: Musical reflection (continued learning opportunities)</p>	<p>The Catholic Social Teachings evident in this lesson include: The Dignity of Work and the Rights of Workers Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: A Collaborative Contributor who: CGE4c: develops one’s God-given potential and makes a meaningful contribution to society</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> God’s call for us is called our vocation. In baptism we received the call to live our vocation, as lay people, priests, or religious, by serving the community. <p>Scripture Passages:</p> <ul style="list-style-type: none"> 1 Samuel 3: 1-11 Samuel’s Calling

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LEARNING GOALS

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

- Describe a vocation
- Explain Samuel's Call
- Understand how to listen to God's call

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:

Vocation

- What God desires each of us to do with our life – when we follow this path, we will find true happiness.

Materials:

- Religion notebooks/duotang/scrap book
- Pencils, Coloured pencils
- A video version of the story of Samuel, available in the NEST series *The Animated Stories from the Bible*, may be shown.

NOTE:

Please see below for *Continued Learning Opportunities*

MINDS ON

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

Move desks and chairs into the Community Circle Format

What are your plans?

What will you do tonight after school? What do you want to do this weekend? What about next summer? Do you have plans to go to a camp? Go on a vacation? Spend time at the pool?

Think-pair-share

Share one of your partner's plans out loud with the group.

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ACTION

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

Share the story of Samuel. (1 Samuel 3:1-11)

1. Alternately, show the video of the story, available in the NEST series *The Animated Stories from the Bible*.
2. Through discussion, help students to identify the key concept, which is listening to the call of God. Students will realize that this is not easy to do; often we are so busy in our lives that we do not truly listen:
 - We have our own plans as discussed in “Minds On”, but God also has plans for us and we need to listen to those plans. God is calling us to live in our “vocation”
 - Eli explains to Samuel how to listen to God's Call- "Speak Lord for your servant is listening"
3. Students should recognize that they need to listen- "My heart is open to Your call."
4. Discerning our vocations means listening to God for our purpose. How can we listen to God?
 - *Be attentive during Mass and group prayer; be faithful to personal prayer, including contemplative practices such as body prayer and Christian meditation; listen to the silence at night; look and listen for God in creation; look and listen for God in those around us, particularly in those who are models of Christian faith*

CONSOLIDATION

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

Move desks/chairs out of the Community Circle to regular classroom plan

- In Religion notebooks/duotangs/scrap books students complete a t-chart “My Plans/ Discerning My Vocation”
- Write and draw their plans on one side of the chart
- How to listen for God’s plans/call on the other side

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Musical Reflection - play instrumental music and set the environment for peaceful reflection.
- *Can you hear God speaking to you? Think of your gifts and how they can be used to make the world a better place.*



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 6

**Our Talents and Gifts Help Us
Choose Our Friends**

Unit 1 Lesson 6

Building Community

Our Talents and Gifts Help Us Choose Our Friends

Lesson Overview

Students will understand the concept of friendship, and how our own talents and gifts help us develop these friendships

CURRICULUM CONNECTIONS

Religious Education:
Fundamental Concept LS1: We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings).

Family Life Education, Grade 5:
B3.2: identify and describe some of the qualities that are valued in friendship.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:
 Call to Family, Community, and Participation
 Life and Dignity of the Human Person

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

- CGE2:** An Effective Communicator
- CGE5:** A Collaborative Contributor

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Understand that human solidarity in our Christian living, which is understood as “friendship”, is reflected in the example of Jesus and the relationships which he held.

Scripture Passage:

- Romans 12:6-8

LEARNING GOALS

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

- Highlight their own gifts, and explain how they can contribute to the development of friendship.

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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:

- Chart Paper
- Markers
- Copy of Scripture (optional)

Resources:

- Praying with the Body
- Fully Alive 5
- Bible

MINDS ON

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

Body Prayer: Alleluia 3 pp.9-11 in *“Praying with the Body”*

Small group Scripture Analysis:

Have students (groups of 3) read and discuss the meaning of Romans 12:6-8. Students can record their ideas on chart paper.

ACTION

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

Whole Class: Read aloud “Friendship” pp. 43-45 in *Fully Alive 5*.

- After reading, invite students to share examples from their own experience that demonstrate the qualities in the text.

Note: This lesson may be integrated with the teaching of Theme 2 Topic 4 in *Fully Alive* grade 5, or the *Fully Alive* text may be used only as a read aloud at this time.

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CONSOLIDATION

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

After Reading:

- In their journal or notebook, have students write about a time when they encountered a “friendship problem”. They should outline the problem and how they dealt with the issue.
- If applicable, have students write about alternative ways that they could have solved the issue, using one or more of the qualities of a good friend.



Working Together for Catholic Education

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UNIT 1

Building Community

Lesson 7

Christian Meditation

Unit 1 Lesson 7

Building Community

Christian Meditation

Lesson Overview

In this lesson, students and teachers will be introduced to the concept of Christian Meditation.

Duration: 30 minutes

CURRICULUM CONNECTIONS

Religious Education:

Gr 5 Big Idea: PR2: Prayer has three major expressions found in Sacred Scripture and Tradition, each with their own unique characteristics: vocal, meditative, and contemplative.

Gr 6 – PR1.1: Identify the obstacles to prayer and the ways to overcome this struggle so that prayer and our Christian life are inseparable. [CCC nos. 2725-2751]

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

A Discerning Believer who:

CGE1f: seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- What is Christian Meditation (CM)?

Scripture Passages:

- “For God along my soul waits in silence, for my hope is from him.” (Psalm 62:5)
- “Jesus often withdrew to lonely places and prayed.” (Luke 5:16)
- “Be still, and know that I am God.” (Psalm 46:10a)

LEARNING GOALS

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

- Engage in Christian Meditation

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

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:

Christian Meditation - ancient form of prayer of the heart where one becomes more aware of the wonder and presence of God, and the experience of God’s love.

Materials:

- bell, chime
- Christian Meditation App (Contemplative Prayer, WCCM)

Internet Resources:

- Ontario Classroom experience of CM
<http://vimeo.com/106713264>

Resources:

- Appendix 1: *Christian Meditation with Children and Youth*

NOTE:

Please see below for *Continued Learning Opportunities*

MINDS ON

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

Have a class discussion with the following prompts:

- When are we asked to be silent?
- What is the purpose of each silence?
- What does silence ‘look’ like?

ACTION

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

Arrange room to allow for meditative space (e.g. desks to outside of room, chairs in a circle)

Introducing Christian Meditation in the Classroom (*See Appendix 1 for more information*)

- Invite students to be silent for 30 seconds to 1 minute
- Ask them to share whether that was easy or difficult.
- What are the challenges to being silent?
 - God has created us to live in relationship, so we want to be social
 - Silence is rare in our lives so we are not accustomed to it

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- We are often distracted by people, things, and sounds around us, and by our own thoughts
- Invite students to be silent again, but this time, ask them to close their eyes, and to listen for the ‘sounds of the room.’ What did they hear? Was that easier or more difficult? Why?
- Sounds such as the clock ticking, heating or air conditioning, or our own breathing are always there, but we don’t usually notice them. God is always there, but we do not always pay attention to God’s presence.
- Introduce the word ‘Maranatha’ – an Aramaic (the language spoken by Jesus) word from scripture which means “Come, Lord.” It is a suitable mantra because it invites God to be present, and because of the regular rhythm and rhyme.
- Practice breathing deeply with one syllable of maranatha on each inhale or exhale of breath (in-ma, out-ra, in-na, out-tha).
- Teacher/leader may say the word aloud a few times, students continue to ‘think’ the word silently.
- See *Appendix 1* for more details – What does Christian Meditation look like?

CONSOLIDATION

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

- Students may share their experience: How did they feel?
- After some discussion, and if time allows, experience another short time of Christian meditation. Was the experience different a second time.
- Remind students that Christian Meditation is a practice. With practice, we are better able to overcome the obstacles and distractions, so that we can enter more fully into prayer.
- Regular prayer through Christian Meditation will influence our behaviour and attitudes so that we live out our faith in our actions each day.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Scheduling weekly or daily sessions of Christian Meditation
- Follow-up Arts activities- reflection drawings
- Sharing the practice with families or with primary classes

APPENDIX 1

Christian Meditation with Children and Youth

What is Christian Meditation?

- A form of prayer used as far back as the fourth century with St. Anthony of the Desert and the desert mothers and fathers. While some early Christians spread the Good News and served those in need, others withdrew to the desert to focus on prayer. This tradition continues in cloistered religious communities.
- It is about entering more fully into the ordinary to discover the wonder of the presence of God and to experience God's love. God is always present, but we are not always paying attention.
- It moves from mental prayer (the prayer of the mind – saying prayers) to a deeper level (the prayer of the heart).
- It is an acknowledgement that the Holy Spirit dwells within each of us .
- It differs from mindfulness in that the focus is on relationship with God rather than one's self.



What are the benefits of Christian Meditation?

- Experience in Australia shows that children and adolescents enter more easily into Christian meditation than adults.
- Christian meditation with children and young people is proven to:
 - Make them calmer and more relaxed
 - Help create a sense of wonder
 - Help create a sense of God
 - Help create a sense of community
 - Allow them a chance to be silent and experience God's presence in silence
 - Allow them a chance to enter into the present moment

Introducing Christian Meditation in the Classroom

- Invite students to be silent for 30 seconds to 1 minute and to listen for the 'sounds of the room.' What did they hear? Most will report hearing the heat/air system, the clock, sounds from nearby classrooms, and perhaps their own breathing. These things are like God. They are always there, but we do not always notice them. God is always with us. We don't pray to ask God to be with us, but we pray so that we pay attention to God who is always there.
- Ask them to share whether the silence was easy or difficult. What are the challenges to being silent?
 - God has created us to live in relationship, so we want to be social
 - Silence is rare in our lives so we are not accustomed to it
 - We are often distracted by people, things, and sounds around us, and by our own thoughts
- Discussion & sharing: "When do you have to be silent? What is the purpose for each of those silences?" In Christian meditation, the purpose of the silence is for us to be more aware of the presence of God, who is always with us.

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- We can close our eyes to shut out visual distractions. A mantra can help keep our mind busy so that we are less distracted by our thoughts.
- Introduce the word ‘Maranatha’ – an Aramaic (the language spoken by Jesus) word from scripture which means “Come, Lord.” It is a suitable mantra because it invites God to be present, and because of the regular rhythm and rhyme.
- Practice breathing deeply with one syllable of Maranatha on each inhale or exhale of breath (in-ma, out-ra, in-na, out-tha).
- Teacher/leader may say the word aloud a few times, students continue to ‘think’ the word silently.

What does Christian Meditation look like?

- Students sit in a circle, on chairs with heels and toes flat on the floor or on the floor cross-legged. The circle is a sign of our unity; connecting to the floor symbolizes our connection to creation.
- Sitting upright with palms open on lap – offering prayer to God and receiving God’s love.
- A candle may be lit in center of circle.
- Students close their eyes – teacher or other adult keeps eyes open for supervision and safety.
- Begin with a short opening prayer, scripture, or song.
- Silent repetition of mantra “Maranatha” .
- Length of meditation varies with age – start with 1 minute per grade; work up to 1 minute per year of age.
- Students who find it difficult to be completely still may be given a sacred object (rosary, prayer stone, small cross, etc.) to manipulate during the meditation.

Apps for Christian Meditation:

- Centering Prayer – Contemplative Outreach <http://www.centeringprayer.com/> (for iPhone)
- World Community for Christian Meditation <http://www.wccm.org/> (for Android and iPhone)



Other Resources for Christian Meditation:

- <http://www.cominghome.org.au/> - Christian Meditation for Children and Young People from Catholic Education Diocese of Townsville, Australia
- <http://vimeo.com/106713264> - Video from Brant Haldimand Norfolk Catholic District School Board – interviews with elementary students, teachers, parents, and administrators



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 8

Prince of Peace

Unit 1 Lesson 8

Building Community	The Prince of Peace
	<p>Lesson Overview Students will use technology to complete an inquiry on Jesus “The Prince of Peace”.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Gr 4 - LS 2.2: articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life.</p>	<p>The Catholic Social Teachings evident in this lesson include: Rights and Responsibilities Solidarity</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: CGE1: A Discerning Believer formed in the Catholic Faith Community CGE7: A Responsible Citizen</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> Jesus is referred to as “The Prince of Peace” <p>Scripture Passages:</p> <ul style="list-style-type: none"> John 14:27, John 16:33, Ephesians 2:15, Isaiah 9:6

LEARNING GOALS
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> Identify why Jesus is referred to as “The Prince of Peace” What constitutes a peaceful action <p>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.</p>

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INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Materials:

- Bible
- Computers (1:3 ratio)

Internet Resources:

- www.thinglink.com

Resources:

- A Variety of web-based resources

NOTE:

If your students are not familiar with *ThingLink*, an introductory lesson on this program is recommended.

MINDS ON

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

Think – pair – share:

Give each student one of the scripture passages listed above. With a partner, discuss the concept of peace as it is used in the passage. Share with the class.

ACTION

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

Students, in groups of three, will use the web-based program, *ThingLink*, to create a response to the following questions:

Inquiry Guiding Question:

1. *Jesus is often called "Prince of Peace"- why?*
2. *What did Jesus do in his life that created peace?*

CONSOLIDATION

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

As a class, examine several different walls that were created. Lead a class discussion about what students included on their *ThingLink* wall and why.

- How is peace an essential element to promote the common good? Give examples of

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how peace improves the conditions of human life.

- How can we apply Jesus' message of peace in our school and communities?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Read Matthew 10:34-39 and/or Luke 12:51-53.
- How are these messages about peace different from the others? Here Jesus speaks of how difficult it can be to be a peacemaker in the world. Invite students to discuss how these seemingly contradictory messages can both be true.
- Identify quotes from modern peacemakers around the world. How do these messages compare to the message of Jesus?



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 9

Warm Hands ... of Many Hues

Unit 1 Lesson 9

Building Community	Warm Hands ... of Many Hues
	<p>Lesson Overview In this lesson, students will reflect on their own contributions as students to the school community. By the end of this lesson students will understand the concept of peace, its important role in our schools and community, and what it looks like.</p> <p>Duration: 2 class periods</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Fundamental Concept ML1: Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition</p> <p>Gr. 4 - LS2.2: Articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life.</p> <p>Language Connections: Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Writing 2: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p>The Catholic Social Teachings evident in this lesson include: Life and Dignity of the Human Person Solidarity</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE5: A Collaborative Contributor</p> <p>CGE7: A Responsible Citizen</p>

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	<p>Art Connections:</p> <p>D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.</p>	
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	<p>GUIDING QUESTIONS (coming out of the Big Idea)</p>	
	<p>Big Idea:</p> <ul style="list-style-type: none"> How can students contribute to building peaceful schools and communities? 	

	<p>LEARNING GOALS</p>	
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> Identify how their own actions have created a peaceful environment in their own school community. <p>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.</p>	

	<p>INSTRUCTIONAL COMPONENTS AND CONTEXT</p>	
	<p>Terminology:</p> <ul style="list-style-type: none"> Warm Colours Cool Colours Complimentary Colours Primary Colours Secondary Colours 	<p>Materials:</p> <ul style="list-style-type: none"> “Warm Hands” assignment and rubric (<i>Resource A</i>) “Warm Hands” art piece template (<i>Resource B</i>) <p>Internet Resources:</p> <ul style="list-style-type: none"> http://artprojectsforkids.org/product/warm-hands/ http://www.colormatters.com/color-and-design/basic-color-theory <p>Songs:</p> <ul style="list-style-type: none"> My Peace (Arlo Guthrie) http://www.youtube.com/watch?v=mny3h6_NAyk http://www.arlo.net/forums/viewtopic.php?t=3284 (lyrics & guitar chords) These Hands (Andrew Chinn) http://www.butterflymusic.com.au/ Be The Hands, the Heart of God (Janet Vogt & Mark Friedman)

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	<p>http://www.spiritandsong.com/compositions/51705</p> <p>- The Eyes and Hands of Christ (Tom Kendzia)</p> <p>https://www.youtube.com/watch?v=a7hxcIWjyVI</p>
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MINDS ON <ul style="list-style-type: none">• Establishing a positive learning environment• Connecting to prior learning and/or experiences• Setting the context for learning
<p>Learn the song <i>My Peace</i>, by Arlo Guthrie, using the video and lyric handout (<i>see resource links above</i>).</p> <p>The song mentions many colours and speaks of passing peace around “cross hands of every hue.” Discuss the meaning of the lyrics.</p> <p>In this lesson students will create hands of many hues.</p>

ACTION <ul style="list-style-type: none">• Introducing new learning or extending/reinforcing prior learning• Providing opportunities for practice and application of learning (guided → independent)
<ul style="list-style-type: none">• Introduce the concepts of colour theory to your students. Students should gain an understanding of the following concepts: Primary Colours, Secondary Colours, Warm Colours, Cool Colours and Complimentary Colours.• Once students have a good understanding of colour theory, it is now time to introduce the “Warm Hands” task. Students are to trace their hand on the template. Using crayons, students will alternate colouring the inside of their hand with warm colours (red, yellow and orange). Once students are finished colouring their hand, they will colour the remainder of their template. Students will use the complimentary cool colours to fill in the remainder of their template. <p><i>Students should follow the pattern (Red/Green, Orange/ Blue, Yellow/Purple)</i></p>

CONSOLIDATION <ul style="list-style-type: none">• Providing opportunities for consolidation and reflection• Helping students demonstrate what they have learned
<p>Upon completion of the art assignment, students will create a writing piece that will answer the following question:</p> <ul style="list-style-type: none">• <i>How do you use your “warm hands” to help make our school a peaceful place?</i>• <i>How can you use your “warm hands” to help make our community a peaceful place?</i> <p>Share ideas of peace.</p>

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Listen to and learn one or more of the songs:

- *These Hands*
- *Be the Hands, the Heart of God*
- *The Eyes and Hands of Christ*

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- September 21 is designated by the United Nations as the International Day of Peace.
- Students can create a display of their artwork, or plan an event to celebrate this day.
- <http://www.peaceday.org/> offers free videos, lesson plans, and other resources.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 10

The Three Questions

Unit 1 Lesson 10

Building Community	The Three Questions
	<p>Lesson Overview Teacher will read “The Three Questions” by Leo Tolstoy and work to develop their own answers to the questions posed in the book.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Gr. 5 - LS2 Focus: Fundamental love for the poor and vulnerable. Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first. Gr. 4 - ML2: Explain how we are called, through the help of our consciences, to discover God’s truth and obey God’s will.</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: CGE 1: A Discerning Believer formed in the Catholic Faith Community CGE 5: A Collaborative Contributor</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> This lesson focuses on the importance of thinking of others before you act. The book provides opportunities for children to recognize and appreciate the virtue of wisdom.

LEARNING GOALS
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> Understand the importance of their relationship with God. It is this relationship that will allow students to develop an understanding of morality. <p>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.</p>

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INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Materials:

- Chart Paper
- Markers

Internet Resources:

- "Three Questions" online
<https://www.youtube.com/watch?v=5pOYGjjvRc>
- www.padlet.com

Resources:

- Copy of "The Three Questions" (*written and illustrated by Jon J Muth*)

NOTE:

Padlet is the preferred platform to show student thinking. However, pen and paper will also work well for this activity.

MINDS ON

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

Before Reading:

Using the graffiti strategy (or padlet.com) have students answer the following questions:

- When is the best time to do things?
- Who is the most important one?
- What is the right thing to do?
- What is wisdom and how does one acquire wisdom?

ACTION

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

Read Aloud:

"The Three Questions".

CONSOLIDATION

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

After Reading:

- Students discuss what message they think the author is trying to convey to the reader. In addition, students may write a reflective journal entry about how they use wisdom in their everyday lives. Suggested platform is www.padlet.com.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 11

Stewardship of Creation

Unit 1 lesson 11

Building Community	Stewardship of Creation
	<p>Lesson Overview This lesson will introduce students to the Catholic Social Teaching, Stewardship of God’s Creation.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Gr. 4 - LS2.3: Identify and describe ways we are called as human beings to be responsible stewards who protect the environment and promote creation (i.e. natural ecological world in which we live) that has its origins in the creative will and purpose of God.</p>	<p>The Catholic Social Teachings evident in this lesson include: Rights and Responsibilities Care for God's Creation</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: CGE 7: A Responsible Citizen</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> Students will demonstrate their role as a responsible citizen through their stewardship and respect for God’s creation. <p>Scripture Passages:</p> <ul style="list-style-type: none"> Job 12:7-10, Colossians 1:16-17, Psalm 19

LEARNING GOALS
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> Define what stewardship is, and why it is important to respect and care for God’s creation. <p>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.</p>

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INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- Stewardship
- Environmental Issue

Materials:

- Environmental Quotes (*Appendix 1*)

MINDS ON

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

Copy *Appendix 1*, Environmental Quotes, using a different piece of coloured paper for each of the 5 pages of the resource.

Cut the quotes into strips and randomly distribute among students. (*There are 36 different quotes.*)

Students will form groups by gathering with those who have the same coloured paper. Have students set quote aside for now.

Whole Group Instruction- Survey Questions

This activity is designed to set the context for the new learning that is about to come and to determine student background knowledge and learning attitudes. For each group, assign one student to be the scorekeeper and one student to be the reporter. Ask students the following series of questions. The scorekeeper from each group will take the group's scores and average them. The reporter will report the result to the large group when prompted by teacher.

- a) What do you know about environmental issues? *Have students rate themselves from:*

1 Know Very Little-----10 Know Lot

- b) What importance do you place on understanding environmental issues in your life? *Have students rate themselves from:*

1 Little Importance-----10 Very Important

- c) How open are you to learning more about environmental issues? *Have students rate themselves from:*

1 Not Very -----10 Totally Open

After results are reported, invite students to comment, noting patterns of background knowledge and attitudes.

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ACTION

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

Group Activity – Resource 1 Environmental Quotes

Have students refer now to their quote and read it over. Invite students, one at a time, to read the quote to their group and then share their understanding of the quote.

Once each student has had a chance to share their quote and their understanding, ask each group to discuss the quotes and then identify the emerging themes about the environment they see as common amongst their quotes. (*For example, what do the quotes say about the environment or about our role in being stewards of the environment?*)

Invite the reporter in the group to report out the commonalities to the large group when prompted by the teacher.

Teacher can record responses on black/smart board or chart paper.

CONSOLIDATION

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

Introduce the topic of Stewardship of God's Creation.

- Discuss what it means to be a steward (caretaker, protector, someone who looks after something) and make the point that we are called not only to be stewards of the earth, but stewards of one another.
- What actions can students take, at home, at school, and in the community, to demonstrate their stewardship?

ENVIRONMENTAL QUOTES

Elizabeth Goudge (1900-1984)

Nothing living should ever be treated with contempt. Whatever it is that lives, a man, a tree, or a bird, should be touched gently, because the time is short. Civilization is another word for respect for life.

Kahlil Gibran

Trees are poems that earth writes upon the sky,
We fell them down and turn them into paper,
That we may record our emptiness.

David Suzuki

If we want to address global warming, along with the other environmental problems associated with our continued rush to burn our precious fossil fuels as quickly as possible, we must learn to use our resources more wisely, kick our addiction, and quickly start turning to sources of energy that have fewer negative impacts.

Pope Francis

Man is not in charge today; money is in charge, money rules. God our Father did not give the task of caring for the earth to money but to us, to men and women we have this task.

Pope John Paul II

Christians, in particular, realize that their responsibility within creation and their duty toward nature and the creator are an essential part of their faith.

Richard Feynman

Nature uses only the longest threads to weave her patterns, so each small piece of her fabric reveals the organization of the entire tapestry.

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Buckminster Fuller

Nature is trying very hard to make us succeed, but nature does not depend on us. We are not the only experiment.

Theodore Roosevelt

To waste, to destroy our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed.

Aldo Leopold

We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.

Marya Mannes

The earth we abuse and the living things we kill will, in the end, take their revenge; for in exploiting their presence we are diminishing our future.

Albert Einstein

The joy of looking and comprehending is nature's most beautiful gift.

Robert Green Ingersoll

In nature there are neither rewards nor punishments—there are consequences.

Orison Swett Marden

We make the world we live in and shape our own environment.

Lorraine Anderson

Nature has been for me, for as long as I remember, a source of solace, inspiration, venture, and delight; a home, a teacher, a companion.

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Bernoulli

Nature always tends to act in the simplest way.

Bhagavad Gita

I look upon all creatures equally; none are less dear to me and none more dear. But those who worship me with love live in me, and I come to life in them.

Luther Burbank

Nature's laws affirm instead of prohibit. If you violate her laws, you are your own prosecuting attorney, judge, jury, and hangman.

Ralph Waldo Emerson

Everything in Nature contains all the powers of Nature. Everything is made of hidden stuff.

Johann Wolfgang von Goethe

Nature goes her own way and all that to us seems an exception is really according to order.

William Law

All that is sweet, delightful, and amiable in this world, in the serenity of the air, the fineness of seasons, the joy of light, the melody of sounds, the beauty of colors, the fragrantcy of smells, the splendor our precious stones, is nothing else but Heaven breaking through the veil of this world, manifesting itself in such a degree and darting forth in such variety so much of its own nature.

Llewelyn Powys

No sight is more provocative of awe than is the night sky.

Gil Stern

Man is a complex being; he makes the deserts bloom and lakes die.

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Mahatma Gandhi

The greatness of a nation and its moral progress can be judged by the way animals are treated.

Wendell Berry

To cherish what remains of the Earth and to foster its renewal is our only legitimate hope of survival.

Marshall McLuhan

There are no passengers on spaceship earth. We are all crew.

Goethe

The world is so empty if one thinks only of mountains, rivers and cities; but to know someone here and there who thinks and feels with us, and though distant, is close to us in spirit - this makes the earth for us an inhabited garden.

Ricardo Levins Morales

If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated or the shore line is seized for development. But if you teach me to organize, then whatever the challenge, I can join together with my peers and we will fashion our own solution.

Rachel Carson

I like to define biology as the history of the earth and all its life – past, present, and future.

Chief Seattle

Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together ... all things connect.

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Fools Crow, Ceremonial Chief of the Teton Sioux

The survival of the world depends upon our sharing what we have and working together. If we don't, the whole world will die. First the planet, and next the people.

Qwatsinas [Hereditary Chief Edward Moody], Nuxalk Nation

We must protect the forests for our children, grandchildren and children yet to be born. We must protect the forests for those who can't speak for themselves such as the birds, animals, fish and trees.

Chief Luther Standing Bear, Lakota Sioux

The elders were wise. They knew that man's heart, away from nature, becomes hard; they knew that lack of respect for growing, living things, soon led to lack of respect for humans, too.

Ancient Indian Proverb

Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the Earth from our Ancestors, we borrow it from our Children.

Sioux Indian

Even sticks and stones have a spiritual essence, a manifestation of the mysterious power that fills the Universe.

Mourning Dove Salish, 1888-1936

..... everything on the earth has a purpose, every disease an herb to cure it, and every person a mission. This is the Indian theory of existence.

Wintu Woman, 19th Century

When we Indians kill meat, we eat it all up. When we dig roots, we make little holes. When we build houses, we make little holes. When we burn grass for grasshoppers, we don't ruin things. We shake down acorns and pine nuts. We don't chop down the trees. We only use dead wood.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 12

We Give Thanks

Unit 1 lesson 12

Building Community	We Give Thanks
	<p>Lesson Overview In this lesson, students will have an opportunity to experience the beauty of God’s creation through a nature/community walk and outdoor prayer service.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Gr. 4 - LS2.3: Identify and describe ways we are called as human beings to be responsible stewards who protect the environment and promote creation (i.e. natural ecological world in which we live) that has its origins in the creative will and purpose of God.</p> <p>Gr. 4 & 6 - Big Idea PR2: Prayer has many forms and expressions found in Scripture and Tradition – blessing and adoration, petition, intercession, thanksgiving and praise, vocal, meditative, and contemplative.</p> <p>Gr. 6 - BL1.3: Identify the many ways we come to know God from the physical world and the human person (i.e. creation).</p>	<p>The Catholic Social Teachings evident in this lesson include: Care for God's Creation Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 1: A Discerning Believer Formed in the Catholic Faith Community</p> <p>CGE 3: A Reflective and Creative Thinker</p> <p>CGE 7: A Responsible Citizen</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> • God’s creation is all around us <p>Scripture Passages:</p> <ul style="list-style-type: none"> • Psalm 104: 1-6, 10-15, 19-24

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LEARNING GOALS

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

- Recognize the beauty of God’s creation through a class nature walk.

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

NOTE: This lesson is to be done in late September or early October when the trees are beginning to change colours.

Materials:

- Camera or iPad
- Chart Paper

Resources:

- “We Give Thanks” prayer service. (p. 20, *Words For The Journey for Kids*, Freemantle & Miller, Novalis, 2010)

MINDS ON

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

Before you begin your class walk to your outdoor prayer service, remind students of the experience of God in silence during Christian meditation.

As they walk, ask them to remain silent to be aware of the beauty of creation that surrounds them.

ACTION

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

Once you have reached your destination, have students sit in a circle and pray together using the prayer service “We Give Thanks” from “Words for the Journey for Kids” or another suitable prayer celebration of thanks. (*Copies may be needed for student readers.*)

Before leaving the location, invite students to select an artifact (i.e., leaf, small rock) to take back to class. Or, students could take photos in the natural location.

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CONSOLIDATION

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

- Have students place their artifacts in the center of your classroom.
- Once all artifacts are placed, take a photo with a camera or iPad.
- Print the photo(s) and attach to a piece of chart paper.
- Invite students to add their own prayers of thanksgiving and praise for creation.