

Though Many, We are One

UNIT 3 - The Word Made Flesh (Advent)



THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 1

The Word Made Flesh: An Introduction to Advent

Unit 3 Lesson 1

The Word Made Flesh (Advent)

The Word Made Flesh: An Introduction to Advent

Lesson Overview

Students will review what Advent is, why Advent is celebrated, will be introduced to Biblical figures who prepared for God and to Advent prayer.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

PR2.3: Develop and present using different forms of prayer and some of the common prayers and devotions of the Church, liturgical celebrations that reveal the Mystery of Christ as it unfolds in the seasons of the liturgical year (e.g. Mary – rosary, Sacred Heart, etc.). [CCC nos. 2617-2619; 2673-2679]

Grade 5:

PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies), meditative prayer using various biblical passages (e.g. the Beatitudes, Jesus' prayer of petition while on the cross – Father forgive them..., Jesus prays in the Garden of Gethsemane) and contemplative prayer (i.e. silence, images, icons, adoration of the Blessed Sacrament). [CCC nos. 2697-2724]

Grade 6:

LS1.1: Identify and compare the call stories in Scripture which reflect conversion and fidelity to God as the foundation of our vocation and which can transform the lives

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

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

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

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

Call to Family, Community, and Participation

<p>of others (e.g. Moses 3:7-10; Jeremiah 1:1-10; John 1:35-42; Mary - Luke 1:26-38). [CCC nos. 1262-1284]</p> <p>Arts – Oral Communication: 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	
<p>Guiding Questions (coming out of the Big Idea)</p> <p>Big Idea: Prayer is structured and spontaneous, individual and communal, and is enriched by a variety of elements that deepen the experience of prayer (silence, symbols, gospel reading, reflection, images, music, etc.).</p> <ul style="list-style-type: none"> • What is Advent? • How can we reflect on God’s Word during Advent? <p>Scripture Passages:</p> <ul style="list-style-type: none"> • Luke 1:13, 26-40; Isaiah 40:3-5 	

<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"> • Describe Advent and recognize a form of Advent prayer. <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. Examples for this lesson:</p> <ul style="list-style-type: none"> • I can tell others what Advent is. • I know the reason that Advent is celebrated because... • I can talk about certain people who prepared for the coming of Jesus and how they relate to his story. • I can participate in the Advent prayer service by saying the responses to the best of my ability. <p>Teachers can use these criteria for assessment by examining the responses that students share throughout this introductory lesson. Since this is just the beginning of the Advent unit, the assessment that takes place in this lesson should be diagnostic, with the hope that students are activating prior knowledge to share their thoughts. The success criteria above can be assessed through formative and summative evaluations in subsequent activities in this unit.</p>	
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INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology:</p> <p>Advent – Latin for “coming”; The start of the liturgical year, beginning four Sundays before Christmas Day. Advent is a time of expectant waiting and preparation for Christmas, but also for the second coming of Christ.</p>	<p>Materials:</p> <p>Internet Resources:</p> <p>Video - Advent: Waiting for Jesus https://www.youtube.com/watch?v=AySe5pZnwig</p> <p>Resources:</p> <p>Appendix A: Scripture Hunt (Loyola Press handout) Appendix B: Advent Prayer Service (Loyola Press) Appendix C: Advent Daily Readings</p> <p>NOTE: The prayer service must be adapted each day by inserting the appropriate daily reading (see Appendix C).</p>
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>Discuss with the students their experiences of waiting for an important day such as their birthdays or the start of a vacation.</p> <p>1) Do you do anything special while waiting for your birthday or the start of a vacation? (Sample student responses: birthday—giving hints about presents you might like; vacation—reading about places to visit.) <i>Teacher prompt: We also prepare for visitors. We don’t just sit and wait for our visitors to come—we prepare for them.</i></p> <p>2) How do you and your family prepare when you expect visitors? (Sample student responses: tidy the house, plan and go shopping for meals.) <i>Teacher prompt: During the four weeks of Advent, the Church invites us to prepare to welcome Jesus at Christmas. We wait for him as people of long ago did because he is our loving Savior. We celebrate his birthday by welcoming him into our hearts. When Christ lives in our hearts, we are filled with grace. His grace helps us share more deeply in his own life so that we become more like him.</i></p> <p>View the YouTube video: Advent: Waiting for Jesus https://www.youtube.com/watch?v=AySe5pZnwig</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) 	
<p>Scripture Hunt: This activity will help students become familiar with the people who prepared in a special way for the coming of Christ. Students will read the scripture passage and identify the individual (See Appendix A).</p>	

	<p>CONSOLIDATION</p> <ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned
	<p>Prayer Service: The teacher will introduce students to this form of Advent prayer (See Appendix B). The teacher will select students to lead the prayer service that will take place at the beginning of each lesson. The format will remain the same, however the readings of the day will change (See Appendix C).</p>
	<p>CONTINUED LEARNING OPPORTUNITIES</p>
	<p>Further extensions to this lesson might include:</p> <p>The teacher may choose to have the students act out the Annunciation (Luke 1:26-38)</p>

Appendix A –

Name: _____

Advent Scripture Hunt (Adapted from Loyola Press)

The following Scripture hunt will help you get to know the people who prepared in a special way for the coming of Christ. Read the scripture passages found in the Gospel of Luke to find out the identity of each person. Write the name of the person in the answer box.

WHO AM I?	READ	ANSWER
The father of John the Baptist	Luke 1:13	
The angel who told Mary she was to be the mother of Jesus	Luke 1:26	
A famous ancestor of Jesus; a king	Luke 1:27	
Went to visit Elizabeth to help her	Luke 1:39–40	
Husband of Mary and foster father of Jesus	Luke 1:27	
The wife of Joseph and mother of Jesus, the Son of God	Luke 1:26–27	

Name: _____

Advent Scripture Hunt (Adapted from Loyola Press)

The following Scripture hunt will help you get to know the people who prepared in a special way for the coming of Christ. Read the scripture passages found in the Gospel of Luke to find out the identity of each person. Write the name of the person in the answer box.

WHO AM I?	READ	ANSWER
The father of John the Baptist	Luke 1:13	
The angel who told Mary she was to be the mother of Jesus	Luke 1:26	
A famous ancestor of Jesus; a king	Luke 1:27	
Went to visit Elizabeth to help her	Luke 1:39–40	
Husband of Mary and foster father of Jesus	Luke 1:27	
The wife of Joseph and mother of Jesus, the Son of God	Luke 1:26–27	

Name: _____ **ANSWER KEY**

Advent Scripture Hunt *(Adapted from Loyola Press)*

The following Scripture hunt will help you get to know the people who prepared in a special way for the coming of Christ. Read the scripture passages found in the Gospel of Luke to find out the identity of each person. Write the name of the person in the answer box.

WHO AM I?	READ	ANSWER
The father of John the Baptist	Luke 1:13	Zechariah
The angel who told Mary she was to be the mother of Jesus	Luke 1:26	Gabriel
A famous ancestor of Jesus; a king	Luke 1:27	David
Went to visit Elizabeth to help her	Luke 1:39–40	Mary
Husband of Mary and foster father of Jesus	Luke 1:27	Joseph
The wife of Joseph and mother of Jesus, the Son of God	Luke 1:26–27	Mary

Appendix B –

Prayer Service

(Adapted from Loyola Press)

Leader:

We are looking forward to Christ's coming. Advent means "coming." Jesus' coming was one of the greatest events that ever happened. Let us make the Advent season more meaningful by preparing our hearts. The prophet Isaiah told us how to get ready. He talked about making a straight highway for the Lord. Let us listen to his message.

Reader 1: *(adapted from Isaiah 40:3–5 – see Note below)*

A reading from the prophet Isaiah.

A voice cries out, "In the desert prepare the way of the Lord! Make a straight highway for the Lord. Let every valley be filled in and every mountain and hill be made low. Let every cliff become a plain and the rough country a valley. Then the glory of the Lord shall be revealed!"

The Word of the Lord.

All: Thanks be to God.

Leader:

Let us now offer our petitions to God. The response is
"Come, Lord Jesus."

Reader 2: That we may prepare our hearts with love for Jesus . . .

Reader 3: That we may learn to show love and share with others . . .

Reader 4: That we may choose to make others happy by the things we do. . .

Reader 5: That we may follow Jesus, the Light, and invite him to stay in our hearts
. . .

Leader:

Let us ask Jesus to help us welcome him into our hearts
during these four weeks of Advent and always.

**Note: For each prayer service, substitute the scripture passage (reader 1) with a scripture reading of the day (1st reading or Gospel). See Appendix C: Advent Readings of the Day.*

Appendix C

Advent Readings of the Day

WEEKDAY ADVENT READINGS

Day	1st reading	Responsorial Psalm	2nd reading	Gospel
First Week of Advent				
Monday	Isaiah 4:2-6 (Year A) Isaiah 2:1-5 (Years B, C)	122:1-2, 3-4, 7-8, 9-10	X	Matt 8:5-11, 13
Tuesday	Isaiah 11:1-10	72:1-2, 7-8, 12-13, 17	X	Luke 10:21-24
Wednesday	Isaiah 25:6-10	23:1-6	X	Matt 15:29-37
Thursday	Isaiah 26:1-6	118:1, 8-9, 19-21, 25-27	X	Matt 7:21, 24-27
Friday	Isaiah 29:17-24	27:1, 4, 13-14	X	Matt 9:27-31
Saturday	Isaiah 30:19-21, 13-26	147:1-6	X	Matt 9:35-10:1, 5-8
Second Week of Advent				
Monday	Isaiah 35:1-10	85:8-13	X	Luke 5:17-26
Tuesday	Isaiah 40:1-11	96:1-3, 10-13	X	Matt 18:12-14
Wednesday	Isaiah 40:25-31	103:1-4, 8, 10	X	Matt 11:28-30
Thursday	Isaiah 41:13-20	145:1, 9-13	X	Matt 11:11-15
Friday	Isaiah 48:17-19	1:1-4, 6	X	Matt 11:16-19
Saturday	Sirach 48:1-4, 9-11	80: 1-2, 14-15, 17-18	X	Matt 17:10-13
Third Week of Advent				
Monday	Numbers 24:2-7, 15-17	25:4-9	X	Matt 21:23-27
Tuesday	Zephaniah 3:1-2, 9-13	34:1-2, 5-6, 17-19, 22	X	Matt 21:28-32
Wednesday	Isaiah 45:6-8, 18, 21-25	85: 8-14	X	Luke 7:19-23
Thursday	Isaiah 54:1-10	30:1, 3-5, 10-12	X	Luke 7:24-30
Friday	Isaiah 56:1-3, 6-8	67:1-2, 4, 6-7	X	John 5:16-17, 33-36

Advent Weekdays December 17-24				
Dec. 17	Genesis 49:2, 8-10	72: 1-2, 3-4, 7-8, 17	X	Matt 1: 1-17
Dec. 18	Jeremiah 23:5-8	72:1-2, 12-13, 18-19	X	Matt 1:18-24
Dec. 19	Judges 13:2-7, 24-25	71:3-6, 16-17	X	Luke 1:5-25
Dec. 20	Isaiah 7:10-14	24:1-6	X	Luke 1:26-38
Dec. 21	Zephaniah 3:14-18	33:2-3, 11-12, 20-21	X	Luke 1:39-45
Dec. 22	1 Samuel 1:24-38	1 Samuel 2:1, 4-8	X	Luke 1:46-56
Dec. 23	Malachi 3:1-6	25:4-5, 8-10, 14	X	Luke 1:57-66
Dec. 24 (A.M.)	2 Samuel 7:1-5, 8-12, 16	89:1-4, 26, 28	X	Luke 1:67-79

SUNDAY ADVENT READINGS

YEAR A				
Sunday of Advent	1st reading	Responsorial Psalm	2nd reading	Gospel
1	Isaiah 2:1-5	122:1-2, 4-9	Romans 13:11-14	Matt 24:37-44
2	Isaiah 11:1-10	72:1-2, 7-8, 12-13, 17	Romans 15:4-9	Matt 3:1-12
3	Isaiah 35:1-6a, 10	146:6-10	James 5:7-10	Matt 11:2-11
4	Isaiah 7:10-14	24:1-6	Romans 1:1-7	Matt 1:18-24

YEAR B				
Sunday of Advent	1st reading	Responsorial Psalm	2nd reading	Gospel
1	Isaiah 63:16b-17; 64:1, 3-8	80:1-2, 14-15, 17-18	1 Corinthians 1:3-9	Mark 13:33-37
2	Isaiah 40:1-5, 9-11	85:8-13	2 Peter 3:8-14	Mark 1:1-8
3	Isaiah 61:1-2a, 10-11	Luke 1:47-50, 53-54	1 Thessalonians 5:16-24	John 1:6-8, 19-28
4	2 Samuel 7:1-5, 8b-12, 14a, 16	89:1-4, 26, 28	Romans 16:25-27	Luke 1:26-38

YEAR C				
Sunday of Advent	1st reading	Responsorial Psalm	2nd reading	Gospel
1	Jeremiah 33:14-16	25:4-5, 8-10, 14	1 Thessalonians 3:12-4:2	Luke 21:25-28, 34-36
2	Baruch 5:1-9	126: 1-6	Philippians 1:3-6, 8-11	Luke 3:1-6
3	Zephaniah 3:14-18a	Isaiah 12:2-6	Philippians 4:4-7	Luke 3:10-18
4	Micah 5:2-5a	80: 1-2, 14-15, 17-18	Hebrews 10:5-10	Luke 1:

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 2

Symbols of Advent

Unit 3 Lesson 2

The Word Made Flesh (Advent)

Symbols of Advent

Lesson Overview

Students will discuss ways in which Advent is celebrated and participate in a church visit (if accessible) to look for signs and symbols of the Advent season.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL3.2: Identify within the church, sacred space that is dedicated to the celebration of the sacraments (e.g. sanctuary, tabernacle, pulpit/ambo, sacristy, high altar, side altars, baptistery, confessional, stations of the cross, choir loft) and explain how they are connected to the signs/symbols used for the celebration, the sacred images of our faith, the sacramentals, and used in the celebration of the Liturgical seasons. [CCC nos. 1159-1171; 1179-1186; 1667-1679]

Grade 5:

CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ. [CCC nos. 1145-1178]

Grade 6:

BL2: Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE4f: applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5a: works effectively as an interdependent team member;

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

Call to Family, Community, and Participation

<p>from the dead and ascending into heaven. [CCC nos. 50-73; 101-141; 422-682]</p> <p>Arts – Oral Communication: 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	
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Guiding Questions (coming out of the Big Idea)	
Big Idea:	<p>The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church.</p> <ul style="list-style-type: none"> • How does the Church celebrate Advent? • What changes take place in the physical church during the Advent season?

LEARNING GOALS	
At the end of this lesson, students will know, understand and/or be able to:	<ul style="list-style-type: none"> • describe ways in which Advent is celebrated • recognize changes in their parish church during the Advent season. <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>

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology: Advent Advent wreath Advent calendar Jesse Tree Chasuble Dalmatic Stole</p>	<p>Materials: Pens/Pencils Paper</p> <p>Resources: Parish contact info (to book a Church visit) Appendix A: Photos of a Church During Advent Further info: Searching for Symbols of Advent (Loyola Press) www.loyolapress.com</p>

MINDS ON

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

Discuss ways in which Advent is celebrated. Students may share some traditions such as the Advent wreath, Advent calendars, the Jesse Tree, prayer services, the liturgical colour of purple.

ACTION

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

1. Advent Church Visit – Students will visit their school parish and will tour the church to recognize how it looks different from ordinary time. A discussion will take place for each of the symbols that are present during Advent (See Searching for Symbols of Advent – Loyola Press).
Planning considerations:
 - a) *Contact the parish to arrange a class visit to the church. The visit should take place after the first Sunday of Advent, so that the church will be decorated for the liturgical season.*
 - b) *Teachers may consider an advance tour to familiarize themselves with the symbols in the church that the students will find.*
2. Prior to the visit, it is important to review appropriate church behaviour with the class. Students should be respectful and reverent, even during the activity.
3. The students may tour looking for symbols of the Advent season in small groups or as a class, depending on the needs of the group.
4. As a class, the teacher (or priest) may explain the significance of each symbol as the students find it. In small groups, the students can make a list of the symbols that they find, which will be discussed upon their return to class.
5. The following symbols can be found in most Catholic churches during Advent:
The Advent wreath, purple banners, purple altar cloths, purple chasuble – priest, purple dalmatic – deacon, purple stole, nativity scene (inside or outside of the church), Jesse tree, and possibly other items specific to your church.

**Note: If it is not possible to visit a church, students may participate in this alternate activity: The teacher may share pictures of the church with students, who will be asked to recognize changes in the church (See Photos of a Church During Advent).*

	<p>CONSOLIDATION</p> <ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned <p>Review the symbols that were recognized in the church. Students may be asked if any of these symbols are present in their school (eg: Advent wreath, Jesse Tree, the colour purple). Students are reminded to look for the symbols the next time that they visit their Church, or during a School Advent Mass or celebration.</p>
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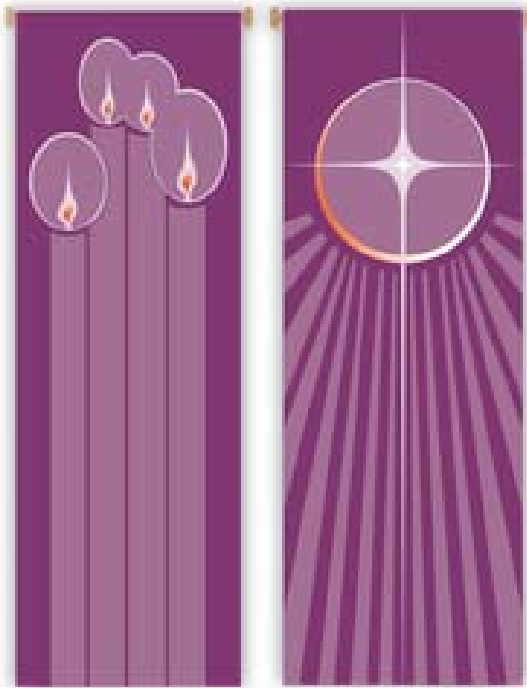
	<p>CONTINUED LEARNING OPPORTUNITIES</p>
	<p>Further extensions to this lesson might include:</p> <ol style="list-style-type: none"> 1. Consider a church visit during the Christmas season. This may be possible upon the first few days back in the New Year, dependent on the liturgical and school calendars. If this is not possible, students can be encouraged to take note of the differences in their church between Advent and Christmas. 2. Learning about the different objects in a Catholic church (baptismal font, confessionals, ambo, tabernacle, altar, etc).

Appendix A

Photos of a church during Advent

(Alternate resource when a church is not accessible)

Purple Advent Banners with Advent symbols



Advent Wreath (2 styles)



Altar & Ambo (with purple linens)



Jesse Tree



Lectionary or Gospel Covering



Nativity Scene (sometimes without Baby Jesus)



Chasuble (priest)



Dalmatic (deacon)



Stole



THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 3

Welcoming Jesus in our Hearts

Unit 3 Lesson 3

The Word Made Flesh (Advent)

Welcoming Jesus in our Hearts

Lesson Overview

Students will describe their understanding of Advent, learn how Advent is celebrated, discuss the use of the Advent Wreath, and create Advent wrapping paper.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL3: Understand how the Church creates sacred space for the celebration of the sacraments and uses symbols, rituals, and words, to reveal the action of Christ in our lives (Paschal Mystery). [CCC nos. 1179-1186; 1113-1130; 1167-1179]

Grade 5:

CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ. [CCC nos. 1145-1178]

Grade 6:

LS1: Understand that each person is responsible for participation in society, to discern, to freely choose their vocation and to make a contribution in the world. [CCC nos. 1262-1284; 1877-1885; 1886-1896; 1913-1927]

Visual Arts:

D1: Creating and Presenting: apply the creative process to produce a variety of two- and

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE2c: presents information and ideas clearly and honestly and with sensitivity to others;

CGE6a: relates to family members in a loving, compassionate and respectful manner;

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

Call to Family, Community, and Participation

three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;	
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Guiding Questions (coming out of the Big Idea)	
<p>Big Idea: The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church.</p> <ul style="list-style-type: none"> • How do we celebrate Advent? • Why is Advent a time of waiting? 	

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"> • describe ways in which Advent is celebrated • explain the Advent wreath <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>	

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology: Advent Advent Wreath</p>	<p>Materials: Butcher paper Purple and pink paper Colouring utensils Exemplar of wrapping paper</p> <p>Resources: Welcoming Jesus Wrapping Paper (Loyola Press) Further info: www.loyolapress.com</p>

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>Review the meaning of the word Advent with the students. What language does it come from? (Latin) What does it mean? (coming) What is Advent all about? (Preparing for Christmas and the second coming of Jesus)</p>	

ACTION

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

1. Discuss some ways that we celebrate Advent (displaying items such as the Advent wreath, Jesse tree, nativity scene, banners, the colour purple, prayer services)
2. Why do we use the Advent wreath? (The wreath helps us count the weeks that we wait for Jesus' Birthday. Beginning on the first Sunday of Advent, we light one candle per week, in a counter-clockwise order. If there is a white candle in the centre, it is lit on Christmas day and continues to be lit for the Christmas season. The closer we get to Christmas, the more light that we see on the wreath, which tells us that we are getting closer to Jesus' arrival. Jesus is the light of the world.)
3. Activity: *Welcoming Jesus in our Hearts Wrapping Paper* (www.loyolapress.com). Inform students that they will be making their own wrapping paper that they can use for a Christmas gift for someone special.
4. Encourage the students to think of the special colors and special events that are significant to the season of Advent. Display their ideas for all to refer to as they illustrate their papers.
5. Provide each student with a large sheet of butcher paper and colouring utensils.
6. Remind students that during the season of Advent, we prepare for Jesus' birth by letting him know that he's welcome in our lives and in our hearts.

CONSOLIDATION

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

Encourage the students to use the special wrapping paper for the gifts that they wrap in anticipation of Jesus' Birthday. These may include gifts that they are planning to give their family members at Christmas.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Familiarizing students with some contemporary Christian Advent music (this can be as simple as playing the music while students are working at their seats):

- Ready the Way (Curtis Stephan): <https://www.youtube.com/watch?v=uxyKS7fW8ug>
- Emmanuel (Steve Angrisano): <https://www.youtube.com/watch?v=HnAKAB4OYik>
- Come, O Come, Emmanuel (Paul Baloche): <https://www.youtube.com/watch?v=cAjhncFTYD0>
- Come to Us (Greg Walton): <https://www.youtube.com/watch?v=n81mEcvt1c>
- Christ the Lord (Robert Feduccia & Sarah Hart): <https://www.youtube.com/watch?v=lQinPC43cNY>
- We Are Waiting (W. Zachary Taylor): <https://www.youtube.com/watch?v=MHA6y9Psyao>

The Christian Music Channels K-Love and UCB Canada both have online music streaming Christmas players which can also be shared with students.

- K-Love: <http://www.klove.com/listen/christmas-player.aspx>
- UCB Canada: <http://ucbcanada.com/joomla2/Online%20Player/Christmasplayer.php>

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 4

Mary and Joseph's Reality

Unit 3 Lesson 4

The Word Made Flesh (Advent)

Mary and Joseph's Reality

Lesson Overview

Students will explore the theme of empathy, placing themselves in the shoes of Mary and Joseph, who have just learned of Mary's pregnancy.

CURRICULUM CONNECTIONS

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

Religious Education:

Grade 4:

CL 2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian).

Grade 5:

LC2.2: Identify Mary's role of discipleship using passages of the Old and New Testament, link this with the mystery of her Son Jesus Christ and identify the virtues that distinguish her as the first disciple (obedience and trust to God's will e.g. Magnificat). [CCC nos. 963-970]

Grade 6:

LC2.2: Articulate the reasons why our faith teaches us that Mary is the Mother of the Church. [CCC nos. 963-975; 2673-2682]

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

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

CGE2b -reads, understands and uses written materials effectively.

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

Call to Family, Community, and Participation

	<p>Arts – Writing:</p> <p>2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view;</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p>	
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	<p>Guiding Questions</p> <p>Big Idea: Mary is the first among the Communion of Saints and as the Mother of Jesus is also the Mother of the Church.</p> <ul style="list-style-type: none"> How can I empathize with Mary and Joseph, and their circumstances leading up to the birth of Jesus? <p>Scripture Passages: Luke 2:1-7</p>
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	<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"> describe in words and pictures how another person might feel under a unique set of circumstances. Understanding empathy. <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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	<p>INSTRUCTIONAL COMPONENTS AND CONTEXT</p> <table> <tr> <td data-bbox="280 1633 573 1831"> <p>Terminology:</p> <p>Empathy</p> </td><td data-bbox="573 1633 1429 1831"> <p>Materials: Computers/Devices (if not available, paper and drawing materials will suffice)</p> <p>Resources:</p> </td></tr> </table>	<p>Terminology:</p> <p>Empathy</p>	<p>Materials: Computers/Devices (if not available, paper and drawing materials will suffice)</p> <p>Resources:</p>
<p>Terminology:</p> <p>Empathy</p>	<p>Materials: Computers/Devices (if not available, paper and drawing materials will suffice)</p> <p>Resources:</p>		

	<p>Video - A Social Network Christmas: https://www.ignitermedia.com/products/1905-a-social-network-christmas</p> <p>Music Video - Mary Did You Know (Pentatonix): https://www.youtube.com/watch?v=U7Hu8dXHpvk#action=share</p>
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	<p>MINDS ON</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p><i>Note: The blogging activity in this lesson will have to be tailored to the needs of your class. Decide how in-depth you would like the writing assignment to be (draft, edit, final copy). Consider whether the students will be choosing their own blogging format, or whether a specific format will be provided (i.e: a mock Facebook page such as fakebook.com, a Twitter feed, Snapchat, Instagram, etc.)</i></p> <p>Introduce the video clip, ‘The Social Network Christmas’ as a modern day portrayal of what it would be like if Mary & Joseph had Facebook at the time of the annunciation. Invite students to watch the clip: https://www.ignitermedia.com/products/1905-a-social-network-christmas</p> <p>Invite students to share their reactions to the video. Discuss how Mary and Joseph would feel under their specific circumstances, including finding out about the baby as well as their feelings during the months of Mary’s pregnancy. (Joseph may have felt betrayed at first and angry; they may have felt embarrassed because they were not yet married; they may have felt nervous because they were responsible for the Son of God; they may have been anticipating Jesus’ arrival with joy; they may have felt tired or burned out, especially during the journey; they probably felt worried, especially when they were seeking a place for Jesus to be born)</p> <p><i>Note: This discussion may take anywhere from 5 minutes to 40 minutes, depending on the depth of conversation and participation of the students.</i></p>
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	<p>ACTION</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided & independent) <p><u>Day 1</u></p> <p>Pick a Role: Blog</p> <p>Discuss the term “Empathy” with the students. What is empathy? (Understanding how another person feels/placing yourself in another person’s “shoes” and feeling what they are feeling). What are some examples of how we can show empathy towards others? (Treating others the way we want to be treated, helping someone who is in need, comforting a person).</p> <p>Introduce the blogging assignment to the class. Inform students that they will be taking on the role of either Mary or Joseph, and will be given the opportunity to empathize with their situation. Their task is to create a ‘blog’ about the experience of finding out about Mary’s</p>
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pregnancy up until the birth of Jesus. It will be helpful for the students to reflect on the conversation that just took place.

Guiding questions for the students may be:

- What was your initial response to the news of becoming a parent?
- How do you feel about your fiancé?
- What does it feel like waiting for your baby, knowing that he is the son of God?
- How do you feel about having to travel to Bethlehem (which is a very long journey under difficult circumstances)?

Day 2

Class time should be given to students with the intent of completing their blogs.

Invite students to share their blogs with the large group or in small groups, whichever is most suitable given the dynamics of the class.

CONSOLIDATION

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

Discuss:

1. What new ways have you started thinking about Mary and/or Joseph's reality?
2. Did "A Social Network Christmas" help you empathize with their situation?
3. How can you relate to Mary & Joseph?
4. Do you think that you would be able to handle their challenge? (suggested topics could include pregnancy at such a young age including learning how to care for a baby, peer pressure, trust in God that everything will work out)
5. How do you think that their family/community could relate to them? How do you think they felt about them?

Conclude the lesson by inviting students to watch the music video, Mary Did You Know? by Pentatonix. <https://www.youtube.com/watch?v=U7Hu8dXHpvk#action=share>

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Compare and contrast these three accounts of the events leading up to Jesus' Birth:

Luke 1:26 – 2:20

Matthew 1:18-25

John 1:1-18



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 5

Mary's YES

Unit 3 Lesson 5

The Word Made Flesh (Advent)

Mary's YES

Lesson Overview

Students will examine the ways in which we answer God's call as did Mary.

CURRICULUM CONNECTIONS

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

Religious Education:

Grade 4:

LS3: Understand that God wants all people to receive the gift of salvation (i.e. Jesus Christ, the Gospel) and in order to do this we are to respectfully invite other religions to know Jesus. [CCC nos. 748-870; 1213-1284; 2110-2141]

Grade 5:

LC2.2: Identify Mary's role of discipleship using passages of the Old and New Testament, link this with the mystery of her Son Jesus Christ and identify the virtues that distinguish her as the first disciple (obedience and trust to God's will e.g. Magnificat). [CCC nos. 963-970]

Grade 6:

LS1.1: Identify and compare the call stories in Scripture which reflect conversion and fidelity to God as the foundation of our vocation and which can transform the lives of others (e.g. Moses 3:7-10; Jeremiah 1:1-10; John 1:35-42; Mary - Luke 1:26-38). [CCC nos. 1262-1284]

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

CGE1g: understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

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

Call to Family, Community, and Participation

Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: Mary is the first among the Communion of Saints and the first disciple of Christ.</p> <ul style="list-style-type: none"> • When do we say “Yes” to God? • <p>Scripture Passages: Luke 1:46-55, Psalm 127:3</p>

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 choice Mary made when she decided to say ‘yes’ to God when she was asked to bear His son. <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>

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology:</p> <p>Magnificat God’s will</p>	<p>Materials: Computer/Device</p> <p>Resources: Song - Great Things (Matt Maher): https://www.youtube.com/watch?v=o7KlmzZ_f9k</p> <p>Resources: Prayer ‘Help me Say “Yes”’</p>

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>Full class discussion:</p> <ol style="list-style-type: none"> 1. What is meant by “Mary’s Yes”? (her accepting to give birth to Jesus, God’s son) 2. Do you think that it was easy for Mary to say yes? 3. How can we relate to Mary’s yes in our lives? (We are asked to say ‘yes’ to God every day.) <p>Have the students discuss in pairs the ways in which we say ‘yes’ to God. (2 mins). Invite students to share as a class. Ideas can be gathered on the board, Smart Board, or online via a sharing software such as <i>Padlet</i>.</p>

Ask the students to return to their partner and discuss the ways in which we say 'no' to God. Invite the students to share their thoughts with the class.

What would have happened if Mary said 'no'?

How can we change our 'no' responses to 'yes' responses? (Pray, seek support from others, look up to role models such as positive influences in our lives or the saints, try to understand that God's will is better for us than our own).

Ask students if they know that Mary's "yes" is also a popular prayer. The prayer is called the Magnificat, and is also known as Mary's Song. It is one of the eight most ancient hymns in the Church and is found in Luke's Gospel (Luke 1:46-55). Mary is visiting her cousin Elizabeth, who is pregnant with John the Baptist. When Mary greets Elizabeth, John leaps in Elizabeth's womb, and Elizabeth praises Mary for having such strong faith. Then Mary responds with the Magnificat.

Invite students to view the Great Things music video as a contemporary interpretation of her 'yes'. https://www.youtube.com/watch?v=o7KlmzZ_f9k

ACTION

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

Activity: Can you hear me?

1. Set-up two lines of students, facing each other, with a partner on each side (picture a water balloon or egg toss games).
2. Ask them all to take several giant steps backward, so there is a large distance between the lines.
3. Give each person a piece of popcorn on one of the sides.
4. On the count of three, have them throw their piece of popcorn to their partners. (They should be far enough away that they have no chance of success in reaching their partners.)
5. Ask everyone to take a small step in toward each other, and give a piece of popcorn to each person in the other line.
6. On the count of three, tell them to throw their piece of popcorn. Again, they should not be able to reach the other side.
7. Continue doing this, taking a step in, each time, until they are close enough to succeed in reaching their partners.

CONSOLIDATION

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

Discuss:

1. What happened when we were too far away from our partners? (we failed to reach them.) God is trying to reach us every day, and we are hopefully trying to reach God.
2. How do we stay 'close enough' to God? (through prayer – which is our relationship with God, and the sacraments, which strengthen us and help us grow in our faith).

Mary chose to believe in God. Mary stayed close to God. Mary chose to say 'Yes' to God and her 'Yes' changed everything. What about our own 'yes'? Like Mary, we too are called to bring Jesus to the world. Maybe it all starts today.

Have students write the word 'yes' on a small card or piece of paper. It can be a reminder of the message of the lesson. Distribute a "Help Me Say "Yes" prayer (*Appendix A*) to each student. Invite everyone to pray this together to conclude the lesson.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Compare the song "Great Things" by Matt Maher to the prayer "The Magnificat". Note the similarities and differences.
2. Consider exploring a picture book:
 Ordinary Mary's Extraordinary Deed (Emily Pearson)
 Tonight You Are My Baby – Mary's Christmas Gift (Jeannine Norris)
 Mary's First Christmas (Walter J. Wangerin)

Appendix A

Prayer: Help Me Say “Yes”

Lynn Wehner



Like Mary when the angel came,
Like Joseph after his dream,
Like the Shepherds when the angels sang,
Like Wise Men who tracked the stars gleam.
Like the saints who suffer in silence,
Like the priest who answers the call,
Like the man and woman who married in love,
Like the teacher whose values stand tall.
Like the mother who nurtures her unborn child,
Like the child who kneels to pray,
Like the family who lives by putting God first,
Help me say “YES” every day.



Prayer: Help Me Say “Yes”

Lynn Wehner



Like Mary when the angel came,
Like Joseph after his dream,
Like the Shepherds when the angels sang,
Like Wise Men who tracked the stars gleam.
Like the saints who suffer in silence,
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THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 6

Anticipation

Unit 3 Lesson 6

<p>The Word Made Flesh (Advent)</p>	<p>Anticipation</p>
	<p>Lesson Overview Students will discuss the feelings associated with anticipation and relate this to coming of Jesus. Students will write letters to their classmates for future distribution.</p>

CURRICULUM CONNECTIONS		ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4: CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons (i.e. Advent, Christmas, Lent and Easter), and communicate what they reveal about and celebrate in Jesus' life. [CCC nos. 1168-1173]</p> <p>Grade 5: LS3: Demonstrate an understanding of Christianity as a religion that seeks unity within the experience of diversity. [CCC nos. 748-870]</p> <p>Grade 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. 1262-1284; 1897-1927]</p> <p>Arts - Writing: 3.8: Produce pieces of published work to meet identified criteria based on the expectations related to content,</p>		<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE5b: thinks critically about the meaning and purpose of work;</p> <p>CGE5d: finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;</p> <p>The Catholic Social Teachings evident in this lesson include:</p> <p>Call to Family, Community, and Participation.</p>

	organization, style, use of conventions, and use of presentation strategies	
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	Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: The Liturgical Year of the Church celebrates God's plan of salvation revealed in the Life, Death, and Resurrection of Jesus (i.e. Paschal Mystery).</p> <ul style="list-style-type: none"> • What does 'Anticipation' mean? • How do the Old Testament scriptures reveal God's plan of salvation? <p>Scripture Passages: Isaiah 9:1-7, Romans 13: 11-12</p>	

	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"> • articulate the feeling of anticipation and relate that to the coming of Jesus. <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>	

	INSTRUCTIONAL COMPONENTS AND CONTEXT	
	<p>Terminology:</p> <p>Anticipation</p>	<p>Materials:</p> <p>Paper envelopes mailing addresses of all students (if applicable)</p>

	<p>MINDS ON</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning 	
	<p>1. Have the students close their eyes and imagine the scenarios that you are about to describe.</p> <ul style="list-style-type: none"> • blowing out a candle • getting a vaccination (needle) • the bell at the end of the school day. • kicking a ball • catching a ball • -receiving a long-awaited letter/package in the mail. 	

2. Ask the students how all of these scenarios relate to one another (we await for/anticipate them to happen).
3. Discuss as a class the different feelings that the students had thinking about each scenario.
4. Ask the students how anticipation relates to Mary & Joseph. Refer to the blogging activity from lesson 4 to prompt the students (Responding to the news of becoming a parent/How they felt about their spouse/how they felt waiting for their baby, especially knowing that he is the son of God/knowing they had a challenging journey ahead of them before the arrival of their son).

ACTION

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

1. Read the following scripture passages with the class:

- a) Isaiah 9:1-7
- b) Romans 13:11-12

Ask the students how the readings relate to advent, how they relate to anticipation, and what they reveal about Jesus' life. The scripture passage from Isaiah is also an opportunity to point out that the Old Testament scriptures were written well before Jesus was born, and how they contain signs such as these that point to the coming of the Messiah.

2. Activity: Sending Mail

Teacher preparations- Decide how the mail exchange will take place so that everyone in the class will receive a piece of mail. *Note: If the final work will be mailed out, consider issues of privacy and/or parental concern regarding the release of mailing addresses.*

Invite students to create a piece of mail (letter/picture/poem, etc.) for someone in the class. Task students to incorporate the theme of anticipation into their work. These will be mailed out (or distributed) later in the year (perhaps Easter, in anticipation of the resurrection of Jesus), by the teacher.

CONSOLIDATION

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

Discuss the feelings surrounding that idea. Do students anticipate receiving mail with excitement? Is it exciting to know someone is receiving mail from you?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:
Examine the popular Advent song "Every Valley" based on the scripture passage from Isaiah 40:4. <https://www.youtube.com/watch?v=fSFUEdO8bA>
How does it relate to the theme of anticipation? What is the song/scripture proclaiming?



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 7

The Jesse Tree

Unit 3 Lesson 7

The Word Made Flesh (Advent)

The Jesse Tree

Lesson Overview

The Jesse Tree is introduced as a symbol of preparation for the coming of Jesus.

	CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
	<p>Religious Education:</p> <p>Grade 4: LS3.1: Examine a selection of Scripture passages to identify and describe God's plan for salvation (e.g. Mark 16:1; John 1:12; John 3:3-8, 16-18; John 17:3; Jn. 14:6; Matthew 10:32-33; James 2:14-26; Romans 5:8) and to find evidence that the Church's mission is to spread the good news of Christ Jesus to all people (Matthew 28:16-20; Luke 4:16-40; Acts 1:8; Jn. 20:21). [CCC nos. 836-848; 1213-1284]</p> <p>Grade 5: BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation. [CCC nos. 74-100; 748-780]</p> <p>Grade 6: BL1: Demonstrate an understanding of the Church's teaching on how the human person comes to know and believe in God (from the created world through the natural light of reason, through God's self-revelation in Sacred Scripture and through the handing-on of the faith by the Church). [CCC nos. 27-49; 166-184; 279-324]</p> <p>Arts – Visual Arts: D1.2: demonstrate an understanding of</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE5a: works effectively as an interdependent team member;</p> <p>CGE5g: achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;</p> <p>The Catholic Social Teachings evident in this lesson include:</p> <p>Call to Family, Community, and Participation</p>

	composition, using selected principles of design to create narrative art works or art works on a theme or topic.	
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Guiding Questions (coming out of the Big Idea)		
	<p>Big Idea: God is revealed through Sacred Scripture and Sacred Tradition, which is authoritatively interpreted by the Magisterium (teaching authority of the Church; the bishops in union with the Pope). [CCC nos. 84-90; 100, 137]</p> <ul style="list-style-type: none"> How can I prepare for the coming of Jesus using 'The Jesse Tree'? How does the Jesse Tree reveal God to me? <p>Scripture Passages: Isaiah 11:1-2</p>	

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 that 'The Jesse Tree' is used as a symbol in preparation for the coming of Jesus. <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>	

INSTRUCTIONAL COMPONENTS AND CONTEXT		
Terminology:	Materials:	<p>This will depend on how adventurous you want to be with your art project- colouring print-outs from the internet could work, or cardboard, fabric, clay, etc...</p> <p>Resources: Info: http://www.loyolapress.com/the-jesse-tree.htm or https://www.catholicculture.org/culture/liturgicalyear/activities/view.cfm?id=545 Ornaments: http://healthy-family.org/free-jesse-tree-advent-patterns/ Text: 'The Jesse Tree' by Geraldine McCaughrean, <i>Eerdmans Books</i> Text: 'Learning Centers for Advent and Lent' by Doris Murphy, <i>Twenty-Third Publications</i>(pg 4-7)</p>
The Jesse Tree		

	<p>MINDS ON</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Create a KWL chart with your class on the topic of the Jesse Tree.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> • Connects Christmas tree decoration to the events leading to Jesus' birth. • Named from Isaiah 11:1: "A shoot shall come out of the stock of Jesse, and a branch shall grow out of his roots." • Jesse was the father of King David and Jesus belongs to this genealogy. • 26 illustrated ornaments • The ornaments represent the people, prophecies, and events leading up to the birth of Jesus. • Tells the story of God in the Old Testament. • Connects Advent with God's faithfulness. <p>Read a story of your choice on 'The Jesse Tree'.</p>
	<p>ACTION</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided & independent) <p>Create symbolic ornaments for a Jesse Tree for your class.</p> <p>This activity may be as simple as printing colouring sheets from the internet (there are many to choose from), or making them out of more sophisticated materials.</p> <p>This could be a great opportunity to create 3D sculptures.</p> <p>Depending on the number of students in your class, you might be able to distribute one ornament per person or have small groups responsible for a few.</p>
	<p>CONSOLIDATION</p> <ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned <p>Collect the ornaments from the students. Display the ornaments that coincide with the current date, and add the remainder of the ornaments each day. The decorating of the Jesse Tree can become a ritual at the beginning of each day, and may be combined with the Advent prayer service.</p> <p>The completion of the Jesse Tree ornaments will prepare the class for lesson 8: Someone is Coming to Dinner. A follow-up discussion will take place at the conclusion of this next lesson.</p>
	<p>CONTINUED LEARNING OPPORTUNITIES</p> <p>Further extensions to this lesson might include:</p> <p>Invite students to create their own Jesse Trees which can be displayed at home and explained to their families.</p>



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 8

Someone's coming for supper

Unit 3 Lesson 8

The Word Made Flesh (Advent)

Someone's coming for supper

Lesson Overview

Preparing classroom space as some place special for a special guest.

CURRICULUM CONNECTIONS

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

Religious Education:

Grade 4:

CL3.3: Distinguish between 'sacramentals' and 'sacraments' and use symbols, words, gesture, prayer and music as sacramentals in the creation of a sacred space and ritual celebrations that focus on the seasons of the liturgical year. [CCC nos. 1167-1179; 1168-1171]

Grade 5:

LS3.1: Identify signs of diversity within the Church (many gifts, cultures, nationalities, charisms expressed in diverse forms of prayer and celebration, e.g. devotions, saints, cultural signs attached to the sacraments, etc.). [CCC nos. 811- 822]

Grade 6:

PR1: Understand how our prayers must be reflected in the lives we live as Christians, i.e. call to justice, peace and reconciliation, struggle to form the habit of prayer. [CCC 2725-2745]

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

CGE5a: works effectively as an interdependent team member;

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

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

Call to Family, Community, and Participation

	<p>Family Life: E2. Exploring Human Nature</p> <p>E2.1 describe a community as a group of people who have special interests in common;</p> <p>E2.2 explain four important signs of a good community;</p> <p>E2.3 recognize and appreciate that creating a good community requires the participation of all members</p>	
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	<p>Guiding Questions (coming out of the Big Idea)</p>	
	<p>Big Idea: The Sacraments were instituted by Jesus Christ and give grace through themselves when we are open to receiving it; sacramentals (i.e. blessing, ritual actions, signs, symbols, holy objects and images) were instituted by the Church and arouse in us a pious disposition, by means of which we may obtain Grace.</p> <ul style="list-style-type: none"> • How do we prepare ourselves, and our spaces, for the coming of Jesus? • In what ways is the sharing of a meal similar to the celebration of Eucharist? 	

	<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"> • explain why we participate in certain customs in preparation for Christmas. <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>Materials: The Jesse Tree (made in the previous lesson) Decorations Bread Juice</p> <p>Resources:</p>	

Song - We come to your Table (Carey Landry and Carol Jean Kinghorn)

<https://www.youtube.com/watch?v=KQ9ZYqOKaeg>

MINDS ON

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

1. Discuss the following in pairs or in small groups: What might you or your parents do when preparing for a special guest? (clean/set a table/decorate/use your best dishes/dress up/prepare a centrepiece/rearrange furniture) Why would we do these things for a guest? What is the intended purpose?
2. After the discussion has concluded, share answers as a class and create a list of the responses.
3. Ask the students how this topic relates to Advent. Who is the special guest that we are waiting for? What might we do to prepare for his arrival? Are any of the answers that were shared in the previous discussion relevant to Advent? How?

ACTION

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

1. Prepare the class for a special 'meal', as if there was a special guest coming. Clean, organize, re-arrange desks into a family table, create placemats, display the Jesse Tree (from previous lesson), etc.
2. If appropriate, invite a special guest (principal, pastor, volunteer, etc.).
3. Choose special background music. Break bread, have 'wine' (juice) and enjoy a meal as many do around the world, as was done in the time of Jesus and beforehand.
4. What are appropriate conversations for this meal? (discuss and decide as a class).

Suggestions for background music:

We Come to You (Josh Blakesley) https://www.youtube.com/watch?v=fJ51_UDpVIs

Remembrance (Matt Maher) <https://www.youtube.com/watch?v=fV6k7jvhvLY>

We Are One Body (Dana Scallon) <https://www.youtube.com/watch?v=rD4h8dkO2sk>

Behold the Lamb of God (Matt Maher) https://www.youtube.com/watch?v=F4He_8BP1MM

Bread of Life (Bobby Fisher) <https://www.youtube.com/watch?v=yjc55SLWz9M>

King of My Heart (Greg Walton) <https://www.youtube.com/watch?v=JKf5dgunsQ>

Lay it Down (Matt Maher) https://www.youtube.com/watch?v=NPoxMOD_On8

One Bread, One Cup (Ken Canedo) <https://www.youtube.com/watch?v=gfSDhZV05fk>

Overflow (Matt Maher) <https://www.youtube.com/watch?v=1cmGsr6yVs0>

CONSOLIDATION

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

1. Following the meal (either after the guest has left or during the next class), discuss the preparation that was required for the meal, as well as how the sharing of the meal went. If the students were the special guest, how would they have felt? (Welcomed,

	<p>comfortable, etc.) What might we have done differently?</p> <ol style="list-style-type: none"> Discuss how we are called to share a special meal with Jesus every week (The Celebration of the Eucharist). What are some similarities and differences from welcoming a guest in the class to attending Mass? (Guest – physical preparation vs. Mass – preparation of our hearts; both are community coming together; both require conversation and commitment - with the guest & with God, we are consuming at both – food & Eucharist). Remind the students the importance of sharing a meal with others – whether this is at Mass, with a guest of honour, or even as simple as having lunch with friends. Jesus often shared meals with others (the multiplication of loaves and fishes, eating in peoples' homes, the Last Supper). He ate with all types of people, even those who were not well liked. Meals are a powerful of expression of welcome and friendship in every culture. This is why Jesus' meals are so important – they show us God's grace for all people and God's mission to draw people to God. What is an example of an act of good that we can do to imitate Jesus? (Sit with someone at lunch who is alone or who is new; share food with someone who forgot their lunch; share food with the homeless).
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	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <p>Consider a class mission project such as visiting a soup kitchen, collecting food or clothing items for those in need, participating in a community Christmas sharing project (the class would collect specific items for an assigned local family in need).</p>



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 9

Prepare Ye The Way of the Lord

Unit 3 Lesson 9

The Word Made Flesh (Advent)

Prepare Ye The Way of the Lord

Lesson Overview

Students will learn about John the Baptist's message about the coming of the Messiah.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons (i.e., Advent, Christmas, Lent and Easter), and communicate what they reveal about and celebrate in Jesus' life.

Grade 5:

BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation.

Grade 6:

LS1.1: Identify and compare the call stories in Scripture which reflect conversion and fidelity to God as the foundation of our vocation and which can transform the lives of others (e.g. Moses 3:7-10; Jeremiah 1:1-10; John 1:35-42; Mary- Luke 1:26-38). [CCC nos. 1262-1284]

Drama:

B1: Creating and Presenting:

Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1c: actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

CGE5e: respects the rights, responsibilities and contributions of self and others;

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

Call to Family, Community, and Participation

Guiding Questions (coming out of the Big Idea)

Big Idea:

The ongoing Tradition of the Church's teaching, inspired by the Holy Spirit, continues to unfold human understanding of the fullness of God's self-revelation. [CCC nos. 94-95]

- How does the Old Testament help people prepare for Jesus?

Scripture Passages:

- Mark 1:2-8

LEARNING GOALS

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

- how the Old Testament tells the history of the People of God as God prepared them to receive the Messiah.
- identify John the Baptist as the last prophet to proclaim the arrival of Jesus.

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:

John the Baptist
Messiah
News report

Materials:

Bibles
Pencils
Writing paper
Props (for the news reports)

Internet Resources:

www.biblegateway.com (NRSV translation)

Resources:

i-Pads or BYOD for online Bible use.

MINDS ON

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

1. Discussion: How the Old Testament tells the history of the People of God as God prepared them to receive the Messiah. (They were waiting/anticipating.) This would be a great opportunity to recall the discussion on anticipation from lesson 6.

ACTION

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

1. Students should be divided into groups of three or four. Each group should have access to at least one Bible (online or hard copy).
2. Each group will read Mark 1:2-8, a passage about John the Baptist. Allow time for the students to read the passage aloud with their groups.
3. Once the students are familiar with the story, ask them to create TV news reports, reporting John's message about the coming of a Messiah.
4. Suggest to the students that two group members can act as reporters, taking turns telling the story. The other group member(s) can introduce the report, act as eye-witnesses to the event, or act as John the Baptist. (An alternative could be to have students act as guests on a talk show.)
5. Encourage the groups to use props to enhance their presentation.

CONSOLIDATION

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

When the groups are ready, invite them to present their news reports to the entire class. Presentations could be recorded (video or audio).

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Invite students to examine Isaiah 9:6-7. How does this passage from the Old Testament prophesy about Jesus? Ask students to pay close attention to the names of Jesus, providing examples of how he fulfils each of those titles.

Invite students to watch the following music video which features the names of Jesus: Prince of Peace (Michael W. Smith) <https://www.youtube.com/watch?v=QsYyuK1w3q0>



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 10

The Spirit of the Lord is Upon Me

Unit 3 Lesson 10

The Word Made Flesh (Advent)

The Spirit of the Lord is Upon Me

Lesson Overview

Students will learn about Isaiah's message of Hope.

CURRICULUM CONNECTIONS

Religious Education:

CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Advent, Christmas, Lent and Easter, and communicate what they reveal about and celebrate in Jesus' life. [CCC nos. 1168-1173]

Grade 5:

BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation.

Grade 6:

LS1: Understand that each person is responsible for participation in society, to discern, to freely choose their vocation and to make a contribution in the world. [CCC nos. 1262-1284; 1877-1885; 1886-1896; 1913-1927]

Language - Writing:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1g: understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE3e: adopts a holistic approach to life by integrating learning from various subject areas and experience;

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

Solidarity

Guiding Questions (coming out of the Big Idea)

Big Idea: The Liturgical Year of the Church celebrates God's plan of salvation revealed in the Life, Death, and Resurrection of Jesus i.e. Paschal Mystery.

- How does Isaiah's message bring us hope today?

Scripture Passages:

- Mark 1:2-8

LEARNING GOALS

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

- Retell the prophet Isaiah's message of hope in their own words.
- Create a newspaper article that tells Isaiah's message of hope to those in exile.

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:

Isaiah
Hope

Materials:

Pre-made newspaper template
Markers
Crayons
Pens and pencils
OR Computers for digital creation of articles

Internet Resources:

www.biblegateway.com (NRSV format)
www.bible.oremus.org

Resources:

i-Pads or BYOD for online Bible use.
Newspaper template (*Word format – see supporting document file*)

MINDS ON

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

1. Have the students read Isaiah 61:1-11
2. Invite the students to retell Isaiah's message of hope for the future in their own words.

	<p>ACTION</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent)
	<ol style="list-style-type: none"> 1. Introduce the newspaper article assignment to the class. Explain that they will be creating articles for a newspaper, reporting Isaiah's words of hope (from the scripture passage that was read earlier) to the people in Exile. 2. The article will be approximately 1 page in length, will include a photo, and the final draft will be completed in the template. 3. Students may work alone or with a partner. 4. Provide the class with the newspaper template for their articles. 5. Remind the students that newspaper articles have catchy headlines to attract readers' attention. 6. Provide the students with enough time to complete their articles.
	<p>CONSOLIDATION</p> <ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned <ol style="list-style-type: none"> 1. When the students are finished, invite volunteers to share their articles with the class. 2. Compile their articles and place them somewhere in the classroom where they can revisit Isaiah's messages during the season of Advent. 3. The articles could be shared with other classes in the school.
	<p>CONTINUED LEARNING OPPORTUNITIES</p> <p>Further extensions to this lesson might include: Create a class newspaper with a variety of articles and features.</p>

THE EXTRA NEWS

ALL ABOUT THE BIG WORLD WE LIVE IN

EXCLUSIVE NEWS TODAY

YOUR HEADLINE IS HERE

YOUR TITLE HERE

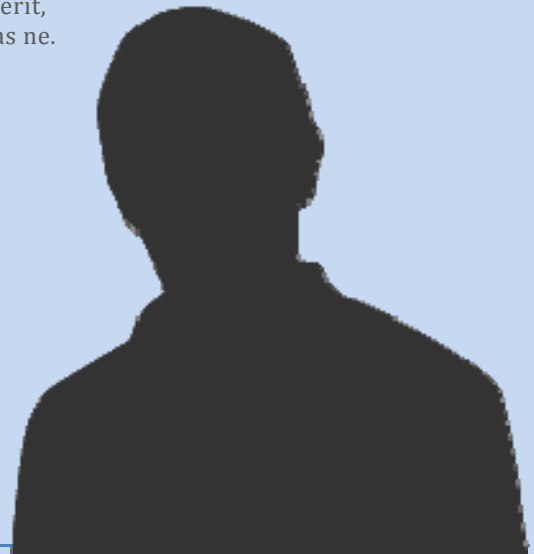
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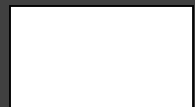
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In libris graecis appetere mea. At vim odio lorem omnes, pri id iuaret partiendo. Vivendo menandri et sed. Lorem volumus blandit cu has. Sit cu alia porro fuisset.

YOUR TITLE HERE

Lorem volumus blandit cu has. Sit cu alia porro fuisset.

Ea pro natum invidunt repudiandae, his et facilisis vituperatoribus. Mei eu ubique altera senserit.





Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 11

What Are We Hoping For?

Unit 3 Lesson 11

The Word Made Flesh (Advent)

What Are We Hoping For?

Lesson Overview

Students will further explore the concept of hope and how it applies to their own lives.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian);

Grade 5:

BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation [CCC nos. 74-100; 748-780];

Grade 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. [CCC nos. 2634-2636]

Visual Arts:

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.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1i: integrates faith with life;

CGE5g: achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

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

Solidarity

Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: The ongoing Tradition of the Church's teaching, inspired by the Holy Spirit, continues to unfold human understanding of the fullness of God's self-revelation.</p> <ul style="list-style-type: none"> • What is hope? <p>Scripture Passages:</p> <ul style="list-style-type: none"> • Isaiah 9:2
	<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"> • Describe what it is that we are hoping for. • Describe how we can give hope to one another. • Paint what hope looks like to them. <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>

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology: Hope Intercessory prayer</p>	<p>Materials: Paper Paint</p> <p>Internet Resources: Hope in Advent Video: https://www.youtube.com/watch?v=4c6qfU_QCXc</p> <p>Advent Painting Video: https://www.youtube.com/watch?v=WdljOp087NY</p> <p>Resources: i-Pads or BYOD for online Bible use.</p>

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 	
<ol style="list-style-type: none"> 1. Watch the video: Hope in Advent. 2. After watching the clip, ask students for any ideas of hope that came from the video. 	

3. Discuss: What are we hoping for? How can we give hope to each other?

ACTION

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

1. Watch the video: Advent Painting
2. Discuss the creation of the painting with the students. How does this painting represent hope? At first, the painting was dark, and the artist finished by drawing a flame, which represents Jesus, the light of the world. The painting can also relate to the Advent passage in Isaiah 9:2: The people walking in darkness have seen a great light.
3. Introduce the Hope Painting assignment to the class. Students will be creating their own hope paintings by using a piece of blank paper and paint, and will answer the question, "What does hope look like to you?" Students are also required to create 1 intercessory prayer related to their painting (ask students to pray for someone or something related to their painting, and to format the prayer exactly like the prayer of the faithful at Mass: For... we pray to the Lord.).
4. Students may begin by planning their painting. Once they have finished planning, the appropriate time may be allotted to complete the task.

CONSOLIDATION

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

1. Invite students to share their paintings with the class. Students may describe what hope means to them through their interpretation of the painting. Once they have concluded their sharing, invite them to read their intercessory prayer, to which everyone will respond: "Lord, hear our prayer."
2. Display the paintings in the classroom or in a suitable location in the school.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Have students share their paintings with students in younger grades. Students can explain the meaning of hope, the meaning of their painting, and can pray their intercessory prayer with their partner.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 12

Baby

Unit 3 Lesson 12

The Word Made Flesh (Advent)

Baby

Lesson Overview

This lesson will include a parent & baby visit and will span 2 or more days. A follow-up will occur later in the unit.

CURRICULUM CONNECTIONS

Religious Education

Grade 4:

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian).

Grade 5:

CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ. [CCC nos. 1145-1178]

Grade 6:

LC2.1: Define the Church's teaching concerning the life of Mary from Scripture and Tradition (i.e. Immaculate Conception, Assumption) and why these are important signs which point to the life of Jesus Christ. [CCC nos. 484 511; 963-975]

Family Life:

A1.3: recognize and appreciate the gift of each human life;

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE1e - speaks the language of life...

"recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it."

The **Catholic Social Teaching** evident in this lesson is:

Call to Family, Community, and Participation

B1.1: recognize and appreciate the value of family love;

C3.1: recognize and appreciate the need for respect when speaking about the gift of being able to create new human life.

Guiding Questions (coming out of the Big Idea)

Big Idea:

In the celebrations of the Mass we offer our lives to God through the symbols, words and ritual actions of the offertory; in the consecrated bread and wine of the Holy Eucharist, the Holy Spirit pours into us the gift of Grace through the ongoing gift of His only Son, Christ Jesus.

- How is life a gift that is to be protected and treasured?
- How do I offer my life to God?

Scripture Passages:

John 16:21 *A woman, when she gives birth, has sorrow, because her time has come. But when she has delivered the child, she doesn't remember the anguish any more, for the joy that a human being is born into the world.*

LEARNING GOALS

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

- understand the value of human life, that all are born with God's purpose, and that we need to share our gifts.

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:

Womb
Birth

Materials: an egg for every student

Resources:

A parent and new baby

Note: If your school participates in the Roots of Empathy program, consider inviting that family into the class for this lesson.

MINDS ON

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

Explain to the students that there will be special visitors in the class. Discuss behavioural expectations before these guests enter. You might want to create a comfortable space and have students sit on the floor. Explain that this will be an opportunity to discuss with parent(s) ideas surrounding the anticipation and birth of their baby. Remind the students to be respectful. This discussion might take place the day before the visit and can be reviewed on the day of the visit. Decide on a set of questions beforehand. Questions might be added during the visit.

ACTION

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

The visitors are welcomed appropriately and the question period/discussion will take place. (Depending on the dynamics, this could last anywhere from 20 minutes to an hour)

Invite a couple of students to thank the guests and to present them with a card.

When guests leave, students have some reflective time to write down the new ideas they have learned from the day, as well as any questions they would like to research for future learning.

CONSOLIDATION

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

Discuss:

1. How is there so much 'potential' in new life?
2. What does it mean to care for new life?
3. Would Jesus have been treated differently than any other baby, because his parents knew he was the Son of God?
4. After babyhood, how do parents continue to care for a child through the years, until and after adulthood?
5. How do your parents still care for you? (Be sensitive to those students who may not be in the care of loving parents.)
6. Can you recall how the birth of Jesus took place?
7. What do you think life might have been like for Jesus' new family?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Provide each student with an egg, which they are to care for during the entire Christmas Season. They can keep a journal. Revisit this in January and discuss challenges and strategies the students came up with.
2. Make a connection with a class in your school which may be participating in the *Roots of Empathy* program.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 13

Gifts

Unit 3 Lesson 13

The Word Made Flesh (Advent)

Gifts

Lesson Overview

Dramatic presentation about the gifts given to Jesus upon his birth.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL2.2: Identify through the passages of Scripture the gifts received by those who came to recognize the presence of Christ and who sought out an encounter with Him (e.g. Exodus 3:1-22; Matt. 25:31-46; Luke 24:13-35);

Grade 5:

CL3.1: Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus (e.g. Epiphany, miracles, transfiguration, resurrection) and explain using examples, how images, signs and symbols in the Liturgical year convey this important truth of faith for Christians. [CCC nos. 1153-1162];

Grade 6:

LS 1.2: 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. 1262-1284; 1897-1927];

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE6c -values and honours the important role of the family in society;

The Catholic Social Teaching evident in this lesson is:

Call to Family, Community, and Participation

<p>Arts Connections (Drama):</p> <p>B1.1: Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places;</p> <p>B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works.</p>	
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Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: We witness to Christ through our spirituality, our words and deeds, our moral choices, and by promotion of the common good of society.</p> <ul style="list-style-type: none"> • How do the gifts of the Three Magi relate to the gifts that people bring to a newborn baby today? • What gifts can we share with others that are not material gifts? <p>Scripture Passages: Matthew 2:11</p>

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"> • discuss the reasons why gold, frankincense and myrrh were presented to Jesus, and why we bring gifts to families upon the birth of a new baby. <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>

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology: Gold Frankincense Myrrh</p>	<p>Resources: Internet Access</p>

MINDS ON

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

When a baby is born, or about to be born, there is a tradition of bringing gifts to the mother/parents, and to the baby. Why do you think people do that? What was brought to Mary when Jesus was born (Gold, Frankincense and Myrrh)? What gifts can we share with others that are not material gifts (for example, gifts that are not physical)? Why might these gifts be more important than any other?

ACTION

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

1. Have students break into small groups. If there is the possibility for internet access, have them research what these three items are and why they would be given to someone in honour of the birth of a baby.

As an alternative (if not able to do outside research), have the students discuss their own ideas of what the three items might be, and why they would be an appropriate gift for Jesus. Then provide information from

<http://www.biblicalarchaeology.org/daily/people-cultures-in-the-bible/jesus-historical-jesus/why-did-the-magi-bring-gold-frankincense-and-myrrh/> .

2. As a class, discuss the findings.
3. In the small groups, discuss what might be an equivalent gift if Jesus was born today.
4. Have each group create a dramatization in which they present three different gifts to Jesus, explaining the reason for each.

CONSOLIDATION

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

Invite the groups to present their dramatizations to the class. When all groups have presented their dramatization, discuss the different choices.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Invite the students to reflect on the following: Have you ever had to choose a gift for a new baby? If so, what did you choose and why? If you have not had this experience, consider the following: If you were attending a baby shower tomorrow, what would you bring? Why? Would the gifts chosen (for either scenario) be different depending on the baby that you were giving them to? Why/why not?



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 14

Role Model

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The Word Made Flesh (Advent)

Role Model

Lesson Overview

Understanding Jesus as a role model for us and how we are a role model for others.

	CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
	<p>Religious Education: Grade 4: LS1.3: Identify those individuals in society who exercise legitimate authority, who work and care for the good of all people and explain why their role is important for the proper functioning of the human community. [CCC nos. 1897-1904];</p> <p>Grade 5: LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”. [CCC nos. 356-384; 1928-1933; 1391-1401];</p> <p>Grade 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’”. [CCC nos. 356-384; 1928-1933; 1391-1401]</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE7b -accepts accountability for one’s own actions;</p> <p>CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p> <p>The Catholic Social Teaching evident in this lesson is:</p> <p>Rights and Responsibilities</p>

Family Life:	A2.5: Recognize and appreciate that people, both living and dead, can have a lasting positive influence on others.
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Guiding Questions (coming out of the Big Idea)	<p>Big Idea: Sacred Scripture reveals the transcendent dignity of the human person, their equality and diversity of being and the desire of God for human solidarity (i.e. justice, peace and harmony within the human community).</p> <ul style="list-style-type: none"> • How is Jesus a model for us to live out our lives? • How do Pope Francis' actions support the desire of God for human solidarity? <p>Scripture Passages: 1 John 4:9; Luke 1:13, 26-40; Isaiah 40:3-5</p>
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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"> • Recognize and explain how Jesus is a model for us. <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	<table> <tr> <td>Terminology: Role-model</td><td>Materials: Chart Paper (optional)</td></tr> </table>	Terminology: Role-model	Materials: Chart Paper (optional)
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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>Read the scripture passage (1 John 4:9) as a class. Discuss why God sent Jesus to Earth. Is Jesus an example for us? Why live like Jesus? Is He a role-model? If we live like Jesus, does that make each of us role-models for others? (Highlight Jesus' emphasis on social justice: how he associated with all types of people – the sick, the poor, those despised and rejected by the rest of society, how he treated all people with dignity and respect, how he loved everyone for who they were – children of God, how he was not afraid to stand up for what was right and just).</p>
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Instruct the students: Close your eyes and think about ways in which you are a model for others. Inform them to keep these thoughts in their mind as they will be using them to reflect later in the lesson.

ACTION

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

1. Introduce Pope Francis as an individual who is concerned with poverty, and who has reached out to the poor throughout his papacy. Some examples include celebrating Mass and sharing meals with the poor, installing showers and washrooms for the poor in the Vatican.

Share the following words from Pope Francis on how chose his name:

“I will tell you the story. During the election, I was seated next to the Archbishop Emeritus of São Paulo and Prefect Emeritus of the Congregation for the Clergy, Cardinal Cláudio Hummes — a good friend, a good friend! When things were looking dangerous, he encouraged me. And when the votes reached two-thirds, there was the usual applause, because the Pope had been elected. And he gave me a hug and a kiss, and said, “Don’t forget the poor!” And those words came to me: the poor, the poor. Then, right away, thinking of the poor, I thought of Francis of Assisi.”

Excerpt from Alexander Stille, The New Yorker, March 19, 2013

2. Discuss:
 - Why do you think it is important for Pope Francis to act upon social justice and not just preach about it?
 - How are Pope Francis’ actions similar to those of Jesus?
 - How has Pope Francis inspired you to reach out to those in need?
3. Invite students to respond to the following statement through a reflection or journal entry: These are the ways in which I am a positive role-model to others...

CONSOLIDATION

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

1. Invite students to share one way in which they are a positive role-model to others. Display the responses in the class for all to see.
2. Conclude the lesson in prayer:

Dear Jesus,
Help me to remember why you came to Earth.
Let me say “Yes”, like Mary.
Encourage me to continue to reflect on your life, so that I will see you as my ultimate role-model.
Let me be a positive role-model for others, to continue in your footsteps.
This is my gift to you.
Amen