



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 1

Make a Difference! Prayer Service

Unit 4 Lesson 1

People Who Make A Difference!

Make A Difference! Prayer Service

Lesson Overview:

'Make A Difference!' opening prayer service acknowledges the difference we all make in each other's life by celebrating our uniqueness, talents, and special gifts through praise, thanksgiving, and worship.

Duration: 40-50 minute reflective moment prepares students for Social Justice journey.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: PR2.2 Describe the various forms of prayer used within Catholic Teaching and state how each form used within the Liturgy serves to deepen our relationship with God.

Grade 6: PR2.2 Identify and demonstrate how the Liturgy of the Word can become a source of meditation and prayer with scripture which assists us in living the Christian life.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity
Life and Dignity of the Human Person

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

A Reflective and Creative Thinker
A Discerning Believer

Guiding Questions (coming out of the Big Idea)

Big Idea:

Prayer has many forms and expressions found in Scripture – blessing, intercession, thanksgiving, praise, vocal.

“Through love, how are you called to make a difference in the life of another? What gifts have you been blessed with? Which talents are you thankful for?”

Scripture Passages:

1 John 4:7 *“Beloved, let us love one another because love comes from God; everyone who loves is born of God and knows God. Whoever does not love does not know God, for God is love.”*

LEARNING GOALS

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

- Describe prayerful expressions of thanksgiving, praise, and blessing found in Liturgy through Scripture passages.

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:

Beloved – a person who is loved very much

Materials:

1. <https://www.youtube.com/watch?v=eCtVINcmCgw>
Kid President & Grover Pep Talk on Making a Difference
2. Copies of **Making A Difference! Prayer Service** (*Appendix A*) (Highlight the sections you wish students to read prior to this session. Set up video of closing song or prepare an alternative.)
3. Copies of **God’s Love Letter to the World** (*Appendix B*)

MINDS ON (10 minutes)

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

Show the Kid President Pep Talk to students to hook them on ‘making a difference’.

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

Teacher Voice:

“How have you made a difference in someone’s life by showing them love? Did you make a difference by remembering to say two very powerful words – THANK YOU! – or did you use three extraordinary words – I LOVE YOU? Take a minute to close your eyes and reflect on when you last made a difference in the life of one of God’s Children. In a moment I will ask you to open your eyes. At that time, I invite you to share your ‘making a difference’.”

(Turn off the class lights and allow a minute or two for students to self-reflect before inviting them to share. Teacher may wish to model a ‘making a difference’ moment first. If other adults are present in the classroom, they may also wish to model before students begin sharing).

ACTION (30 minutes)

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

Teacher Voice:

“Thank you for sharing your wonderful ‘making a difference’ stories. We are going to celebrate the differences that we make through a special prayer service created for this session. If there is someone special in your life that makes a difference in who you are, keep their name or names in your heart throughout this prayer service. Please be respectful of the readers and join together when the word **ALL** appears.”

Distribute or project **Make A Difference!** prayer service (Appendix A). Pray together.

Teacher Voice:

“Blessed Mother Teresa made a huge difference in the life of many individuals. We will learn more about her in the coming days. One quote from Blessed Mother Teresa that is very popular is ... ‘I am a little pencil in the hand of a writing God who is sending a love letter to the world.’ I wonder what God would say in a love letter to the world?”

(Collectively brainstorm ideas that might appear on God’s Love Letter – concern for Mother Earth, stewardship, unconditional love, forgiveness, the poor, Golden Rule, peace, joy, serving)

“You are God’s pencil. God is inviting YOU to write God’s love letter to the world.”

Distribute **God’s Love Letter to the World** (Appendix B)

CONSOLIDATION (10 minutes)

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

Exit Card

Through love, how are you called to make a difference in the life of another? What gifts have you been blessed with? Which talents are you thankful for?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students are invited to share the reading of their love letter with the class.
2. Create a Making A Difference! Bulletin Board to display upcoming activities, including God’s Love Letter to the World
3. Student’s take Love Letter home to read to parent. Parents are invited to take on the role of The World and in one sentence, reply to God’s letter.



Make A Difference! Prayer Service

Opening Prayer

In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

Leader: Loving God, you call us to love one another. Your love for us is without conditions. You focus on our strengths and our abilities. Empower us to share our love willingly with others so that we may grow stronger in faith and service to you. Equip us with the spiritual tools we will need in order to make a difference to self and others. We ask this through Christ, our Brother, and our Lord. Amen

Scripture Reading (1 John 4:7-11)

A reading from the first letter of John.

Beloved, let us love one another because love is from God; everyone who loves is born of God and knows God. Whoever does not love does not know God, for God is love. God's love was revealed among us in this way; God sent his only Son into the world, so that we might live through him. In this is love, not that we loved God but that he loves us and sent his Son to be the atoning sacrifice for our sins. Beloved, since God loved us so much, we also ought to love one another.

The word of the Lord.

ALL: Thanks be to God.

Prayer of the Faithful

The response is:

Happy are God's Children who make a positive difference in the life of God's people.

Voice 1: We pray for the gift and talents of others. May these gifts and talents be used to do justice, love tenderly, and walk humbly among God's precious children.

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Voice 2: We pray for the gift of communication. May this gift be effective in using both words and actions to make a positive difference in the life of God's precious children.

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Voice 3: We pray for the gift of collaboration. May a sense of belonging to our Christian family remind us that we are connected through one heart, one mind, one love.

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Voice 4: We pray for the gift of wisdom. May the knowledge that all of God's children are born to be free allow us to stand up for needs of others.

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Voice 5: We pray for the gift of courage. May the tenderness of our heart have the courage to reach out to others in their time of need.

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Voice 6: We pray for the gift of patience. May our listening ears hear a friend who is in need of our patience.

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Voice 7: We pray for the celebration of life. May we never take for granted that all life on Mother Earth is precious and deserves respect, dignity, and care.

Students please add any personal intentions

ALL: Happy are God's Children who make a positive difference in the life of God's people.

Closing Prayer

Leader: Loving God,

Thank you for always being with us both in our time of need and in our time of celebration.

Thank you for guiding us as we step forward in your love to make a difference in the lives of so many of your people.

Thank you for giving us the gifts, blessings, and talents we need in order to make a difference to others.

Thank you for wrapping us in your unconditional love so that we may love others unconditionally.

Thank you for allowing us to share your fruits, joy, and peace with everyone.

Thank you for giving us the sacrifice of your Son to light our path.

We give all praise and glory through the One who came to serve, your Son, Christ our Lord.

ALL: Amen

Final Blessing

Leader: Our final blessing can be found in 2 Samuel 22:33. Let us all join together to read the final blessing.

All: The God who has girded me with strength has opened wide my path.

In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

Optional Closing Song: Beautiful Child by Catherine Mackenroth (Song of Justice – YouTube)

Appendix B



Dear World,

Love,

God



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 2

Jesus Makes A Difference In Family

Unit 4 Lesson 2

People Who Make A Difference!

Jesus Makes A Difference In Family

Lesson Overview

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

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

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

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

Grade 6: LS1.3 Identify the areas of “personal responsibility” that students assume in their lives and connect this to the vocation to participate in family, school, and parish.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity
Call to Family, Community and Participation

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

A Caring Family Member
A Collaborative Contributor
An Effective Communicator

Guiding Questions (coming out of the Big Idea)

Big Idea:

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

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

Scripture Passages:

Romans 12:9, 15-16, 18

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

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

LEARNING GOALS

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

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

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

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

Common Good – the betterment of the whole community.

Materials:

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

MINDS ON (10 minutes)

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

Arrange chairs for Circle (see Unit 1 lesson1).

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

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

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

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

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

Thank you for sharing."

ACTION (20 minutes)

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

Group Collaboration

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

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

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

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

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

CONSOLIDATION (10 minutes)

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

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

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

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

Examples

The McDonald Family
"Hooked On Jesus"

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

The Charette Family
"Courage, Caring, Compassionate"

The Oakes Family
"Walking With Jesus"

The Schroeder Family "Sharing His Spirit"

The Burger Family "Brave, Bold, Bible"

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

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



Appendix A-1

Group 1

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

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

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

Appendix A-2

Group 2

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

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

Appendix A-3

Group 3

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

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

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



Appendix B

The Jesus Makes A Difference In Family BUMPER STICKER

Name _____

Materials:

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

Directions:

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

Examples:

The McDonald Family
“Hooked On Jesus”

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

The Charette Family
“Courage, Caring, Compassion”

The Oakes Family
“Walking With Jesus”

The Schroeder Family “Sharing His Spirit”

The Burger Family “Brave, Bold, Bible”

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

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

Feedback (strengths):

Feed-forward (next steps):



Working Together for Catholic Education

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UNIT 4

People Who Make A Difference!

Lesson 3

Make A Difference! Through Friendship

Unit 4 Lesson 3

People Who Make A Difference!

Make A Difference! Through Friendship

Lesson Overview:

'Make A Difference!' acquires awareness that Social Justice is FRIENDSHIP based in order to cultivate positive, healthy, Christ-centered relationships with all.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: LS3.3 Suggest ways Christians can help people of other faiths to come to know Jesus...through acceptance and friendship.

Grade 6: LS3.3 Provide examples of how we can show respect for people from diverse religious backgrounds.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity

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

A discerning believer formed in the Catholic faith community

An effective communicator

A reflective, creative, holistic thinker

Guiding Questions (coming out of the Big Idea)

Big Idea:

Jesus' life and ministry was universal, it included outreach to believers and non-believers.

"How can Christ-centered friendship bring solidarity to Christian believers and non-believers?"

Scripture Passages:

Sirach 6:14-16

"Faithful friends are a sturdy shelter: whoever finds one has found a treasure. Faithful friends are beyond price; no amount can balance their worth. Faithful friends are life-saving medicine; and those who fear the Lord will find them."

LEARNING GOALS

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

Explain how Christ-centered friendships, through Social Justice, unite Christian believers and non-believers in solidarity.

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Social Justice
Common Good
Inclusion
(refer to previous anchor chart)

Materials:

1. <https://www.youtube.com/watch?v=4z7gDsSKUmU>
Kid President – How to Change the World
2. **Make A Difference! Song** (See Appendix A)
3. **Make A Difference! Inclusion Activity** (See Appendix B)
4. White LEGAL sized paper for students
5. Music (recommended Youtube selection...
<https://www.youtube.com/watch?v=oOCJAVIESEo>
“Friends” by Michael W. Smith)

MINDS ON (10 minutes)

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

Use the Kid President video “How to Change the World” to hook students into learning how they can make a difference. <https://www.youtube.com/watch?v=4z7gDsSKUmU>

Distribute or project **Make A Difference! Song** (Appendix A)

Teacher Voice: “Social Justice is a way for us to live our life Christ-centered. Are you familiar with the song ‘She’ll be coming round the mountain’? Today’s activity will begin with a Christ-centered Social Justice version of that song.”

1. **READ** the words together.
2. **ASK** students to share what they have learnt about Social Justice.
3. **SING** the song together.
4. **ASK** the students how they have made a difference through Common Good.

Large Group Reflection: “Do you agree with the message within the song? What part of the song do you connect with? If you could change one line of the song, what would you change?”

ACTION (20 minutes)

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

Distribute the white paper to students. They are instructed to use a pencil for this task.

Teacher Voice: “The first part of this activity has a listening component. I ask that you listen and follow the instructions that I ask of you. Thank you.”

Follow the instructions on **Make A Difference! Inclusion Activity** (Appendix B).
Music selection recommended.

CONSOLIDATION (10 minutes)

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

Option 1

“Working with a partner, you are invited to create one stanza of your own song to the tune of “She’ll Be Coming Around The Mountain”. Be creative. Your choice of message is:

1. Social Justice
2. Common Good
3. Inclusion of all God’s people

Be prepared to share with the class. We will sing the entire song as if it was created to unite others through God’s acceptance of all of us.”

Allow time for students to present their tune or continue at a later time.

Video tape partner presentation for Assessment purposes.

Option 2

Exit Card

How can Christ-centered friendship bring solidarity to Christian believers and non-believers?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students reflect on one or more of the following questions in their prayer journal.
 - a. Why does God call us to love and be in friendship with everyone?
 - b. As Christ-centered faith followers, how do we treat people that we don’t get along with?
 - c. What is the most important quality you look for in a friend?
 - d. How is your friendship with Jesus similar to your friendship with others?
2. Teacher type all the stanzas to create one song. Students can then take home and share with their family.
3. Invite Principal / Vice Principal to listen to class version of song. Video tape /record.
4. If your class is buddied with Reading Buddies, teach the younger students the new tune.



Appendix A

Make A Difference – Social Justice Song

(Tune: “She’ll Be Coming Around The Mountain”)

Written by Jody Anne McDonald OCT

Social Justice - Jesus calls of me

Follow Him with responsibility

When we love Him everyday

He is happy with our ways

Social Justice - Jesus calls of me

Common Good is the way for you and me

Betterment of community, you see

When we love, He is proud

Our actions speak so loud

Common Good is the way for you and me

Inclusion is like the A, B, C’s

We are all God’s Children, you and me

We are sisters, we are brothers

We are peaceful to each other

Inclusion is like the A, B, C’s

Appendix B

Make A Difference! Inclusive Activity

Students are asked to listen and follow the instructions exactly as stated.

1. On paper, draw two large 'stick people' – one on the left hand side and the other on the right hand side. Your choice whether they are boys or girls.
2. Above the stick person on the RIGHT hand side, draw a cross.
3. In the hand of this stick person (RIGHT) draw a rosary.
4. On the same stick person, make a heart shape where you think the heart should be placed.
5. Don't let your stick people float in the air... create grass for them to stand on.
6. Over the stick figure on the LEFT, draw a happy face sun.
7. Over the other stick figure, draw 3 DOVES (birds).
8. On the RIGHT side, draw a church with a steeple. On the opposite side of the page draw a house.
9. PENCILS down. Stop working.
10. Listen to the next set of instructions. In a moment I will invite you to take another writing tool – it could be a crayon, pencil, marker, etc. – your choice. Then I will ask you to stand up beside your desk. You will quietly walk to the desk closest to you and you will add DETAILS to their picture. While this is happening, music is playing in the background. Once the music stops – YOU STOP ADDING DETAILS. You will wait for the music to start up again AND YOU WILL MOVE TO THE NEXT DESK TO ADD DETAILS TO THAT PICTURE. When I ask you to return to your seat, you will do so quietly.
QUESTIONS?

You continue starting and stopping the music. Allow the music / movement to take place for the duration of the song before asking students to return to their seat. Once they are settled back...

11. Details have been added to your picture that weren't previously there. I invite you to erase the marks that were added so that your picture returns to its original state.

*Comments will likely be - "I can't do this...marker won't erase...he ruined my picture...I don't like what they did to my picture." – allow students to grumble. **Be aware that there is potential for negative feelings that should be addressed to maintain healthy relationships in the classroom.***

The goal is to stretch students thinking to see that the power of our words used against Christian believers and non-believers leave marks that can never be erased. Guide them to that realization if they don't start to see it. This is a very powerful visual that can be empowering for students to understand we are one. "How does this picture reflection relationships between Christian believers and non-believers?" Sometimes the power of words is good – affirmation, acceptance, love – acts of kindness to others are represented through the DETAILS that enhanced the student's pictures. Sometimes the words are painful – insults, judgement, and anger – these actions to others are represented through the DETAILS that added chaos to the picture and can never be erased – their mark is permanent. This can be a very powerful activity of awareness to inclusion of others beliefs, faith, opinions, and traditions.



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UNIT 4

People Who Make A Difference!

Lesson 4

Martin Luther King & God's Dream

Unit 4 Lesson 4

People Who Make A Difference!

Martin Luther King & God's Dream

Lesson Overview:

Jesus, Martin Luther King, Archbishop Tutu are men who 'Make A Difference!' through Social Justice actions. Reviewing their life accomplishments and scripture passages, dehumanization and social structure issues are examined.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: LS2.1 Identify the image of human being.

Grade 5: LS2.1 Identify and summarize what Jesus reveals about the judgement of God concerning the human dignity of others.

Grade 6: LS2.1 Identify and examine events from Jesus' life and his ministry when he challenged dehumanizing situations and social structures.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, Participation
Solidarity
Rights and Responsibilities

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

An Effective Communicator
A Discerning Believer
A Reflective and Creative Thinker

Guiding Questions (coming out of the Big Idea)

Big Idea:

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society.

"How do scripture passages bring light to situations of dehumanization of dignity and social structure? What is God's call of response from **His** children?"

Scripture Passages:

John 4:1-42

Matthew 25:31-46

Genesis 1:1 – 2:3

1 Corinthians 12:4-13

LEARNING GOALS

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

- Explain “How do scripture passages bring light to situations of dehumanization of dignity and social structure? What is God’s call of response from **His** children?”

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:

Dreams –
1. usually involves images occurring in a person’s mind during sleep OR
2. contemplating the idea of doing something OR
3. inspiration / motivation

Materials:

1. <https://www.youtube.com/watch?v=pIUOdrWl-ts>
Kid President - Dreams
2. <https://www.youtube.com/watch?v=gdTpU5WZHMM>
I Have a Dream – Martin Luther King Jr.
3. <https://www.youtube.com/watch?v=4xXZhXTFWnE>
Kid President - Martin Luther King
4. <https://www.youtube.com/watch?v=gMXULIYojHk>
God’s Dream by Archbishop Desmond Tutu (or picture book of the same title published by Candlewick)
5. **Scripture Passage** handouts (*See Appendices*)
6. Sticky notes

MINDS ON (10 minutes)

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

1. Hook students on learning by viewing Kid President Youtube on DREAMS
<https://www.youtube.com/watch?v=pIUOdrWl-ts>
2. Share a quick video of Martin Luther King Jr. famous speech “I have a dream”
<https://www.youtube.com/watch?v=gdTpU5WZHMM>
3. As a whole class discuss the power of dreams.
How do our dreams align with God’s dream for His children?

ACTION (30 minutes)

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

Distribute sticky notes to students

Teacher Voice:

“In Martin Luther King’s famous speech, he said he had a dream that white and black children would one day walk hand in hand and that one day sons of former slaves and sons of former slave-owners would be able to agree to live together.

The year was 1963.

Discuss as a whole class:

1. Why was this speech important?
2. Is there evidence of God in this speech? Explain.
3. How is God's dream similar or different to Martin Luther King's?

Teacher Voice:

"Forty-five years after Martin Luther King's speech, an Anglican Archbishop named Desmond Tutu wrote a book titled God's Dream. Listen to see if Martin Luther King's dream and God's Dream are similar. Use your sticky note to record your thoughts. We will discuss our ideas after the reading."

Use the text God's Dream by Archbishop Desmond Tutu, if available, or the reading of the text at <https://www.youtube.com/watch?v=gMXULIYoiHk>

Group Work:

Divide students into small groups of 2 or 3. Each group will need bibles.

Teacher Voice:

"Over 2000 years ago Jesus showed us that he challenged dehumanizing situations and social structures. We learn and lean on the bible for direction even in modern times. With your bibles as your tour guide, you will read the scripture passage assigned to your group. Answer the questions that follow. Be prepared to present your thinking."

Allow time for students to present work.

**NOTE: Although the focus in this lesson is on men who made a difference, female role models are featured in future lessons.*

CONSOLIDATION (10 minutes)

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

Hook students with Kid President's talk about Martin Luther King

<https://www.youtube.com/watch?v=4xXZhXTFWnE>

Exit Card

"How do scripture passages help you understand situations of dehumanization of dignity and social structure? What is God's call of response from **His** children?"

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. I Have a Dream, Scholastic Press. Dr. Martin Luther King Jr.
2. DRAMA - Work in small groups of three. One member will take on the role of Martin Luther King, another person will be God, and the last member will be the interviewer. You are limited to 10 questions/answers and they must be based on this lesson.



Appendix A

Jesus and the Woman of Samaria

Gospel of John 4: 1-42

The theme of this scripture passage is love and acceptance.

1. Why would love be an important virtue to focus on?

2. Where is there evidence within the scripture passage that demonstrates acceptance? _____

3. How does acceptance feel to youth in today's society?

4. What image of the human person does this scripture passage infer?

5. How is human dignity achieved in this story?

6. Have you ever been in a situation where you felt that you weren't accepted? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Appendix B

The Judgement of the Nations

Matthew 25: 31-46

The theme of this scripture passage is love by reaching out to those in need.

1. Why would love be an important virtue to focus on when serving those in need?

2. Where is there evidence within the scripture passage that demonstrates love? _____

3. How does unconditional love feel to youth in today's society?

4. What image of the human person does this scripture passage infer?

5. Is human dignity achieved in this story? If so, how?

6. Have you ever been in a situation where you felt that you were judged unfairly? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Appendix C

Creation

Genesis 1:1 – 2:3

The theme to this scripture passage is love from God our Father to all of creation.

1. Why would love be an important virtue to focus on?

2. Where is there evidence within the scripture passage that demonstrates love from Father to children? _____

3. How does God feel about youth in today's society? How do you know?

4. What image of the human person does this scripture passage infer?

5. How is human dignity achieved in this story?

6. Have you ever been in a situation where you felt that you weren't accepted for the way God created you? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Appendix D

Spiritual Gifts

1 Corinthians 12: 4 – 13

The theme of this scripture passage is love of self through recognition of gifts you have been blessed with.

1. Why would love be an important virtue to focus on?

2. Where is there evidence within the scripture passage that demonstrates blessing of gifts? _____

3. What 'gifts of the Holy Spirit' do youth in today's society hunger for?

4. What image of the human person does this scripture passage infer?

5. How is human dignity achieved in this story?

6. Have you ever been in a situation where you felt that you weren't accepted because of the talents you have? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 5

Make A Difference! Poetry

Unit 4 Lesson 5

People Who Make A Difference!

Make A Difference! Poetry

Lesson Overview:

A rich understanding of how God uses poetry to speak to His children. Poetry offers positive encouragement toward a 'Make A Difference!' in self and others' attitude.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: ML2.4 Identify times when we might hear God speaking to us; giving us instructions to help us “do what is good and avoid what is evil”; and link this to the work of our conscience through which God/the Holy Spirit inspires us to do the good.

Grade 5: ML2.2 Distinguish between a morally good act and a morally evil act and describe the positive or negative effect that our passions can have.

Grade 6: ML3.2 With reference to Catholic moral teaching, identify the characteristics of holiness and what is necessary if individuals are to “be holy” as Jesus is holy.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

A Discerning believer
A reflective, creative and holistic thinker

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

A Reflective and Creative Thinker
A Caring Family Member
An Effective Communicator

Guiding Questions (coming out of the Big Idea)

Big Idea:

Through our conscience we discover God’s truth for our lives and are invited to follow the ‘voice of God’.

“How can I be a caring, compassionate Christ-like individual who fulfills God’s desire to live a virtuous life of justice?”

Scripture Passage:

Exodus 3:14a “I AM WHO I AM”

LEARNING GOALS

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

- Understand that God’s voice has the potential to speak to us through poetry in order to share the moral truth and the moral good with His Children, thus allowing His Son to shine light on how to live a holy life.

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:

Rhyming Couplets – compare opposite ideas

Materials:

1. Copies of IF: A Father’s Advice to His Son by Rudyard Kipling (*See Appendix A*)
2. <http://www.slideshare.net/anion/ifa-fathers-advice-to-his-son> (optional)
3. https://www.youtube.com/watch?v=tK4HDCIr_E8 (the reading of IF: A Father’s Advice to His Son)
4. <https://www.youtube.com/watch?v=m78cSts3tJw> (Joni Mitchell’s lyrics)
5. Chart paper - to write Consolidation reflective questions.

MINDS ON (10 minutes)

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

Teacher Voice:

“God can speak to us through different forms of communication. We can hear God’s voice in the wisdom from a friend. We can understand God’s guidance through a parent’s concern and care. Music can fill us with His mighty awe and wonder. The same effect can take place with poetry. The inspirational poem IF appeared in 1902. It is a poem of rhyming couplets which means that each pair of lines rhymes and has the same meter (number of beats). The poem is a comparison of opposite ideas or actions. I invite you to close your eyes and relax. Enjoy the sound of poetry being read to you. Challenge yourself to listen and hear God speak directly to YOU. I wonder, what does God want you to hear?”

https://www.youtube.com/watch?v=tK4HDCIr_E8 The reading of IF: A Father’s Advice to His Son by Rudyard Kipling

Inside-Outside Circle Activity: Explain to the students that they will be doing an Inside-Outside Circle Activity. Split students into two groups. Half of them will form an inside circle facing outwards and the other half will form the outside circle looking inwards (facing another student).

Once you have asked the students a question they will answer to the individual facing them. Students will exchange information. You will then ask them to rotate to the next partner (i.e. Inside circle stay put – outside circle move two spaces to the left).

“What did **God** want you to hear through the reading of the IF poem?” (students rotate)

“What did the **author** want you to hear through the reading of the IF poem?” (students rotate)

“How might this poem make a difference in people?”

ACTION (20 minutes)

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

Distribute the copies of {**IF: A Father’s Advice to His Son** poem} to students.

1. Teacher read the poem. Discuss the first selection.
2. Invite students to Choral Read the poem together.
(Choral reading is reading aloud in unison with a whole class or group of students. After hearing the teacher read and discuss a selection, students reread the text together. Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. Reading and rereading shared texts may have the additional benefit of building a sense of community in the classroom.)
3. Instruct students to highlight the line(s) that speak to their heart or have the most meaning for them.
4. Teacher will re-read the poem BUT students will join in reading when the teacher is at their highlighted section.

Teacher Voice:

“We are going to listen to this poem put to music. A famous musician named Joni Mitchell recorded this poem as a song. Think about how the meaning may change when played with music.”

<https://www.youtube.com/watch?v=m78cSts3tJw>

“Could you hear the voice of God better when the poem became a song or did the poem speak to you in its original form? Turn and share your answer with your elbow partner. (allow time) Stand up if you felt the voice of God was ‘louder’ in the original version. Explain why.” (allow time for student voice) Stand up if you felt God’s voice was ‘louder’ in the music version. Why?”

CONSOLIDATION (10 minutes)

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

Teacher Voice:

“In your prayer journal (or EXIT CARD), answer **two** of the following questions.

1. Identify a time when we might hear God speaking to us. Why would God want to speak to us?
2. God calls us to be morally good in our actions. The poem IF shares a Father’s advice on how to do so. Identify one section of the poem that you can connect with and explain how it speaks to the morally good actions you are called to live.
3. Catholic moral teaching speaks to us about living holy as Jesus was holy. Find 3 pieces of evidence within the poem ‘IF’ that support a ‘holy’ attitude. Explain your thinking.
4. Do you think the poem ‘IF’ is moral advice God would have given Jesus? Explain.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students are invited to find God’s voice in their favourite song. Students can bring in the lyrics and music in order to share/explain to the class why / how they hear God’s voice.
2. Video the choral reading of IF for the next school assembly presentation.
3. Students can create a VENN Diagram comparing the poem DESIDERATA with the poem IF.
4. Additional grade specific ideas are available in the resource “Who I AM” at www.eoccc.org

Appendix A

Rudyard Kipling *If: A Father's Advice to His Son*

“If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;

If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;

If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!”



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 6

One Hen Makes A Difference!

Unit 4 Lesson 6

People Who Make A Difference!

One Hen Makes A Difference!

Lesson Overview: Exploring the mentor text *One Hen* by Katie Smith Milway for rich Higher Order Thinking in connection to a Christ-like attitude for Social Justice.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: LS2.2 Articulate the three essential elements which promote the common good.

Grade 5: LS2.2 Apply the principle of solidarity to global/local issues of injustice.

Grade 6: LS2.2 Describe the forms of solidarity which can effectively address socio-economic problems.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Life and Dignity of the Human Person
Solidarity

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

A Collaborative Contributor
A Reflective and Creative Thinker

Guiding Questions (coming out of the Big Idea)

Big Idea:

Articulate how the essential elements which promote the common good are also essential elements for solidarity in facing socio-economic problems.

“How do the rights of the person, development of the spiritual goods of society, and the security of society blend in harmony to create healing in social justice issues?”

Scripture Passages:

Galatians 3:28 *There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.*

LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:
Explain how the rights of the person, development of the spiritual goods of society, and the security of society blend in harmony to create healing in social justice issues.

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:
Microfinance

Materials:

1. *One Hen* mentor text by Katie Smith Milway or YouTube connection:
<https://www.youtube.com/watch?v=-qMktXxt62E>
2. Sticky notes
3. **His House, My House, Kojo’s House** (See Appendix A)
4. \$50.00 and \$20.00 (See Appendix B)
5. Chart paper to post Consolidation questions for easy reference

MINDS ON (10 minutes)

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

For TEACHER only – Prior to class, you may choose to view this quick summary of *One Hen* by Katie Smith Milway <https://www.youtube.com/watch?v=AHUvY9klxJQ>

Teacher Voice:

“Share a time that you know of, when one hen has made a difference in solving Social Justice issues or Common Good concerns for individuals? Is it possible for one hen to make a difference?”

Distribute **God’s House, My House, Kojo’s House** (Appendix A) to students and invite them to answer question 1.

Share the Read A Loud of *One Hen* by Katie Smith Milway found on YouTube.
<https://www.youtube.com/watch?v=-qMktXxt62E> (or read the text aloud)

ACTION (20 minutes)

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

One small hen made a huge difference to the life of so many individuals. One small loan built an independent community rich in dignity and respect.

1. Distribute Sticky notes to students.
2. Invite students to record a way that they can make a difference in their own community.

3. Invite students to place their post it on blackboard/whiteboard when they have finished. As each student is called up to place their post it, have the student read their idea for classmates to hear.
4. Encourage students to group similar ideas together for an effective visual.
5. Is there a common chain of ideas?

Reflect: Before hearing the story One Hen, did you believe you could make a difference in your community? Discuss as a whole class.

Allow students time to complete the rest of the handout independently.

*Differentiated instruction: Students may benefit from the use of assistive technology or a scribe.

CONSOLIDATION (10 minutes)

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

Option 1

Distribute *Appendix B*

Teacher Voice:

"I am giving each of you a small gift of money. It is a fifty dollar bill and a twenty dollar bill.

1. On the back of the fifty dollar bill you are to write how you would use this money, for the Common Good, to help heal a Social Justice issue. Reflect on Kojo's actions – it only took a small loan for Kojo to make a big difference. Use your money wisely.
2. On the back of the twenty dollar bill, explain how the rights of the person, growth of spiritual goods in society, and the security of society blend together to create healing in social justice issues."

Option 2

Exit Card question:

"How do the rights of the person, development of the spiritual goods of society, and the security of society blend in harmony to create healing in social justice issues?"

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Great Math Lesson on "A History of Microfinance" with Muhammad Yunus on Ted Talk (24 minutes)
2. Students can research / inquiry 2006 Nobel Peace Prize winner Muhammad Yunus and how he made a difference in life of many individuals.

Appendix A

God's House, My House, Kojo's House

One Hen by Katie Smith Milway

Prior to the reading of One Hen:

1. List 3 ways it would be possible for one hen to make a difference in the world.
 - a. _____
 - b. _____
 - c. _____

After the reading of One Hen:

2. List the problems that occurred in the beginning, middle, and end of the story. How did each problem get resolved?

Beginning	Middle	End

3. Who helps you when you most need it? How?

4. Explain the most recent time that God helped you.

5. How does the story One Hen fit in with Social Justice and the Common Good?

6. Pick two homes from the 3: God's House, My House, Kojo's House. On the back of this page compare and contrast the homes using a VENN Diagram.

Appendix B





Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 7

People Who Make A Difference!

Unit 4 Lesson 7

People Who Make A Difference!

People Who Make A Difference!

Lesson Overview:

The value of the Ten Commandments in living a Christian moral life through the lenses of people who Make a Difference! with Social Justice issues.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: ML1.3 Identify efforts being made by your family, school, Church to live according to the Ten Commandments.

Grade 5: ML1.3 Identify the ways we are called to live the New Commandment in the choices we make, in relationship with God & others.

Grade 6: ML1.3 Articulate the Church's teaching concerning the Forth & Fifth Commandments & apply to the moral issues facing society.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity
Life and Dignity of the Human Person

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

A Caring Family Member
A Reflective and Creative Thinker
A Collaborative Contributor

Guiding Questions (coming out of the Big Idea)

Big Idea:

The human person who is made in the 'image of God' is called to live and act in ways that reflect human dignity.

"Explain how living the New Commandment not only affects the choices we make but also affects moral issues facing society."

Scripture Passages:

John 13:34

"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another."

LEARNING GOALS

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

- Explain how living the New Commandment not only affects the choices we make but also affects moral issues facing society.

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:

New Commandment
Ten Commandments
Morals
Grace

Materials:

1. Change for a dollar
<https://www.youtube.com/watch?v=9DXL9vIUbWg>
2. Bibles
3. People Who Make a Difference! New Commandment
(See Appendices A through I)
4. People Who Make a Difference! New Commandment Rubric (See Appendix J)

MINDS ON (10 minutes)

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

Teacher Voice:

“In the Gospel of John, Jesus gives us a new commandment. Please open your bibles and turn to John 13:34 and read along with me. ‘I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another.’

What challenges does this new commandment present?” (whole class discussion)

“You will be watching a YouTube video called CHANGE FOR A DOLLAR. Find evidence of the New Commandment within this movie.” <https://www.youtube.com/watch?v=9DXL9vIUbWg>

“Share with your elbow partner, a moment in the movie that ‘lived’ the new commandment.”

ACTION (30 minute sessions / 2 days)

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

Group students into teams of 2 or 3.

Teacher Voice:

“Living the new commandment affects the moral choices we make. Our moral choices affect the moral health of our community. Living the new commandment strengthens our relationship with God. The new commandment is our calling – a gift from God.”

“Each team will receive an inquiry / research assignment plus the rubric assessment sheet. 21st Century skills are required for completing this assignment – collaborate, communicate, critical thinking, creativity.”

Distribute **People Who Make A Difference! New Commandment** (*Appendix A*)

Allow remainder of the class period to complete the assignment.

(Presentations will take place on the second day of the lesson.)

CONSOLIDATION (30 minutes)

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

Exit Card

“Explain how living the New Commandment not only affects the choices we make but also affects moral issues facing society.”

(*NOTE: True/False Questions on assignment are both TRUE)

CONTINUED LEARNING OPPORTUNITIES

Scarboro Missions sells a set of 32 Witness Posters featuring men and women who have been outstanding witnesses to their beliefs and to the dignity of all creation. Comes with Teacher’s Guide and Study Guide and is very reasonably priced. For information, visit:

<http://www.scarboromissions.ca/product/witnesses-posters?v=3e8d115eb4b3>

*See Lesson 8



Appendix A

People Who Make A Difference! New Commandment

Team 1

1. Do morals change? Explain.
2. What does a moral person look like...sound like...act like?
3. How are the new commandment and morals connected?
4. Give an example of a moral action that affects society in a positive way.

True or False

5. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
6. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving others

New Commandment – John 13:34

Inquiry / Research

Nelson Mandela was born July 18, 1918. He was a great moral role model. He was a moral hero to many.

What qualities of character ethics did Nelson Mandela have that made him worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Nelson Mandela quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!

Appendix B

People Who Make A Difference! New Commandment

Team 2

1. Do morals change? Explain.
2. What does a moral person look like...sound like...act like?
3. How is the new commandment and morals connected?
4. Give an example of a moral action that affects society in a positive way.

True or False

5. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
6. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

New Commandment – John 13:34

Inquiry / Research

Blessed Mother Teresa was born in 1910. She was a great moral role model. She was a moral hero.

What qualities of character ethics did Blessed Mother Teresa have that made her worthy in the eyes of others?

How can these qualities be connected to your moral compass?

What Blessed Mother Teresa quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc.

Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!

Appendix C

People Who Make A Difference! New Commandment

Team 3

1. Do morals change? Explain.
2. What does a moral person look like...sound like...act like?
3. How is the new commandment and morals connected?
4. Give an example of a moral action that affects society in a positive way.

True or False

5. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
6. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

New Commandment – John 13:34

Inquiry / Research

Dorothy Day was born in 1897. She was a great moral role model. She was a moral hero to many.

What qualities of character ethics did Dorothy Day have that made her worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Dorothy Day quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!



Appendix D

People Who Make A Difference! New Commandment

Team 4

7. Do morals change? Explain.
8. What does a moral person look like...sound like...act like?
9. How is the new commandment and morals connected?
10. Give an example of a moral action that affects society in a positive way.

True or False

11. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
12. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

Inquiry / Research

Jean Vanier was born in 1928. He is a great moral role model. He is a moral hero to many.

What qualities of character ethics does Jean Vanier have that make him worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Jean Vanier quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!

Appendix E

People Who Make A Difference! New Commandment

Team 5

13. Do morals change? Explain.
14. What does a moral person look like...sound like...act like?
15. How is the new commandment and morals connected?
16. Give an example of a moral action that affects society in a positive way.

True or False

17. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
18. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

Inquiry / Research

Canadian Astronaut Chris Hadfield was born August 29, 1959. He is a great moral role model. He is a moral hero to many.

What qualities of character ethics does Chris Hadfield have that make him worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Chris Hadfield quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!

Appendix F

People Who Make A Difference! New Commandment

Team 6

19. Do morals change? Explain.
20. What does a moral person look like...sound like...act like?
21. How is the new commandment and morals connected?
22. Give an example of a moral action that affects society in a positive way.

True or False

23. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
24. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

Inquiry / Research

Malala Yousafzai was born July 12, 1997. She is a great moral role model. She is a moral hero to many.

What qualities of character ethics does Malala Yousafzai have that make her worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Malala Yousafzai quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!



Appendix G

People Who Make A Difference! New Commandment

Team 7

25. Do morals change? Explain.
26. What does a moral person look like...sound like...act like?
27. How is the new commandment and morals connected?
28. Give an example of a moral action that affects society in a positive way.

True or False

29. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
30. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

Inquiry / Research

Saint Pope John Paul II was born May 18, 1920. He was a great moral role model. He was a moral hero to many.

What qualities of character ethics did Saint Pope John Paul II have that made him worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Saint Pope John Paul II quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!

Appendix H

People Who Make A Difference! New Commandment

Team 8

31. Do morals change? Explain.
32. What does a moral person look like...sound like...act like?
33. How is the new commandment and morals connected?
34. Give an example of a moral action that affects society in a positive way.

True or False

35. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
36. God affirms our dignity by giving us free will. _____

Ten Commandments

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

Inquiry / Research

Pope Francis was born in 1936. He is a great moral role model. He is a moral hero to many.

What qualities of character ethics does Pope Francis have that make him worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Pope Francis quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!



Appendix I

People Who Make A Difference! New Commandment

Team 9

1. Do morals change? Explain.
2. What does a moral person look like...sound like...act like?
3. How is the new commandment and morals connected?
4. Give an example of a moral action that affects society in a positive way.

True or False

5. When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God's image. _____
6. God affirms our dignity by giving us free will. _____

Ten Commandments...Did you know?

- Love of God – Love of Others
- First three commandments relate to a loving God
- Forth to Tenth commandments relate to loving Others

New Commandment – John 13:34

Inquiry / Research

Kid President – Robby Novak – was born in 2004. He is a great moral role model. He is a moral hero to many.

What qualities of character ethics does Kid President, Robby Novak, have that makes him worthy in the eyes of many?

How can these qualities be connected to your moral compass?

What Kid President quote reflects the new commandment?

Challenge

Your assignment is to be creative in displaying your understanding of how living the New Commandment not only affects the choices we make but also affects moral issues facing society. Your creativity can be shown through: a poster, moviemaker, power point, bitstrips instant comic, etc. Discuss your presentation idea with your teacher. Collaborate with your team. Communicate effectively. Use Critical Thinking skills to connect your learning back to your Success Criteria. God Bless!

Appendix J

People Who Make A Difference! New Commandment Rubric

	Level 4	Level 3	Level 2
<p>Catholic Graduate Expectation</p> <p>Caring Family Member</p> <p>Collaborative Contributor</p> <p>Reflective Thinker</p>	Demonstrates thorough understanding of CGE	Demonstrates considerable understanding of CGE	Demonstrates some understanding of CGE
<p>Knowledge & Understanding</p> <p>Subject specific (K)</p> <p>Comprehension (U)</p>	Student's research demonstrates thorough knowledge and understanding of the New Commandment & Moral development.	Student's research demonstrates considerable knowledge and understanding of the New Commandment & Moral development	Student's research demonstrates some knowledge and understanding of the New Commandment & Moral development
<p>Thinking</p> <p>The use of critical and creative thinking skills / processes.</p>	Student's inquiry demonstrates the use of critical / creative thinking / processing skills with a high degree of effectiveness.	Student's inquiry demonstrates the use of critical / creative thinking / processing skills with considerable degree of effectiveness	Student's inquiry demonstrates the use of critical / creative thinking / processing skills with some degree of effectiveness
<p>Communication</p> <p>Conveying meaning through various forms</p>	Student's presentation clearly expresses and organizes ideas and information with a high degree of effectiveness.	Student's presentation clearly expresses and organizes ideas and information with considerable degree of effectiveness.	Student's presentation clearly expresses and organizes ideas and information with some degree of effectiveness.
<p>Application</p> <p>The use of knowledge & skills to make connections between New Commandment & Morals.</p>	Student's presentation shows precise connections between New Commandment and Morals with a high degree of effectiveness.	Student's presentation shows precise connections between New Commandment and Morals with considerable degree of effectiveness.	Student's presentation shows precise connections between New Commandment and Morals with some degree of effectiveness.



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 8

People Who Make A Difference!

(Part 2)

Unit 4 Lesson 8

<h3>People Who Make A Difference!</h3>	<h4>People Who Make A Difference! (Part 2)</h4>
	<p>Lesson Overview: The value of the Ten Commandments in living a Christian moral life through the lenses of people who ‘Make A Difference!’ with Social Justice issues.</p> <p>Duration: 40+ minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education:</p> <p>Grade 4: ML1.3 Identify efforts being made by your family, school, Church to live according to the Ten Commandments.</p> <p>Grade 5: ML1.3 Identify the ways we are called to live the New Commandment in the choices we make, in relationship with God & others.</p> <p>Grade 6: ML1.3 Articulate the Church’s teaching concerning the Forth & Fifth Commandments & apply to the moral issues facing society</p>	<p>The Catholic Social Teachings evident in this lesson include: Solidarity Life and Dignity of the Human Person</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: A Caring Family Member A Reflective and Creative Thinker A Collaborative Contributor</p>

Guiding Questions (coming out of the Big Idea)
<p>Big Idea: The human person who is made in the ‘Image of God’ is called to live and act in ways that reflect human dignity.</p> <p>“Explain how living the New Commandment not only affects the choices we make but also affects moral issues facing society.”</p> <p>Scripture Passages: John 13:34 “I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another.”</p>

LEARNING GOALS

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

- Explain how living the New Commandment not only affects the choices we make but also affects moral issues facing society.

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:

New Commandment
Ten Commandments
Morals
Grace

Materials:

1. U2 video – Grace – YouTube
<https://www.youtube.com/watch?v=VAOn1PNAsCg>
2. People Who Make a Difference! New Commandment (*From Lesson 7, Appendices A through I*)
3. People Who Make a Difference! New Commandment Rubric (*From Lesson 7, Appendix J*)
4. YouTube video “What if Jesus and Mary had Facebook?”
<https://www.youtube.com/watch?v=32Ka38YBMho>

MINDS ON (10 minutes)

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

Teacher Voice: “Who would like to remind us what the New Commandment is?”

“God speaks to us in the silence of the heart. Find evidence of the New Commandment in this video about Blessed Mother Teresa – the song is by U2 – it is called GRACE.”

<https://www.youtube.com/watch?v=VAOn1PNAsCg>

ACTION (20 minutes)

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

Teacher Voice:

“During yesterday’s work session, each of you received an Inquiry handout. Please continue to work on your assignment. Remember to follow the rubric and 21st Century skills – collaborate, communicate, critical thinking, creativity.

CONSOLIDATION (10 minutes)

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

Students present their assignments to class.
Use rubric provided in lesson 7 for assessment.
(NOTE: True/False Questions on assignment are both TRUE)

Close lesson with viewing of YouTube video “What if Jesus and Mary had Facebook?”
<https://www.youtube.com/watch?v=32Ka38YBMho>

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students showcase their assignment to other classes.
2. The assignments can be made available for viewing during parent/teacher evenings, Catholic Community Week, or other similar events.



Working Together for Catholic Education

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UNIT 4

People Who Make A Difference!

Lesson 9

The Gift of Love

1 Corinthians 13

Unit 4 Lesson 9

People Who Make A Difference!

The Gift of Love 1 Corinthians 13

Lesson Overview:

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

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

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

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

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

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

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

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

Guiding Questions (coming out of the Big Idea)

Big Idea:

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

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

Scripture Passages:

1 Corinthians 13

LEARNING GOALS

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

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

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Envious
Boastful
Arrogant
Rude
Sin, Grace, Mercy

Materials:

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

MINDS ON (10 minutes)

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

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

Instructions:

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

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

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

ACTION (20 minutes)

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

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

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

Circulate and assist as needed.

CONSOLIDATION (10 minutes)

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

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

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

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

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

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

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

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

Appendix A

People Who Make A Difference! Social Justice

Group 1 Reflection (please use complete sentences when answering)

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

Did you know...

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

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

Read the following scripture passage...

1 Corinthians 13

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

Your text message...

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

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



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UNIT 4

People Who Make A Difference!

Lesson 10

The Gift of Love (Part 2)

1 Corinthians 13

Unit 4 Lesson 10

People Who Make A Difference!

The Gift of Love (part 2)

1 Corinthians 13

Lesson Overview:

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

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

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

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

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity
Life and Dignity of the Human Person

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

A Reflective and Creative Thinker
A Discerning Believer

Guiding Questions (coming out of the Big Idea)

Big Idea:

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

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

Scripture Passages:

1 Corinthians 13

LEARNING GOALS

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

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

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Envious
Boastful
Arrogant
Rude
Sin, Grace, Mercy

Materials:

1. Bibles
2. **People Who Make A Difference! Social Justice** handout
(From lesson 9, Appendix A)
3. poster paper (8” x 14” or larger)
4. Chart paper
5. Markers, crayons, pencil crayons, rulers
6. **Shape Poem CROSS template** (See Appendix B)
7. Kid President video, HEROES
<https://www.youtube.com/watch?v=tgF1Enrgo2g>

MINDS ON (10 minutes)

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

Students will each need a bible for today’s session.

Instructions:

1. Locate 1 Corinthians 13 in your bible (again, read this passage as a whole class)
2. Distribute **Shape Poem CROSS template** (Appendix B)
3. Write the scripture passage 1 Corinthians 13: 4 around the shape of the cross as a SHAPE POEM, EXCEPT every time the word LOVE appears you will substitute YOUR NAME. (e.g., Jody is patient; Jody is kind; Jody is not envious, or boastful, or arrogant or rude.)

*Differentiated Instruction: Students may use technology for this task.

ACTION (15 minutes)

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

Continued from yesterday...

Students continue to work in their groups of 2 or 3 on their **People Who Make A Difference! Social Justice** handout (From lesson 9, Appendix A)

Remind students that their answers can be recorded in their notebooks, chart paper, or prayer journals.

Circulate and assist as needed.

CONSOLIDATION (15 minutes)

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

Allow time for students to present their group work/posters.

Kid President message HEROES <https://www.youtube.com/watch?v=tgF1Enrgo2g>

Closing message... **“The world needs heroes and that hero could be YOU”**

Exit Card

How can 1 Corinthians 13 “The Gift of Love” help individuals understand the relationship between sin, grace, mercy?

CONTINUED LEARNING OPPORTUNITIES

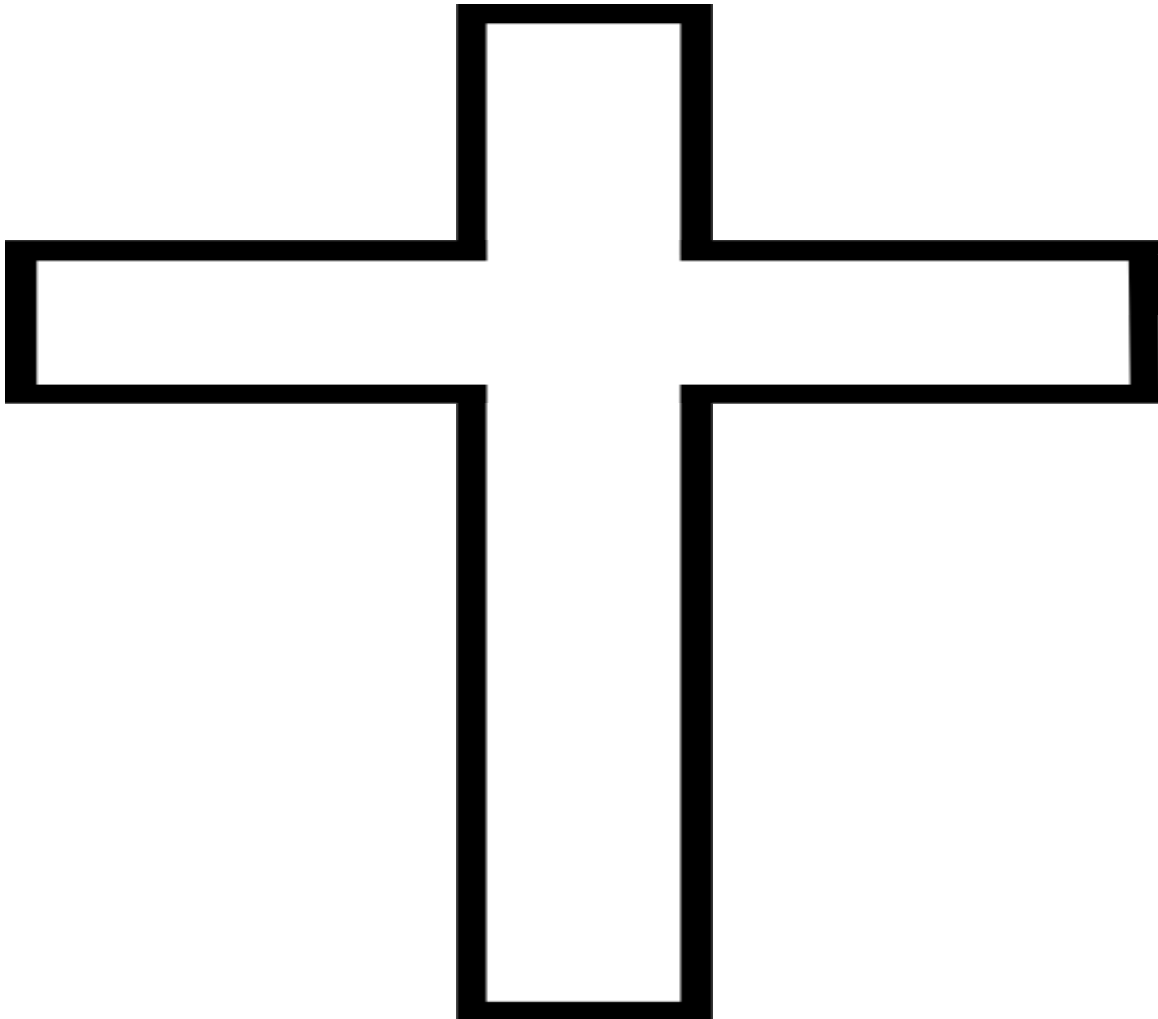
Further extensions to this lesson might include:

- Challenge students: “Continue to ‘throw kindness around like confetti’ from now until the end of the month. Making a difference in the world means YOU need to be different. Begin by being different through acts of gratitude. Spread gratitude through your words. Track your ‘confetti’ by journaling who you share kindness or gratitude with and how they responded to your words/actions. Be prepared to share how you made a difference.”

Appendix B

People Who Make A Difference! Shape Poem

Write the scripture passage 1 Corinthians 13: 4 as a SHAPE POEM. Every time the word LOVE appears you will write YOUR NAME. Use the bible verse words to wrap around the shape of the cross.





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UNIT 4

People Who Make A Difference!

Lesson 11

We Made A Difference!

Prayer Service

Unit 4 Lesson 12

People Who Make A Difference!

We Made A Difference! Prayer Service

Lesson Overview:

'We Made A Difference!' closing prayer service acknowledges the difference we HAVE made in each other's life by modeling Jesus' unconditional love for us.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: PR1.1 Identify through examples of scripture how Jesus hears our prayer and in doing so allows us to increase in the virtues of faith, hope, and love.

Grade 6: PR1.2 Identify real life situations of injustice and develop intercessory prayers on behalf of those in need.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Life and Dignity of the Human Person

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

A Reflective and Creative Thinker

Guiding Questions (coming out of the Big Idea)

Big Idea:

The life of prayer requires the development of habits which reflect the spirit and example of Jesus' life of prayer.

"Why does Jesus want us to ASK him to help increase our growth of faith, hope, and love? How can you SEARCH for Jesus by bringing healing to issues of poverty, starvation, oppression, prejudice, Mother Earth? When you KNOCK on Jesus' door, what does he say to you?"

Scripture Passages:

Matthew 7: 7-8

"Ask, and it will be given you; search, and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened."

LEARNING GOALS

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

- Develop intercessory prayer reflective of the needs of individuals challenged with poverty, starvation, oppression, prejudice.

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:

Poverty – the state of being extremely poor

Prejudice – preconceived opinion that is not based on reason

Oppression – unjust treatment

Starvation - suffering caused by hunger

Materials:

1. Copies of We Made A Difference! prayer service (*See Appendix B*) Highlight the sections you wish students to read prior to this session. Set up the video of ‘Seek Ye First’ or another suitable song
2. Maranatha Singers ‘Seek Ye First’ YouTube video <https://www.youtube.com/watch?v=6HniSUB3Qh0>
3. Copies of 5 Finger Prayer handout
4. Kid President PEP TALK <https://www.youtube.com/watch?v=l-gQLqv9f4o>

MINDS ON (10 minutes)

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

Teacher Voice:

“How can you make a difference in someone’s life through prayer? Open your hand up – fingers spread apart – your hand reminds us that prayer always makes a difference in the life of others. The 5 Finger Prayer is an inclusive prayer that teaches you to make a difference by thinking of others. Follow the instructions on the top of the handout.”

Distribute **5 Finger Prayer** handout (*Appendix A*). Students follow instructions. This reflective activity will pull together all learning throughout PEOPLE MAKE A DIFFERENCE!

ACTION (20 minutes)

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

Teacher Voice:

“We are going to celebrate the differences that we MADE through a special prayer service created for the closing of this unit study. Please be respectful of the readers and join together when the word **ALL** appears.” (Students need their completed 5 Finger Prayer)

Distribute or project **We Made A Difference!** prayer service handout (*Appendix B*).

CONSOLIDATION (10 minutes)

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

Teacher Voice:

“Blessed Mother Teresa made a huge difference in the life of many individuals. Another quote from Blessed Mother Teresa that is popular says ... “Faith makes all things possible; Love makes all things easy; Hope makes all things work.”

Create an ACROSTIC poem using the words FAITH, LOVE, HOPE placed vertically down the side of your paper. Select words that reflect the ‘make a difference’ journey we have traveled through this unit.

ie. F = Family A = Attitude I= Intercessory

Allow students time to brainstorm. Circulate to encourage productivity. Invite students to share their poetry with classmates. Display for the school to see.

*Differentiated Instruction: Some students may use only one or two of the three words for their poems. Assistive technology may be used.

When most students have completed their poems, play Kid President’s PEP TALK for the last moment of inspiration before closing the chapter to this unit.

Kid President PEP TALK <https://www.youtube.com/watch?v=l-gQLqv9f4o>

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students are encouraged to continue to make a difference from now until Lent through prayer, acts of kindness, leadership within the school community. Create an I MAKE A DIFFERENCE pledge – students sign the contract as their commitment to striving to make a difference. Allow room for teacher signature as a witness to momentous occasions.
2. Change the “Making A Difference!” Bulletin Board to read “WE MADE A DIFFERENCE!” and display their 5 Finger Prayers for others to enjoy.
3. Visit a Kindergarten class and assist those students with creating their own 5 Finger Prayer.
4. Use the resource unit “Who I AM” available at www.eoccc.org

Appendix A

Five Finger Prayer

1. Spread your fingers open - place your hand on the bottom of this paper. Very carefully trace around your hand.
2. Since your **THUMB** is closest to you, pray for the people who are closest to you. Write their names inside the thumb section.
3. The next finger is the **POINTING FINGER**. Pray for individuals who teach, instruct, and heal. They need your prayers to help point people in the right direction. Write their names in the pointing finger section.
4. The next finger is our **TALLEST FINGER**. This finger reminds us of our leaders. Pray for our Prime Minister, Principals, Vice Principals and leaders of businesses. Write their names in the tallest finger section.
5. The fourth finger is the **RING FINGER**. This finger is actually your weakest finger. Use this finger as a reminder to pray for the weak people who are in need of prayer. Write down the names of anyone who you think needs your prayer because they are in pain or are suffering.
6. The last finger is our **LITTLEST FINGER**. This is a reminder of how you should place yourself in relation to God. Write YOUR name in this finger. Now that you have taken care of the needs of others, it is time to pray for yourself.



We Made A Difference!

All: In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

Opening Prayer

Leader: Loving God, you call your children to love one another. We might be young and still growing but our knowledge of poverty, prejudice, oppression, and starvation have deepened during the past few weeks. We understand better why you love us without conditions and why it is important that we love others unconditionally too. We are not perfect. We try our very best. Continue to empower us to share our love willingly with others so that we may grow stronger in faith and service to you. Continue to equip us with the spiritual tools we will need in order to make a difference to self and others. Continue to encourage us to build relationships of faith, hope, and love now and forever. We ask this through Christ our Lord. Amen

Scripture Reading Matthew 7: 7-12

“Ask, and it will be given you; search, and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened. Is there anyone among you who, if your child asks for bread, will give a stone? Or if a child asks for a fish, will get a snake? If you then, who are evil, know how to give good gifts to your children, how much more will your Father in heaven give good things to those who ask him! In everything do to others as you would have them do to you; for this is the law and the prophets.”

The word of the Lord.

ALL: Thanks be to God.

Prayers of the Faithful

The response is: Joyful are God’s Children when they make a difference in the lives of others.

Voice 1: Thank you Lord, for the opportunity to use our gifts and talents to benefit others. May these gifts and talents always be used to do justice, love tenderly, and walk humbly among God’s precious children.

ALL: Joyful are God’s Children when they make a difference in the lives of others.

Voice 2: Thank you Lord, for the gift of communication. May this gift always be an effective tool to make positive differences in the life of others.

ALL: Joyful are God’s Children when they make a difference in the lives of others.

Voice 3: Thank you Lord, for the blessing of collaboration. May a sense of belonging to our Christian family always remind us that we are connected and interconnected through one heart, one mind, one love of Jesus.

ALL: Joyful are God’s Children when they make a difference in the lives of others.



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Voice 4: Thank you Lord, for the gift of wisdom. May the knowledge that all of God's children are born to be free always allow us to stand in unity for the needs of others.

ALL: Joyful are God's Children when they make a difference in the lives of others.

Voice 5: Thank you Lord, for the gift of courage to stand and face the change needed to make a difference. May the tenderness of our heart always have the courage to reach out to others in their time of need.

ALL: Joyful are God's Children when they make a difference in the lives of others.

Voice 6: Thank you Lord, for the gift of patience. May our listening ears always hear the voice of a friend who is need of our patience.

ALL: Joyful are God's Children when they make a difference in the lives of others.

Voice 7: Thank you Lord, for the understanding that life is to be celebrated. May we never take for granted that all life on Mother Earth is precious and deserves respect, dignity, and care.

****PAUSE****

Students take turns reading the names they have placed in the **THUMB** section of their 5 Finger Prayer.

ALL: Joyful are God's Children when they make a difference in the life of others.

Closing Prayer

Leader:

Loving God,

What a wonderful journey we have traveled. Thank you for being with us! We were introduced to amazing people who really have made a huge difference in the life of others. Those people have made a difference in our life because they have inspired us to continue to make a difference – in large and small ways. Thank you for guiding us on this journey. We ask you to bless us with all of your love; today, tomorrow, and forever. Thank you for wrapping us in your unconditional love so that we move forward in loving others unconditionally. You shared your fruit of joy, peace, and love with us. We give back to you all praise, glory, and honour. Thanks, Oh Loving God, for being who you are. **ALL: Amen**

Final Blessing

Leader: Our final blessing can be found in Numbers 6:24-26. Let's read it together.

“The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace.”

ALL: In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

Closing Song – Seek Ye First