

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 1

Do Something

Unit 7 Lesson 1

Making a Difference in the World

Do Something

Lesson Overview

Students are re-introduced to Catholic Social Teaching through the theme of “Making a Difference”. Students will review what this means and will participate in a prayer service.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

ML1.1: Demonstrate an understanding of the importance of the Ten Commandments (i.e. Decalogue, Old Law) for living the Christian moral life.

Grade 5:

ML1.: Demonstrate an understanding how the New Law (i.e. Law of the Gospel, Jesus Christ, work of the Holy Spirit) expressed in the teaching of Jesus in the Sermon on the Mount and “The New Commandment” leads to the perfection of the Ten Commandments.

Grade 6:

ML1.: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community
Solidarity

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

CGE1b: Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story

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

CGE1i: Integrates faith with life

Guiding Questions (coming out of the Big Idea)

Big Idea:

The Decalogue, the Sermon on the Mount, particularly the Beatitudes and the Tradition are sources of instruction for moral conduct i.e. for living the Christian life.

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- Why does our faith teach us to make a difference in the world?
- How can we make a difference in the world?

Scripture Passages:

- Galatians 3:26-29; Matthew 5:13-16; Matthew 5:1-12

LEARNING GOALS

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

- explain what making a difference means in a Catholic context
- share practical ways that they can make a difference in the world

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.

- I can tell others what making a difference means
- We are called to make a difference because...
- Some practical ways to make a difference are...
- Ways that Jesus made a difference were...
- A way that someone made a difference in my life was...

Teachers can use these criteria for assessment by examining the responses that students share on the Padlet wall/board/chart paper during this lesson. Since this is an introductory lesson, the assessment that takes place in this lesson should be diagnostic, with the hope that students are activating prior knowledge to share their thoughts. The success criteria above can be assessed through formative and summative evaluations in subsequent activities in this social justice unit.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- Catholic Social Teaching
- Dignity
- Ubuntu
- Gentile
- Charity

Materials:

- Computer
- Speakers
- Smart Board/Screen & Projector
- Prayer Table
- Bible

Resources:

- Prayer Service: Go Make a Difference (*see Appendix 1*)
- Music Video – Do Something (Matthew West)
https://www.youtube.com/watch?v=b_RjndG0IX8
- Music Video - Unwavering (Matt Maher):

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	<p>https://www.youtube.com/watch?v=uUxzGF5RGZg</p> <ul style="list-style-type: none">- Music Video – Go Make a Difference ‘with lyrics’ (Steve Angrisano and Tom Tomaszek) <p>https://www.youtube.com/watch?v=WDjQEoltGzQ</p>
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MINDS ON

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

Note: Consider rearranging the classroom for the prayer service (desks to the side, chairs in rows or in a circle, prayer table or an appropriate place for the lectors). Consider inviting the local parish priest or deacon to preside at the prayer service.

Students are introduced to the theme of the unit: ***Making a Difference in the World***. Remind them that the unit focuses on social justice, and the Catholic Social Teaching of the Church. Students are asked, “*What does making a difference mean?*” Students are invited to share their responses digitally, by inputting their responses using an application such as Padlet (if necessary, the sharing can take place using a board/chart paper). Discuss the responses with the class.

Introduce the “Do Something” music video by Matthew West as a song that is about making a difference. View the video. https://www.youtube.com/watch?v=b_RjndG0IX8

Afterwards, ask the class if there were any examples of making a difference that were not mentioned in the earlier discussion. Any additions from the video may be added to the list.

ACTION

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

Remind students that one way that we can make a difference is through prayer. Introduce the prayer service to the class. Request or assign 14 students to proclaim the readings and Prayer of the Faithful (The teacher will preside in the absence of a priest or deacon). Provide them with copies of their readings and allow 5 -10 minutes to practice.

**Differentiated instruction: Provide students with the readings earlier for extended practice.*

Encourage students to sing and to respond to the best of their ability, and highlight the importance of active and conscious participation.

CONSOLIDATION

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

Journal/Reflection:

- Invite students to think of a situation where someone has made a difference in their life.
- Students are asked to reflect on how they have made a difference before.

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CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Search for more Christian music videos that are about making a difference. Invite students to share a video and explain how it relates to making a difference in the world.
- Use lessons from resource “Who I AM” at www.eoccc.org

APPENDIX 1 – page 1

Prayer Service: Go Make a Difference

Opening Song

Presider: Please join in singing our opening song, “Unwavering”.

Unwavering (Matt Maher): <https://www.youtube.com/watch?v=uUxzGF5RGZg>



Introduction

Reader 1: Each of us is created in God’s image, and has the right to be treated with dignity as a child of God. We reflect on the following words of Archbishop Desmond Tutu, the Archbishop Emeritus of Cape Town, South Africa:

Reader 2: “As a created and precious child of God I have been blessed with a great sense of dignity. Recognizing that we are all created as sisters and brothers belonging to a common humanity, leads us to treat one another with respect. Our sense of dignity is affirmed when our uniqueness is recognized and valued by those around us, as we all become global citizens.”

Reader 3: “Africans have something called Ubuntu. It captures the essence of being human. It embraces hospitality, caring about others, being able to go the extra mile for the sake of others. We believe that a person is a person through another person; that my humanity is caught up, bound up, inextricably, with yours.”

Reader 4: “Respecting a person takes account of their feelings and experiences; their social situation; their ethnic, religious, and sexual identity, though they may be very different from my own. The practice of Ubuntu demands an open-mindedness that celebrates difference, recognizing the validity of others’ circumstances and experiences. It recognizes the uniqueness of each person and looks for the image of God in the other.”

Opening Prayer

Presider: We begin with the sign of our faith ...

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

Presider: Loving God, as we gather together in prayer, help us to open our minds to be fully aware of Your presence. Help us to fully understand our calling so that we can make a difference in the world. We ask You for the gifts of courage and strength to reach out to those who need it most, so that they may be truly loved for who they are, Your children. Amen.

APPENDIX 1 – page 2

Scripture Passage: Galatians 3:26-29

Presider: Let us now reflect on a reading from scripture:

Reader 5: A reading from the letter of St. Paul to the Galatians:

So in Christ Jesus you are all children of God through faith, for all of you who were baptized into Christ have clothed yourselves with Christ. There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. If you belong to Christ, then you are Abraham's seed, and heirs according to the promise. The Word of the Lord. **All:** Thanks be to God.

Gospel: Matthew 5:13-16

Presider: The Lord be with you.

All: And with your spirit.

Presider: A reading from the Holy Gospel according to St. Matthew.

All: Glory to you, O Lord.

Presider: "You are the salt of the earth; but if salt has lost its taste, how can its saltiness be restored? It is no longer good for anything, but is thrown out and trampled under foot.

"You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven. The Gospel of the Lord.

All: Praise to you, Lord Jesus Christ.

Reflection (adapted from Go Make a Difference, Deacon Michael Bickerstaff, integratedcatholiclife.org):

Reader 6: The purpose of salt in Jesus' time was to both preserve food and to enhance its flavor. He tells his disciples that if they are not helping to preserve the lives of those they encounter and to make them better, then they (His disciples... and us) are not who they were made to be... and get this, they are worthless; "no longer good for anything". Like a city set on a hill, the lives we live are to shine like beacons in a world filled with darkness and point to the Good News and give glory to God. His words direct us out from ourselves towards others.

Reader 7: We are called to a life of charity. We are called to give, but we are also called to teach others so that they can help themselves too. We are called to empower others. Charity is not only the path to Heaven, it is the path to peace and joy for our lives in this world, even though we may find ourselves surrounded with negative situations. To be selfish and love only inwardly may lead to great worldly riches, but history and our own personal experience surely demonstrate that this never leads to peace, joy and lasting happiness.

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Reader 8: Jesus has given us our marching orders. He has delivered the inspiring message we need to see us to the end of our race. So, as St. Paul would say, “Go run the good race and fight the good fight.” There is no better life we can lead than this. There is no better gift we can give others than the gift that the Lord has entrusted to us. *Go make a difference* for the Lord.

Prayer of the Faithful

Presider: The response to the petitions is: Lord, hear our prayer as we go and make a difference.

All: Lord, hear our prayer as we go and make a difference.

Reader 9: For our Holy Father Pope Francis, our bishops, and all of the clergy, that they continue to make a difference and that they may be strengthened by our prayers, nurtured by our gratitude, and renewed by our pledge of support, we pray to the Lord. R.

Reader 10: For young people seeking to be the light of the world, that they may know the life that flows through the Eucharist into our lives, we pray to the Lord. R.

Reader 11: That the Lord will continue to provide his vineyard with workers engaged in the challenging yet rewarding ministry of making a difference in the world, we pray to the Lord. R.

Reader 12: For the poor and the rejected, may they be comforted by the knowledge that Jesus reveals all things to those who follow him in the path of meekness and humility, we pray to the Lord. R.

Reader 13: For those who are sick, lonely, and unemployed, that they may find the rest in the presence of the spirit of God that dwells within them, we pray to the Lord. R.

Reader 14: For all those who have died, that they may be brought to the safe pastures of joy and peace, we pray to the Lord. R.

Presider: Loving father, we ask that you hear these prayers and those that remain in our hearts, through Christ, Our Lord. **All: Amen.**

Closing Prayer:

Presider: Let us pray ...

God of Love,

Flow through us as we learn more about how we can make a difference, and help us bring light to our beautiful yet broken world. May we use our gifts to create communities of belonging where love and justice reign and where our faith is evident in our actions. We ask this through Jesus Christ our Lord.

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

Closing Song:

Presider: Please join in singing our closing song, “Go Make a Difference”.

Go Make a Difference (Steve Angrisano & Tom Tomaszek): <https://www.youtube.com/watch?v=WDjQEoltGzQ>

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 2

RWANDA

A Changing Country

Unit 7 Lesson 2

Making a Difference in the World

Rwanda: A Changing Country

Lesson Overview

Being able to “love one another as I have loved you”, is one of the most difficult tasks that has been modeled by Jesus. We are confronted by negative stories in the world. By looking at Rwanda since the genocide in 1994, we get a chance to see a country torn apart by hate, and rebuilding in love and acceptance.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: Living a Moral Life

ML1.1: Demonstrate an understanding of the importance of the Ten Commandments (i.e. Decalogue, Old Law) for living the Christian moral life.

Grade 5: Living a Moral Life

ML1.: Demonstrate an understanding how the New Law (i.e. Law of the Gospel, Jesus Christ, work of the Holy Spirit) expressed in the teaching of Jesus in the Sermon on the Mount and “The New Commandment” leads to the perfection of the Ten Commandments.

Grade 6: Living a Moral Life

ML1.: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community
Solidarity
Rights and Responsibilities

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

A Caring Family Member who:

CGE6e: Ministers to the family, school, parish, and wider community through service

A Responsible Citizen who:

CGE7e: Seeks and grants forgiveness

CGE7f: Respects and affirms the diversity and interdependence of the world’s people and cultures

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The dignity of the human person is the foundation of a moral vision for society.
 - What happens when a country does not follow those values? How does it rebuild?
 - How do you judge your neighbour fairly?
 - How would we act in a time of civil crisis like Rwanda? Would we be able to forgive?

Scripture Passages:

- John 13:34-35
"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another."

LEARNING GOALS

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

- Understand basic information about the genocide in Rwanda in 1994

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:

- Rwanda
- RPF (Rwanda Patriotic Front)
- Paula Kagame
- Romeo Dallaire
- UNIFOR
- Arusha Accords
- Genocide
- Hutu
- Tutsi

Materials:

Resources:

- A VERY short history of Rwanda (3.5 minutes)
<https://www.youtube.com/watch?v=vwT9aTrAfQE>
- A new meaning about forgiveness
https://www.youtube.com/watch?v=Rwcp_oElwnU
- The Genocide handout (*see Appendix 1*)
- What Happened in Rwanda (*see Appendix 2*)
- Exit Card (*see Appendix 3*)

MINDS ON

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

Remind students of the Great Commandment, *Love one another as I have loved you*. The teacher should guide a whole class discussion about times when students have not treated others with this respect. Then hook the students with the video "A VERY Short History of Rwanda" <https://www.youtube.com/watch?v=vwT9aTrAfQE> which will explain the history of Rwanda up to 1994, and how the lack of love for one another led to a genocide.

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ACTION

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

Distribute reading assignment (*Appendix 1*) composed of the United Nations summary and the corresponding question sheet (*Appendix 2*) to the students.

**Differentiated instruction: Students may use assistive technology such as Kurzweil or read with a partner.*

Allow students 15 minutes to work together in groups of no more than 4 and answer the questions based on what they read. All students will complete the question sheet. If they are uncertain about an answer students are instructed to answer the questions based on their best idea.

**Differentiated instruction: Students may use assistive technology or a scribe.*

After 15 minutes have the students share orally their answers.

CONSOLIDATION

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

Show the students the video by Oprah about forgiveness

https://www.youtube.com/watch?v=Rwcp_oElwnU and ask the students:

- “If you were a survivor of the genocide, could you forgive your attacker?”

Students will complete their exit card at the end of the lesson.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Drama- Work in a small group to develop a skit about an incident at school and how students could resolve this issue through positive means.
- Language: Develop an acrostic poem using the word forgiveness.

APPENDIX 1

The Genocide

(<http://www.un.org/en/preventgenocide/rwanda/education/rwandagenocide.shtml>)

On 6 April 1994, the deaths of the Presidents of Burundi and Rwanda in a plane crash caused by a rocket attack, ignited several weeks of intense and systematic massacres. The killings - as many as 1 million people, are estimated to have perished - shocked the international community and were clearly acts of genocide. An estimated 150,000 to 250,000 women were also raped. Members of the presidential guard started killing Tutsi civilians in a section of Kigali near the airport. Less than half an hour after the plane crash, roadblocks manned by Hutu militiamen often assisted by gendarmerie (paramilitary police) or military personnel were set up to identify Tutsis.

On 7 April, Radio Television Libres Des Mille Collines (RTLM) aired a broadcast attributing the plane crash to the RPF and a contingent of UN soldiers, as well as incitements to eliminate the "Tutsi cockroach". Later that day the Prime Minister, Agathe Uwilingiyimana and 10 Belgian peacekeepers assigned to protect her were brutally murdered by Rwandan government soldiers in an attack on her home. Other moderate Hutu leaders were similarly assassinated. After the massacre of its troops, Belgium withdrew the rest of its force. On 21 April, after other countries asked to withdraw troops, the UNAMIR force reduced from an initial 2,165 to 270.

If the absence of a resolute commitment to reconciliation by some of the Rwandan parties was one problem, the tragedy was compounded by the faltering response of the international community. The capacity of the United Nations to reduce human suffering in Rwanda was severely constrained by the unwillingness of Member States to respond to the changed circumstances in Rwanda by strengthening UNAMIR's mandate and contributing additional troops.

On June 22, the Security Council authorized French-led forces to mount a humanitarian mission. The mission, called Operation Turquoise, saved hundreds of civilians in South West Rwanda, but is also said to have allowed soldiers, officials and militiamen involved in the genocide to flee Rwanda through the areas under their control. In other areas, killings continued until 4 July 1994 when the RPF took military control of the entire territory of Rwanda.

APPENDIX 2

What Happened in Rwanda

1) Why do you think the genocide happened? _____

2) What could have been done to stop it? _____

3) Why do you think the world did nothing? _____

Rubric:

	Level 4	Level 3	Level 2	Level 1
Quality of Answers	Student has put thought and detail into his/her answers with descriptive responses.	Student has put thought into his/her answers by attempting to answer the questions with detailed responses.	Student has put some thought into his/her answers. The responses attempt to answer the questions with some details.	Student has put little thought into his/her answers. The responses do not answer the questions.

APPENDIX 3

Exit Card

If you survived the Rwanda Genocide, could you forgive someone who was a perpetrator of the genocide? Why or why not?

Student Name: _____

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 3

RWANDA

The World Response

Unit 7 Lesson 3

Making a Difference in the World

Rwanda: The World Response

Lesson Overview

It's easy to ignore tragedy when the events take place on the other side of the world. Students will get a chance to learn why it is important to defend those who need our help, even if they are far away.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Living in Solidarity

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 Living in Solidarity

LS1.3: List ways the Church exercises its authority both locally and globally through loving service which witnesses to Christ, i.e. promoting the common good.

Grade 6 Living in Solidarity

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:

Community, Participation, Solidarity, Rights and Responsibilities

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

A Discerning Believer who:

CGE1j: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption

A Responsible Citizen who:

CGE7d: Promotes the sacredness of life

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Ten Commandments are the backbone of our modern day laws; it is the promotion of these common laws that have helped tie nations and people together around the world. We must use the laws handed to us by God through Moses as a means of following what Isaiah teaches us.

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Scripture Passages:

- Isaiah 1:17
- Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow.

LEARNING GOALS

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

- that we must always be vigilant when the rights of human beings are being abused or taken away. As Catholics we must ensure that no one's human rights and life are taken away.
- learn about the failure of the world to help Rwanda during the genocide. They will recognize that we must be willing to help those who go into conflict situations and help them deal with the terror they have lived through and adjust to life out of the conflict zone.
- that it is important to defend the rights of those who cannot defend themselves and that the Ten Commandments are laws to obey and not abuse.

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:

- Romeo Dallaire
- UNIFOR
- machete

Materials:

- Sticky notes - 2 per student
- Chart paper with the titles DOING GOOD, JUSTICE

Resources:

- Rwanda genocide: Canadian soldiers struggle with psychological legacy (*See Appendix 1, pages 1-4*)
- For the Heroes: A Pep Talk from Kid President
<https://www.youtube.com/watch?v=tgF1Enrgo2g>
- Exit Card (*See Appendix 2*)

MINDS ON

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

The teacher will lead the discussion by reading the scripture verse Isaiah 1:17.

Invite students to share what they believe these words from Isaiah mean.

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ACTION

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

Form groups of 4 students. Distribute the article from the CBC website (*Appendix A*) so that each student in the group has one page to read.

**Differentiated instruction: Students may use assistive technology such as Kurzweil or read with a partner.*

Using each of their sticky notes, students will attempt to find an example of each of the titles from the chart paper at the front of the class.

The teacher will direct discussion about what they learned from the article.

CONSOLIDATION

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

- Students will view the *Kid President* video on heroes
<https://www.youtube.com/watch?v=tgF1Enrgo2g>
- Students will complete an exit card (*Appendix 2*) about the acts of the people from the article.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Social Studies: Students may wish to go online through Google Maps and explore Rwanda through satellite links.
- Drama: Students could perform a skit that allows the students to show everyday scenarios that allow students to be heroes to someone else.

Rwanda Genocide:

Canadian soldiers struggle with psychological legacy

20 years after massacre, Canadians who tried to protect Rwandans struggle with horrific memories

By Sylvia Thomson, [CBC News](#) Posted: Apr 06, 2014 5:00 AM ET Last Updated: Apr 06, 2014 5:36 PM ET



Rows of human skulls and bones form a memorial to those who died in the redbrick church in the village of Nyarubuye, the scene of one of many massacres during the 1994 Rwandan genocide. Between 800,000 and 1 million were killed in Rwanda over a period of 100 days. (Ben Curtis/The Associated Press)

It's been 20 years since the Rwandan genocide, but for the Canadian soldiers who were there as part of a doomed UN peacekeeping mission, the sights, sounds and smells have not faded from memory.

“There was an overpowering stench of death,” said Major Brent Beardsley, who served alongside General Romeo Dallaire (both are now retired).

Rwanda was a country of seven million people in 1994, 85 per cent of them Hutu. Extremists within the Hutu ethnic group had been inflaming cultural tensions for years, blaming the Tutsi minority for economic and social problems.

APPENDIX 1 – page 2

On April 6 the plane carrying President Juvenal Habyarimana (a Hutu) was shot down. His death sparked a wave of horrific violence in which more than 800,000 people, mostly Tutsi civilians, were massacred.

An [estimated quarter of Rwandans](#) continue to suffer the psychological effects of the genocide, a legacy that is also felt far beyond the country's borders.

For several of the 13 Canadians who were part of the United Nations Assistance Mission for Rwanda, UNAMIR, in April 1994, the memories are intertwined with continuing symptoms of post-traumatic stress disorder (PTSD).

In Beardsley's case, he developed symptoms in 2000 while working at a military support training centre, six years after returning home. It was triggered by the courses he was giving — the kind of training he never got before going into Rwanda. The scenarios became a little too realistic to bear.

He found he started having trouble concentrating, trouble sleeping and he became moody.

"Eventually one day I just got up and I couldn't put my boots on," he said. "I reached down to put on my boots and I just couldn't do it anymore."

His willingness to be treated and his religious faith helped him get back to work part-time six months later. But it was years before he was able to return to work full time, and even then it was with some restrictions.

Today, he recognizes his triggers — things such as strong body odour, bloody meat or big crowds - and avoids them.

Captain Jean-Yves St-Denis of Calgary went to Rwanda in late April 1994, and despite warnings of how bad the situation was going to be it still shocked him when he arrived and saw dead bodies within 10 minutes of landing. He was diagnosed with PTSD in 1997 as a result of his experiences, and the 54-year-old is still dealing with it today. (CBC)

His case and those of the other Canadian soldiers who were in Rwanda during the 100 days of the genocide are perhaps not as well-known as the anguish and [suicide attempts of their General](#), Romeo Dallaire, after he returned to Canada

APPENDIX 1 – page 3

In 1994, Dallaire warned UN headquarters about the ethnic trouble brewing in Rwanda. He urged action. He pleaded for backup. But he found his small UN force abandoned by the world's superpowers, unable to stop the killings, unable to protect so many Rwandans -- though the force did maintain some safe shelters.

Dallaire came back traumatized. He also set a model for talking openly about PTSD. His generation of soldiers largely kept quiet about their symptoms, known before Rwanda as “shell shock” or “battle fatigue.”

Dallaire was not available for an interview, but others who were with him describe the nightmare they lived through.

“In Rwanda you never really knew who would come after you, which side,” said retired Captain Jean-Yves St-Denis, 54, of Calgary. He specialized in logistics and supply chain management — a particular challenge in Rwanda. He was diagnosed with PTSD in 1997.

“There was no line in the sand. I was always wondering, ‘who should I watch?’”

St-Denis lives with his PTSD to this day, and is especially conscious of it in new environments.

“I will sit somewhere where I have control of the room,” said St-Denis. *“I check the exits.”*

He went to Rwanda in late April and had an early idea of how bad the situation was going to be. But the intensity took him by surprise when he arrived and saw dead bodies within 10 minutes of landing at the airport.

“It was no longer on TV,” he said. *“I felt disgust and fear. The smell of death is disgusting.”*

‘I honestly don’t know how I came back and wasn’t traumatized. I think I’ve seen the worse things that could be seen.’- Retired Major Jean Guy Plante

That’s a smell that he can recall to this day, a smell that can make him physically sick.

By the time he left a year later, in April 1995, he says his experiences in Rwanda had changed him. *“I was a weird person. If you had known me before, I was lighthearted, jovial. After that it rarely happened. I was intense, self-focused and I had nightmares.”*

He likens the symptoms to a cold. When it comes on he takes medication, talks to his doctor and tries to get over it.

Not everyone can get over it, though.

Maj. Luc Racine, another Canadian serving with Dallaire, suffered from PTSD for years. He killed himself, in Mali, in September 2008.

Dallaire spoke very highly of Racine before the Senate in 2009, saying he, *“was one of the 12 reinforcements who came to me in 1994 and, within the span of 42 hours, had saved an orphanage full of children ... Maj. Racine subsequently took command of a small battalion of unequipped Canadians and took over the humanitarian protection zone, which had within it 1.6 million internal refugees. He coordinated the humanitarian protection, support and, ultimately, the transfer to the Rwandan government.”*

“Maj. Luc Racine is a veteran and he is one of my heroes,” Dallaire added.

Retired Maj. Jean Guy Plante, 71, of Saint Bruno, was the media spokesperson for the mission. Somehow he managed to escape PTSD.

“I honestly don’t know how I came back and wasn’t traumatized,” said Plante. *“I think I’ve seen the worse things that could be seen.”*

However, he also mentions some moments of great generosity and beauty, such as the day he was out with media and he noticed an old woman who looked very hot and parched. He risked getting out of his vehicle to take her some water. The woman accepted it, but then turned and handed it to a younger woman who had a baby strapped to her back.

“I also saw some of the best acts of love that I have seen in my life,” said Plante.

Canadian soldiers who served under Dallaire in Rwanda will meet in Ottawa Monday to mark the anniversary together. Jean-Yves St-Denis will be there.

“It means closure.” he said. *“The passing of time and understanding where we have been and catching up with each other. Remembering those who pass away, and telling them as a group goodbye and they will be remembered.”*

APPENDIX 2

Exit Card - What is a Hero?

Name: _____

Based on the article you have read, how would you describe the soldiers who served in Rwanda?

Describe something heroic to you.

How can you be a hero?

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 4

RWANDA and Reconciliation

Unit 7 Lesson 4

Making a Difference in the World

Rwanda and Reconciliation

Lesson Overview:

Rwanda experienced a genocide that killed almost a million people, and they are learning to forgive those who committed these crimes through restorative justice measures. How can we learn to forgive and move on when someone wrongs us?

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Living a Moral Life

ML 3.1: Through an examination of a selection of scripture passages, provide examples of how God's mercy is shown to sinners and how the sinners respond

Grade 5 Living a Moral Life

ML 2.3: Describe the three sources of morality outlined in the moral teachings of the Church upon which the morality of a human act depends

Grade 6 Living a Moral Life

ML 3.3: Explain using examples the relationship between making good moral choices, developing Christian virtues and holiness.

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 who:

CGE1i: integrates faith with life

A Responsible Citizen who:

CGE7a: acts morally and legally as a person formed in Catholic traditions

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

Pope Francis in April of 2015 called on the entire Catholic church to refashion itself as a place not of judgment or condemnation but of pardon and merciful love.

<http://ncronline.org/news/vatican/proclaiming-jubilee-francis-envisions-non-judging-non-condemning-church>

- Students will connect Pope Francis' message to what we read in the Gospel of Matthew about how we should forgive and not judge those who have wronged us, no matter how hard it is.

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

Scripture Passages:

- Matthew 6:14-15:
For if you forgive others their trespasses, your heavenly Father will also forgive you; but if you do not forgive others, neither will your Father forgive your trespasses.

LEARNING GOALS

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

- see how Restorative Justice can be applied to serious conflict situations and watch as survivors of the Rwanda genocide have learned to forgive those who were perpetrators of the genocide in 1994.

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:

- Gacaca
- Restorative Justice

Materials:

- Sticky notes (3 per student)

Resources:

- The Gacaca Court in Rwanda (*See Appendix 1*)
Video: Gacaca in Rwanda
<https://www.youtube.com/watch?v=F-nHw-WMEqI>
- Restorative Justice Information Website <http://www.csc-scc.gc.ca/restorative-justice/index-eng.shtml>
- Exit Card (*Appendix 2*)

MINDS ON

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

Students will begin by watching the video clip of a Gacaca court in Rwanda.

<https://www.youtube.com/watch?v=F-nHw-WMEqI>

The teacher will lead a discussion with the students about their impressions of the accused man.

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

ACTION

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

The teacher will refer to the *Restorative Justice* link from Corrections Canada and guide the students through the expectations of what Restorative Justice means and how it is being used to meet the needs of people who have caused harm and those who have been harmed to find meaningful justice.

Distribute reading assignment (*Appendix 1*) to students and allow them to read the short description of a Gacaca court.

**Differentiated instruction: Students may use assistive technology such as Kurzweil or read with a partner.*

The teacher will then use the “**Gacaca Court in Rwanda**” article to lead a discussion about restorative justice, and how they would lead a restorative justice session.

Students will be given 3 sticky notes each and asked to devise three questions that they would ask during a restorative justice session.

Students will post their restorative justice questions at the front of the class, taking time to look at the questions others have written.

**Differentiated instruction: Students may collaborate with a partner or scribe to complete the writing portion of this assignment.*

Teacher will take time to read a few questions and discuss as needed.

CONSOLIDATION

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

Teacher will lead a whole group discussion by asking, “Do you think restorative justice is the appropriate resolution to serious crimes?”

- Students will complete an exit card (*Appendix B*).

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Drama: Students may wish to devise a skit where members of their group would have a conflict situation, and with their wheel of justice, to help to resolve this conflict situation through discussion using the question prompts.

APPENDIX 1

The Gacaca Court In Rwanda

(taken from Wikipedia)

The **Gacaca court** is a system of community justice inspired by Rwandan tradition where *gacaca* can be loosely translated to "justice in the grass". This traditional, communal justice was adapted in 2001 to fit the needs of Rwanda in the wake of the 1994 Rwandan Genocide (also known as "Hutu vs Tutsi") wherein an estimated 800,000 people were massacred. After the genocide, the new Rwandan Patriotic Front's government struggled to pursue justice on such a massive scale, and therein to develop just means for the humane detention and prosecution of the more than 100,000 people accused of genocide, war crimes, and related crimes against humanity.^[1] By 2000, approximately 130,000 alleged genocide perpetrators populated Rwanda's prisons (Reyntjens & Vandeginste 2005, 110). Using the justice system Rwanda had in place, the trial of such massive numbers of alleged perpetrators would take well over 100 years during which Rwanda's economy would crumble as a massive amount of their population awaited trial in prison. For this reason they chose to adapt and create a large-scale justice system, which would work alongside the International Criminal Tribunal for Rwanda, in order to heal as a people and to thrive as a country.

In response, Rwanda implemented the **Gacaca court** system, which necessarily evolved to fit the scenario from its prior form of traditional cultural communal law enforcement procedures. The Gacaca courts are a method of transitional justice and are designed to promote communal healing and rebuilding in the wake of the Rwandan Genocide. Rwanda has especially focused on community rebuilding placing justice in the hands of trusted citizens.

APPENDIX 2

Name: _____

Do you think restorative justice is the appropriate resolution to serious crimes?

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 5

The Face of Need

Unit 7 Lesson 5

Making a Difference in the World

The Face of Need

Lesson Overview

Based on the quote from Deuteronomy, students will explore the meaning of need and will learn that anyone can have an impact on another person's life.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Living in Solidarity

LS 2.2: Articulate the three essential elements which promote the common good and make connections through examples of how these improve the conditions of human life.

Grade 5 Living in Solidarity

LS 2.2: Define the meaning of the virtue of solidarity with respect to material and spiritual goods and link solidarity to the Church's social justice teaching on the preferential love of the poor and vulnerable

Grade 6 Living in Solidarity

LS 2.2: Explain the distinction between human differences that belong to God's plan and "sinful inequalities" which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Solidarity

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

A Responsible Citizen who:

CGE7a: acts morally and legally as a person formed in Catholic traditions.

A Discerning Believer who:

CGE1i: integrates faith with life.

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- In Pope Benedict XVI's [2009 World Day of Peace](#) message, he said that the best way to achieve peace in the world was to fight poverty. Students will have a chance to use Pope Benedict's message as a starting point to understanding that poverty is an issue that should not be ignored.

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

Scripture Passages:

- Deuteronomy 15:7-8

If in any of the towns in the land that the Lord your God is giving you there is a fellow-Israelite in need, then do not be selfish and refuse to help him. Instead, be generous and lend him as much as he needs.

LEARNING GOALS

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

- Understand what poverty means.
- Identify some causes of poverty.
- Develop an idea of what they can do to help end poverty in today's world.

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
- Donation
- Charity
- Solidarity

Materials:

Resources:

- Pope Benedict's message for World Day of Peace 2009
http://w2.vatican.va/content/benedict-xvi/en/messages/peace/documents/hf_ben-xvi_mes_20081208_xlii-world-day-peace.html

MINDS ON

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

Students will be reminded that January 1st is celebrated by the Catholic Church as The World Day of Peace, and that on this day the Pope delivers a homily about peace. In 2009, Pope Benedict said “*to fight poverty is to build peace.*”

Invite students to consider this statement using a Think-Pair-Share strategy.

The teacher will ask the students to think about what Global Solidarity might mean. Teacher will then read aloud Sections 8, 9, and 10 of the 2009 World Day of Peace message. Ask students to share their understanding of Global Solidarity.

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

ACTION

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

Students will form groups of 4 to answer the following questions together:

1. What are examples of Global Solidarity?
2. What are examples of Community Solidarity?
3. How might our actions affect those living in poverty?
4. How can we as a class promote solidarity in the school?

CONSOLIDATION

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

- Students will come back together as a whole group and share their answers to the questions.
- Each student will be challenged to do one small good deed for another person for this day.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Visual Arts: Students are encouraged to create a poster that would illustrate the positive affect of a good deed.

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 6

Poverty in Canada

Unit 7 Lesson 6

Making a Difference in the World

Poverty in Canada

Lesson Overview

Students will get an idea of what poverty means.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Living in Solidarity

LS 2.2: Articulate the three essential elements which promote the common good and make connections through examples of how these improve the conditions of human life.

Grade 5 Living in Solidarity

LS 2.2: Define the meaning of the virtue of solidarity with respect to material and spiritual goods and link solidarity to the Church's social justice teaching on the preferential love of the poor and vulnerable

Grade 6 Living in Solidarity

LS 2.2: Explain the distinction between human differences that belong to God's plan and "sinful inequalities" which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Solidarity

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

A Responsible Citizen who:

CGE7d: promotes the sacredness of life.

An Effective Communicator

CGE2b: reads, understands and uses written materials effectively.

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- How can we be protectors of those in need?
- What can we do to ensure that those in need are being treated justly, and receiving the care they are desperate for?

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

Scripture Passages:

- Psalm 12:5
"Because the poor are despoiled, because the needy groan, I will now rise up," says the Lord; "I will place them in the safety for which they long."

LEARNING GOALS

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

- Explain what poverty is and what poverty means in Canada

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

Materials:

Resources:

- What We Don't Know About Poverty** worksheet
(See appendix 1)
- What We Don't Know About Poverty**
<http://www.cbc.ca/strombo/news/10-things-you-might-not-know-about-poverty-in-canada>
- Exit Card:** What is Poverty? How Do We End It?
(See appendix 2)

MINDS ON

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

Students will be asked to agree or disagree with the following statements:

- 1) Hardly anyone in Canada is poor!
- 2) It's easy to get out of poverty!
- 3) Only people in Africa are poor!
- 4) Adults are poor, not kids!
- 5) If you have cable TV you can't be poor!

Students will turn and share their thoughts and answers to these questions with some peers.

The teacher will then lead the discussion asking students for their answers to these questions.

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

	ACTION <ul style="list-style-type: none">• Introducing new learning or extending/reinforcing prior learning• Providing opportunities for practice and application of learning (guided → independent)
	<p>Students will complete the assignment sheet (<i>Appendix 1</i>) to reflect on some things they do not know about poverty in Canada.</p> <p>Responses should be based on their own thoughts and opinions. Students may choose to work with a partner if they wish.</p> <p><i>*Differentiated instruction: Students may use assistive technology or a scribe.</i></p> <p>When students have completed their responses, teacher can share information, orally or by projection, from the article What We Don't Know About Poverty.</p> <p>http://www.cbc.ca/strombo/news/10-things-you-might-not-know-about-poverty-in-canada.</p>
	CONSOLIDATION <ul style="list-style-type: none">• Providing opportunities for consolidation and reflection• Helping students demonstrate what they have learned
	<p>Students will complete an exit card (<i>Appendix 2</i>) at the end of the lesson.</p>
CONTINUED LEARNING OPPORTUNITIES	
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none">• Visual Arts: Students may create posters that illustrate poverty in Canada, and how we can end it through sustainable efforts.

APPENDIX 1

What We Don't Know About Poverty in Canada

Student Name: _____

Instructions:

Choose one of the following statements below and explain what you think it means in regards to poverty in Canada.

- 1) Poverty is hard to measure
- 2) Poverty varies widely between different groups
- 3) Many don't have enough to eat
- 4) Homelessness is widespread

My Chosen Statement: _____

What I think it means: _____

	Level 4	Level 2	Level 3	Level 1
Quality of Answer	Student has provided an answer with detailed description that explains their thinking clearly.	Student has provided an answer with some details that explain their thinking.	Student has provided an answer with details that explain their thinking with some degree of detail.	Student has provided an answer with limited details that explain their thinking.

APPENDIX 2

Exit Card:

Student Name: _____

What Is Poverty?

How Would You End Poverty?

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 7

Child Labour Around the World

Unit 7 Lesson 7

Making a Difference in the World

Child Labour Around the World

Lesson Overview

Children around the world are being exploited and working in dangerous conditions. This lesson will try to illuminate some of these conditions to the students.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 - BL 3.2: Describe the many ways that the Catholic and Christian Churches work to respond to the gift of unity Christ gave to the Church and to promote unity as a reality in the face of signs of disunity

Grade 5 - LS 2: Fundamental love for the poor and vulnerable

Grade 5 - BL3.1: Examine the Parable of the Rich Young Man to identify what it means to strive for a life of holiness (God is the source of holiness; to strive for holiness we are to obey the commandments, follow Jesus Christ and live a life of justice and charity toward God and neighbour.

Grade 6 Celebrating

CL 3.1: Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Participation, Solidarity, Rights and Responsibilities

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

A Self Directed Life Long Learner who:

CGE4c: takes initiative and demonstrates Christian leadership

A Responsible Citizen who:

CGE7a: acts morally and legally as a person formed in Catholic tradition

A Discerning Believer who:

CGE1i: integrates faith with life

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Students will use the parable of the Good Samaritan as a starting point to think about how we can do good things for people in need. Students should make a connection between the parable and the conditions that children their age face to survive in many countries.

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

Scripture Passages:

- Luke 10:25-37 - *The Parable of the Good Samaritan*

LEARNING GOALS

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

- understand and be able to identify the conditions that child labourers face around the world.

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:

- 3D (Dangerous, Dirty, Degrading)
- Labour

Materials:

Resources:

- Video: World Vision Child Labour
<https://www.youtube.com/watch?v=Bcl4l3arrHI>
- **No Child For Sale** information sheet (*See Appendix 1*)

MINDS ON

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

The teacher will read the *Parable of the Good Samaritan* (Luke 10:25-37) to the class. Invite students to identify situations in which they may have been a Good Samaritan.

Students will then watch the World Vision Child Labour video
<https://www.youtube.com/watch?v=Bcl4l3arrHI>.

After the video, the teacher will start the conversation by asking:

1. “How is Pharady’s life different from yours?”
2. “How is Pharady like the man left of on the road in the parable?”
3. “What does Pharady need from a good Samaritan?”

The teacher will moderate a full class discussion in which students compare their life to what is happening in the video, and relate it to the parable of the good Samaritan.

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

ACTION

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

Distribute or project the information sheet **No Child For Sale**. (*Appendix 1*)

Students will read through the handout in groups of four and describe what 3 D means in reference to child labour.

Students will be expected to answer the follow questions either independently or within a group:

- 1) Where is the highest amount of child poverty in the world?
- 2) What is the worst form of child labour?
- 3) What is the root cause of child labour?
- 4) What are Canadians willing to do to end child labour?

CONSOLIDATION

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

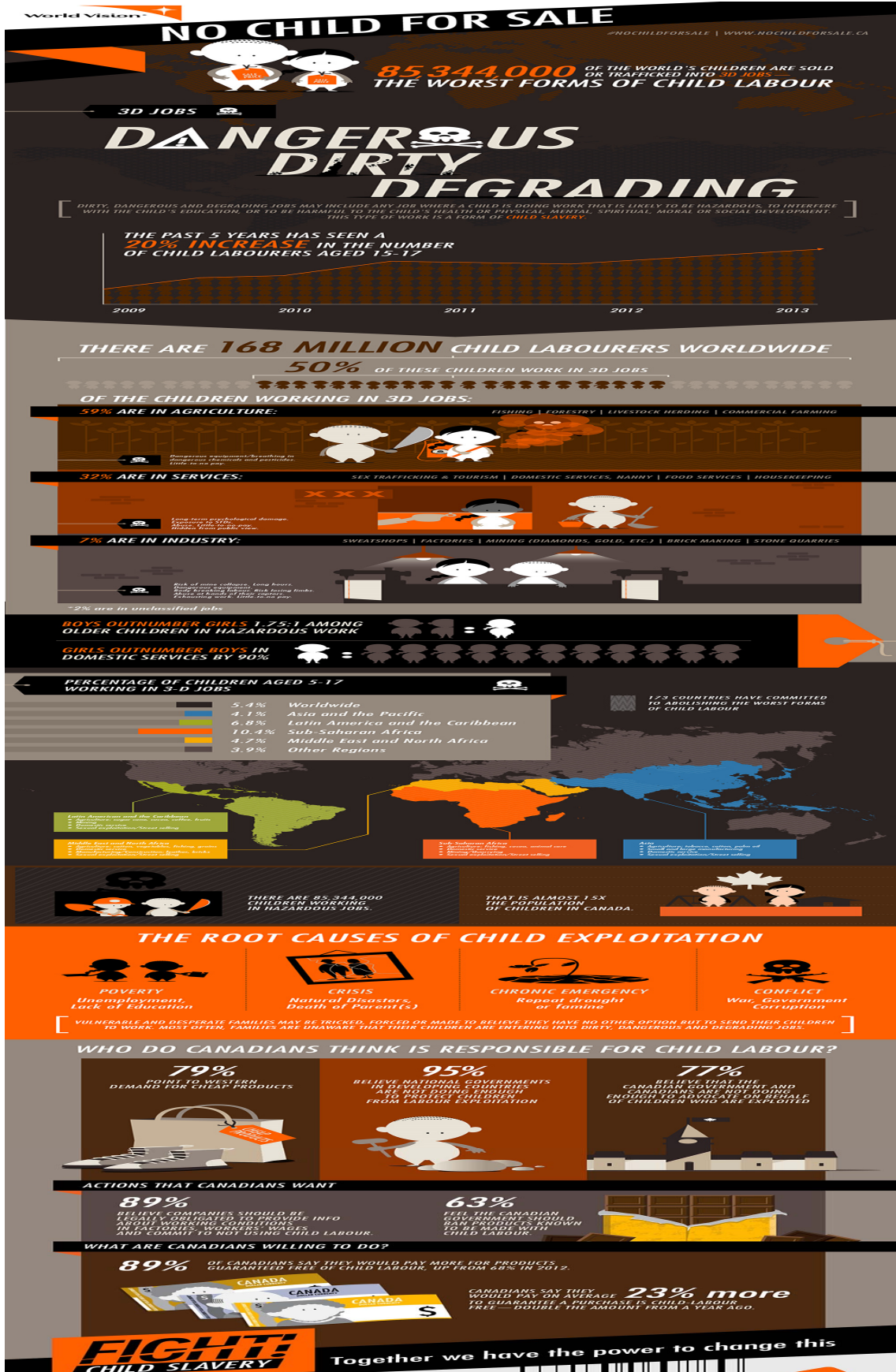
Invite students to share what they found the most surprising from the article, and any new learning.

- Ask how we as a class, could help to raise awareness about child labour.
- If possible, follow through on student suggestions.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Visual Arts: Students could make posters, with both images and text, to raise awareness for child labour, and promote ideas on how to end child labour.



THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 8

Child Labour In Bangladesh

Unit 7 Lesson 8

Making a Difference in the World

Child Labour in Bangladesh

Lesson Overview

Students will learn about the child labour conditions in Bangladesh.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Believing

BL 3.2: Describe the many ways that the Catholic and Christian Churches work to respond to the gift of unity Christ gave to the Church and to promote unity as a reality in the face of signs of disunity

Grade 5 Living in Solidarity

LS 2: Fundamental love for the poor and vulnerable

Grade 6 Celebrating

CL 3.1: Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity, Rights and Responsibilities, Community

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

A Self Directed Life-Long Learner who:

CGE4c: takes initiative and demonstrates Christian leadership

A Responsible Citizen who:

CGE7a: acts morally and legally as a person formed in Catholic tradition

A Discerning Believer who:

CGE1i: integrates faith with life

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The students will understand the conditions faced by children in Bangladesh, and empathize with the plight of children forced into labour.

Scripture Passage:

- Proverbs 22:6**

Train children in the right way, and when old, they will not stray.

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

LEARNING GOALS

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

- develop an understanding of the reasons why child labour is so prevalent in some parts of the world.

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:

- UNICEF
- Urbanisation
- slums

Materials:

Resources:

- Pages 1 and 2 of the UNICEF report *Child Poverty and Disparities in Bangladesh*, found at: http://www.unicef.org/sitan/files/Bangladesh_Child_Poverty_Study_2009.pdf
- *Child Labour Worksheet (See Appendix 1)*
- *Exit Card (See Appendix 2)*

MINDS ON

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

The teacher will lead a discussion with the students using the following questions:

1. “What is one thing you could do without?”
2. “What is one thing you couldn’t do without?”
3. “What would happen at home if your mom or dad lost their job?”
4. “How do you help out at home?”

Students will have the chance to discuss their responses orally with the class, and this should set the students up to connect with the subject matter of the article.

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

ACTION

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

The teacher will make photocopies of pages one and two of the UNICEF report *Child Poverty and Disparities in Bangladesh*

http://www.unicef.org/sitan/files/Bangladesh_Child_Poverty_Study_2009.pdf

The teacher will explain to the students that they are going to read an article about Child Labour in Bangladesh. The teacher will read over the questions that each student will need to answer as they read the article, making sure that they understand the expectations of the questions.

Distribute one copy of *Appendix 1* to each group of four students.

**Differentiated instruction: Teacher may strategically group students based on needs. Students may use Kurzweil or other assistive technology to complete written task.*

In groups, students will discuss and collaborate to complete the assignment sheet.

CONSOLIDATION

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

Students will share their responses with the rest of the class, discussing how they see the life of a child labourer in Bangladesh.

- By completing an exit card (*Appendix 2*), students can share further thoughts about child labour.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- As a class, in discussion with the teacher, students could try to give something up in the class as a way of building empathy with children who are not as fortunate as the class. An example of this might be spending a day of school without a chair to sit on in the class.

APPENDIX 1

Child Labour in Bangladesh

Name: _____

1) How many children between the ages 5-17 are working? _____

2) Why do employers prefer to employ children? _____

3) In the slums, how many children are child labourers? _____

4) What is the criteria for hazardous work? _____

APPENDIX 2

Exit Card

What did you originally think child labourer meant?

After reading this article, what is the most important thing you have learned about child labour?

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 9

Go Make a Difference!

Unit 7 lesson 9

Making a Difference in the World

Go Make a Difference!

Lesson Overview

Students will be reminded of the many topics they studied. They will listen to the song ***Go Make a Difference*** and illustrate chosen lines from the song with images based on their learning in previous lessons.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: Living a Moral Life

ML1.1: Demonstrate an understanding of the importance of the Ten Commandments (i.e. Decalogue, Old Law) for living the Christian moral life.

Grade 5: Living a Moral Life

ML1.: Demonstrate an understanding how the New Law (i.e. Law of the Gospel, Jesus Christ, work of the Holy Spirit) expressed in the teaching of Jesus in the Sermon on the Mount and “The New Commandment” leads to the perfection of the Ten Commandments.

Grade 6: Living a Moral Life

ML1.: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Solidarity, and Rights and Responsibilities

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

A Caring Family Member who:

CGE6e: Ministers to the family, school, parish, and wider community through service

A Responsible Citizen who:

CGE7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

CGE7f: Respects and affirms the diversity and interdependence of the world’s people and cultures

CGE7j: Contributes to the common good

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

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Students will be able to demonstrate what they have learned by creating images based on what they have studied and matching them up to student chosen lyrics from the song

Go Make a Difference:

- How does scripture call us to make a difference in the world?
- How can young people make a difference in the world?

Scripture Passages:

- Matthew 5:16
"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven."

LEARNING GOALS

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

- Demonstrate knowledge learned from this unit through Visual Arts.

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

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Materials:

- Go Make a Difference** song lyrics (*See Appendix 1*)
- One blank piece of paper per student
- Drawing materials

Resources:

- Go Make a Difference** video with lyrics (robert28r)
<https://www.youtube.com/watch?v=Q2vYFN1YNIk>

MINDS ON

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

The teacher will initiate a discussion with the students about what they have studied and ask if there was anything surprising or something that stood out to them throughout the unit.

View the video **Go Make a Difference**. <https://www.youtube.com/watch?v=Q2vYFN1YNIk>
(Students will have heard this song in the prayer service in lesson 1 of this unit.)

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

ACTION

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

Now that the students have been reminded about what they have studied and listened to the song, distribute or project a copy of the song lyrics. (*See Appendix 1*)

Each student will be given a blank piece of white paper and instructed to fold it into four equal parts. Open it again to see four sections on the page.

In each section, the students will choose one line from the song and illustrate it based on what they have learned in this unit. The chosen lyric will also be written in the corresponding section.

CONSOLIDATION

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

Once the students have completed the assignment, the teacher will organize a gallery walk, where all students will get a chance to examine their peers' work, and comment on it through a whole class discussion.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- View the video again, asking students to record some of the scripture references they see.
- Each student can select one of those scripture passages and create a poster illustrating it as it relates to all they have learned in this unit.

APPENDIX 1

Go Make a Difference

By Steve Angrisano

Refrain:

Go make a difference.

We can make a difference.

Go make a difference in the world.

Go make a difference.

We can make a difference.

Go make a difference in the world.

1. *We are the salt of the earth,
called to let the people see
the love of God in you and me.
We are the light of the world,
not to be hidden but be seen.
Go make a difference in the world.*

Refrain

2. *We are the hands of Christ
reaching out to those in need,
the face of God for all to see.
We are the spirit of hope;
we are the voice of peace.
Go make a difference in the world.*

Refrain

3. *So let your love shine on,
let it shine for all to see.
Go make a difference in the world.
And the spirit of Christ
will be with us as we go.
Go make a difference in the world.*

Refrain

Coda: *Go make a difference in the world. Go make a difference ... In the world.*

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