EASTERN ONTARIO
CATHOLIC
CURRICULUM CORPORATION

Supporting All Learners in HRE20, Christ & Culture

Working Together for Catholic Education

2024

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Institute for Catholic Education

EASTERN ONTARIO CATHOLIC CURRICULUM CORPORATION

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Getting Started in HRE2O Christ and Culture
Sample Lessons and Assessments to help make Religious Education Accessible

In partnership with the Institute for Catholic Education (ICE)

Acknowledgements

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- How the Gospels and the Acts of the Apostles reveal to us God's saving love for humanity.
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- Creative ways to use Scripture to express faith and glorify God in the school community, local parish, and the general community.

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Please Note: Students may need access to a computer or a personal device to use websites such as Canva, Kahoot, and/or Bible Gateway. Teachers will also need access to a computer, projector, and sound for many lessons.

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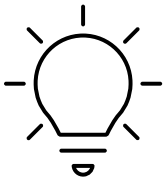
Rationale

The Grade 10 Christ and Culture course invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. The Ontario Catholic Secondary Curriculum Policy Document outlines that all courses in Religious Education are characterized by the following five big ideas: religious knowledge and literacy, Catholic Christian anthropology, theological reflection, living moral lives, and celebrating in the faith community. The role of an educator is to embed research and inquiry skills throughout, while providing culturally responsive pedagogy to instill equity to nurture thinking in a supportive and meaningful way.

This document contains Ontario Catholic School Graduate Expectations and specific expectations from the Religious Education Curriculum; however, this resource has been created by educators for educators to assist with students for whom reading and language pose significant difficulties. The goal is to serve diverse learners in a language heavy curriculum. There are a series of lessons that include assessment for and of learning in each of the five categories: Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life and Family Life. All Scriptural references are from the New Revised Standard Version Catholic Edition (NRSVCE). This is the direct link to the NRSV translation: New Revised Standard Version Catholic Edition (NRSVCE) - Version Information - BibleGateway.com

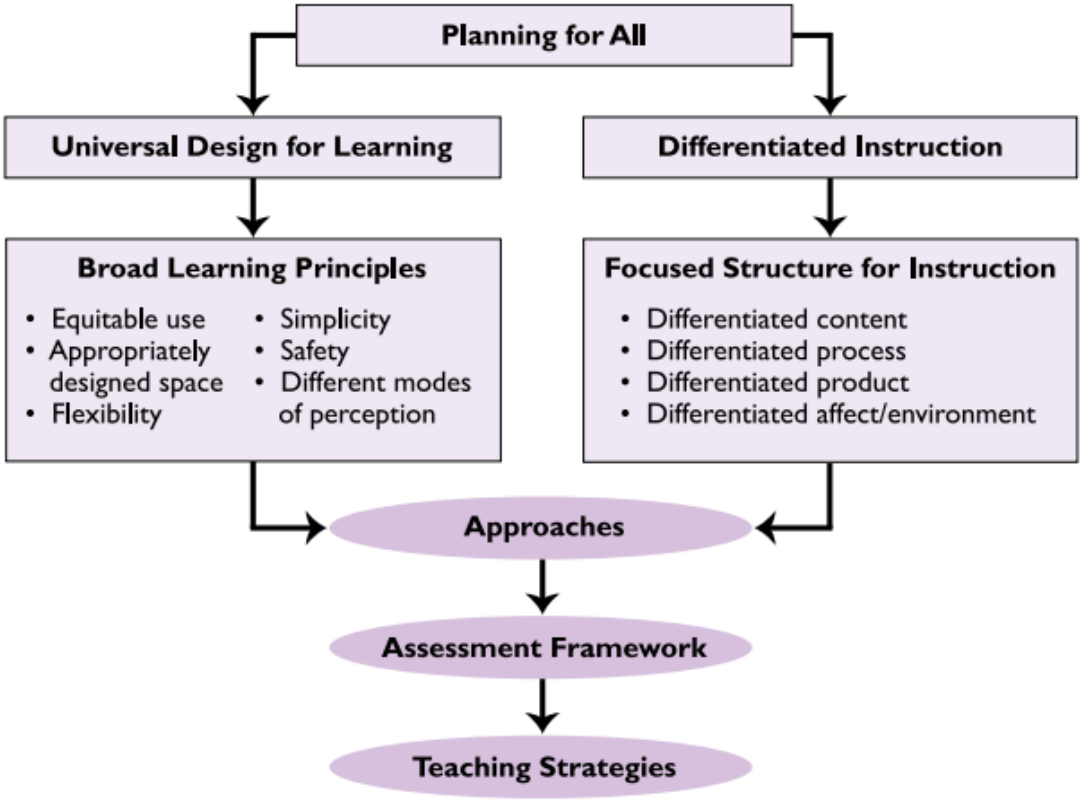
In the units included, sample lessons are divided into **Minds On** (Before), **Activation** (During), and **Consolidation** (After).

Icon	Purpose	Icon	Purpose
Ontario Catholic School Graduate Expectations	**OCSGEs** are a vision of the learner and include: 1.A Discerning Believer 2.An Effective Communicator 3. A Reflective, Creative, & Holistic Thinker 4.A Self-Directed, Responsible, Life-Long Learner 5.A Collaborative Contributor 6.A Caring Family Member 7.A Responsible Citizen	**Minds On** 	The Envision section of the lesson is the **Minds On** component of the learning experience. In this space, a provocation for learning will be introduced to help get the lesson and learning started with your students
Activation	The **Activation** section of the lesson is the action component of the learning experience. Instructions for an activity, outing, experiment, or task will be outlined for the educator to engage the students with the topic/lesson/theme.	**Consolidation**	**Consolidation** is the component of the learning experience. Prompts for application of and/or extension of the students' learning and ideas for connecting learning across curriculum strands are included in this section.

There is a balance of instructional and learning strategies (e.g., teacher-directed, group work, independent), a significant number of expectations developed, appropriate assessments linked to the categories in the achievement chart, and a variety of learning skills and learning suggestions for remediation, consolidation, and enrichment.

"Instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:
• Universal Design for Learning (UDL),
• differentiated instruction…"

Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, Ministry of Education of Ontario, 2013.



The cornerstone of good pedagogy is healthy relationships, critical thinking, and inclusive education. Educators may consider using an overarching question within and/or at the end of each unit of study, such as “How am I called to act?” so that students are reflective on their actions, behaviour, and morality throughout the course.

The sample lessons included in this resource may be used as a template for crafting your own lesson plans. As reflective practitioners and professionals, you may use the following **checklist** to guide you in developing lessons that meet “the vision of the learner a uniquely gifted by God” (Illumined by Faith, Institute for Catholic Education, p.9) .

Illuminated_By_Faith_digital.pdf – pages 13-14

As we consider students for whom reading and language pose significant difficulties, we may add to our lesson development checklist:

- Have I kept key concepts simple and clear? How have I provided opportunities for key vocabulary to be presented, explored and understood prior to use in context?
- How have I made use of appropriate videos, art, and music as modes of engagement alongside written text?
- How have I provided flexibility in how students demonstrate their learning? (Note: in these sample lessons you will see suggestions for oral presentations, sharing, and interviews, the use of mind maps and infographics, work completed in group settings, the use of videos, etc.)
- How have I offered opportunities for students who speak another language (or multiple languages) to share that gift? Have I found opportunities for multi-language learners to receive some content in their preferred language?”

Ontario Catholic School Graduate Expectations

(*Source: Institute of Catholic Education* - ICE-OCSGE-Web.pdf (iceont.ca))

1. DISCERNING BELIEVER formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through work, sacrament, prayer, forgiveness, reflection, and moral living.

2. AN EFFECTIVE COMMUNICATOR who speaks, writes and listens honestly and sensitively responding critically in light of gospel values.

3. A REFLECTIVE, CREATIVE AND HOLISTIC THINKER who solves problems and makes responsible decisions with an informed moral conscience for the common good.

4. A SELF-DIRECTED RESPONSIBLE, LIFELONG LEARNER who develops and demonstrates their God-given potential.

5. A COLLABORATE CONTRIBUTOR who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

6. A CARING FAMILY MEMBER who attends to family, school, parish and wider community.

7. A RESPONSIBLE CITIZEN who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

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Themes, Curriculum Expectations, Big Ideas

Unit Themes and Curriculum Expectations	Big Ideas/Focus
Scripture SC 1 - 3	The Bible The Gospels Exegesis (interpreting Scripture) Acts of the Apostles
Profession of Faith PF 1 - 3	What is Faith? Creeds Dignity of the Human Person Holy Spirit Jesus as Messiah, the New Covenant
Christian Moral Development CM 1- 3	Sin Saints Catholic Social Teachings Discipleship, Stewardship Morality, Social Justice Religious Pluralism, Tolerance
Prayer and Sacramental Life PS 1 - 3	Types of Prayer, Rosary, Meditation Devotions - Stations of the Cross – the Passion Spirituality Sacraments
Family Life FL 1 - 3	Relationships (Healthy vs Unhealthy), Friendship Communication Sense of Self Sexuality, Boundaries, Consent Commitment, Love

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Sample Lesson Plans

Unit	Link to Sample Lesson Plans
Unit 1 – Scripture	Sample Lesson 1 Sample Lesson 2 Sample Lesson 3 Sample Lesson 4 Sample Lesson 5
Unit 2 – Profession of Faith	Sample Lesson 1 Sample Lesson 2 Sample Lesson 3 Sample Lesson 4 Sample Lesson 5
Unit 3 – Christian Moral Development	Sample Lesson 1 Sample Lesson 2 Sample Lesson 3 & 4
Unit 4 – Prayer and Sacramental Life	Sample Lesson 1 Sample Lesson 2 Sample Lesson 3 Sample Lesson 4 Sample Lesson 5
Unit 5 = Family Life	Sample Lesson 1 Sample Lesson 2 Sample Lesson 3 Sample Lesson 4 Sample Lesson 5

Unit 1 : Scripture

Ontario Catholic School Graduate Expectations: (*Source: Institute of Catholic Education* - ICE-OCSGE-Web.pdf (iceont.ca))

Overall Curriculum Expectations:

SC1. Core Teachings: Identify the Christian Scriptures as the primary source of knowledge about Jesus

SC2. Understanding Sacred Texts: Investigate in the Gospels the teachings of Jesus as an invitation to grow toward wholeness/holiness by living as his faithful disciples, reaching out to others

SC3. Sacred Texts and Contemporary Culture**:** Explain the "good news" of the Gospel story, the Acts of the Apostles and Paul's letters as the story of God's saving love for humanity

Specific Curriculum Expectations:

SC1.1 demonstrate an understanding of the major sections of the Bible

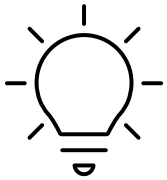
SC1.2 explain how the Gospels are the primary source of information and understanding about the person and teachings of Jesus

SC2.1 interpret the Gospels using the tools of exegesis

SC3.2 examine specific passages from the Acts of the Apostles to understand how the disciples expressed and responded to God's saving love for humanity in the cultures and issues of their time

SC3.3 illustrate creative ways that teenagers can use with Sacred Scripture to express their faith and glorify God

Unit 1 – Sample Lesson 1



Minds On:

1. As a class, watch: The Bible by Catholic Central [The Bible | Catholic Central]

2. Complete the 10 questions Kahoot! "for fun" quiz on their own devices to check for prior knowledge: https://create.kahoot.it/details/a7e21d27-03b0-4d97-95d5-3f1f39e49126 Kahoot! is a free resource. Some students may have their own accounts already.

3. Discussion: What did students already know from the video and the quiz and what questions do they still have in order to further their learning of the Bible? Use the answers that students got mostly incorrect on the quiz to guide your discussion.

4. Record any questions (so they are visual in the classroom) and come back to them at the end of the Scripture unit.

Activation:

1. Give students instructions how to access the online Bible. Here is a direct link to the [New Revised Standard Version Catholic Edition (NRSVCE) - Version Information - BibleGateway.com] to show the order of the 46 Books in the Old Testament followed by the 27 Books in the New Testament. Give students the opportunity to explore this site as many different languages are available for multilingual learners and audio versions are available as well for students with reading difficulties or those who are predominately audio learners.

2. During exploration, have students write down 1-3 significant people or stories from the Bible that they know of. If they don't already have one in mind, they can choose a story or significant person during their exploration time.

3. As a class, watch a short video, from the same website they are currently exploring. [https://www.youtube.com/watch?v=lQv2MXJiahQ&t=258s] Scripture Engagement: Timelining. (Minute 4:15 to 10:15). Draw the timeline on the board just as the teacher in the video does and have the students participate by putting their sticky notes on the timeline at the appropriate time. It is expected that there will be some discussion as to where some of the sticky notes should go based on the Old and New Testament stories and/or significant people. There might be some follow up in order to discover what Scripture book matches with the timeline event. The "working" timeline could

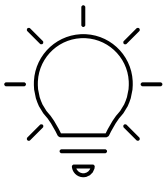
visually remain up for the rest of the unit and adjustments and additions could be made as necessary as new learning is discovered.

Consolidation:

If there is time at the end, have the students complete the Bible Exit Ticket.pdf. They can complete it at the beginning of the next class if there is not enough time. It could also be completed digitally via a Google Form, for example.

Answers to the Kahoot!: 46, Daniel, True, John, True, 12, John, New Testament (Gospels), True, and True

Unit 1 – Sample Lesson 2



Minds On:

Watch: New Testament Summary: A Complete Animated Overview.
New Testament Summary: A Complete Animated Overview

This video gives an animated account of how the Old and New Testaments are connected and begins to focus on the New Testament. This lesson is specifically focused on the beginning of the New Testament, the Gospels of Matthew, Mark, Luke, and John so students will be turning their minds to that in this lesson.

Activation:

Explain to students how the Gospels are the primary source of information and understanding about the person and teachings of Jesus through four different, but similar accounts - Matthew, Mark, Luke and John. Some important points for discussion (that came up in lesson 1) come directly from the Catechism of the Catholic Church:

104 In Sacred Scripture, the Church constantly finds her nourishment and her strength, for she welcomes it not as a human word, "but as what it really is, the word of God". "In the sacred books, the Father who is in heaven comes lovingly to meet his children, and talks with them."

125 The *Gospels* are the heart of all the Scriptures "because they are our principal source for the life and teaching of the Incarnate Word, our Savior".

126 We can distinguish three stages in the formation of the Gospels: the life and teaching of Jesus, the oral tradition, and the written Gospels.

132 "Therefore, the study of the sacred page should be the very soul of sacred theology. The ministry of the Word, too - pastoral preaching, catechetics and all forms of Christian instruction, among which the liturgical homily should hold pride of place - is healthily nourished and thrives in holiness through the Word of Scripture."

133 The Church "forcefully and specifically exhorts all the Christian faithful. . . to learn the surpassing knowledge of Jesus Christ, by frequent reading of the divine Scriptures. Ignorance of the Scriptures is ignorance of Christ.

Teacher prompt: Why and how did each Gospel come to be written? How and why does each Gospel vary in terms of the life and teachings of Jesus?

As a class, watch: The Gospel

The Gospels of Matthew, Mark and Luke are known as the synoptic Gospels. What does this mean?

As a class, watch: The Synoptic Gospels

How is the Gospel of John so different? Have students do some research on their own and then complete the Venn Diagram_ Gospels.pdf

Come back together as a class to review once they are finished. What did they discover?

Consolidation:

What do we learn about the person of Jesus in the Gospels?

The first miracle, the "Feeding of the 5,000", is the only miracle—aside from the resurrection—recorded in all four gospels (Matthew 14:13–21; Mark 6:31–44; Luke 9:12–17; John 6:1–14).

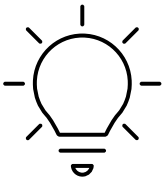
Divide the class into 4 groups. Assign each group a Gospel. Each group reads their Gospel account. When reading the passage, instruct them to write down everything they notice (the details are very important). Students can write down their ideas using the Feeding of the 5000.pdf comparison chart. Each group may notice something different and is a great example of how each Gospel writer notices or highlights something different in their writings, based on their lived experiences.

As a class, share and finish the chart together as the groups share what they found for each story.

What is the same in all 4? What is different? What is left out? Why is this particular story in all 4 of the Gospels?

This story is important because it shows how Jesus cares for us. He doesn't just care about our spiritual needs — He cares about our physical needs. He made a point to feed everyone. It also shows how Jesus is willing to serve others. It is a very good example of servant leadership.

Unit 1 – Sample Lesson 3



Minds On:

Interpreting the Gospels using exegesis.

What is exegesis? The literal meaning of exegesis is to explain. It is the critical explanation or interpretation of a text, especially of Scripture. Biblical exegesis is "drawing the meaning from" a text. Biblical interpretation and exegesis are skills developed over time, so don't be discouraged if you find the process difficult at first! Some discussion points for class can be found here Question-mark specs: Exegesis for beginners | The Good Book Blog. **N.B. Recognize that this is a good resource from a Protestant and Evangelical source. Other resources on this website would be problematic in terms of Catholic theology. Wider use of the website would not be appropriate.** More examples to grab your students attention can be found here: Exegesis: You Can Do It – FaithGateway Store.

Activation:

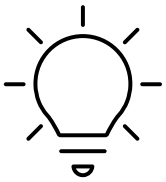
Teacher prompt: How can we be careful to avoid reading a Scripture passage out of context? Why is it important to read a Scripture passage in the proper context? Why is exegesis important? How can exegesis assist us in understanding the Gospels?

Students will be looking specifically at the Gospels. They can choose a passage that speaks to them (not too long) for exegetical analysis. Give them the Bible Study Exegesis.pdf to help them record their thoughts.

Consolidation:

Have everyone orally share what their Gospel passage was with a brief explanation of their personal interpretation of their passage. Record them in a mind map so that passages can be visually referred to in future lessons - especially Scripture passages that held special meaning or importance. They could be used in lesson 5 as part of the creative choice board for sacred Scripture.

Unit 1 – Sample Lesson 4



Minds On:

Acts of the Apostles:

Written by **St. Luke** about the early years of Christian Church and the "Acts" or workings of the Holy Spirit in the missionary work Peter and Paul. It covers events over a period of about 30 years - from the resurrection and ascension of Jesus Christ until the end of Paul's imprisonment in Rome about the year 63CE.

Luke describes the emergence of Christianity from its origins in Jewish religious tradition, to a series of Christian communities among the Gentiles of the Roman empire.

As a class, watch Book of Acts Summary: A Complete Animated Overview (Part 1)

Activation:

Have students work in pairs to read 4 short stories from Acts. Encourage them to use the audio version of the online Biblegateway, if required, to listen to each story. Have them record on the sheet how the disciples in each story expressed and responded to God's saving love for humanity in the culture and issues of that particular time. The Acts of the Apostles.pdf

Come back together as class for a discussion on what was discovered with this task.

Teacher prompt: What is meant by culture? What do the Acts of the Apostles teach us? With this new understanding, how can you live these teachings in our world today? What can you learn from the Acts of the Apostles about God's saving love for humanity and how the disciples adapted to different peoples? What kind of attitudes are we called to have towards others?

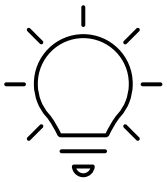
Consolidation:

Have students choose one of the 4 stories from Acts. Have them create an infographic using https://www.canva.com/. An infographic is like a poster because it contains graphics, symbols, maps, graphs, etc. However, it contains more writing than a typical poster - it uses captions (brief info) - because it must explain data and important research to the reader but in a shortened way (this means you wouldn't find paragraphs on an infographic).

The focus for the infographic will be on God's love for humanity that was demonstrated in the story they chose. Consider these questions:

- What role do the disciples play in the story?
- How does the story call us to show love for humanity?
- What are some symbols that can be linked with the story?
- What are some key words used in the story to help with exegesis?

Unit 1 – Sample Lesson 5



Minds On:

Based on your own experiences as a teacher or experiences of other students you have taught in the past, please share examples and/or stories with your students that might show them various ways they can express their faith and glorify God. Please feel free to share the Annual Dominican Republic Experience with them from the Renfrew County Catholic District School Board as a global example if you need one. This is a personal blog from a teacher in February 2020 showcasing their experiences and work with the people of Yamasa, Dominican Republic: https://dre2020.blogspot.com/?m=1. There are many creative ways teenagers can use Sacred Scripture to express their faith and glorify God (e.g., celebrate faith through the arts [music, visual arts, drama, dance]; make Christian artwork for the school community or local parish; join or form a Youth Group or Faith Music Band; pray as a team and respect competitors in sports). You could use student guests, a chaplain or local person who has been on a special faith-based trip to come into the classroom and share their experiences.

Activation:

Present students with a choice board of activities. Creative Choice Board for Sacred Scripture.pdf Teacher Prompt: How can you creatively use Scripture to express your faith and glorify God in your school community or local parish? Music, dance, art, and photography are all gifts from God. Students can choose to work independently, in pairs, or in a group of three.

Consolidation:

Because this project might be ongoing for a specified period of time, consolidation will occur with presentations to the class and/or displays of completed work. Peer Assessment of student work could be completed at the time of project completion using Two Stars and a Wish.pdf

Unit 2: Profession of Faith

Ontario Catholic School Graduate Expectations: (*Source: Institute of Catholic Education* - ICE-OCSGE-Web.pdf (iceont.ca))

Overall Curriculum Expectations:

PF1. Faith Foundations: Demonstrate that God's Self-gift in Jesus, as Messiah, established a New Covenant with us

PF2. Faith Seeking Understanding: Analyze the role of the Holy Spirit in the lives of the early Church, the People of God, who were the first witnesses in God's plan for salvation

PF3. Faith Lived: Demonstrate a profound respect for the dignity and mystery of the human person

Specific Curriculum Expectations:

PF1.1 explain what it means to consider Jesus as the full revelation of God's love

PF1.3 demonstrate an understanding of the Christian community's appreciation of the divinity of Jesus (expressed in such titles as Messiah, Christ, Son of Man, Lord, Son of God, Saviour), as a foundation for the process which would lead to the great Christian creeds

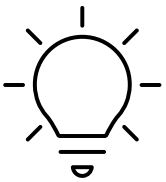
PF2.1 analyze the ways in which openness to the Holy Spirit strengthens Christians to meet the challenges of discipleship salvation

PF2.2 demonstrate that the work begun by Jesus and lived out by the Apostles of Jesus and others continues in the world through the Church, the People of God

PF3.1 analyze the Christian meaning of personhood as being created in the image and likeness of God

PF3.2 explain the Church's teachings on the dignity of the human person (i.e., worth, supreme value, inviolable, intrinsic [stands on its own account], a deep profound respect or awe; based on creation 112 in the image and likeness of God and a Temple of the Holy Spirit

Unit 2 – Sample Lesson 1



Minds On:

To set the tone for this unit, journals will be handed out as a reflective place to discuss sentiments surrounding faith. These journals will be used as a place to discuss faith throughout the class. If the student chooses, or if their means of communicating require different methods this can be provided. Creating video journal entries, or drawings/graphics to explore their thoughts about the questions provided at the end of each class, the student can make that choice. The journals will be used in the culminating task and therefore highlight this to students. Please read the final assignment of this unit to prepare the lessons according to your class.

At the beginning of class present the video about 1 Corinthians and the following Bible Verse

The video and the verse are meant to conceptualize what Paul is talking about in Corinthians and how love is the most fundamental part about having faith.

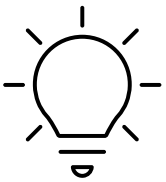
Activation:

Answer the following questions in small groups about faith and the relationship of love towards faith. These Prompting Questions for Lesson 1 are meant to provide an open space to reflect what it means to have faith while growing a deeper understanding of the Bible. This is a low stakes activity that is meant to be reflective and a time to build connection with peers.

Consolidation:

Reflection based on the conversation shared with their peers, each student is meant to take some time at the end of class to write down their thoughts about their own relationship to faith. Use these final three questions as options they can choose from to write about in their journals: Journal Questions Lesson 1

Unit 2 – Sample Lesson 2



Minds On:

- What does the word creed mean? Discuss the definition of the word Creed.
- Read through as a group: Apostles Creed
- Read through as a group: Nicene Creed
- Read through as a group: Athanasian Creed

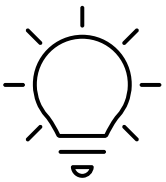
Activation:

Divide the class into three groups. Together, the students will build mind maps to do a close reading on what the Creed chosen for that group is saying. This is meant to be a collaborative way to explore what it means to profess faith and to honestly believe in the Son of God. Working together to create mind maps, the students will share what their relationship to the word "Belief" really means. Afterwards, the class will come back together to share what they have learned through the mind map process about what their chosen Creed means.

Consolidation:

Reflecting on their group work, the students will write in their journals, or provide a video entry, about Creeds. They can choose from one of the three provided here (or any other that the teacher sees fit): Bible Verses Lesson 2.

Unit 2 – Sample Lesson 3



Minds On:

To become connected to our personhood, and the awe of humanity, looking at art can be the best way to explore this topic. The Creation of Adam by Michaelangelo is one of the most widely known paintings and centres the relationship between humanity and God. Begin the class by discussing the significance of The Painting.

Following this, watch this video Creation and Evolution, which discusses the relationship between Science and Catholicism and how they compliment each other in our deeper understanding of our existence as people.

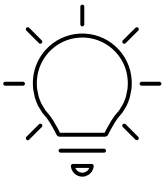
Activation:

In small groups or individually, answer the following questions about the material discussed. Unpacking the Painting. These are meant to reflect the intersections between art, science, and Scripture. The goal is to witness that all of these things are part of the human experience and therefore the students can have the space to discuss them with each other.

Consolidation:

Remind students that a simple definition of sin is: freely choosing to do that which I know is wrong. Have the students work on their video journal or written journal. Allow them to reflect on what Jesus gives to us because of His act of sacrifice. What does Jesus, and God tell us about our human experience through the act of love of dying for our sins? How is sin part of the human experience? What must we do in order to recognize these sins to become more loving people in our day-to-day lives? How does this reflect through expressions of art and the curiosities of science?

Unit 2 – Sample Lesson 4



Minds On:

The main question for this lesson is: How does the Holy Spirit move through us as people who walk in Jesus' light? Pose this question at the beginning of class to begin the discussion around what the Holy Spirit means. Following this, show the video: Understanding the Holy Spirit.

Activation:

Following a beginning conversation and watching the video, students are meant to research quotes from different religious leaders and saints. Directing them to this site: Catholic Saints. Once they have picked someone to research, their goal is to understand how they view the Holy Spirit by selecting a quote or a miracle and explaining how they are connected to the idea of the Holy Spirit.

For accessibility needs, these verses from the Bible Verses Lesson 4 can also be used.

Consolidation:

After they have completed the task, they can write or video journal how they view their relationship with the Holy Spirit. These questions can be used to prompt their reflection: Prompting Questions

Unit 2 – Sample Lesson 5

Minds On:

Art related to Jesus: The final project for this unit.

Prompt sites for each student to explore art and choose a piece that speaks to them:

- National Gallery of Canada Collection
- Montreal Fine Arts Museum
- Art Gallery of Ontario

Students are to choose one piece of art found through the collections of some of Canada's best art galleries. Through this, the students and are to look at the painting or sculpture chosen and answer these questions about it: Culminating Task Art Questions

Activation:

These individual assignments are meant to help students see the connection of humanity to God through the act of expression. As they work through the selection process of their artwork, they are invited to explore art while choosing to connect with their relationship to God.

As they gather their information, they will create little booklets. Included in this is a title page, a table of contents, the journal entries of the past lessons, and the questions for the final assignment. Once again, alert the students at the start of this unit that their journals will be either private/shared, and that they will be used in their final assignment.

Consolidation:

At the end of their booklets, they are meant to add "Concluding Thoughts" focusing on how their relationship with the idea of faith has changed over the past few weeks (if it has changed at all). It is a space to reflect on what it means to be Catholic as a young person.

Unit 2 – References

- https://www.youtube.com/watch?v=yiHf8klCCc4
- https://www.biblegateway.com/passage/?search=1%20Corinthians%2013%3A4-7&version=NRSVCE
- https://www.merriam-webster.com/dictionary/creed#:~:text=%3A%20a%20set%20of%20guiding%20principles,related%20to%20credentials%2C%20credit%2C%20incredible
- https://www.usccb.org/prayers/apostles-creed
- https://www.dosp.org/our-faith/prayers/nicene-creed/?gad_source=1&gclid=Cj0KCQjw-uK0BhC0ARIsANQtgGMoetGl0gJI8T8-5COyv82U3c9xnxPuYE5UXSmkvcTmoOP7Qrsa6LIaAmtrEALw_wcB
- https://www.ewtn.com/catholicism/library/athanasian-creed-12495
- https://www.biblegateway.com/versions/New-International-Version-NIV-Bible/
- https://en.wikipedia.org/wiki/The_Creation_of_Adam
- https://www.italianrenaissance.org/michelangelo-creation-of-adam/
- https://www.youtube.com/watch?v=B_sE07heyy4
- https://www.youtube.com/watch?v=oNNZO9i1Gjc
- https://www.ewtn.com/catholicism/saints
- https://www.gallery.ca/collection/search-the-collection
- https://www.mbam.qc.ca/en/the-mmfas-collections/
- https://ago.ca/collection/european

Unit 3: Christian Moral Development (Google slide)

Ontario Catholic School Graduate Expectations: (*Source: Institute of Catholic Education* - ICE-OCSGE-Web.pdf (iceont.ca))

Learning Goal: Students will be able to identify the identifying markers of what the themes of Catholic Social Teachings are: (1) Life and Dignity of the Human Person; (2) Call to Family, Community and Participation; (3) Rights and Responsibility; (4) Option for the Poor and Vulnerable; (5) The Dignity of Work and the Rights of Workers; (6) Solidarity; and (7) Care for God's Creation.

Overall Curriculum Expectations:

CM1. Foundations: Analyze the importance of freedom and social justice, and impact of sin on our personal and collective lives, by researching and applying the teachings of Jesus to their own culture and own life situations;

CM2. Seeking Understanding: Demonstrate a knowledge of the principles of Catholic Social Teaching in the social encyclicals of the Church as witnessed through our saints in holiness and apply their importance for moral decision-making;

Specific Curriculum Expectations:

CM1.1 demonstrate a knowledge of the life and teachings of Jesus (re: references under Scripture strand) in relation to justice

CM1.2 demonstrate how salvation history teaches that all of God's creation is good (re: Genesis 1), that human persons are responsible stewards of creation (re: Genesis 1), and that sin (both personal and social) is present in the world

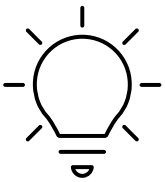
CM1.3 explain the role of freedom in human life

CM1.4 explain how the love of God for all people demands justice and is an essential ingredient in the liberation of human persons and a key expression of Christian love

CM2.1 demonstrate an understanding of the principles of justice (e.g., dignity of the human person, common good, solidarity, preferential option for the poor, participation in society, right to work, rights and responsibilities, stewardship of creation, etc.) in the social encyclicals of the Church, and apply their importance for moral decision-making (re: see, judge, act and evaluate)

CM2.4 explain how respect for the integrity of creation and caring for the environment as God's stewards is connected to the social teachings of the Church

Unit 3 – Sample Lesson 1



Minds On:

Section 1 of Powerpoint:

When students define what Social justice is you can further break it down and ask them what is social, what is justice. Now that we have defined it, what does it mean when we put it together?

On the board start writing the key words that students use to help create a mindmap. Invite students up to the board to write their ideas down, this can be words or images.

Complete the Personal Justice Questionnaire found in ICE Document pg 351-352

Google Doc

Simplified Personal Justice Questionnaire

Personal Justice Questionnaire

Activation:

Start with the term Deus Caritas Est, God is love. Ask students to identify what that means? What does the word mean, what does that mean in their life?

Talk about how that outpouring of love is reflected in our day to day lives? We show God how much we love Him by our love for our neighbor.

Refer back to the idea that we are made in the image and likeness of God.

Define: Who is our neighbour?

Have students read the Parable of the Good Samaritan in groups of 3-4 and do the following:

Define words you are unfamiliar with.

Watch the following Video:

https://youtu.be/MLzdQtetedc?si=enqs0tRCDeNNd6Wz

In your groups answer the following questions:

Consider the following questions:

Where do we see an example of "God is love"

Who is the neighbour in this parable

What role does Social Justice play in this?

Consolidation:

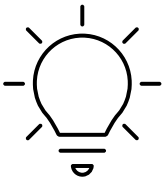
Complete an individual reflection

Who are you?

Which character from the story do you relate to?

Write a reflection or create an art piece to depict your reflection.

Unit 3 – Sample Lesson 2



Minds On:

Discussion Question: What do you think is important in creating justice?

Activation:

Section 2 of Google slides.

Two feet of Social Justice with discussions

Consolidation:

Discussion: What are examples of Charity and Justice in your school community

Examples can be found here

Unit 3 – Sample Lesson 3 & 4

Minds On:

Review what we did the day before. Look at key terms.

On the board write the following prompts and have students hand this in:

- *Three things I learned yesterday…*
- *Two key words I learned yesterday and their definitions…*
- *One Question I still have….*

Activation:

Following Section 3 of Google Slides

Classes can be split up into 7 groups and have the students work their way through the discussion guide found within each link below.

They will present their findings to the class.

Life and Dignity of the Human Person

Call to Family, Community and Participation

Option for the Poor and Vulnerable

Rights and Responsibilities

Solidarity

Care for God's Creation

The Dignity of Work and the Rights of Workers

OPTIONAL ACTIVITY:

Tree of CST

https://devp.org/wp-content/uploads/2024/03/CST_Tree_web.pdf

Consolidation:

Accommodate/ ELL Students can create a poster on one of the 7 CST.

Everyone else can complete the infographic

Provide handouts to students- informative piece

Handouts on CST

https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/upload/catholic-social-teaching-handout-adults-digital.pdf

ELL friendly

https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/upload/catholic-social-teaching-handout-for-children-digital.pdf

1. **CST Infographic and Poster can be an assessment piece**

Accommodate/ ELL Students can create a poster on one of the 7 CST.

Everyone else can complete the infographic

2. **Cookie Mining Activity**

Link to the Activity

Assignment

Accommodated (ELL/IEP)

Alternative for students who missed the activity

Unit 3 – References

- https://iceont.ca/wp-content/uploads/2018/06/Grade-10-Religious-Education-Resource-Document-May-2018.pdf (351-352)
- https://www.usccb.org/about/justice-peace-and-human-development/upload/Two-Feet-of-Love-in-Action-Session-for-Teens.pdf
- https://youtu.be/MLzdQtetedc?si=enqs0tRCDeNNd6Wz
- https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/two-feet-of-love-in-action
- https://www.usccb.org/about/justice-peace-and-human-development/upload/Two-Feet-of-Love-in-Action-Facilitator-s-Guide.pdf
- https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching
- https://youtu.be/p4l17yKzFjY?si=qujdtRdXbxhA-D3c
- https://youtu.be/ITKC6yjKXog?si=s0LRV-OYB8v04kIY (Extra video if needed)
- https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching
- https://devp.org/en/catholic-social-teaching/
- https://devp.org/wp-content/uploads/2024/03/CST_Tree_web.pdf
- https://www.ollparishseattle.org/apps/pages/index.jsp?uREC_ID=1500231&type=d&pREC_ID=2221353&tota11y=true (Artwork by Bro. Mickey McGrath)
- https://www.usccb.org/offices/justice-and-peace/catholic-social-teaching#tab--discussion-guides-for-use-with-the-videos (Discussion guides for the CST videos can be found here)
- https://devp.org/en/catholic-social-teaching/ (Image from the tree screen captured from this website)
- https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching
- Life and Dignity of the Human Person

- Call to Family, Community, and Participation
- Rights and Responsibilities
- Option for the Poor and Vulnerable
- The Dignity of Work and the Rights of Workers
- Solidarity
- Care for God's Creation
- https://terrahq.com/blog/the-anatomy-of-an-infographic/
- https://phspatriots.libguides.com/infographics
- https://devp.org/wp-content/uploads/2021/08/devpeace_thinkfast_cookiemining.pdf I
- https://img.freepik.com/free-photo/3d-rendering-chocolate-factory_23-2151451149.jpg?t=st=1720105484~exp=1720109084~hmac=4c7c8b9dc0ecec6b2e52fe6470e173d3682a62aa2da299cf23a62d3153a2839e&w=900

Unit 4: Prayer and Sacramental Life

Ontario Catholic School Graduate Expectations: (*Source: Institute of Catholic Education* - ICE-OCSGE-Web.pdf (iceont.ca))

Overall Curriculum Expectations:

PS 1 - Prayer - Personal and Communal: Demonstrate an understanding of devotional prayers and other prayer forms as supports for our liturgical/sacramental life.

PS 2 - Sacrament - Demonstrate an understanding of sacramentals and the Sacraments of Eucharist, Reconciliation and Anointing of the Sick as they relate to healing, and the role of sign, symbol and ritual in the celebration of each.

PS 3 - Living Out Prayer and Sacrament - Describe and contrast the richness of the different spiritualities that exist in our Church and why they developed.

Specific Curriculum Expectations:

PS1.1 demonstrate an understanding of praying the Rosary by utilizing the different "mysteries" (re: Joyful, Sorrowful, Glorious and Luminous) and the Stations of the Cross (e.g., Traditional, Scriptural Stations, Stations of Light, etc.)

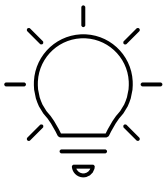
PS1.2 identify and assess the importance of Christian meditation (e.g., lectio divina, contemplation, Taizé, Examen, using one's imagination, Jesus prayer, spiritual writings, icons) in deepening one's relationship with God as Father, Son and Holy Spirit

PS2.1 identify the sacraments of the Church as visible signs of God's invisible presence and action, and explain how we are visible signs of God's invisible presence

PS3.2 explore who are the laity, and what it means for the laity to live their Baptismal call from God to be "salt and light" for the world as a vocation

PS3.3 develop and enact a plan to create a welcoming school atmosphere, a culture of belonging that is a sign of God's love, where everyone is respected and valued as brothers and sisters in Christ

Unit 4 – Sample Lesson 1



Minds On:

- As a class, brainstorm as many types of prayer as students can think of, building on prior knowledge. Some examples may include: the Rosary, Grace Before Meals, prayers of thanksgiving, penance, and meditation.

- Steer the discussion to focus on meditation. Ask students to share with a partner all that they know about meditation, then share as a class.

- Next, write "Guided Christian Meditation" on the board. Ask students to think-pair-share their ideas, questions, and wonderings.

- Watch this video on guided Christian meditation from the TCDSB: How to Meditate (As a Catholic) | LITTLE BY LITTLE with Fr Columba Jordan CFR (youtube.com). Ask students if they still have questions following the video. Record any that have not been answered to re-visit once the lesson is complete.

Activation:

- Explain to students that "Christian Meditation requires Stillness, Silence and Simplicity (the 3 S's) and invites the use and repetition of a prayer word or mantra. The word recommended to use is: ma-ra-na-tha, which means "Come Lord" or "Come Lord Jesus". Repetition of the sacred word allows us to quiet our minds to make our hearts available to God" (Christian-Meditation-Educators-Guide-FINAL-March-2019.pdf (iceont.ca)).

- Ask students to use a search engine to come up with a list of other mantras or prayer words that they think would be appropriate for Christian meditation.

- Discuss with students what the possible benefits of regular meditation might be. The Institute for Catholic Education (ICE) lists the following benefits of meditation:

- All people can meditate. Meditation deepens our personal relationship with God. It can initiate deep faith conversations that bring people closer to God.

- People have a natural capacity for contemplation and they are capable of experiencing the presence of God through prayer.

- Meditation leads to increased self-knowledge and self-acceptance.

- Meditation increases the desire to build community with others.

- People who engage in Christian Meditation often share it with others. For adults, this may mean sharing the practice with family, colleagues/classrooms and friends. Children who engage in Christian Meditation at school often share their faith with their parents. They bring home their meditative practice and teach it to their parents and siblings. Thus, Christian Meditation can help bridge faith between home and school in a simple and experiential way.

- Christian Meditation offers an antidote to help balance the fast-paced digital world that we live in. (Christian-Meditation-Educators-Guide-FINAL-March-2019.pdf (iceont.ca)).

- Over the course of the next few school days, have students participate in class-wide meditation (guided by you, the teacher, or an online resource you have carefully reviewed). Students are to 'journal' their feelings and thoughts after the meditation. Journals can be as unique as each individual in your class! Some students may do a traditional written journal, while others may get creative, putting together a musical playlist that reflects their experience, or an online scrapbook or poster. A choice board could be used to guide these journal choices. 11 Choice Board Templates You Can Use Tomorrow in Your Classroom - dforlearning.com

Consolidation:

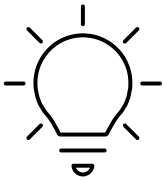
- Students will share one of their journals with their teacher, using their preferred presentation method (recorded video, PowerPoint, in-class presentation, etc.)

Resources: Some sections list the resources and some say the resources are included in the lessons above.

AN INTRODUCTION TO CHRISTIAN MEDITATION WITH STUDENTS: Let's Pray Together (Christian-Meditation-Educators-Guide-FINAL-March-2019.pdf (iceont.ca))

TCDSB Christian Meditation Video (youtube.com)

Unit 4 – Sample Lesson 2



Minds On:

- Prompt students to reflect on the following questions:

o How do I know that God is present in my life?

o How can I be a visible sign of God's presence in my school/home/community?

o What are some visible signs of God's presence in our school community?

- After students share, explain that the Catholic Church uses Sacraments as a way to make visible the signs of God's presence in our lives.

- Show students this video to introduce the Seven Sacraments: The Seven Sacraments (youtube.com)

Activation:

- Share this PowerPoint to explain Sacraments to students: hre2o_sacrament_groups.pptx (live.com). (*Teachers are able to download this PowerPoint to use on their desktop and also make edits as needed, depending on your class needs.*)

- Using the final slide as a prompt, ask students to select a partner or two to explore one of the Sacraments as outlined on slide 7.

- Students can go to Busted Halo to find out more about their selected Sacrament: Sacraments 101 + 201 Archives - Busted Halo

- Have students share their findings in a creative format, such as a skit, video, multimedia presentation, etc.

Consolidation:

- Ask students to share, in a format that best suits their learning style, the following:

o Now that we have explored the Sacraments, reflect again on the prompts we used during our Minds On activity: (Please note: The following could be in a "Handout" format for the teacher to print and pass around or project for visuals.)

- How do I know that God is present in my life?

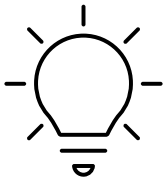
- How can I be a visible sign of God's presence in my school/home/community?
- What are some visible signs of God's presence in our school community?

o How have your answers changed now that you've learned about the Sacraments? What is different now?

o What are you still curious about for the Sacrament you researched?

o Is there a Sacrament that you have not yet received that you hope to one day complete? Explain.

Unit 4 – Sample Lesson 3



Minds On:

- In a four-corners discussion (each corner represents one of the following sentiments: strongly agree, agree, disagree, strongly disagree), ask students to go to the corner that best describes their opinions on the following:

o Spirituality is different than religion

o I am a spiritual person

o Religion requires spirituality

o The Catholic Church only has one kind of spirituality

- After each question and subsequent moves around the room, ask students to share why they chose their selected corner. This activity should prompt good discussion and debate among students.

Activation:

- Provide students with a document with the following terms on it: Document with these terms on it could be provided for teachers here in a link as is often done in the above units and included could be a list of helpful and appropriate websites for students to explore.

o Vocation

o Laity

o Spirituality

o Charism

- With a partner, have students look up the definition of these terms, browsing various websites and ensuring that they are using reputable Catholic websites. To help with promoting the most appropriate websites, a list could be provided of excellent sites.

- Microsoft Word - HRE 2O master.docx (iceont.ca), pages 254-260 has excellent definitions and further teacher prompts.

- Explain to students that, as they are now, they are the laity of the Catholic Church. Explain that you want to explore what this means for them as Catholic youth.

Explore one or more of the following prompts from page 121 here: Secondary-Religious-Education-Policy-Document-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf (iceont.ca). In particular, have students focus on the following prompts from the preceding link:

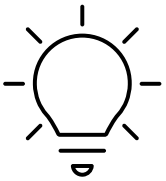
o How are we to live our Baptismal call, with Jesus at the centre of our lives?

o How are we committed to building up the Body of Christ, acting with justice and mercy for the good of all people we meet?

Consolidation:

- Ask students to conduct an interview with an individual in their class, school, or home whom they consider to be a member of the laity who is responding to God's call to build the Body of Christ here on Earth. Students may present their interview findings in a preferred format, such as podcast, video, multimedia presentation, etc. Student presentations should clearly outline this individual's explicit connections to spirituality and faith, using terms and language learned throughout the unit. Teachers can provide a choice board such as this one: choice board for presenting work.docx

Unit 4 – Sample Lesson 4



Minds On: *(You may choose to complete this lesson over two days—one for the Rosary and one for the Stations of the Cross.)*

- Have students watch this video from Busted Halo: The Rosary in 2 Minutes (youtube.com)

- Ask students to share one thing they learned from the video.

- Have students watch this video on the Stations of the Cross: The History of the Stations of the Cross (youtube.com)

- Ask students to share one thing they learned from this video.

Activation:

- As a class, pray the Rosary. Ensure all students have a Rosary (local parishes often have some that can be donated. Alternatively, a nice class activity would be to make Rosaries and invite your local priest to come in for a blessing of the Rosaries). You may choose to lead the Rosary yourself or from a video/podcast online. Explain to students that your praying of the Rosary is also a learning experience and you encourage them to respectfully pause and ask questions as needed.

- There are various free printable guides to praying the Rosary available here: Free Printable Prayers | Our Lady of Grace Rosaries

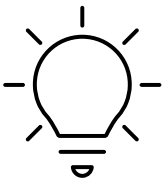
- Assign students one of the Mysteries of the Rosary to explore. Hallow should this say Hallow.com? has a great outline of each: How to Pray The Rosary: Complete Guide | Hallow.

- As a class, arrange to visit your chapel or local parish to pray the Stations of the Cross. This is an excellent opportunity to connect with your school chaplain and/or your local parish priest. If this is not possible, you may lead your students in the Stations of the Cross in your classroom or chapel.

Consolidation:

- Have students create a visual representation of their experiences praying the Rosary and the Stations of the Cross. Students may create a painting, a collage, a video, etc. to display their reflection on both experiences.

Unit 4 – Sample Lesson 5



Minds On:

Now that students have had the opportunity to explore Guided Christian Meditation, Sacraments, Spirituality, the Rosary, and the Stations of the Cross, they will have an opportunity to further explore one of these topics in an independent project/assignment. Students will review their previous assignments and notes and choose one of the assignments listed in "Activation".

Activation:

Guided Christian Meditation:

- Create a poster/visual display intended for a "Meditation Room" in your school. Your display must reflect your new learning about Guided Christian Meditation and also be relatable/appealing to other students as they are your target audience.

Sacraments:

- "How can I be a living sign of God's presence in my school?"
For this task, students are to complete a video that highlights their answer to this question. Students must demonstrate a clear connection between the Sacraments and their own presence/actions in school.

Spirituality:

- Create a visual representation of your own reflection following the interview you completed. How has what you learned from your interview subject impacted your own spirituality?

The Rosary/Stations of the Cross:

- Students are to choose one of the Stations of the Cross OR one of the Mysteries of the Rosary and create a series of reflection questions for teens to use as they pray. Students are encouraged to share their questions in a video, poster, art, etc.

Consolidation:

- Teachers will use the following rubric to assess students' understanding of the topics covered in these lessons.

HRE 2O - Prayer and Sacramental Life Assessment

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	- Student demonstrates limited understanding of their selected topic through their assignment	- Student demonstrates some understanding of their selected topic through their assignment	- Student demonstrates considerable understanding of their selected topic through their assignment	- Student demonstrates a thorough understanding of their selected topic through their assignment
Thinking	- Student plans his/her assignment with limited effectiveness - assignment shows limited critical and/or creative thinking and planning	- Student plans his/her assignment with some effectiveness - assignment shows some critical and/or creative thinking and planning	- Student plans his/her assignment with considerable effectiveness - assignment shows considerable critical and/or creative thinking and planning	- Student plans his/her assignment with a high degree of effectiveness - assignment shows thorough critical and/or creative thinking and planning
Communication	- Student organizes ideas in their assignment with limited effectiveness - communicates (with style, voice, tone, point of view) his/her learning with limited effectiveness	- Student organizes ideas in their assignment with some effectiveness - communicates (with style, voice, tone, point of view) his/her learning with some effectiveness	- Student organizes ideas in their assignment with considerable effectiveness - communicates (with style, voice, tone, point of view) his/her learning with considerable effectiveness	- Student organizes ideas in their assignment with a high degree of effectiveness - communicates (with style, voice, tone, point of view) his/her learning with a high degree of effectiveness
Application	- Student applies knowledge of our Christian call to prayer and the Sacramental life with limited effectiveness	- Student applies knowledge of our Christian call to prayer and the Sacramental life with some effectiveness	- Student applies knowledge of our Christian call to prayer and the Sacramental life with considerable effectiveness	- Student applies knowledge of our Christian call to prayer and the Sacramental life with a high degree of effectiveness

Unit 5: Family Life

Ontario Catholic School Graduate Expectations: (*Source: Institute of Catholic Education* - ICE-OCSGE-Web.pdf (iceont.ca))

Overall Curriculum Expectations:

FL 1 – Living in Relationship

Specific Curriculum Expectations:

FL 1.1 – Articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of friendship and intimacy (e.g., emotional, intellectual, work, common-cause, spiritual, aesthetic).

FL 1.2 – Evaluate healthy and unhealthy attitudes to the human body, and physical appearance, keeping in mind Christian principles and values.

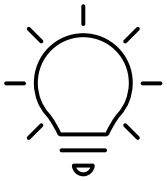
FL 1.4 – Explain strategies, rooted in Christian principles that can be used to deal with unhealthy relationships.

FL 1.5 – Explore the effects of mental health on relationships and how restorative justice practices, forgiveness, and mercy support mental health in relationships.

Unit 5 – Sample Lesson 1

Focus: Identity and Sense of Self

Please Note: The Christ in Culture textbook may be helpful to the Teacher for this section.



Minds On:

Give each student a blank piece of white paper. Have them write the words "Who I am" at the top and then have them draw a picture of themselves or print a picture that they already have of themselves to put in the centre of the page.

Have students add some words of basic description of various aspects of their identity, such as: name, age, citizenship, skin colour, ability, languages that you speak, religion, interests, hobbies, talents, etc.

You could use one of the following to help students add key vocabulary or ideas to their picture.

Option 1 - watch YouTube: 8 Intelligences – Theory of Multiple Intelligences Explained – Dr. Howard Gardner (4 minutes) by Practical Psychology https://www.youtube.com/watch?v=s2EdujrM0vA Students can add in key words or draw the image that represents the words that apply to themselves.

Option 2 – Have students go online to the Free Personality Test | 16Personalities (www.16personalities.com) to complete the free personality test. Then, add in ideas and descriptive words about their personality type, for example: introvert, extrovert, thinking, feeling, perceiving, judging, and so on.

Share ideas with the class. If students are comfortable having their work posted, feel free to put it up!

N.B. Disclaimer for quiz from 16Personalities
Psychologists and Sociologists devise questionnaire-based personality tests to help us understand ourselves better. They are based on research and multiple studies etc. It's important for us to understand that no tool like this is perfect. Can you think of a reason why a personality test may be flawed? (Examples: the test is too short, the test is based on a person's own self-perception, the test doesn't reflect cultural differences etc.). We can use these tools as opportunities for introspection and conversation while knowing that they're not perfect. We also recognize that we don't stay the same, and the way you answer at 15-years-old may be very different from the way you answer a year from now!

Activation:

Discuss: What do you think the Bible teaches us about the way we perceive our bodies and ourselves?

Read 1 Samuel 16:7 (NRSVCE)

7 But the Lord said to Samuel, "Do not look on his appearance or on the height of his stature, because I have rejected him; for the Lord does not see as mortals see; they look on the outward appearance, but the Lord looks on the heart."

Questions to consider:

- What is the meaning of this Scripture?

- How does it support a healthy sense of self-esteem?

Helpful Hint: The link will take you to an unrefined example of questions - Samuel questions.docx (sharepoint.com)

Discuss how we form our self-image through our interactions with other people. The opinions (and perception of opinions) of others matter to us. These ideas are at the core of Charles Cooley's "The Looking Glass Self" Theory. There are a variety of videos about this theory online. Watch one and discuss the strength and/or weakness to Cooley's theory.

For example: YouTube: The Looking Glass Self (4 minutes) by Dr. Rick https://www.youtube.com/watch?v=CC5o1-wealw

Independently or Think – Pair – Share:

- What is the first thing you think of when you look in the mirror?

- Is there a difference between words you choose to use for "intelligence" and "personality" vs. what you perceive as your "real" image?

- Is there a different image that you might project to others on social media?

Helpful Hint: The above questions could be listed on the board or given as a the following handout: Identity.docx (sharepoint.com)

Identity - Watch: Identity (Award Winning Inspirational Short Film – 5 minutes) https://www.youtube.com/watch?app=desktop&v=ikGVWEvUzNM

- What is the message?

- What is the symbolism of the masks?

If available, read page 90 “Who informs you, forms you” from the *Christ and Culture* Textbook from the Canadian Conference of Catholic Bishops.

- Discuss the influence of others and the media on your self-esteem.

In a graffiti style/vertical chart activity, place the following questions around the room and have students rotate in small groups to respond to them:

- How can social media affect the self-image of individuals?

- What are the pros and cons of social media? (Suggested response: Pros = connectivity, communication, information, awareness, marketing, networking, etc. Cons = mental health issues, fake news, addiction, time consumption, privacy and security risks, etc.)

- What does God have to say about your self-image? What can one do to have a healthy self-image and attitude towards all people? (Suggested response: Humans are made in God’s image, inherent dignity, worth is rooted in God’s love, divine origin so there is value in the self, self-worth and identity are found in the relationship with Jesus, etc.)

- What do you value about yourself?

Share ideas as a class.

Consolidation:

Options include, but are not limited to:

Bible Study - Choose TWO of the following Scripture passages. Re-write it in your own words. Discuss the meaning and explain how it connects to a healthy sense of self-esteem and/or identity. Passages include (NRSVCE) Genesis 2: 1-27, 1 Peter 3:3-5, James 4:6, or Colossians 3:5.

Please Note: If Bibles are not available in the classroom, or if students have access to a device, the following website maybe be used: New Revised Standard Version Catholic Edition (NRSVCE) - Version Information - BibleGateway.com

Personal Connection - “Nobody can make you feel inferior without your permission.” (Eleanor Roosevelt) Discuss the meaning of the quote. How true is it? How would you define self-esteem? What are some contributing factors to negative self-esteem? How can we keep our self-esteem positive?

Go to #DigitalCitizenship - Institute for Catholic Education (iceont.ca)

- Access the PowerPoint on the Digital Citizenship site above as it is through the lens of the Ontario Catholic School Graduate Expectations.

- Students may choose to put keywords from the slides that they "do" onto their image and/or create a list of things they need to reflect and work on in the future. For example: "I use my voice online to speak up for others and show I care about them."

Collaboration - In small groups, imitate and rewrite the poem "Don't be Fooled by Me" (Anonymous). (Please note that this poem was originally titled "Please Hear What I'm Not Saying" by Charles C. Finn) to promote a healthy self-esteem, to be more optimistic, to be empowered, and to show that we are all created in God's image (CCCB, 2002, pg. 19).

Poem is located below; however, here is a link to it: Poem "Don't Be Fooled By Me" .

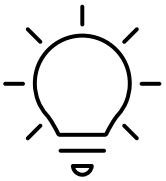
Don't be Fooled by Me (Anonymous)

Don't be fooled by me.
Don't be fooled by the masks I wear.
For I wear a thousand masks, and none of them is me.
I give the impression that I am secure.
Confidence is my name and coolness my game.
But don't believe me.
Beneath lies the real me – in confusion and fear and aloneness.

But I don't tell you this, because I'm afraid to.
I am afraid that you will think less of me,
that you'll laugh at me.
I'm afraid that deep down I'm nothing and I'm no good.
Yet only you can call me into aliveness –
each time you're kind and encouraging,
each time you try to understand because you care.
Who am I? you may wonder.
I am someone you know very well.
I am every man, woman, and child you meet.

Unit 5 – Sample Lesson 2

Focus: Friendship



Minds On:

Brainstorm: What qualities do you look for in a friend?

Activity – "Meet and Greet"

Students line up in front of a partner. You can either give them this list of questions, post it up on the whiteboard, or divide it in half so that each side gets half of the questions.

They will have 1.5 minutes with the person in front of them to ask a question, wait and listen to the response, then answer a question themselves. Then, one row stays where they are, and the other row shifts to the next person. Repeat so that students have had a chance to speak to at least half of the class (or more).

Here are a few examples of questions that could be asked. To access a handout of questions, go to: Interview a friend questions.docx (sharepoint.com)

Examples:

- What do you like to do in your free time?
- Do you have any hobbies or passions?
- Are you into any sports or physical activities?
- What's the last thing you read that you enjoyed? (Or, that you did not enjoy?)
- What's your favourite TV show to stream over and again? How come?

When finished, debrief with the class about things they have learned from one another. Discuss how sharing common ideas, values, interests, and experiences are important to building friendships.

Activation:

Use the New Revised Standard Version Catholic Edition (NRSVCE) or access New Revised Standard Version Catholic Edition (NRSVCE) - Version Information - BibleGateway.com if you have electronic devices available. In small groups, have students look up the following passages.

Groups will need to read the passage and share the big ideas on how Jesus set a perfect example of what it means to be a true and faithful friend. Helpful hints for the teacher are in the brackets beside the passage.

Here are a few examples of passages and answers. To access the handout, go to: Bible Verses Jesus shows how to be a true friend.docx (sharepoint.com)

Examples:

- John 15:12-13 (Jesus loved unconditionally)

- John 15:13 (He was self-sacrificing)

- Luke 23:34 (He forgave)

- John 11:33-35 (He showed compassion and empathy)

Then, in these same small groups, choose one of the following excerpts from NRSVCE to create a skit or draw a cartoon of how this Scripture could be applied to a contemporary context.

Present skits and discuss cartoons with the class.

Excerpts may include:

- "Love one another with mutual affection; outdo one another in showing honor." Romans 12:10

- "Bear one another's burdens, and in this way you will fulfill the law of Christ." Galatians 6:2

- "Therefore encourage one another and build up each other, as indeed you are doing." 1 Thessalonians 5:11

Consolidation:

Formative assessment options:

Reflective Journal

- Everyone has areas they want to grow in, even as friends. What qualities do you personally want to work on to be a better friend?

- Do you have any plans or ideas on how you'll go about improving these qualities?

OR

Direct Approach – Respond using keywords on a post it note.

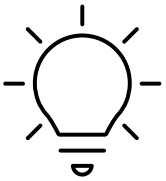
- What qualities do you think are important in a good friend?
- Which ones do you feel you want to improve in yourself?
- What steps or actions are you planning to take to work on these qualities?

OR

Extension - Find the following Scriptures (NRSVCE) about friendship, write it out, summarize it in our own words. Proverbs 2:2, James 1:26, Proverbs 18:13, James 1:19

Unit 5 – Sample Lesson 3

Focus: Communication and Miscommunication



Minds On:

Discussion (full class or think-pair-share):

- What does effective communication look like in relationships?
- What does ineffective or miscommunication look like in a relationship?

Watch YouTube - Communication Sender Receiver Abbott and Costello Comedy Routine (6 minutes) https://www.youtube.com/watch?v=7di5zAMMxaI

Possible Discussion Questions:

- Why is it funny?
- Why do you think Abbott and Costello keep misunderstanding each other?
- What are some examples of words or phrases that cause confusion in the routine?
- What could Abbott have done differently to help Costello understand more quickly?

Activation:

On the board, brainstorm and create a t-chart as a class. List traits of people that are easy to talk to vs. traits of people that are hard to talk to.

They will most likely say “bad listener” which will lead you into putting the following quote on the board: “Most people do not listen with the intent to understand; they listen with the intent to reply.” Stephen Covey

Circle the word “listen” and have the class brainstorm what this looks like/feels like/sounds like. Place these ideas around the word like a spider web. For example: hear, concentrate, nod, etc.

Then, repeat the activity by circling and brainstorming synonyms for the words “intent” and then “understand” and “reply”.

Re-read the question to the class using the language they came up with. You can make it as informal and as easy to understand as possible. For example, it could

read: Most people do not hear with the plan to get it, they just listen with the goal of answering.

Using a four-corner debate activity, have all students stand up, push in their chairs, and decide whether they “agree”, “disagree”, “strongly agree”, or “strongly disagree” with the statement. Please put a piece of paper in each corner with those words on them so that each option is located on a different corner of the room.

Provide time to discuss as smaller groups in each section (approximately 2 minutes). Share findings from each section, then discuss as a class.

While they are standing in the four corners, ask: What are some examples of non-verbal communication and/or body language? Discuss.

In partners, have students label themselves as “A” or “B” and find a spot in the classroom where they can face each other and move around a bit. Students will mime what the body language, facial expressions, and gestures would look like for the following emotions. Both “A” and “B” will get and act out an emotion at the same time; therefore, the entire class is acting as the mime and audience member simultaneously.

“A”	“B”
Angry	Fear/scared
Disappointed	Excited
Happiness/Joy	Disgusted
Surprised	Confused
Uninterested	Frustrated
Love/Affection	Sad
Distracted	Bored

Discuss how students used their bodies and faces to emote certain feelings, for example:

- Sad – drooping shoulders, downturned mouth, watery eyes, slow movements, etc.

- Disgusted – nose wrinkled, upper lip raised, turning away, or pushing something away with a hand, etc.

- Happiness/Joy – smile broadly, light up eyes, open posture, upbeat gestures like clapping and jumping, etc.

- Fear – wide eyes, raised eyebrows, backing away, trembling, covering the mouth or face with hands, etc.

- Excited – wide eyes, big smile, bouncing on toes, quick movements, gesturing enthusiastically, etc.

Repeat the activity now that they have seen examples and debrief about what they could do. Ask them to try to make it a stronger gesture and clearer body language. "A" will now do "B's" actions and vice versa.

Scripture Summary - Use the story of the Tower of Babel found in Genesis 11:1-9. The passage highlights how a lack of clear communication can lead to confusion and division.

Please Note: To access a handout on the Tower of Babel, go to: The Tower of Babel Miscommunication passage and questions.docx (sharepoint.com)

Genesis 11:1-9 (NRSVCE) - ***The Tower of Babel***

11 *Now the whole earth had one language and the same words.* ***2*** *And as they migrated from the east, they came upon a plain in the land of Shinar and settled there.* ***3*** *And they said to one another, "Come, let us make bricks, and burn them thoroughly." And they had brick for stone, and bitumen for mortar.* ***4*** *Then they said, "Come, let us build ourselves a city, and a tower with its top in the heavens, and let us make a name for ourselves; otherwise we shall be scattered abroad upon the face of the whole earth."* ***5*** *The Lord came down to see the city and the tower, which mortals had built.* ***6*** *And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do; nothing that they propose to do will now be impossible for them.* ***7*** *Come, let us go down, and confuse their language there, so that they will not understand one another's speech."* ***8*** *So the Lord scattered them abroad from there over the face of all the earth, and they left off building the city.* ***9*** *Therefore it was called Babel, because there the Lord confused the language of all*

the earth; and from there the Lord scattered them abroad over the face of all the earth.

Have students summarize and explain the consequences of miscommunication. What is the importance of fully explaining the language? What challenges arise from communication barriers?

Connect the theme of miscommunication from biblical times to contemporary situations. List words and slang terms that have multiple meanings.

Consolidation:

Formative Assessment Options can be completed independently or in small groups:

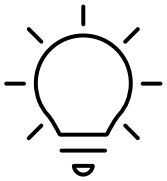
- Why is listening so important when it comes to effective communication?

- If you were to rewrite the Abbott and Costello "Who's on First" routine for a modern audience, how might you change it using the words and slang that you came up with?

- Create (and present) your own short dialogue using similar wordplay and misunderstandings (use words with multiple meanings).

Unit 5 – Sample Lesson 4

Focus: Enhancing your Relationships



Minds On:

Whole Class Brainstorm on the board: "What is love?"

- Students will share words, and the teacher will compile a list of the meaning and characteristics of love.

Together, read from www.biblegateway.com or from NSRVCE the following passage: 1 Corinthians 13: 1-7 - ***The Gift of Love***

13 *If I speak in the tongues of mortals and of angels, but do not have love, I am a noisy gong or a clanging cymbal.* ***2*** *And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but do not have love, I am nothing.* ***3*** *If I give away all my possessions, and if I hand over my body so that I may boast,[a] but do not have love, I gain nothing.*

4 *Love is patient; love is kind; love is not envious or boastful or arrogant* ***5*** *or rude. It does not insist on its own way; it is not irritable or resentful;* ***6*** *it does not rejoice in wrongdoing, but rejoices in the truth.* ***7*** *It bears all things, believes all things, hopes all things, endures all things.*

Using the passage, add keywords to the list on the board.

Teacher Direction (excerpted from Christ and Culture CCCB): "God created us as social beings. God planted within us the desire for relationships that are fulfilling." We need to focus our learning on: "Why do we need one another? What steps can I take to improve my relationships? How do my relationships become a source of blessing?" (National, 2002, pg. 14).

Activation:

As an educator, please be aware of the sensitivity of the following activity. Ensure students are provided with support or breaks if needed.

Put the following questions on the board or on vertical charts. Have students rotate in small groups to brainstorm and respond to the following questions:

- What are qualities and/or signs of a healthy relationship?
- What are signs of an unhealthy relationship?

- What does it mean when someone takes advantage of someone else? What does “respecting boundaries” mean?

- What is meant by mental health? How can it affect relationships?

- How is mental health different from mental illness?

- Explain the meaning of Pope Francis’ statement to the Pontifical Council for Health Pastoral Care (2013): “It is necessary to bring the Word of God especially to those who are in situations of greatest fragility, as is the case with people suffering from mental illness and their families.”

- How can we support our own mental health and the mental health of others?

- What is the role of justice, forgiveness, and/or mercy in relationships?

- Pope Francis stated: “We all need to receive care sometimes. And at those times, we must not lose our trust in God’s love and in His care for us.” What are some ways that we can receive emotional and/or spiritual care?

Share findings.

There are a variety of lessons available at School Mental Health Ontario - MH LIT: Student Mental Health in Action - School Mental Health Ontario (smho-smso.ca)

This lesson will use videos excerpted from Lesson 4 (Help a Friend) Secondary.

Jigsaw Activity - Divide the class into four “home” groups, each group will need a laptop and a separate video to watch (approx. 2-3 minutes in length each). Videos are:

- Jessie & Manvir - Hear Them Out | BeThere.org (youtube.com)

- Kirbie & Estyr - Know Your Role | BeThere.org (youtube.com)

- Maryam & Aswani - Connect to Help | BeThere.org (youtube.com)

- Tunchai & Lindsay - Connect To Help | BeThere.org (youtube.com)

Once the “home” group has watched the video once, they will brainstorm together the main ideas discussed about how to support their friend.

Helpful Teacher Hints:

- Jessie and Manvir’s video is about active listening, understanding without making assumptions, and showing empathy and compassion for those who are struggling.

- Kirbie and Estyr's video is about listening and setting boundaries for healthy relationships.

- Maryam an Aswani's video is about seeking help with anxiety and depression.

- Tunchai and Lindsay discuss resources, how to access help, and natural options to deal with the cycle of grief.

Then, one person from each group will form a new "away" group to share the big ideas found in each video. The idea is to cooperate and share findings so that not all students need to watch four videos and so each student can lead and listen.

Then, return to their own desks and focus on the importance of being there for yourself.

From the same Lesson on School of Mental Health Ontario, watch Lee - Be There for Youself | BeThere.org (youtube.com)

Consolidation:

Use the Self Care 101 – Checklist created by School of Mental Health Ontario Self-Care-101.pdf (smho-smso.ca) . Students can do the interactive quiz, then as a class you can create a student generated table so that they can track their eating habits, sleep, hydration, movement, etc. You may wish to conclude with a prayer service or petitions to pray for anyone who is struggling. https://www.archtoronto.org/ko/offices-and-ministries/sub-sites/mental health/home/prayers-of-the-faithful/

Unit 5 – Sample Lesson 5
Summative Assignment – How am I called to Act? - Possibility Placemat/Choice Board - Students complete ONE of the options. - Rubric attached

EASTERN ONTARIO CATHOLIC CURRICULUM CORPORATION

HRE 2O - Unit 5 - Family Life - Summative Assessment - How am I called to act?

While focusing on living and building healthy relationships, there has been discussion about identity, sense of self, attitudes toward the body, digital citizenship, effective communication, love, values, what it means to be a faithful friend, and mental health.

Complete ONE of the following options in the possibility placemat/choice board. Reflect on the idea "How am I called to act?" in your response.

Jesus decided to love and chose it as the focus of life. He lived out this love by giving up his own life for us. No greater love exists; therefore, love is at the heart of Christ's mission. Think about the relationships that you have right now. Choose ONE that you think will be long-lasting. Write a letter to this person thanking them for the experiences that you have had with them, explain what they mean to you, discuss the qualities they possess that make them a true friend, and what future and/or goals you must share with them.	Create a 3 to 5 minutes Public Service Announcement (PSA) about the need for people to be loving and patient with themselves as much as God is patient with us. Ideas to consider in the PSA include, but are not limited to practical knowledge, flexibility, conflict resolution, honesty, trust, humility, hope, courage, and forgiveness.	Research and participate in a community service project that focuses on building relationships (e.g., visit a nursing home, help at the local food bank). Write a report on how this experience has helped you understand the importance of service in building relationships as taught in Catholicism.
Create a role-play scenario that involves a conflict or a misunderstanding in communication (perhaps due to a language barrier). Act out this scenario in class or video tape it. Discuss how Catholic values such as patience, forgiveness, and empathy can help resolve these issues.	Choose a story from the Bible that involves communication (e.g., Jesus' conversations with his disciples, the parables, etc.). Analyze the story, focus on how Jesus communicates and what lessons can be learned about effective and compassionate communication. Connect this story and lessons to a contemporary situation.	Write a short story or a series of diary entries from the perspective of a young person grappling with issues of identity and relationships while staying true to their Catholic faith. Highlight how they use their faith to navigate challenges.
Create a multimedia presentation (video, website, slideshow) that explores how Catholic values can be applied to modern issues in relationships, communication, and identity. Include interviews, surveys, and/or case studies.	Create a collage with images and key words to show the qualities, people, and experiences in a friendship that are important to you. Include ideas about healthy attitudes toward your body, your physical appearance, communication, and self-esteem. Don't forget to add in your Christian values and kind actions that you do for others.	Reflect on a scene from your favourite TV show. Are the characters presented in a way that promotes a healthy self-esteem? Explain. A poor self-esteem? Explain. Imagine you were the mirror image of one of the characters, how would God call you to act?

HRE 2O - Unit 5 Family Life - Summative Assessment - How am I called to act?

Achievement Chart:

(from Growing Success: Assessment and Evaluation, and Reporting in Ontario Schools, 2010)

Categories	Level 1 50-59%	Level 2 60 – 69%	Level 3 70-79%	Level 4 80-100%
Knowledge and Understanding of Content	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking Planning skills (e.g., generate ideas, gather information, focus research, organize information) -Processing skills (e.g., draw inferences, interpret, analyze, synthesize, evaluate)	With limited effectiveness With limited effectiveness	With some effectiveness With some effectiveness	With considerable effectiveness With considerable effectiveness	With a high degree of effectiveness With a high degree of effectiveness
Communication Expression of ideas and information in a clear and logical manner Communicate for different audiences and purposes. Use of Conventions	With limited effectiveness With limited effectiveness With limited effectiveness	With some effectiveness With some effectiveness With some effectiveness	With considerable effectiveness With considerable effectiveness With considerable effectiveness	With a high degree of effectiveness With a high degree of effectiveness With a high degree of effectiveness
Application Transfer of knowledge and skills and connections within and between various contexts.	With limited effectiveness	With some effectiveness	With considerable effectiveness	With a high degree of effectiveness

Unit 5 – References

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Additional Resources

Canadian Conference of Catholic Bishops

- https://www.cccb.ca/cccb-publications/

Catholic Curriculum Corporation

- https://catholiccurriculumcorp.org/resources/

Development and Peace - Caritas Canada

- https://devp.org/en/

EOCCC Resources

- https://www.eoccc.org/

Fratelli Tutti Encyclical on Fraternity and Social Friendship

- https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20201003_enciclica-fratelli-tutti.html

Institute for Catholic Education

- https://iceont.ca/resources/

Laudato Si - Encyclical Letter from Pope Francis on Care for our Common Home

- https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Ministry Curriculum Documents

- https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

New Revised Standard Version Catholic Edition

- https://www.biblegateway.com/versions/New-Revised-Standard-Version-Catholic-Edition-NRSVCE-Bible/#booklist

Ontario Catholic School Trustee Association

- https://www.ocsta.on.ca/together-in-faith-series/