



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 5

On the Lenten Journey

Lesson 1

What is Lent?

Unit 5 Lesson 1

<h2>On The Lenten Journey</h2>	<h3>What is Lent?</h3>
	<p>Lesson Overview Students will recall and review prior knowledge and experiences of Lent. The significance of Lent and its associated symbols will be discussed. Students will think of ways to prepare for Easter.</p> <p>Duration: 40 minutes ***This unit should be started a few days before Ash Wednesday.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Lent, and communicate what they reveal about and celebrate in Jesus' life.</p> <p>Grade 5 - BL1.1: Examine a selection of biblical passages that reveal the link between sin, grace, conversion and mercy in God's plan of salvation</p> <p>Grade 6 - CL3: Demonstrate an understanding of the Liturgical season of Lent as it is revealed through rituals, images and symbols.</p> <p>Language: Reading 1: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>A Discerning Believer Formed in the Catholic Faith Community Who: CGE1c: Actively reflects on <i>God's Word</i> as communicated through the Hebrew and Christian scriptures.</p> <p>An Effective Communicator Who: CGE2a: Listens actively and critically to understand and learn in light of gospel values.</p>

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church. (Celebrating, Grade 4)
- What special practices and symbols are associated with the season of Lent?

Scripture Passages:

- Jonah 3:1-10
- Psalm 51:9-12

LEARNING GOALS

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

- Describe Lent as one of the Church's liturgical seasons that begins with Ash Wednesday and leads to Easter
- Explain some of the special practices and symbols associated with Lent

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:

- Lent
- Ash Wednesday
- Ashes
- Fasting

Materials:

- notebooks
- Bibles

Resources:

- "Come Back to Me" lyrics (*see Appendix 1 attached*)

Video: "Hosea - Come Back to Me" performed by John Michael Talbot https://youtu.be/FBOTWvag_Ic

MINDS ON

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

Introduce Lenten Journals by handing out notebooks. Project or distribute a photo of a church or school celebration during Lent. In their journals have students record, using words, pictures or symbols, what comes to mind when they think of Lent. Ask for volunteers to share what they have recorded in their journals and begin an anchor chart entitled "Lent" on which students' reflections and vocabulary words can be recorded.

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ACTION

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

Read Jonah 3:1-10 together.

Discuss what the people of Nineveh did to change God's mind (*the king removed his robe and sat in ashes, people wore sackcloth, they fasted, prayed and turned from their evil ways*). Students could discuss in pairs, times when they tried to change someone's mind (i.e. classmates, parents etc.).

Discuss how Lent (*word means springtime or change*) is a time to prepare for Easter and a time to look at our lives and change our hearts and think about our relationship with God. Like the people of Nineveh, we have special practices during Lent; wearing ashes, fasting, almsgiving and praying. Talk about some of the symbols of Lent, the colour purple, ashes, the crown of thorns, the cross.

Distribute or project copies of the song "Come Back to Me" and watch the video

https://youtu.be/FBOTWvag_Ic

CONSOLIDATION

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

Have students return to their journals and add any new learning from the discussions today.

Ask them to answer the following:

- What will you do to prepare for Easter? or
- How will you change your heart during Lent?

Turn to Psalm 51 in Bibles and pray verses 9-12.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- The class could take an active role in preparing and leading the school Ash Wednesday mass or prayer service.
- Illustrate the song "Come Back to Me" in groups on mural paper or individually.

Come Back To Me

Gregory Norbet, O.S.B.

Come back to me with all your heart,
don't let fear keep us apart.

Trees do bend, tho' straight and tall;
so must we to others' call.

REFRAIN: Long have I waited for your coming
home to me and living deeply our new life.

The wilderness will lead you
to your heart where I will speak.
Integrity and justice
with tenderness you shall know.

REFRAIN: Long have I waited for your coming
home to me and living deeply our new life.

You shall sleep secure with peace;
Faithfulness will be your joy.

REFRAIN: Long have I waited for your coming
home to me and living deeply our new life.

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Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 5

On the Lenten Journey

Lesson 2

Ashes

Unit 5 Lesson 2

On The Lenten Journey	Ashes
	<p>Lesson Overview Students will learn the meaning of Ash Wednesday and the significance of receiving ashes.</p>
	<p>Duration: 80 minutes (2 class periods)</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - CL3: Understand how the Church creates sacred space for the celebration of the sacraments and uses symbols, rituals, words, to reveal the action of Christ in our lives</p> <p>Grade 6 - CL3.3: Examine the rituals in the Church’s liturgy for Ash Wednesday and unravel the meaning that each symbol, gesture and word has in relationship to Christ and how it may apply to our Christian life.</p> <p>The Arts: Visual Arts: D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: A Discerning Believer Formed in the Catholic Faith Community Who: CGE1a: Illustrates a basic understanding of the saving story of our Christian faith</p> <p>An Effective Communicator Who: CGE2a: Listens actively and critically to understand and learn in light of gospel values</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p>Big Idea:</p> <ul style="list-style-type: none"> The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church. What is the meaning of the practices and symbols associated with Ash Wednesday?

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LEARNING GOALS

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

- the significance of ashes and why they are placed on our foreheads on Ash Wednesday

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:

- Lent
- Ash Wednesday
- Ashes

Materials:

- Lenten Journals
- prepared ashes or artist’s charcoal
- sheets of white paper

Resources:

- Song: “Ashes” by Tom Conry
<https://youtu.be/8dO5kBOGnYA>
- Lyrics for “Ashes” (see Appendix 1)
- “The Meaning of Ash Wednesday” worksheet (see Appendix 2)
- “Ash Wednesday & Lent In Two Minutes” worksheet (see Appendix 3)
- Wordlists for worksheets (See Appendix 4)

Video Resources:

- “Ash Wednesday” from The Religion Teacher
https://www.youtube.com/watch?feature=player_detailpage&v=3DB-I5SnMRg

OR

- “Ash Wednesday & Lent In Two Minutes” from Busted Halo
<http://bustedhalo.com/video/ash-wednesday-in-two-minutes>

MINDS ON

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

Play the song or video of “Ashes” (<https://youtu.be/8dO5kBOGnYA>) while students listen and/or sing along. This song is also available in the Spirit and Song/ Never Too Young collections.

Ask students to answer the following questions in their Lenten Journals: Why is this song a good song for Lent? What do you think “We rise again from ashes” means?

Ask for volunteers to share their journal entries and add to the class “Lent” anchor chart.

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ACTION

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

Preview the two video resources and select the one which is most appropriate for your students. The Religion Teacher video is a lecture-style lesson. The Busted Halo video has to be read by viewers and moves quite quickly. You may want to read it aloud or play it several times.

Tell students they will be watching a video about the meaning of Ash Wednesday and completing a worksheet. Distribute the appropriate video worksheet (*Appendix 2 or Appendix 3*) and read over it with the students.

Give students some time to fill in the worksheet individually or with a partner. Reread the worksheet asking volunteers to fill in the blanks. Some new vocabulary words can be added to the class “Lent” anchor chart.

**Differentiated instruction: Students may use assistive technology or a scribe to complete worksheet. A list of answers may also be provided to some students (see Appendix 4).*

CONSOLIDATION

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

On the second day, introduce the art activity by reiterating the meaning of ashes.

The following could be used:

“The ashes we use on Ash Wednesday come from the palms that were given out last year on Palm Sunday. On Palm Sunday we remember how Jesus returned to Jerusalem before he was arrested, tried, tortured and put to death on a cross. The palms are burnt and the ashes are placed on our foreheads in the shape of a cross. The priest may say ‘Remember that you are dust, and to dust you shall return’ or ‘Turn away from sin and live the gospel’. We wear ashes to show that we want to turn away from whatever sins keep us from God.”

Brainstorm with students some sins that they could turn away from during Lent. Record their responses on chart paper. Tell them that they will choose a sin and draw a picture of it using prepared ashes or artist’s charcoal. If using the ashes, students should rub a finger in the ashes and draw with their finger (like finger painting).

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Give students a few minutes each day to write in their journals. Suggestions for reflection may include:
 - the significance of ashes
 - your Lenten journey, what are you having difficulty with?
 - what successes have you had?
 - any questions you have about Lenten symbols and practices

ASHES

Tom Conry

1. We rise again from ashes,
from the good we've failed to do.
We rise again from ashes,
to create ourselves anew.
If all our world is ashes,
then must our lives be true,
an offering of ashes, an offering to you.

2. We offer you our failures,
we offer you attempts,
the gifts not fully given,
the dreams not fully dreamt.
Give our stumblings direction,
give our visions wider view,
an offering of ashes, an offering to you.

3. Then rise again from ashes,
let healing come to pain,
though spring has turned to winter,
and sunshine turned to rain.
The rain we'll use for growing,
and create the world anew
from an offering of ashes, an offering to you.

4. Thanks be to the Father,
who made us like himself.
Thanks be to his Son,
who saved us by his death.
Thanks be to the Spirit
who creates the world anew
from an offering of ashes, an offering to you.

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Name _____ Date _____

Video: The Meaning of Ash Wednesday

<http://www.thereligionteacher.com/ashwednesdayvideo>

Directions: Watch the video and fill in the blanks.

Even though so many Catholics go to Mass on Ash Wednesday, it is not a Holy Day of _____. Ash Wednesday marks the first day of the forty day period leading up to _____, but if you were to actually count them you would find that there are actually _____ days during the season of Lent. This is because we don't count _____ as a part of the forty days of Lent. This day, the Lord's Day, is a celebration of the Resurrection and new life and therefore not a day for fasting.

Why do we wear ashes on Ash Wednesday? When we receive the ashes we hear "Remember that you are _____, and to _____ you shall return." This is to help us recognize that all we have is a _____ from God. Ashes were a sign of _____ in the Old Testament. In the early Church, the Order of _____ wore ashes as a sign of their penance. In a similar way, John the _____ called for repentance and baptism in preparation for the Kingdom of God. This is why we may also hear the words "Turn away from _____ and be faithful to the Gospel" when we receive the ashes

on our foreheads. ©The Religion Teacher

Name _____ Date _____

Video: Ash Wednesday & Lent In Two Minutes

<http://bustedhalo.com/video/ash-wednesday-in-two-minutes>

Directions: Watch the video and fill in the blanks.

Ash Wednesday is the first day in the season of _____. It is about 40 days before _____ and represents the time Jesus' spent in the desert.

The ashes are the burned _____ from last year's Palm Sunday. Ashes are a sign of _____. When the ashes are distributed, the words "Turn away from _____ and be faithful to the Gospel." or "Remember that you are dust and to dust you shall return." are said.

We wear ashes to acknowledge that we sin and are in need of repentance and _____. Ash Wednesday is the day when we begin to focus our attention on three practices: _____,

_____ and _____. We fast to remind ourselves that we _____ on God; we give because God wants us to _____ with others and we pray to become _____ to God.

APPENDIX 4

Wordlist for Appendix 2 – The Meaning of Ash Wednesday

gift	Sundays	Baptist	46
obligation	Penitents	dust	sin
dust	Easter	repentance	

Wordlist for Appendix 3 – Ash Wednesday and Lent in Two Minutes

closer	almsgiving	sin	palms
Lent	renewal	praying	Easter
repentance	share	fasting	depend



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UNIT 5

On the Lenten Journey

Lesson 3

Into the Desert

Unit 5 Lesson 3

On The Lenten Journey	Into The Desert
	<p>Lesson Overview Students will hear the story of Jesus’ journey into the desert and his temptations while there. They will learn that they can turn to Jesus for help when faced with temptations of their own.</p> <p>Duration: 40 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Lent, and communicate what they reveal about and celebrate in Jesus’ life.</p> <p>Grade 4 - ML2.4: Identify times when we might hear God speaking to us; giving us instructions (moral truth) to help us “do what is good and avoid what is evil”; and link this to the work of our conscience through which God/the Holy Spirit inspires us to do the good.</p> <p>Grade 6 - ML2.3: Apply a Catholic model of moral decision-making (i.e. SEE, JUDGE, and ACT) to ethical issues that arise at school or in the world (bullying, fighting, failing to do homework, and disrespecting authority).</p> <p>The Arts: Drama: B1: Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>A Discerning Believer Formed in the Catholic Faith Community Who: CGE1c: Actively reflects on <i>God’s Word</i> as communicated through the Hebrew and Christian scriptures</p> <p>A Collaborative Contributor Who: CGE5a: Works effectively as an interdependent team member</p> <p>CGE5e: Respects the rights, responsibilities and contributions of self and others</p> <p>A Responsible Citizen Who: CGE7a: Acts morally and legally as a person formed in Catholic traditions</p>

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Through our conscience we discover God’s truth for our lives and are invited to follow (i.e. listen) to the “voice of God” (i.e. His will) in our lives. Conscience is a judgement of reason concerning the moral choices we face and the actions we perform. (Grade 4 Living a Moral Life)

Scripture Passages:

- Matthew 4:1-11 or Luke 4:1-13 (The Temptation of Jesus)

LEARNING GOALS

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

- make connections between temptations in their lives and temptations that Jesus faced and realize that with Jesus’ help they can overcome these temptations just as He did

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:

- temptation
- conscience

Materials:

- Bibles
- Lenten Journals (or Religion notebooks)

MINDS ON

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

Ask students what the word “temptations” means. Discuss and agree on a definition that could be added to the “Lent” anchor chart.

Distribute Bibles and have students read either Matthew 4:1-11 or Luke 4:1-13.

Have them discuss the following questions with a partner:

- What temptations did Jesus face?
- What did Jesus do when he was tempted?
- What did He say?

Summarize the class’ responses to the above questions.

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ACTION

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

Ask the class to list some of the temptations faced by kids their age and record their responses on chart paper.

In small groups (3-5) students will prepare short skits. Each group should choose a temptation that a student their age might be faced with. They will act out what would happen if the student gave in to the temptation, then act out what would happen if they turned to Jesus for help.

Groups will present both versions of their skit for the rest of the class.

CONSOLIDATION

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

Have students write in their Lenten Journal about a time they were tempted.

What did you do? What did you say? If you had asked Jesus for help what do you think he would have told you?

Would things have ended differently?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Watch the video “Lent Cartoon Jesus in the Desert”
<https://www.youtube.com/watch?v=O5bfxGNMY9c>
- Students could make WWJD bracelets to remind them when they face temptations in their lives that they can turn to Jesus for help and they can think about what Jesus would do.



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UNIT 5

On the Lenten Journey

Lesson 4

Prayer

Unit 5 Lesson 4

On The Lenten Journey	Prayer
	<p>Lesson Overview Students will be introduced to the three pillars of Lent; prayer, fasting and almsgiving. They will discuss the forms and expressions of prayer and will participate in a contemplative prayer experience.</p> <p>Duration: 40 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - PR1: Understand how Jesus prayed to God His Father and how He teaches us to express our prayers to God.</p> <p>Grade 4 - PR2.2: Describe the various forms of prayer used within the Catholic Tradition (blessing and adoration, petition, intercession, thanksgiving and praise).</p> <p>Grade 5 - PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies), meditative prayer using various biblical passages (e.g. the Beatitudes, Jesus’ prayer of petition while on the cross – Father forgive them..., Jesus prays in the Garden of Gethsemane) and contemplative prayer (i.e. silence, images e.g. icons, adoration of the Blessed Sacrament).</p> <p>Language: Oral Communication 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Oral Communication 2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>A Discerning Believer Formed in the Catholic Faith Community Who: CGE1f: Seeks intimacy with God and celebrates <i>communion</i> with God, others and creation through prayer and worship</p> <p>A Reflective, Creative and Holistic Thinker Who: CGE3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</p>

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	<p>The Arts: Visual Arts D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	
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GUIDING QUESTIONS (coming out of the Big Idea)		
	<p>Big Idea:</p> <ul style="list-style-type: none"> Prayer has many forms and expressions found in Scripture and Tradition – blessing and adoration, petition, intercession, thanksgiving and praise, vocal, meditative, and contemplative. Prayer is structured and spontaneous, individual and communal, and is enriched by a variety of elements that deepen the experience of prayer (silence, symbols, gospel reading, reflection, images, music, etc.). (Praying Grade 4) What is prayer? How and when do we pray? <p>Scripture Passages:</p> <ul style="list-style-type: none"> Matthew 6:5-13 	

LEARNING GOALS		
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> prayer is central to Christian life and takes many forms. Jesus showed His disciples how to pray by often praying to God and He taught them the Lord’s Prayer. <p>Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>	

INSTRUCTIONAL COMPONENTS AND CONTEXT		
	<p>Terminology:</p> <ul style="list-style-type: none"> prayer 	<p>Materials:</p> <ul style="list-style-type: none"> Bibles prepared cardboard crosses clothespins markers or paint white glue <p>Resources:</p> <ul style="list-style-type: none"> “Lord Teach Us To Pray”: https://youtu.be/84Pi1ED-3bs “Prayer, Fasting, and Almsgiving: The Three Pillars of Lent” by The Religion Teacher

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https://www.youtube.com/watch?feature=player_embedded&v=UDaD5upTII

- “All in One—A Craft, Prayer Experience, and Keepsake for Lent” (see Appendix 1)

MINDS ON

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

Watch the video of the song “Lord Teach Us To Pray”: <https://youtu.be/84Pi1ED-3bs>

Have students discuss the following questions with a partner:

- What is prayer?
- How do we pray?
- When do we pray?

ACTION

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

Watch video : Prayer, Fasting, and Almsgiving: The Three Pillars of Lent

https://www.youtube.com/watch?feature=player_embedded&v=UDaD5upTII

1. Distribute Bibles and read Matthew 6:5-13 together.
2. Discuss how Jesus told His disciples how to pray.
3. On chart paper record answers to the questions asked earlier: What is prayer? How do we pray? And when do we pray?

If not mentioned by the students, add that prayer can take place individually or in groups and there are many reasons for prayer including blessing and adoration, petition, intercession, thanksgiving and praise. Prayer can be vocal, meditative and contemplative.

CONSOLIDATION

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

Prepare crosses out of poster board, one for each student. The vertical part of each cross is 10 inches high x 1¾ inches wide, and the horizontal arm is 8¾ inches long x 1¾ inches wide. Provide craft glue, markers or paint, and clothespins, 13 for each student. As they follow the directions for the activity, students will take the clothespins apart. They will glue 20 clothespin halves to the cross, and use 6 clothespin halves to form the body of Jesus on the cross.

Tell students they will take part in a contemplative prayer experience. Students follow the seven steps described in “All in One-A Craft, Prayer Experience, and Keepsake for Lent” (Appendix 1) as the teacher reads them. Each step includes an action and a reflection.

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Encourage them to remain silent throughout the activity and to follow the actions and reflect on what you read to them. Remind them that their creative actions are a form of prayer.

Quiet music may be played to help students reflect silently during the activity. You may choose to model the steps of the activity before students begin so that they are better able to work independently and silently.

**Differentiated instruction: Reproduce worksheet for some students, support staff or volunteers.*

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Writing prayers.
- Making “Prayer Rocks” by wrapping a few small stones in a square of fabric and tying it with an elastic band and a ribbon. Make copies of the poem and attach it to the rock bundle with a twist tie or string.

Poem:

We are your prayer rocks and soon you will see
how nifty, how handy, how helpful we can be.
Put us on your pillow and at night you'll see,
when you lay your head down, how lumpy we can be!
You'll suddenly remember to say your nightly prayers
because nobody wants to sleep with rocks in their hair.
Put us on the floor beside your bed for the next day
and in the morning when you rise, your rocky step will tell you to pray.
“Praise Almighty God!” you will happily say.
“Time to say my morning prayer for this blessed day.”

APPENDIX 1

All in One—A Craft, Prayer Experience, and Keepsake for Lent

*Creating a piece of art can be a form of prayer.
Remain silent as you follow the steps and reflect on
each statement.*

PREPARATION FOR LENT

Step 1: Begin your preparation for Lent by selecting a cross.

Jesus did not choose his cross, but took it for us.

Step 2: Write your name on the back of your cross.
Think about how Jesus' cross was labeled "INRI," the first letters of the Latin words in the title "King of the Jews."

Step 3: Select 13 clothespins.

Think of the clothespins as Jesus and the 12 disciples, standing together in faith.

Step 4: Pull the clothespins apart.

Consider how the disciples struggled to remain faithful when Jesus was arrested.

Step 5: Glue the clothespins to your cross.

Consider how heavy the cross must have been.

Step 6: Color or paint your clothespins.

Consider you are sealing them with your faith.

Step 7: Glue on clothespins to form Jesus' body on the cross.

Consider everything Jesus did to prepare to die on the cross. Consider what you can do during Lent to prepare for Easter. How can you become more faithful, prayerful, and thoughtful each day?





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UNIT 5

On the Lenten Journey

Lesson 5

Fasting

Unit 5 Lesson 5

On The Lenten Journey	Fasting
	<p>Lesson Overview In small groups students will think of what they can “fast” from during Lent. They will read scripture passages and reflect on why we fast and how it can bring us closer to God.</p>
	<p>Duration: 40 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Lent, and communicate what they reveal about and celebrate in Jesus’ life.</p> <p>Grade 6 - CL3: Demonstrate an understanding of the Liturgical season of Lent as it is revealed through rituals.</p> <p>Language: Oral Communication 2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>Media Literacy 3: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>A Discerning Believer Formed in the Catholic Faith Community Who: CGE1c: Actively reflects on <i>God’s Word</i> as communicated through the Hebrew and Christian scriptures</p> <p>A Collaborative Contributor Who: CGE5e: Respects the rights, responsibilities and contributions of self and others</p> <p>An Effective Communicator Who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others</p>

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

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- During the Liturgical season of Lent, Catholics practice prayer, fasting and almsgiving.
- How does fasting help us to experience our faith in Christ? How can it help us to change our hearts in preparation for Easter?

Scripture Passages:

- Matthew 6:16-17
- Luke 4:1-4

LEARNING GOALS

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

- how fasting can help us to experience our faith in Christ and help us to change our hearts in preparation for Easter

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:

- fasting
- sacrifice

Materials:

- large sheets of white paper (ledger size)
- Bibles
- Lenten Journals

Resources:

- example of word cloud (*see Appendix 1*)

MINDS ON

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

Ask students “What does fasting mean?” Once the class has established that fasting means giving up food, ask them to think about what foods they might give up during Lent. Ask them to think of other things they might give up. Have them share their ideas in small groups (3-4).

In groups or individually, students will create a word collage/word cloud (see example in *Appendix 1*) by writing the names of things they can fast from during Lent.

**Differentiated instruction: Some students may use wordle.net or other online word cloud generators.*

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)

In their groups, students will read Luke 4:1-4 and Matthew 6:16-17. They will discuss and write group responses to the following questions:

- Why did Jesus go into the desert to fast?
- What did Jesus mean when he said “One does not live by bread alone.”?
- What did Jesus say was important to do when fasting? Why do you think He said this?

One student from each group will present the group’s responses to the rest of the class.

**Differentiated instruction: Some students could read and respond only to Luke and others only to Matthew.*

CONSOLIDATION

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

In their Lenten journals have students respond to the following:

Giving up food can make us realize how fortunate we are to have food. What else might it make us think about and how might this lead to a change of heart and bring us closer to God?

Ask for volunteers to share their responses and discuss as a whole class.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Make Lenten Bracelets by braiding 3 colours of yarn (*three shades of purple if possible*) together to represent prayer, fasting and almsgiving.

Word cloud example





Working Together for Catholic Education

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UNIT 5

On the Lenten Journey

Lesson 6

Almsgiving

Unit 5 Lesson 6

On The Lenten Journey

Almsgiving

Lesson Overview

Students will read a fictional story and a scripture reading regarding almsgiving. They will reflect on the importance, in God’s eyes, of caring for the poor and vulnerable.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 5 - LS2.1: Examine Matthew 25:31-46 to identify and summarize what Jesus reveals about the judgement of God concerning the human dignity of others, the “friendship” that we are to see and establish with others (i.e. hungry, thirsty, stranger, naked, and those in prison) and how he will judge our actions towards others.

Language:

Reading: 1: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

The Arts:

Visual Arts: D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation
Rights and Responsibilities
Option for the Poor and Vulnerable
Solidarity

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

A Discerning Believer Formed in the Catholic Faith Community Who:

CGE1d: Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good

A Collaborative Contributor Who:

CGE2a: Works effectively as an interdependent team member

A Responsible Citizen Who:

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

A Self-Directed, Responsible, Lifelong Learner Who:

CGE7a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

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

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Church instructs individuals and societies to put the needs of the poor and vulnerable first.
- How can we carry out this duty?

Scripture Passages:

- Matthew 35:31-46
- Isaiah 58:10-11

LEARNING GOALS

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

- that by caring for the needs of the poor and vulnerable we show our love for God and that God will judge us by our actions towards others.

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:

- almsgiving

Materials:

- copies of “You Shall Be My Witnesses”, Year 6 of the Born of the Spirit Catechetical Program (CCCB Publications)
- Bibles
- large white paper
- Lenten Journals

Resources:

Video: “Whatsoever You Do” <https://youtu.be/uOMeVkXdxXQ>

MINDS ON

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

Read “Springtime for Shamus” in “You Shall Be My Witnesses”, Year 6 of the Born of the Spirit Catechetical Program, p. 117-118.

Discuss the questions on p.118 as a class or in small groups. Discuss the meaning of the term almsgiving (charity to the poor).

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 Bibles and read Matthew 25:31-46 together.

Ask students what the righteous people did and the accursed people did not do for others. What were the consequences of their actions?

Divide the class into six groups and have each group illustrate modern day versions of one of the following:

- I was hungry and you gave me food
- I was thirsty and you gave me something to drink
- I was a stranger and you welcomed me
- I was naked and you gave me clothing
- I was sick and you took care of me
- I was in prison and you visited me

The posters should be displayed in the classroom.

CONSOLIDATION

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

Read Isaiah 58:10-11 together.

Ask students to reflect on the following and describe the experience in their Lenten Journals.

- Have you ever felt God's joy after sharing with or caring for someone?

Play the video of the song "Whatsoever You Do", <https://youtu.be/uOMeVkXdxXQ>, as students are writing in their journals.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- The class could discuss and choose a Lenten almsgiving project to participate in.
- Students could research, promote, advertise, and carry out the project with the teacher's help as a facilitator.



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UNIT 5

On the Lenten Journey

Lesson 7

The Prodigal Son

Unit 5 Lesson 7

On The Lenten Journey

The Prodigal Son

Lesson Overview

Students will make connections between the parable of The Prodigal Son and the Sacrament of Reconciliation. They will choose a creative method to retell the parable and present it to other students.

Duration: 80 minutes (2 class periods)

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 - CL1.1: Connect gospel narratives of forgiveness (Mk. 2:1-12; Luke 15:11-32) and the institution of the Sacrament of Reconciliation (John 20:22-23) to the role of the priest within the sacrament.

Grade 4 - CL1.3: Link the Sacraments of Initiation and Reconciliation to the seasons of the liturgical calendar (Advent, Lent, and Easter).

Grade 4 - ML3.1: 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 (i.e. parables – the Prodigal Son).

Language:

Writing: 1: generate, gather, and organize ideas and information to write for an intended purpose and audience

The Arts:

Drama: B1: Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

A Discerning Believer Formed in the Catholic Faith Community Who:

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*. (Witnesses to Faith)

An Effective Communicator Who:

CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others

A Collaborative Contributor Who:

CGE5f: Exercises Christian leadership in the achievement of individual and group goals

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	<p>Visual Arts: D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p> <p>D2: Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences (Continued Learning Opportunities)</p>	
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	GUIDING QUESTIONS (coming out of the Big Idea)	
	<p>Big Idea:</p> <ul style="list-style-type: none"> The Sacraments of the Church have their roots in Scripture i.e. the ministry which Christ handed on to the Church through the apostles. (Celebrating, Grade 4) How is the Sacrament of Reconciliation connected to the parable of The Prodigal Son? <p>Scripture Passages:</p> <ul style="list-style-type: none"> Luke 15:11-32 	
	LEARNING GOALS	
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> connect the parable of The Prodigal Son to the Sacrament of Reconciliation understand the role that forgiveness, healing, and reconciliation play in our lives as Christians <p>Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>	

	INSTRUCTIONAL COMPONENTS AND CONTEXT	
	<p>Terminology:</p> <ul style="list-style-type: none"> prodigal 	<p>Materials:</p> <ul style="list-style-type: none"> Bibles modelling clay or Plasticine Paints, paint brushes, large sheets of paper <p>Resources:</p> <ul style="list-style-type: none"> Videos: The Parables of Jesus 6-The Prodigal Son: https://www.youtube.com/watch?v=V96rkM5Gpn0 <p>or</p> <ul style="list-style-type: none"> The Lego Prodigal Son: https://www.youtube.com/watch?v=F_FUlo3WngI

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MINDS ON

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

Preview and select one of the videos listed in Appendices:

“The Parables of Jesus 6-The Prodigal Son” **or** “The Lego Prodigal Son”

- Review with students what a sacrament is and make a list of sacraments. Tell students that the sacraments of the Church have their roots in scripture.
- Tell students that they are going to watch a video of a parable and they are to listen to see what the parable is teaching us.
- View the chosen video.
- Read Luke 15:11-32 together.

Ask students:

- What do you think the word ‘prodigal’ means?
- The Prodigal Son is a parable. A parable reveals a message and conceals a message. What message or lesson do *you* think is being revealed ... and being concealed?
- Who do you think the characters in the parable represent?
- What sacrament do you think the parable is teaching about?
- How is this parable connected to the Sacrament of Reconciliation?

ACTION

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

Students will choose a way to creatively retell the parable of the Prodigal Son.

Possible choices include:

- Prepare a dramatization of the story
- Create a scene from the story using clay to make the figures
- Paint a scene from the story
- Write a modern day version of the story

The dramatization will be done by a group; the other choices may be done individually or with a partner.

**Differentiated instruction: Some students may use assistive technology or a scribe for written tasks.*

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CONSOLIDATION

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

Day 2: Students complete and share their creative work.

Dramatizations and modern day versions of the story might be shared with another class or with the school during a prayer service. Paintings, clay scenes and written work could be displayed in a common area of the school.

Exit Card:

Explain the connection between The Prodigal Son and the role forgiveness, healing, and reconciliation play in our lives as Christians.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Examine Rembrandt's painting "The Return of the Prodigal Son"
http://www.rembrandtpainting.net/rembrandt's_prodigal_son.html. See Appendices 1 and 2 for background information and teacher notes.
- Students can share a time when they offered forgiveness for the betterment of the class or family community.

APPENDIX 1

The Prodigal Son Luke 15:1-32

Background

The prodigal son's request for his share of inheritance was a statement that he wished his father was dead. Early Jewish law stated, the firstborn son would inherit twice as much as any other heir. A father was expected to retain total control of his property as long as he was alive. Giving the son an early inheritance was an act of extreme generosity. If a father did decide to give his property and money to a son prior to his death, Jewish law forbade the son from selling the property while his father was still alive.

Rembrandt's Prodigal Son

One of the best known renditions of the Gospel story – *Prodigal Son* – is the painting by a Dutch artist, Rembrandt van Rijn. He was the son of a Dutch Reformed father and a Catholic mother. Religious themes constitute nearly a third of his work. Rembrandt created *The Return of the Prodigal Son* near the end of his life, at a time when he was living near poverty.

Inspiration

In the parable of the *Prodigal Son*, the message is in what the father did. He loved his child. He loved him even while he was far away. He loved him even while he was straying in a sinful way. The father's unconditional love was his gift to the son – initially the son rejected it. Upon the son's return, the gift he gave his father was an open heart to receive the unconditional love that had always been available.

When we don't use the gifts that God has given to us, we are like the son who ran away. We are like the older son when we are envious of how God treats other people. God is the father in this story. He lets the younger son make his own choices. He loves him regardless of his actions. God desires for His son to return home and be sorry. He patiently waits, ready to forgive.

APPENDIX 2

The Prodigal Son – Teacher Notes

Rembrandt's The Prodigal Son can be found at

http://www.rembrandtpainting.net/rembrandt's_prodigal_son.html

1. The yellow brownish colour of the son's clothing in contrast to the rich vibrant red in his father's garments (the son's rags represent the great misery he has seen)
2. Compassionate embrace (inner brokenness, surrounded by outward compassion)
3. The younger son (represents the rebellious nature within each of us)
4. The father touching the son (everlasting blessing, unconditional love, eternal forgiveness)
5. The son resting his head against his father's chest/heart (everlasting peace)
6. Leaving home (ignoring the truth)
7. The son's head is shaven (he is a prisoner)
8. Cloak of the father (represents dignity)
9. Son's left foot is scarred, right foot broken sandal (suffering)
10. The son's short sword (one last piece of dignity)
11. Seated man (represents sinners)
12. Tall standing man (the older brother)
13. Light on the tall standing man – elder son – is cold, light on the father is warm
.../cont'd pg 2

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14. Father and son (God/humanity, compassion/misery, complete circle of love)
15. Father's face (represents both mother and father)
16. The father's hands (one stronger, larger and open represents the strength of the father, the other hand represents the compassion, gentleness of a motherly love)
17. The father's open red cloak (inviting a warm welcoming place to rest)



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UNIT 5

On the Lenten Journey

Lesson 8

Repentance

Unit 5 Lesson 8

On The Lenten Journey

Repentance

Lesson Overview

By reading scripture passages of sinners who received God’s forgiveness students will discover that the first step in receiving forgiveness is repentance.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 - ML3.1: 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 (i.e. parables – the Prodigal Son, miracles, paschal mystery – Christ offered for our sins; the new covenant).

Grade 4 - ML3.3: Explain the process of conversion and repentance that is essential in the experience and celebration of the sacrament of Penance/Reconciliation.

Grade 5 - CL1.3: Identify in Scripture, forgiveness and healing that Christ reveals through his ministry and connect these examples to the Sacrament of Reconciliation.

Language:

Reading 1: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation
Rights and Responsibilities

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

A Discerning Believer Formed in the Catholic Faith Community 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*.
(Witnesses to Faith)

An Effective Communicator Who:

CCGE2b: Reads, understands and uses written materials effectively

A Reflective, Creative and Holistic Thinker Who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience

A Responsible Citizen Who:

CGE7b: Accepts accountability for one’s own actions

CGE7c: Seeks and grants forgiveness

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Sin can only be overcome by first acknowledging our need and asking for God's forgiveness, accepting God's grace and living in the Holy Spirit. (Living a Moral Life, Grade 4)

Scripture Passages:

- Luke 7:36-50 – A sinful woman forgiven
- Luke 18:9-14 – the parable of the Pharisee and the tax collector
- Luke 19:1-10 – Jesus and Zacchaeus

LEARNING GOALS

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

- that we must be sorry for having done wrong and want to change our ways before we can be forgiven.

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:

- sin
- repentance
- reconciliation

Materials:

- Lenten Journals
- Bibles

Resources:

- Video: Father I Have Sinned (The Prodigal Son)
<https://youtu.be/vq8JNLwX5sM>
- Examination of Conscience (*see Appendix 1*)

MINDS ON

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

Play the video of the song "Father I Have Sinned (The Prodigal Son)"

- Ask students to write in their Lenten Journals what they think the words sin, repentance and reconciliation mean. Ask for volunteers to share their responses and discuss, adding new ideas to the class "Lent" anchor chart.

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)

With a partner students will read three scripture passages that tell of God's forgiveness being given to sinners:

- Luke 7:36-50 – A sinful woman forgiven
- Luke 18:9-14 – the parable of the Pharisee and the tax collector
- Luke 19:1-10 – Jesus and Zacchaeus

Ask them to compare the passages.

A guiding question might be:

- What did the woman, the tax collector and Zacchaeus have in common?

Discuss the students' responses.

(The woman, tax collector and Zacchaeus were sinners, they recognized their sins and wanted to repent, they wanted to change.)

CONSOLIDATION

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

Explain that we can prepare for the Sacrament of Reconciliation by thinking about things that we have said or done that may have offended God or other people. One way of doing this is called an Examination of Conscience.

Distribute copies of the Examination of Conscience or read it aloud to students as they sit quietly and reflect on the questions.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Students could write their own Examination of Conscience individually or in small groups. These could be combined into a class *Examination of Conscience*.

EXAMINATION OF CONSCIENCE

Did I pay attention at Mass?
Have I fooled around in Church?
Did I pray every day?
Did I say mean things to my mom or dad?
Did I always say "Thank You" to people?
Am I hard to get along with (during school, at Grandma's, at home)?
Did I do what my mom or dad told me to do? My teacher?
Was I lazy around the house?
Did I do my chores?
Did I hurt others people's feelings by calling them bad names?
Have I started fights with my brothers and sisters at home?
Have I blamed other people for things I do?
Did I get other people into trouble?
Do I hit people when I get mad?
Have I forgiven people? Or am I holding a grudge?
Have I cheated or been unfair in games?
Did I refuse to play with someone for no good reason?
Was I was lazy about my schoolwork?
Did I fail to do my homework?
Did I cheat in school?
How many times did I lie to my parents? My teachers? My friends?
Did I take anything that didn't belong to me?
Did I avoid medicine? Did I refuse to eat food I didn't like?



Working Together for Catholic Education

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UNIT 5

On the Lenten Journey

Lesson 9

The Sacrament of Reconciliation

Unit 5 Lesson 9

On The Lenten Journey	The Sacrament of Reconciliation
	<p>Lesson Overview Students will review the vocabulary and the steps involved in the Sacrament of Reconciliation.</p>
	<p>Duration: 40 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - CL1.2: Identify in the Rite of the Sacrament of Penance and Reconciliation - who can receive and celebrate the sacrament, the rituals, blessings and prayers, signs and symbols, that signify and convey the grace and identification with Christ who forgives through the Church; and the effects of the sacrament.</p> <p>Grade 4 - ML3: Demonstrate an understanding that God is merciful (i.e. forgives sin) and offers us reconciliation through the Church and specifically the sacraments (i.e. sacraments of penance, healing, and Eucharist).</p> <p>Language: Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Writing 3: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>A Discerning Believer Formed in the Catholic Faith Community Who: CGE1b: Participates in the <i>sacramental life</i> of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story</p> <p>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 <i>redemption</i>. (Witnesses to Faith)</p> <p>A Responsible Citizen Who: CGE7b: Accepts accountability for one’s own actions</p> <p>CGE7c: Seeks and grants forgiveness</p>

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

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- Through the work of the Holy Spirit, the Sacrament of Reconciliation provides the Grace of God's mercy and forgiveness and strengthens us to live a new life in Christ. (Celebrating, Grade 4)

LEARNING GOALS

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

- the vocabulary, rituals, blessings and prayers, signs and symbols associated with the Sacrament of Reconciliation

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:

- repentance
- reconciliation
- absolution
- penance
- confession
- conscience

Materials:

- prepare the matching game by cutting apart the words and definitions and placing in envelopes or sandwich bags

Resources:

- Sacrament of Reconciliation Word Matching Game (*Appendix 1*)
- Video: "Sacrament of Reconciliation: Explained" <https://youtu.be/QtbpOERgMvk>
- "A Guide to Confession" (*Appendix 2*)
- "Act of Contrition" (*Appendix 3*)

MINDS ON

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

Reproduce and cut apart the matching game (*Appendix A*).

- Distribute one set to each pair of students and ask them to match the words to the definitions.
- Verify groups as they finish. If some pairs finish early they can play it *Concentration* style.
- Review the words and definitions once all pairs have finished.

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ACTION

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

Play the video: “Sacrament of Reconciliation: Explained”

<https://youtu.be/QtbpOERgMvk> .

Ask students:

- During the Sacrament of Reconciliation, what is your role?
- What is the priest’s role?
- What is God’s role?

Review what happens during the Sacrament of Reconciliation (*Appendix 1*). Use “A Guide to Confession” (*Appendix 2*) as a reference. Speak to your pastor or principal for specific information about the celebration of Reconciliation in your parish or school.

Distribute copies of the Act of Contrition (*Appendix 3*), and read it together. Students could glue one half of the page into their journals, and keep the other to carry with them when they receive the Sacrament of Reconciliation. (*Note: Students may have learned a different version of the Act of Contrition in the past. You may wish to consult with other teachers in the school.*)

CONSOLIDATION

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

Have students write a procedure for Grade 2 students describing how to receive the Sacrament of Reconciliation.

The procedures can be written on cards for the Grade 2’s to take with them to celebrate the sacrament. Students could copy *The Act of Contrition* on the back of the card.

**Differentiated instruction: Some students may use assistive technology or work with a partner for written tasks.*

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Have a priest come in to celebrate the Sacrament of Reconciliation with the class.
- Meet with Grade 2 students and discuss the Sacrament of Reconciliation with them.

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APPENDIX 1

SACREMENT OF RECONCILIATION WORD GAME

Sacrament of Reconciliation	One of the seven sacraments. It is when you confess your sins to a priest.
absolution	The forgiveness we receive from God through the priest in the Sacrament of Reconciliation.
penance	The prayers or good works that the priest asks you to do after you have confessed your sins.
confession	Telling the priest your sins.
reconciliation	Repairing a relationship after it has broken by some action or lack of action.
conscience	The inner voice that helps guide us to follow God's law by doing good and avoiding evil.
repentance	To be sorry for having done something wrong and to want to change your ways so you don't do it again.

APPENDIX 2

A GUIDE TO CONFESSION

1. After the priest greets you in the name of Christ, make the sign of the cross. He may choose to recite a reading from Scripture, after which you say: "Bless me Father for I have sinned. It has been (state how long) since my last confession. These are my sins."
2. Tell your sins simply and honestly to the priest. You might want to discuss the circumstances and the root causes of your sins and ask the priest for advice or direction.
3. Listen to the advice the priest gives you and accept the penance from him. Then make an Act of Contrition for your sins.
4. The priest will conclude with: "The Lord has freed you from your sins. Go in peace." You respond by saying: "Thanks be to God."
5. Spend some time with Our Lord thanking and praising Him for the gift of His mercy. Try to perform your penance as soon as possible.

APPENDIX 3

Act of Contrition

Oh my God,
I am sorry for my sins with all my heart.
In choosing to do wrong
And failing to do good,
I have sinned against You
whom I should love above all things.
I firmly intend, with Your help,
to do penance,
to sin no more,
and to avoid whatever leads me to sin.
Our saviour Jesus Christ
suffered and died for us.
In His name, my God, have mercy. Amen

Act of Contrition

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I am sorry for my sins with all my heart.
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And failing to do good,
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Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 5

On the Lenten Journey

Lesson 10

Forgiving Others

Unit 5 Lesson 10

On The Lenten Journey	Forgiving Others
	<p>Lesson Overview Students will examine scripture passages to find what Jesus tells us about forgiving others and will write a new ending to a familiar parable. They will take part in a Reconciliation Prayer Service.</p> <p>Duration: 40-60 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p>Religious Education: Grade 4 - CL1.4: Demonstrate the different ways reconciliation and healing are experienced within the Christian community (i.e. in the Mass/Eucharist, through the sacrament of Reconciliation, in charitable, compassionate, forgiving relationships among its members and with others) and explain how this practice in our daily lives sanctifies, transforms and sustains relationships while revealing God’s love within Christian families and communities and the world.</p> <p>Language: Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>The Catholic Social Teachings evident in this lesson include: Call to Family, Community, and Participation Rights and Responsibilities</p> <p>The Ontario Catholic School Graduate Expectations evident in this lesson include: A Discerning Believer Formed in the Catholic Faith Community Who:</p> <p>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 <i>redemption</i>. (Witnesses to Faith)</p> <p>A Reflective, Creative and Holistic Thinker Who: CGE3d: Makes decisions in light of gospel values with an informed moral conscience.</p> <p>A Responsible Citizen Who: CGE7c: Seeks and grants forgiveness.</p>

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Sacraments of Healing (Reconciliation and Anointing of the Sick) through the work of the Holy Spirit provide the Grace of God’s mercy and forgiveness and spiritually strengthens our faith in times of sickness reuniting us with God and others when we have sinned. (Celebrating, Grade 5)

Scripture Passages:

- Matthew 5:22-24
- Matthew 18:21-22
- Luke 11:4 (The Lord’s Prayer)

LEARNING GOALS

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

- that unless we reconcile with the people in our lives we can’t show God our love
- there is no limit to God’s forgiveness of us so we need to forgive others without limits also

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:

- reconcile
- forgiveness

Materials:

- Lenten Journals
- Bibles

Resources:

- “Father I Have Sinned”, <https://youtu.be/Y70HobAcUvU>
- Reconciliation Prayer Service (*see Appendix 1*)

MINDS ON

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

Ask students to write in their Lenten journals describing a time in their life when they had a disagreement with someone. They should describe their feelings and explain if they were able to reconcile and if so what happened.

Play the song “Father I Have Sinned” <https://youtu.be/Y70HobAcUvU> while students are writing. (*This interpretation of the song is different from the one played in the previous lesson.*)

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ACTION

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

Ask students for examples of how brothers, sisters, parents, and friends might upset and frustrate them. Explain that we often disagree with other people and this damages our relationship with them.

Read each of the three scripture passages, Matthew 5:22-24, Matthew 18:21-22 and Luke 11:4 (The Lord's Prayer), together. Ask students to identify a common message in all three.

Discuss what Jesus tells us to do when we disagree with other people. (If we don't reconcile with the people in our lives we can't show God our love. There is no limit to God's forgiveness of us so we need to forgive others without limits also.)

Ask students to recall the parable of the Prodigal Son (Luke 15:11-32) that they worked with in Lessons 8 and 9. *Reread it if necessary.* At the end of the story the older brother was angry because his brother was being welcomed home with a big party. Invite students to write a scene in which the brothers meet and reconcile.

CONSOLIDATION

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

Distribute copies of the Reconciliation Prayer Service and choose three or four readers.

Gather together in a circle to celebrate the prayer service.

**Differentiated Instruction: Readers may be given their parts in advance in order to prepare.*

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Students could choose appropriate songs to add to the beginning and end of the Reconciliation Prayer Service and pray together with another class or the school.

APPENDIX 1

Reconciliation Prayer Service

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

Teacher: We come together as God's children. God knows us, as we are, our good points and our weak ones. God is full of gentleness and compassion; He forgives us when we fail.

Reader 1: For the times that we have forgotten to respect one another, Lord, have mercy.

All: Lord, have mercy.

Reader 2: For the times we have acted selfishly, putting our own concerns and wants before those of others, Christ, have mercy.

All: Christ, have mercy.

Reader 3: For the times we have hurt one another with angry words or actions, Lord, have mercy.

All: Lord, have mercy.

Teacher or
Reader 4: No matter what we have done Jesus offers us the chance to try again.
Listen to this reading from the Gospel of Luke.
(Read Luke 15:1-7)
The Word of the Lord

All: Thanks be to God.

Teacher: Let us pray the Our Father

All recite the Our Father

Teacher: We will now say the Act of Contrition

All recite the Act of Contrition

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