

Catholic District School Board Writing Partnership

Course Profile

Religious Education: “Christ and Culture”

Grade 10

Open

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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Acknowledgments

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Course Overview

Religious Education, Grade 10, Open

Identifying Information

Course Developers: Cathy Corbett, Frank Kewin, Sharron McKeever, Leslie Miller, Robert Ryan, Michael Smith

Course Title: Christ and Culture

Grade: Ten

Development Date: September 1999

Course Type: Open

Course Reviewer: Shannon Hogan, TCDSB

Ministry Course Code: HRE2O

Credit Value: 1

Revision Date: February 15, 2000

Description/Rationale

This course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Central to this course is the sacramental nature of Jesus and through His incarnation, the sacramentality of the Catholic Church, persons, and all of creation. Beginning with students' own life experiences, seen in light of the Gospel narratives, students acquire a deeper and more systematic knowledge of Christ, his message, and his Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing as a member of a Catholic, Christian community while living within the context of a secular society. In the Family Life Education strand, students explore a variety of topics related to the themes of person-hood, interpersonal relationships, and sexuality. Students have the opportunity to experience first-hand the call and response to Christian Community Service.

How This Course Supports the Ontario Catholic School Graduate Expectations

The fundamental premise of this course is that both teacher and students are discerning believers formed in the Catholic faith tradition, intent on participating in the transformation of society. Understanding that the students operate from, and yearn to deepen their spirituality, this course encourages students to articulate Catholic beliefs, and to continue to journey as reflective, creative thinkers. By raising important questions about their faith, this course leads students to a deeper understanding of their relationship with God and neighbour. The students are called to be caring family members and responsible citizens who respect and understand the history, cultural heritage, and pluralism of today's contemporary society.

Unit Titles (Time + Sequence)

Unit 1	Called to Jesus	27.5 hours
Unit 2	Called to Be Church	21.25 hours
Unit 3	Called to Be and Relate	21.25 hours
Unit 4	Called to Be Holy	16 hours
Unit 5	Called to Be Just	24 hours

Unit Organization

Unit 1: Called To Jesus

Time: 27.5 hours

Description

Through the study of the Gospels as an extension of their Judaic roots in Hebrew Scriptures, students come to know the Jesus of History and the Christ of Faith. Understanding Jesus as the Sacrament of God leads students to an appreciation of their call to live a sacramental life. This knowledge forms the basis for students to begin to think critically about their world.

Ontario Catholic School Graduate Expectations: CGE 1a, 1c, 1i, 2a, 2b, 2c, 3a, 5a, 5b.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations: SCV.01, SCV.02, SCV.03, PFV.06 CMV.02, CMV.13, PSV.01, and FLV.08.

Specific Expectations: SC1.01B, SC1.02B, SC2.04, SC2.05B, SC3.01B, SC3.02B, SC3.03B, SC3.04B, SC3.05B, SC4.01B, SC4.02B, PF1.03B, PF1.04B, PF1.06B, PF3.02B, PF4.01B, CM2.02, CM2.03, CM2.06, CM4.01B, PS4.04B, FL1.03B, FL2.05B, FL3.02B, FL4.03, FL4.03B.

Unit 2: Called To Be Church

Time: 21.25 hours

Description

Students enter into a three-way conversation about their own life experience, their experience of parish life, and their encounters with Church teaching in order to answer the core question for this unit: What does it mean to be Catholic? Students first explore their personal faith journey. This experience, along with an investigation of an aspect of parish life, provides the experiential basis for exploring the core question. Then a study of the notion of sacramentality is undertaken. At this point students investigate the Sacrament of Anointing. This core understanding is then applied to particular aspects of Catholicism, namely: prayer, the communion of saints, Mary, and the Church. Finally, students are challenged to come to an understanding of the Eucharist as a life-giving sacrament. Throughout the unit, students write a journal that traces their explorations of each of the topics. Students compile an artistic response to their experiences and insights throughout the unit. In the culminating activity students integrate their learning by means of an artistic response to the core question of the unit question.

Ontario Catholic School Graduate Expectations: CGE 1h, 1i, 2b, 2c, 3e, 4c, 4d.

Strand(s): Scripture, Profession of Faith

Overall Expectations: SCV.04, PFV.02, PFV.03, PFV.04, PFV.05, PFV.07, PFV.08.

Specific Expectations: SC1.01B, SC1.03B, PF1.04B, PF1.05B, PF3.01B, PF3.03B.

Unit 3: Called to Be and Relate

Time: 21.25 hours

Description

Steeped in Jesus' call to love God with one's whole body, mind and soul, students come to know the sacredness of the human person. Students are challenged to examine the quality of their relationships in light of the profound example of Jesus' inclusive love. Acknowledging the impact of culture on the lives of individuals but with a focus on youth, students compare cultural priorities with the Gospel imperative. A culminating activity is the production of a media campaign, which promotes a Christian vision of personhood, relationships, and sexuality for teens.

Ontario School Graduate Expectations: CGE: 1e, 1g, 1h, 1j, 4a, 4g, 4h, 5a, 5e, 6a, 6b, 6c, 7d.

Strand(s): Scripture, Profession of Faith, Family Life Education

Overall Expectations: SCV.02, SCV.06, PFV.01, PFV.06, CMV.01, CMV.07, PSV.01, PSV.03, PSV.05, FLV.01, FLV.06, FLV.01, FLV.02, FLV.03, FLV.04, FLV.05, FLV.06, FLV.07, FLV.08, FLV.09.

Specific Expectations: SC1.04B, SC3.02B, SC4.01B, PF1.02B, PF1.04B, PF1.06B, PF3.01B, PF3.02B, PF4.01B, PF4.05B, PF4.06B, PF4.07B, CM1.01, CM2.06B, CM4.04B, PS1.01B, PS1.06B, PS2.01B, PS4.01B, PS4.04B, FL1.01B, FL1.02B, FL2.01B, FL2.02B, FL2.03B, FL2.04B, FL3.01B, FL3.02B, FL3.03B, FL3.04B, FL3.05B, FL3.06B, FL4.01B, FL4.02B, FL4.03B, FL4.04B.

Unit 4: Called to Be Holy

Time: 16 hours

Description

Informed by Christ's life and the teachings of the Church, students apply Christian moral principles to the relevant moral issues in their lives. Students are given opportunity to illustrate maturity in their understanding and practice of Catholic moral decision making methods. In addition students examine the virtue of holiness in the Scriptures and apply insights gleaned to their own faith lives.

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 3c, 3d, 6b, 7a, 7b, 7c.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Ontario Catholic Graduate Outcomes: CGE 1a, 1c, 1d, 1e, 1g, 1j, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4e, 4f, 4g, 5a, 5e, 5g, 6c, 7a, 7b, 7c, 7j.

Overall Expectations: SCV.02, PFV.06, PFV.09, CMV.01, CMV.02, CMV.04, CMV.06, PSV.05, FLV.01.

Specific Expectations: SC1.04B, SC3.03B, SC3.03B, SC4.01B, SC4.03B, PF1.02B, PF1.05B, PF4.05B, PF4.06B, CM1.01B, CM1.03B, CM2.07B, CM2.08B, CM3.03B, CM3.04B, CM3.06B, CM4.04B, PS1.08B, PS2.01B, PS4.01B, PS4.04B, FL2.01B, FL3.05B, FL1.03B.

Unit 5: Called to Be Just

Time: 24 hours

Description

Through this unit students grow in their understanding and appreciation of the gospel call to live justly. In light of social justice teachings found in Scripture and Catholic Church Tradition, students explore local and global social justice issues. Students carry out a research project on global issues. As a culminating activity, students develop and begin to implement a plan of action that addresses a local social justice issue. Time is allotted at the end of this unit for review of the course material in preparation for a final exam.

Ontario Catholic Graduate Expectations: CGE: 1d, 1j, 2e, 3b, 3c, 3f, 4b, 5b, 5d, 6e, 7e, 7f, 7i, 7j.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations: SCV.04, SCV.05, PFV.09, CMV.03, CMV.04, CMV.08, CMV.09, CMV.10, CMV.11, CMV.12, PSV.01, PSV.02, PSV.05, FLV.03, FLV.04, FLV.06.

Specific Expectations: SC1.04B, SC3.03B, SC3.03B, SC4.01B, SC4.03B, PF1.02B, PF1.05B, PF4.05B, PF4.06B, PF4.07B, CM1.01B, CM1.03B, CM2.07B, CM2.08B, CM3.03B, CM3.04B, CM3.06B, CM4.04B, PS1.06B, PS1.07B, PS1.08B, PS2.01B, PS4.01B, PS4.04B, PS4.05B, FL2.01B, FL3.05B, FL1.03B.

Course Notes

The Religious Education Grade 10 Open *Christ and Culture* course provides the foundation for further learning in Religious Education. The goal of the program is to develop theological literacy around the five strands: Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramentality, Family Life. The course emphasizes the presence of Christ in our world and offers students an opportunity to view world cultures, with a primary focus on their own, as seen through the eyes of Christ. The aim is to enable students to develop an awareness of the sacramental nature of all life and the seven sacramental moments highlighted for ritual celebration by the Catholic Church.

The measure of any learning is the degree to which it effects change. For Religious Education growth in theological knowledge and understanding should result in the practice of Christian living within community. There will be opportunities in Unit 2 and Unit 5 of this course for students to experience and reflect on the meaning of Christian service.

In today's technological environment, individuals must make moral and ethical decisions that seek to use technology constructively and in the service of humanity. The teacher will take every opportunity possible to encourage the use of Internet, CD-ROM, video, tape-recorded media and television, in the collection and dissemination of information. It is important that teachers instruct students in the appropriate, moral use of the Internet and that they ensure that Board/school policies concerning the use of the Internet are upheld.

Reflecting on one's life can affect positive growth. Students are required to keep a reflection journal and to use it frequently to respond to new learning.

Prayer and celebration are central to any Religious Education course. Every class begins with prayer. Students are given the opportunity to lead prayer regularly and to plan and participate in liturgical celebrations. Since the focus of this course is sacramentality, liturgies take on a particular role in revealing the nature and practice of sacramental celebrations. Given that some of the Seven Sacraments of the Church are highlighted in the specific expectations for this course, a Eucharistic Celebration is one of the central liturgies for this course. Students are also given the opportunity to celebrate the Sacrament of Reconciliation.

It is understood that in some regions of Ontario, a priest may not be available to celebrate the Sacraments of Reconciliation and Eucharist. Schools in these situations will plan liturgies of the Word and liturgies that focus on the theme of reconciliation.

Teachers need to be attentive to, and respectful of, the individual life experiences of each of their students. The student population of any given school community includes individuals from different socio-economic, political, cultural, and religious backgrounds, each bearing their own biases, and value systems. By the very nature of this course, students will be encouraged to look at these experiences, biases, and values with a critical eye, but in the process should not feel diminished or chastised for the views that they and their families hold to be true. Teachers should be particularly considerate of students who are not of the Catholic faith tradition.

Resources listed below do not represent a prescriptive or an exhaustive list of texts that might be used to meet the Graduate outcomes or the overall and specific expectations outlined in *Religious Education: Ontario Catholic Secondary Curriculum Policy Document*.

The following resources, sited with full bibliography in the list of resource texts below, are strongly recommended as key teacher/student texts for successful completion of this course:

Turning Points

Jesus of History, Christ of Faith

Celebrating Sacraments

NRSV Bible

AIDS: a Catholic Educational Approach to HIV, 3rd edition

Teaching/Learning Strategies

Instructional Strategies

Brainstorming – group generation of initial ideas expressed without criticism or analysis.

Carousel – expert groups or individuals prepare and deliver a carousel or presentation on specific topic for students who circulate from station to station in the carousel.

Case Study – investigation of real and simulated problems.

Conferencing – student-to-student and student-to-teacher discussion.

Debates – formal group discussions with planned presentations.

Independent Study – students explore and research a topic of interest.

Jigsaw – specialized group learning followed by home group sharing.

Journalling – individual reflections recorded in a journal.

Role Playing/drama – group generation of initial ideas expressed without criticism or analysis.

Simulation Games – games that encourage reflection and interpretation of events/situations.

Storytelling – presenting ideas through the art of storytelling and reflective discussion.

Socratic Presentation – teacher presentation of information.

Media Presentation – use of computer lab, videos, audio taps, newspapers, etc. to create and deliver presentation.

Think/Pair/Share – students reflect on concept, then share with a partner, then students share the partners reflections with larger group.

Assessment and Evaluation

Rubrics within this document that are specific to the activities within a given unit have been placed in a unit appendix at the end of the unit and labelled: Unit # Appendix # (e.g., Unit 4, Appendix 2). Generic rubrics design to be modified to meet the specific needs of several activities within the profile, have been placed in the Profile Appendix at the end of the profile and are labelled: Title, Appendix - letter (e.g. Rubric for Journal Writing, Appendix A).

Personal Communication

- journals/conferencing logs
- self-assessment
- student-teacher conference

Summative Tests

- unit tests (knowledge)
- quiz
- final examination

Observation

- formal/informal

Performance Assessment

- debate
- liturgy planning process
- presentation
- portfolios
- graphic organizers

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- simulations
 - projects
 - dramatic presentations

Summative Evaluation

Assessment, evaluation, and reporting should be based on the Achievement Levels outlined on page 13 of *Ontario Catholic Secondary Curriculum Policy Document for Catholic Education*. The design of the summative evaluation should, where possible, provide students with the opportunity to demonstrate learning in the four categories of achievement:

- Knowledge/Skills,
- Thinking/Inquiry,
- Communication,
- Connection/Application.

Thirty percent of the final grade will be based on a cluster of summative tasks:

- Global Social Justice Research project,
- Local Plan for Social Justice,
- A final exam based on expectations not yet evaluated in the previous two projects.

Accommodations

Integration into the regular classroom is a primary consideration in the placement of exceptional pupils. Accommodation suggestions for each activity have been provided within the units where deemed appropriate. Where applicable, consideration must also be given to address cultural diversity and ESL students. The following are a list of strategies suggested within the document to assist exceptional students, both gifted and challenged.

- Students choose from a variety of response methods: oral, written, pictorial, dramatic, musical.
- Make use of a variety of teaching strategies to address various ability levels and learning styles.
- Students' roles within groups should be assigned based on their strengths.
- Pair students of different ability level as study buddies or for discussion activities.
- ESL students could be given the opportunity to present the cultural interpretation of scriptures stories from their place of origin.
- Some students may be directed to research with a chosen set of resources that are appropriate to their level of reading and comprehension. The school teacher-librarian is an excellent resource for accommodation material.
- ESL students or students who experience reading difficulties may benefit if written material is read to them rather than having to read it themselves.
- Notes may be photocopied for students who experience difficulty making comprehensive, legible notes.
- As an option to the regular class assignment, gifted students could be given an independent research project using the Internet or CD-ROM programs to gather information.
- Students who have difficulty with grammar and spelling should use a computer/word processor with spell and grammar check to keep a daily journal or complete written assignments.
- Students who have difficulty presenting could be encouraged to respond through tape-recorded or videotaped messages.
- Reduce the quantity of work while retaining the demand for quality, for students who are unable to complete assignments, e.g., assign only the even numbered questions.
- Design rubrics that allow all students to succeed while challenging gifted students to excel at their highest potential.

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- Provide students with below grade reading ability with a copy of the Good News Bible instead of the NRSV.

Students, who assess at a level 1 as outlined in the guidelines provided in *Religious Education: Ontario Catholic Secondary Curriculum Policy Document*, will need special accommodations to insure a successful completion of this course. Programs for students, who are working at level 4, will require accommodation through enrichment to ensure that they are reaching their full potential. An IEP will be needed for students who fail to reach level one.

Since the Bible is the central literary resource for all Religious Education Courses, many outcomes in this document require an understanding of literary forms and genres. Students are also expected to use critical approaches to the reading of Sacred Scripture. Where this offers opportunity for gifted students to work at full potential, it can prove to be very challenging for others. Special consideration must be given to the needs of individual students when dealing with Biblical exegesis.

Teachers using this Course Profile are expected to be acquainted with students' Individual Educational Plans (IEPs) and the unique learning characteristics of their individual students and to make the necessary accommodations.

Main Resource

(T = Teacher Resource, K = Key Text, S = Student Resource)

Required Texts

CCCB. *AIDS: A Catholic Educational Approach to HIV*, 2nd. Toronto: The Institute for Catholic Education, 1999. (T,S,K)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (T,S,K)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1984. (T,S,K)

Turning Points: *Readings in Daily Life Education*. Toronto: Prentice Hall Ginn, 1997. (T,S,K)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (T,S,K)

Printed Matter

A Reference Guide: St Mary's Press Courses and the Catechism of the Catholic Church. St. Mary's Press.

Ahlers, Julia, Barbare Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Auer, Jim. *Who Runs Our Church?* Youth Update Y0893. Cincinnati, OH: St. Anthony's Messenger Press, 1993. (T)

Bausch, William. *Stories for Preachers and Teachers*. Mystic, CT: Twenty Third Publications, 1998. (T)

CCCB. *Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T,S)

CCCB. "Be With Me" in *Born of the Spirit Catechetical Series*. Ottawa: CCCB Publications Service, 1998. (T)

Cantalamessa, Raniero. *The Eucharist Our Sanctification*. Collegeville, MN: the Liturgical Press, 1993. (T)

Cavano, Jerilyn Friedmann. *Catholic Teaching on Mary*. Willa Maria, PA: The Center For Learning, 1999. (T)

Carley, Moira and Bernard Smyth. *For the Good of All*. Toronto. The Institute for Catholic Education, 1992. (T)

Carretto, Carlo. *Blessed Are You Who Believed*. Maryknoll: Orbis, 1984. (T)

Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third Publications, 1983. (T,S)

Daley, Michael. *Connect the Creed to Your Life: Youth Update Y0395*. Cincinnati, OH: St. Anthony's Messenger Press, 1995. (T)

Driedger, Patricia M. *The Church: Our Story*. Ave Maria Press, 1999. (T)

Dulles, Avery. *Models of the Church - Expanded Edition*. Toronto: Image, 1986. (T)

Dulles, Avery. *A Church to Believe In*. New York: Crossroad, 1982. (T)

Foley, Leonard. *The Communion of Saints*. Catholic Update CU1187. Cincinnati, OH: St. Anthony's Messenger Press, 1987. (T)

Foley, Leonard. *Seen Any Saints Lately?* Youth Update YU1188. Cincinnati, OH: St. Anthony's Messenger Press, 1988. (T,S)

Foley, Leonard. *Why We Have Sacraments* Youth Update YU0787. Cincinnati, OH: St. Anthony's Messenger Press, 1987. (T)

Friedman, Greg. *What Does It Mean to "Be Church?"* Catholic Update CU0585. Cincinnati, OH: St. Anthony's Messenger Press, 1985. (T)

Fritsch, Carla E. and William J. Raddell Jr. *Teaching Catholic Morality*. Rocky River, OH: Center for Learning, 1993. (T)

Fritsch, Waner, and Zulegar. *Church History: Tracing Our Pilgrimage*. Willa Marie, PA: The Center for Learning, 1989. (T)

Gabriele, Edward. *Prayer with Searchers and Saints*. Winona, MN: Saint Mary's Press, 1998. (T)

Georgic, Bob. *Prayer and Worship*. Orlando: Harcourt Religion Publishers, 1995.

Gula, Richard M. *Catholic Update, Understanding Sin*. Cincinnati, OH: St. Anthony Messenger Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character: Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998. (T,S)

Johnson, Elizabeth. *Friends of God and Prophets*. New York: Continuum, 1999. (T)

Justice In the World – World Synod of Bishops. 1967. (T)

Koch, Carl. *The Catholic Church, Our Mission in History*. Winona, MN: Saint Mary's Press, 1995. (T)

Koch, Carl. *The Catholic Church: Journey and Mission*. Winona, MN: Saint Mary's Press, 1994. (T)

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1996. (T,S)

Koch, Carl and Joyce Heil. *Created in God's Image*. Winona, MN: St. Mary's Press, 1991. (T)

Kohlenberger III, John R., ed. *The Concise Concordance to the New Revised Standard Version*. Oxford: University Press, 1993. (T,S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991. (T,S)

Maguire, Daniel C. *Catholic Update, A New Awareness of Sin*. Cincinnati, OH: St. Anthony Messenger Press, 1981. (T)

McCarty, Michelle. *Relating A Christian Approach to Friendship and Love*. Dubuque, IA: Brown-ROA, 1994. (T,S)

McBrien, R. *Catholicism*. San Francisco: HarperSanFrancisco Publishers, 1994. (T)

McKeever, Sharron and Ralph Pallone. *Retreats for Secondary Schools*. Oshawa: Durham Catholic District School Board, 1998. (T)

Pennock, Michael. *Forming a Catholic Conscience*. Winona, MN: Ave Maria Press. (T)

Pennock, Michael. *Moral Problems*. Winona, MN: Ave Maria Press. (T)

Piechowski, Otto. *Catholic Teaching On the Eucharist*. Villa Maria, PA: the Center for Learning. (T)

Prochaska, Louise Marie and Loretta Pastva. *Living a Moral Life, Gifted and Growing*. Mission Hills, CA: Benziger Publishing Co. (T)

Qualls, Cathy and Kieran Sawyer. *The Church at 21 Centuries: Director's Manual*. South Bend, IN: Ave Maria Press, 1998. (T)

On the Hundredth Anniversary of Rerum Novarum. 1991. (T)

O'Conner, F. *Documents of Vatican Council. II*. (T)

Richstatter, Thomas. *Inside a Catholic Church*, Youth Update Y1094, 1994. (T,S)

Roberto, John, et al. *Discipleways*. Naugatuck, CT: Center for Ministry Development, 1997. (T)

Sawyer, Kieran. *Developing Faith Series*. South Bend, IN: Ave Maria Press, 1998. (T,S)

Schmitt, Lara. *On Mary Truths and Connections*, Youth Update Y0594. Cincinnati, OH: St. Anthony's Messenger Press, 1994. (T)

Smith, Robert W. *Find Your Place In The Parish*, Youth Update YU0287. Cincinnati, OH: St. Anthony's Messenger Press, 1987. (T,S,K)

Stouzenberger, Joseph. *The Christian Call to Justice and Peace*. (T,S)

The Catholic Bishop's Conference of England and Wales. *The Common Good and the Catholic Church's Social Teachings*. London, England. CBCEW, 1996. (T)

The Challenge of Peace - National Conference of Catholic Bishops, 1983. (T)

The Harvest of Justice Is Sown in Peace, National Conference of Catholic Bishops, 1993. (T)

Williams, Ronald J. and Mary E. Grycxka. *Catholic Morality: Guidelines for Christian Living*. Dubuque, IA: Brown Roa Publishing Media, 1989. (T)

Zanzig, Thomas. *Understanding Catholic Christianity*. (Revised edition). Winona, MN: Saint Mary's Press, 1999. (T,S)

Human Resources

Canadian Catholic Organization for Development and Peace

Audio

How Excellent! Songs For Teens. Chicago, IL: GIA Publications, Inc., 1996.

Videotape

"Ailing Annie" in the *Changing Sacraments Series*. Cincinnati, OH: St. Anthony's Messenger Press.

Heroes of Faith. Santa Fe Communications. (11 short biographies)

Kids Can Save the Children. (Craig Keilberger)

Great Stories of Faith, Ritual, and Symbol. UMCCom Productions, EcuFilm, Nashville, Tennessee.

Jesus of Nazareth. Sir Franco Zeffirelli. MCA Home Video, 1977.

Mary of Nazareth. A&E Biography Series.

Oscar Romero. Vision Video.

Pray Today. Harcourt Religion Publishers, 1997.

Paul and Peter. Vision Video.

Sharelife and Students. Archdiocese of Toronto, 1999.

Testament: Bible and History. Thy Kingdom Come Films for Humanities and Sciences.

The History of the Eucharist. Harcourt Religion Publishers, 1993.

What the Eucharist Really Means. Harcourt Religion Publishers, 1993.

Computer Software

Butlers Lives of the Saints. Harmony Media.

Catechism of the Catholic Church. NCCB.

Concordance. CD-ROM Liguori Faithware.

Documents of Vatican II. Catholic Software.

Encyclopedia of Catholic History on CD ROM. Our Sunday Visitor.

Logos Catholic Scholar's Pack. Logos Software.

Our Sunday Visitor's Encyclopedia of Saints. Our Sunday Visitor.

Social Teachings of the Church.

The Bible Library for Catholics. CD-ROM.(NAB, NRSV, RSV) Liguori Faithware.

The Catholic Church: Exploring Our Tradition. Maranatha Multimedia.

The Illustrated Catholic Bible (NAB, RSV). Harmony Media.

Welcome to the Catholic Church on CD ROM. Harmony Media.

Internet

Alapadre's Sacrament Links: <http://www.alapadre.net/sacrament.html>

Amnesty International: www.amnesty.ca

Archdiocese of Toronto: Office of Catholic Youth. <http://web.idirect.com/~youth>.

Archdiocese of Toronto: http://www.ecclesia_Ottawa.org/e_menu.html

Bible Gateway: <http://bible.gospelcom.net/>

BC Education: Special Education Branch:

<http://www.bced.gov.bc.ca/specialized/gifted/strategies.html/http://bible.gospelcom.net>

At Bridge Building Icons: www.bridgebuilding.com

The Catechism of the Catholic Church: <http://www.christusrex.org/www1/CDHN/ccc.html>

Canada World Youth: <http://www.cwy-jcm.org>

Canadian Catholic directory of Churches: <http://137.122.12.4/advent2/>

Canadian Catholic Organization for Development and Peace: www.devop.org.

Canadian Conference of Catholic Bishops - links: www.cccb.ca

Catholic Information Centre on Line: www.catholic.net

Catholic Update: <http://www/AmericanCatholic.org>

Catholicism on the Web – links: www.cccb.ca

Centre for Learning: listing of books, lesson plans, teacher's bulletin board: www.centerforlearning.org

Christian Pulpit (Audio version of the RSV - Requires 'Real Audio'): <http://talkingbible.com/>

Diocese of Alexandria-Cornwall: http://www.diocese-alex-cnwl.on.ca/e_eilcome.htm.

Diocese of Hamilton: <http://home.golden.net/~wts/Hamilton/index2.html>

Diocese of London: <http://www.rcec.london.on.ca/>

Diocese of St. Catharines: <http://www.romancatholic.niagara.on.ca/>

Diocese of Sault Ste. Marie: <http://www.osys.ca/cathcom.htm>

Diocese of Thunder Bay: <http://dotb.baynet.net/>

Diocese of Timmins: <http://www.nt.net/~dioctims/>

Doctors Without Borders: <http://www.dwb.org/index.html>

Documents of the Second Vatican Council: <http://www.christusrex.org/www1/CDHN/v1.html>

Encyclicals and Other Papal Documents: <http://listserve.american.edu/catholic/church/papal/papal.html>

Gifted Resources Home Page: <http://eskimo.com/~user/kids.html>. Contains links to many on-line gifted resources including ERIC resources on gifted education, publications for gifted and talented mailing lists, conferences, and other events, pen pals, enrichment programs, talent searches.

Helen Caldicott: <http://www.noradiation.org/caldicott>

Logos Catholic Scholar's Pack. Logos software. www.logos.com

Maranatha Multimedia, *The Catholic Church: Exploring Our Tradition* available at www.maramatha.on.ca

Mother Teresa and Missionaries of Charity: <http://www.swb.org/index.html>

Mother Teresa and Other Saints: http://www.re.net/hartford/st_joseph/deacon_heroes.htm

New American Bible: <http://www.nccbuscc.org/nab/bible/index.htm>

Oscar Romaro: <http://www.silk.net/RelEd/romero.htm>

The Ontario Conference of Catholic Bishops: <http://www.occb.on.ca/>

Roman Catholic Church Resources: <http://home.golden.net/~wts/index2.html>

Status of Women: activities around International Women's Day: www.swc-cfc.gc.ca

Ten Days Of Global Justice: <http://www.web.net/~tendays>

TIME: <http://www.cgi.pathfinder.com/time/time100/leaders/index.html>

The Vatican: <http://www.vatican.va/>

United States Bishop's: www.neebuscc.org

Educational Assessment and Evaluation Rubrics: http://ink.yahoo.com/bin/query_ca?p

Educational Assessment and Evaluation Rubrics Sites: <http://hale.pepperdine.edu/lnoguer/rubricsites.htm>
<http://www.proteacher.com/020061.shtml>

OSS Policy Applications

Institute for Catholic Education. *Ontario Catholic Secondary Curriculum Document for Religious Education*. Toronto: Institute for Catholic Education, 1999.

Ontario Ministry of Education and Training. *Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Cooperative Education: A Resource Guide*. Toronto: Queen's Printer, 1980.

Ontario Ministry of Education and Training *Engendering Equity: Transforming Curriculum*. Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training *Handbook for Teachers of Students With Learning Disabilities*. Toronto: Queen's Printer, 1980.

Ontario Ministry of Education and Training. *Media Literacy Resource Guide*. Toronto: Queen's Printer, 1989.

Ontario Ministry of Education and Training. *The Ontario Curriculum for Grades 9 and 10: Program Planning and Assessment*. Toronto: Queen's Printer, 1999.

Course Evaluation

A variety of assessment tools will be used to assess and evaluate student performance in the four categories of knowledge/understanding, thinking/inquiry, communication, and application/connections. Sample generic rubrics have been provided that will assist teachers in the assessment of expectations addressed in specific units. It is recommended that all teachers have at their disposal a copy of *Program Planning and Assessment; The Ontario Curriculum, Grades 9 and 10* and a copy of *Ontario Catholic Secondary Curriculum Policy Document for Religious Education, 1999*.

Course Expectations, Religious Education, Grade 10, HRE20

Scripture

Overall Expectations

By the end of Grade 10, students will.

SCV.01

– identify the four gospels as the heart of the Christian Scriptures and the primary source of knowledge about Jesus (CCC – 125)

SCV.02

– recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03

– develop appropriate skills for interpreting Scripture through Exegesis;

SCV.04

– explain the “good news” of the gospel story as a way to know God’s saving love for humanity;

SCV.05

– recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;

SCV.06

– appreciate the use of Scripture in Christian prayer and worship.

Specific Expectations

Knowledge and Understanding

SC1.01B

– demonstrate an understanding of the Christian community’s growing appreciation of the divinity of Jesus (expressed in such titles as Christ, Son of Man, Lord, Son of God, Saviour), as a foundation for the process which would lead to the great Christian Creeds (CCC – 430-662)

SC1.02B

– identify the stages of gospel formation (e.g., the life and teachings of Jesus, the oral tradition, the written tradition);

SC1.03B

– understand that the message of the gospels includes a call to speak and to act on behalf of the oppressed and those denied human dignity;

SC1.04B

– demonstrate a knowledge of the Gospel call to right relationships with god and neighbour as a way to live as disciples of Jesus;

Thinking/Inquiring

SC2.01B

– use the tools of exegesis to interpret the gospels (e.g. author’s community and purpose, literary genres employed, effects of oral tradition);

SC2.02B

– listen to the Gospel as an invitation to live justly with God and neighbour and to challenge human oppression;

SC2.03B

– retell the parables of Jesus in relation to contemporary times;

SC2.04B

– use various artistic forms to describe the Gospel portraits of Jesus;

SC2.05B

– show an understanding of how to operate Biblical software programs in order to learn more about the life and times of Jesus.

Communication**SC3.01B**

– explain what it means to consider Jesus as revelation of the Father’s love;

SC3.02B

– describe the gospels as the primary source of information and understanding about the person of Jesus;

SC3.03B

– state the similarities and differences between the various gospel portraits of Jesus.

Application of Gospel Values**SC4.01B**

– appreciate the gospels as testimonies of faith in Jesus;

SC4.02B

– recognizes the reading of the gospels as a way of coming to know Jesus more deeply;

SC4.03B

– appreciate behaviour which is consistent with Christian discipleship, especially with regard to the demands of justice and love;

Profession of Faith**Overall Expectations**

By the end of Grade 10, students will:

PFV.01B

– demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC – 356-412), created, loved and redeemed by God (CCC – 559-618,651-655);

PFV.02B

– demonstrate an understanding of the role of the Church in God’s plan for salvation (CCC – 770-776)

PFV.03B

– identify various ways in which the Church expresses itself as the “people of God” (CCC – 781-786)

PFV.04B

– demonstrate an understanding of Mary as Mother of God and Mother of the Church (CCC – 963-975)

PFV.05B

– understand the importance of the communion of saints within Church history (CCC – 946-962)

PFV.06B

– demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC – 512-560);

PFV.07B

– identify and describe the role and history of the sacraments in the life of Catholics with special emphasis on the sacraments of Eucharist (CCC – 1322-1405) and Anointing of the Sick (CCC – 1499-1525);

PFV.08B

– demonstrate an understanding of the main creedal forms of the Catholic Church (Apostle’s Creed, Nicene Creed, baptismal liturgy);

PFV.09B

- demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own life situations (CCC – 1928-1942)

Knowledge and Understanding

PF1.01B

- identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;

PF1.02B

- identify ways in which openness to the Holy Spirit in prayer and attention to sacramental life strengthens Christians to meet the challenges of discipleship;

PF1.03B

- realize the Father’s desire to be known and loved through Jesus Christ;

PF1.04B

- recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PF1.05B

- understand that the work begun by Jesus continues in the world through the Church and its members;

PF1.06B

- identify the Christian meaning of the terms Incarnation and Christology;

PF1.07B

- demonstrate a knowledge of the Church’s teachings on the dignity and worth of the material world.

Thinking/Inquiring

PF2.01B

- use the preferential option for the poor as the Criterion for analysing social justice issues.

Communication

PF3.01B

- explain the Christian meaning of persons as created in the image and likeness of God;

PF3.02B

- express what it means to have a relationship with God through Jesus Christ;

PF3.03B

- name the various ways the church expresses its relationship with Jesus Christ.

Application of Gospel Values/Making Connections to Faith and Life

PF4.01B

- use gospel readings in personal prayer and communal prayer services;

PF4.02B

- evaluate their life style in terms of its ecological impact;

PF4.03B

- engage in community service learning and assess the experience in light of the Christian call to discipleship;

PF4.04B

- acknowledge that the love of God for all people demands justice.

Christian Moral Development

Overall expectations

By the end of Grade IO, students will:

CMV.01B

– recognize that knowing the life and teachings of Jesus is important for moral decision-making;

CMV.02B

– understand how Jesus models a generous attitude towards others;

CMV.03B

– demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture (CCC – 1928-1942);

CMV.04B

– explain how justice is a demand of natural law (CCC – 1954-1960);

CMV.05B

– demonstrate knowledge of the social teachings of the Church (CCC – 2419-2425);

CMV.06B

– use the 7th and 10th commandments as a tool for critical reflection on career and life skills planning (CCC – 2514-2550);

CMV.07B

– employ Christian moral principles to issues concerning the media;

CMV.08B

– apply the Church's social justice teachings to both local and global concerns;

CMV.09B

– use the preferential option for the poor as the criterion for analysing social injustice issues (CCC – 2443-2449);

CMV.10B

– evaluate their lifestyles in terms of its ecological impact;

CMV.11B

– engage in community service learning and assess this experience in light of the Christian call to discipleship;

CMV.12B

– identify the balance between the right to own and the requirements to share in specific situation (CCC – 2402-2406);

CMV.13B

– recognize that there is an absolute truth and God is its source (CCC – 2465-2570).

Knowledge and Understanding

CM1.01B

– demonstrate a knowledge of the life and teachings of Jesus and identify their importance for moral decision-making;

CM1.02B

– demonstrate a knowledge of the social teachings of the Church;

CM1.03B

– understand that Salvation history teaches that all of God's creation is good, that human beings are responsible stewards of creation, and that sin (both personal and social) is present in the world;

CM1.04B

– demonstrate an understanding of how responding with compassion leads to peace.

Thinking/Inquiry

CM2.01B

- identify and analyse examples of prejudice;

CM2.02B

- suggest ways that they could respond with compassion to situations of injustice;

CM2.03B

- suggest ways to respond with compassion to situations of injustice;

CM2.04B

- use the preferential option for the poor as the criterion for analysing social injustice issues;

CM2.05B

- evaluate their lifestyle in terms of its ecological impact;

CM2.06B

- identify the correlation between their relationship with God and their relationship with others and the earth;

CM2.07B

- evaluate their own behaviour in light of the 7th commandment;

CM2.08B

- compare and contrast attitudes in contemporary culture with the 10th commandment.

Communication

CM3.01B

- define justice in terms of respect for the integrity and balance of creation;

CM3.02B

- define responsible stewardship;

CM3.03B

- define envy and understand why envy may be sinful;

CM3.04B

- explain what makes authority legitimate (i.e., the common good);

CM3.05B

- explain how justice is a demand of natural law.

Application of Gospel Values/Making Connections to Faith and Life

CM4.01B

- perceive the challenge of God's preferential option for the poor;

CM4.02B

- acknowledge that the love of God for all people demands justice;

CM4.03B

- recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;

CM4.04B

- appreciate that the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;

CM4.05B

- appreciate that active participation in community service is a primary vehicle for the development of the common good.

Prayer and Sacramental Life

Overall Expectations

By the end of Grade 10, students will:

PSV.01B

– recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PSV.02B

– explain the meaning and role of Eucharist and Anointing the Sick in the life of a Christian;

PSV.03B

– demonstrate a knowledge of the various purposes of prayer (CCC – 2623-2643);

PSV.04B

– identify and assess the value of both personal and communal prayer within Christianity;

PSV.05B

– appreciate how prayer involves the whole person (i.e., mind, body, spirit) (CCC – 2700-2719).

Specific Expectations

Students will:

Knowledge

PSI.01B

– demonstrate an understanding of the role of religious symbols, celebration and ritual in revealing the significance of important passages in the life journey of human beings;

PSI.02B

– identify the concept of ‘sacraments of initiation’ (Baptism, Confirmation, Eucharist) (CCC § 1212-1314);

PSI.03B

– understand the reasons for Sunday Eucharist obligation in Catholic Church tradition (CCC § 2174-2188);

PSI.04B

– identify the seven sacraments of the Church as visible signs of God’s invisible presence and action;

PSI.05B

– identify and explain the meaning and structure of the rite of Anointing;

PSI.06B

– demonstrate a knowledge of the various purposes of prayer;

PSI.07B

– understand the importance of the main traditional prayers of the Church (Our Father, Hail Mary, Glory to the Father);

PSI.08B

– understand charitable giving and tithing as an offering to God and a form of prayer.

Thinking/Inquiring

PS2.01B

– identify and assess the value of both personal and communal prayer for a life of faith;

PS2.02B

– explore the meaning of the greeting and announcement of the Gospel title that precedes its proclamation.

Communication

PS3.04B

– explain the role of sacraments in the life journey of Catholics with special emphasis on the sacraments of initiation and healing (CCC § 1145-1162);

PS3.02B

– name the seven sacraments of the Church;

PS3.03B

– identify and explain the meaning and structure of the Eucharist (CCC § 2174-2188).

Application of Gospel Values/Making Connections to Faith and Life

PS4.01B

– recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

PS4.02B

– appreciate the importance of religious symbol and ritual in the sacramental life of the Church;

PS4.03B

– value the importance of the use of the body in prayer;

PS4.04B

– appreciate how a life of prayer contributes to the life journey of Catholics;

PS4.05B

– show reverence for the traditional prayer forms of Catholicism;

PS4.06B

– appreciate the sacrament of anointing in the context of sickness, dying and eternal life.

Family Life Education

Overall Expectations

By the end of Grade 10, students will:

FLV.01B

– recognize and explore the meaning of integrity and belonging in human life;

FLV.02B

– describe the stages of cognitive and affective development throughout the life span;

FLV.03B

– demonstrate awareness of the experience of anger, its expression, management strategies and sources of help;

FLV.04B

– examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;

FLV.05B

– understand the family life cycle;

FLV.06B

– analyse patterns of exploitative, harassing and abusive behaviours and assess the negative impact on relationships;

FLV.07B

– explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of premarital sexual activity (CCC § 2337-2359)

FLV.08B

– evaluate healthy and unhealthy attitudes to the human body and physical appearance;

FLV.09B

– demonstrate an understanding of the sacredness of the human person, body and spirit (CCC § 2258-2262), from conception until natural death (CCC § 2268-2283)

Specific Expectations

Students will study three areas in Family Life Education (Personhood, Relationships, and Sexuality), to support the direction given in the OCCB's 1996 message to the Catholic education community, entitled "Family Life Education for Secondary Students".

Students will:

Personhood

Knowledge

FL1.01B

– recognize that the need to belong and to identify with one's peer group is a powerful human need;

FL1.02B

– demonstrate a knowledge about the emotion anger, and its expression in aggression and depression;

Thinking/Inquiring

FL2.01B

– discern and clarify the role of personal ideas, beliefs, values and conscience in relation to personal integrity and conscience;

Communication

FL3.01B

– describe stages of cognitive and affective (emotional) development throughout the human life span, with a focus on adolescence;

FL3.02B

– articulate the qualities which are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality;

Application of Gospel Values/Making Connections to Faith and Life

FL4.01B

– demonstrate anger management strategies and sources of help.

Relationships

Thinking/Inquiry

FL2.02B

– explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;

Communication

FL3.03B

– describe the ways in which human growth is distorted by relationships that involve exploitation, harassing or abusive behaviours;

FL3.04B

– articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;

Application

FL4.02B

– demonstrate an understanding of the skills needed to resolve conflict in a gospel-centred manner.

Sexuality

Knowledge and Understanding

FL1.03B

- define how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of premarital sexual activity;

Thinking/Inquiry

FL2.03B

- explore the meaning of respect for life from conception until natural death;

FL2.04B

- explore the effects of HIV and its potential stages of infection;

FL2.05B

- critique media messages and unhealthy attitudes related to respect and care for the human body;

Communication

FL3.05B

- define and discuss the importance of sexuality and sexual attraction as gifts from God;

FL3.06B

- explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection;

Application of Gospel Values/Making Connections to Faith and Life

FL4.03B

- evaluate healthy and unhealthy attitudes related to respect and care for the human body;

FL4.04B

- demonstrate an understanding of the need for sensitivity and compassion for persons with HIV/AIDS;

FL4.05B

- demonstrate the application of respect for life as a fundamental value with regard to abortion, euthanasia and assisted suicide.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- 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

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

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- CGE5e** -respects the rights, responsibilities and contributions of self and others;
 - CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good

Unit 1: Called to Jesus

Time: 27.5 hours

Unit Developers

Cathy Corbett, Lakehead Catholic DSB
Frank Kewin, Toronto Catholic DSB
Sharron McKeever, Durham Catholic DSB
Leslie Miller, York Catholic DSB
Robert Ryan, Dufferin-Peel Catholic DSB
Michael Smith, Durham Catholic DSB

Development Date: February 15, 2000

Unit Description

Through the study of the Gospels in their Judaic roots students will come to know the Jesus of History and the Christ of Faith. Understanding Jesus as the Sacrament of God will lead students to an appreciation of their call to live a sacramental life. This knowledge will form the basis for students to begin to think critically about their world.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 1c, 1i, 2a, 2b, 2c, 3a, 5a, 5b.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations: SCV.01, SCV.02, SCV.03, PFV.06, CMV.02, CMV.13, PSV.01, FLV.08.

Specific Expectations: SC1.01B, SC1.02B, SC2.04, SC2.05B, SC3.01B, SC3.02B, SC3.03B, SC3.04B, SC3.05B, SC4.01B, SC4.02B, PF1.03B, PF1.04B, PF1.06B, PF3.02B, PF4.01B, CM2.02, CM2.03, CM2.06, CM4.01B, PS4.04B, FL1.03B, FL2.05B, FL3.04B, FL4.03, FL4.03B.

Activity Titles (Time + Sequence)

Activity 1	Who Is My Neighbour?	75 minutes
Activity 2/3	Formation of the Gospels	150 minutes
Activity 4	Hope and Despair in Our Lives and in the Media	75 minutes
Activity 5	Emmaus, Then and Now	75 minutes
Activity 6	The Story on the Road	75 minutes
Activity 7/8	From Slavery to Freedom, From Despair to Hope	150 minutes
Activity 9	He is Risen – Go and Tell the Others	75 minutes
Activity 10	He Is Risen – Now What?	75 minutes
Activity 11	Risen in Our Time	75 minutes
Activity 12	In the Breaking of the Bread	75 minutes
Activity 13	You are What You Eat – and How You Eat It!	75 minutes
Activity 14	Eucharist – Then and Now	75 minutes
Activity 15	Real Presence	75 minutes
Activity 16/17	In Word and In Deed	150 minutes
Activity 18	Apply in Person...	75 minutes

Activity 19	This Then Is How You Should Pray	75 minutes
Activity 20/21	Extra, Extra Read All About It	150 minutes
Activity 22	The Life of Jesus – Then and Now...	75 minutes

Prior Knowledge Required

Students should know how to look up scriptural references and how to work co-operatively in groups.

Unit Planning Notes

This introductory unit is developed through the students' experience of hope and despair and the Emmaus story. The central evaluation piece is a newspaper special edition on the person of Jesus, then and now. The students work in a home group on newspaper-related assignments throughout the unit as well as on individual assignments. In order for the newspaper assignment to be effective for all learners in the classroom, care must be taken in the formation of groups in light of students identified and perceived learning abilities and challenges. The prayer schedule that is suggested in the course planning notes will be followed within this unit.

Teaching/Learning Strategies

Each activity, or set of activities, begins with the students' experience and offers students the Scriptural story as a mirror and guide to their own experience. Students are challenged through the application of their understanding of their experience in light of the Gospel, to think critically about their world. Activities include whole class discussion, brainstorming in large and small groups, jigsaw, think/pair/share, role playing and a variety of forms of writing and teacher facilitation.

Assessment and Evaluation

Throughout the unit students are preparing individual and group contributions to the final newspaper project. The newspaper project is assessed through rubrics, observation, and checklists. The project is assessed as a series of individual pieces throughout the unit (formative) and as a summative learning demonstration at the end. Teacher, student, and peers are involved in the evaluation of both formative and summative pieces.

Resources

(T=Teacher Resource, K=Key Text, S=Student Resource)

Brown, R.E. SS., J.A. Fitzmyer SJ, R.E. Murphy. *The New Jerome Biblical Commentary*. Englewood Cliffs NJ: Prentice Hall, 1990. (T)

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)

Foley, Leonard. "How Should Catholics View Fundamentalism." *Catholic Update*, CU 1283, 1983. (T)

Heft, J.L. "What Should We Believe About Jesus' Resurrection." *Catholic Update*, CU 0490, 1988. (T)

McBrien, R.P. *Catholicism*. Oak Grove, MN: Winston Press, 1981. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K,T)

Activity 1: Who Is My Neighbour?

Time: 75 minutes

Description

The purpose of this activity is to provide students with an opportunity to review the course content, evaluation scheme, and assignment expectations. The second part of the activity intends to allow students to get to know each other and to create a positive learning environment in the classroom, based on the understanding that we are neighbours. Lk 10: 25-37

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, i, 2a, c.

Strand(s): Scripture, Christian Moral Development

Overall Expectations

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

CMV.02 - understand how Jesus models a generous attitude towards others.

Specific Expectations

SC4.02B - recognize the reading of the gospels as ways of coming to know Jesus more deeply;

CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth.

Prior Knowledge Required

none

Planning Notes

The teacher will need to prepare an opening prayer which contains both a formal and informal component in order to model prayer leadership for the students (Appendix 1: Student Prayer Leadership). The teacher needs to be conscious of the importance of setting a welcoming and positive tone for the course. For the name card activity only positive descriptions will be accepted. The teacher needs to present to students the outline of the overall project that they will complete for the unit. (See Appendix 2: Summary Chart of Newspaper Assessment/Evaluation.)

Teaching/Learning Strategies

1. The teacher leads the class in prayer and assigns students to prayer leadership beginning the sixth day of class. The teacher reviews the course expectations with the students.
2. **In Pairs:** Students interview each other asking general questions about likes and dislikes and family makeup. Students keep brief notes on their interview for reference when they introduce their partner.
3. **Individually:** Students make a name card folded in half and include on it their own name and one talent they have or an accomplishment that they are proud of.
4. **In Pairs:** Students introduce their partner (limit the number of comments to four) to the class using their reference notes. After each pair has finished they display their name cards in the classroom (either on a bulletin board or a string across the front of the class).
5. The teacher reads Lk 10: 25-37 and facilitates a discussion about Who Is My Neighbour? and the diversity that exists within the classroom.

Assessment/Evaluation Techniques

- Assessment is done at the end of Activity 2.

Accommodations

Students who have serious trouble verbalizing in large groups may be allowed to find another way to introduce their partner: through a tape recording, on video, or as a pictorial chart.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Appendices

Appendix 1: Student Prayer Leadership

Activity 2: Formation of the Gospels

Time: 75 minutes

Description

Through creative writing in a variety of forms, students will come to see some of the ways in which the truth of a story can be told. Students will apply this knowledge to the understanding of the ways in which the Gospels are true testaments of faith rather than literal stories.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1b, e.

Strand(s): Scripture, Profession of Faith

Overall Expectations

SCV.01 - identify the four Gospels as the heart of the Christian scriptures and the primary source of knowledge about Jesus.

Specific Expectations

SC1.02B - identify the stages of gospel formation;

SC2.04B - use various artistic forms to describe the gospel portrait of Jesus;

SC4.01B - appreciate the gospels as testimonies of faith.

Planning Notes

The teacher must be aware of the prevalence of fundamentalist interpretations of Scripture within our schools and our students' families. Care needs to be taken not to dismiss students' or their family's present understanding while offering an understanding of Scripture which is faithful to our Church teaching. In preparation for this activity the teacher should paraphrase CCC 115-118 in accessible language.

Prior Knowledge Required

- an understanding of the terms: poem, narrative story, allegory, official report, drama, and synoptic

Teaching/Learning Strategies

1. **Groups:** Each grouping of five students is given five different forms through which to describe today's weather: poem, narrative story, allegory, official report, and an event of high drama. Students work together to create their five "weather reports." (Adapted from Ralph Peter TCDSB)
2. **Whole Class:** Students post their work around the room and do a silent walk around to view each other's creations. The teacher facilitates a discussion of which weather report is true. How does each form of report contribute to the total understanding of the weather? How can we consider these reports to be true? How are these different expressions of the weather similar to the various forms of

Biblical Stories? The aim is for students to understand that all of these forms reflect an aspect of the truth of the weather. The discussion is summarized through board notes that summarize the concepts in CCC 112-118. Key points to be clarified are literal/fundamental interpretation of scripture, and historical/contextual interpretation.

Assessment/Evaluation Techniques

- Students/teacher use a pre-determined rubric, which they have before they begin to write, to assess weather reports. (See Appendix 3: Weather Report Rubric.)

Accommodations

- Students may use the cross-reference material in the *NRSV Bible*, to identify the similarities and differences within a particular story within the Synoptic Gospels. They may propose an explanation of how all these stories can be considered true from research of the formation of the Gospels.
- Students may be given examples of various forms of writing on the same topic and asked to find the similarities within them.

Resources:

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)

Foley, Leonard. "How Should Catholics View Fundamentalism." *Catholic Update*, CU 1283, 1983. (T)

Appendices

Appendix 1: Student Prayer Leadership

Activity 3: Formation of the Gospels (cont'd)

Time: 75 minutes

Description

This activity allows students to work co-operatively to broaden their understanding of what the Gospels are as sacred texts and how they came to be written.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 2a, b, 3e, 5a.

Strand(s): Scripture

Overall Expectations

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis.

Specific Expectations

SC1.01B - demonstrate an understanding of the Christian community's growing appreciation of the divinity of Jesus (expressed in such titles as Christ, son of man, Lord, son of God, saviour), as a foundation for the process that would lead to the great Christian creeds. (CCC 430-662);

SC1.02B - identify the stages of gospel formation.

Prior Knowledge Required

none

Planning Notes

The teacher needs to be comfortable with the content of *Jesus of History, Christ of Faith*, Zanzig, Chapter 2. The teacher needs to be cognizant of the jigsaw process of gathering and sharing information.

Teaching/Learning Strategies

1. **Groups:** Five groups are assigned one part each of Zanzig Chapter 2 and given specific questions from each section. When students have completed their reading and questions they then jigsaw the information for the members of their new group.
2. **Whole Class:** Each group presents a portion of their findings with the teacher and class providing clarification/discussion where necessary. All students take notes on the clarifications/corrections during the presentation.

Assessment/Evaluation Techniques

- Check for accuracy and completion of student notes.

Accommodations

- Students may be challenged to research two forms of Biblical Criticism and apply one of them to the Emmaus story in Luke's Gospel.
- Students may be paired within their group to compliment skills and learning styles. Some students may require copies of board notes ahead of time with teacher or peer guidance to help their understanding.

Resources

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T/K)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K,T)

Activity 4: Hope and Despair in our Lives and in the Media

Time: 75 minutes

Description

The students' own understandings of hope and despair are explored through activity and discussion. Students identify and critique the images of hope found within the media. Students articulate what it is that they hope for and why it is important to them.

Strand(s): and Expectations

Ontario Catholic School Graduate Expectations: CGE 2b, e, 5a, f.

Strand(s): Scripture, Family Life

Overall Expectations

FLV.08 - evaluate healthy and unhealthy attitudes to the human body and physical appearance.

Specific Expectations

FL2.05B - critique media messages and unhealthy attitudes related to respect and care for the human body.

Planning Notes

The teacher needs to have ready a variety of print media. The teacher needs to be prepared to facilitate a discussion of hope and despair and to make the transition smoothly from the students' experience and understanding of hope and despair to the scriptural story. The teacher's own stories of hope can help to bridge that transition, as well as the telling of the Emmaus story rather than reading it. Teachers may choose to tell a contemporary version of the Emmaus story in addition to the scriptural story. The movement within the Emmaus story from hope to despair and then to understanding and recognition of the Risen Christ form the primary movements for this unit. Students' statements about hope will be included in the research portion of their newspaper portfolio.

Prior Knowledge Required

Students require a familiarity with the events of the Passion and Resurrection of Jesus.

Teaching/Learning Strategies

1. **Whole Class:** The teacher will distribute three cards to each student (one red, one green, and one yellow). The red card represents despair, the green card represents hope and the yellow card represents something in between the two or undecided. The teacher prepares, with the students, a list of situations and experiences beginning with the simple and moving to the more abstract and conceptual (for example from bowling with friends to the role of the UN in peacekeeping missions). Students respond to each situation by holding up a card that represents their feelings and thinking about a particular situation. The teacher facilitates discussion of various responses to draw out the variety of understandings of hope and despair and that what one person sees as hope another sees as despair.
2. **Groups of Four:** Students find examples of hope and despair from the media (magazines, newspapers, TV and movies). Students choose three examples per group of hope and despair. Students identify what makes their choice an appropriate example. Students explain what they think is the purpose and likely consequence of being hopeful or of despairing.
3. **Whole Class:** The teacher facilitates a discussion of the students' findings about the way that hope and despair are portrayed in the media and of the purpose and consequence of being hopeful or of experiencing despair.
4. **Individually:** Students write a paragraph identifying what it is that they hope for (in life, school, with family or with friends) and why that is important to them. Students keep this reflection in their newspaper Portfolio.
5. **Teacher:** The teacher introduces the context of the story of Emmaus, in terms of its placement in Scripture. The teacher tells the story of Emmaus in his/her own words.

Assessment/Evaluation Techniques

- Completion check for the paragraph
- Participation in the card activity is assessed through a checklist.

Accommodations

- The paragraph may be done as a tape recording, a pictogram, a cartoon, or a T-chart.

Resources

A variety of print media from newspapers and magazines, which suggest an understanding of hope or despair.

Activity 5: Emmaus, Then and Now

Time: 75 minutes

Description

This activity links the students to an understanding and experience of hope and despair with the NT story of Emmaus. Together students explore the movement within the Emmaus story and create a contemporary story, which echoes the meaning of the original story.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, h, j, 3c.

Strand(s): Scripture, Profession of Faith

Overall Expectations

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis.

Specific Expectations

SC4.01B - appreciate the gospels as testimonies of faith;

SC4.02B - recognize the reading of the gospels as ways of coming to know Jesus more deeply.

Planning Notes

The teacher tells a story as a part of the opening class prayer that echoes the movement of the Emmaus story and that can later be used as an example for students' own creations. Students continue to work in the previous day's small groups. The movements within the story need to be drawn out first by the students and then validated and clarified by the teacher.

Prior Knowledge Required

Students require an understanding of scripture as a collection of faith stories.

Teaching/Learning Strategies

1. **Groups:** Students read the Emmaus story and answer questions about it as well as identifying what information is missing from the story and what is puzzling or unclear within the story. (Appendix 4: Sample Question for the Emmaus Story)
2. **Whole Class:** Teacher takes up the answers to the questions and creates a flow chart as a board note which describes the movement within the story and the unknown information identified by the students. Students are made aware that the story is intended to communicate a process of moving from hope to despair to renewed hope and recognition and is not meant to be a literal story, rather a faith story rooted in history.
3. **Individually:** Students write their own story, echoing the movement in the Emmaus story. Their story is to be based in their own experience but with the details changed and/or embellished to make the meaning of their experience clear to the reader. Students are given the evaluation rubric for their stories prior to beginning to write.

Assessment/Evaluation Techniques

- Students' stories are collected for rubric evaluation and returned to their newspaper portfolio.

Accommodations

- Students may create their story orally and have it scribed by another student or they may express their story in another way (e.g., as a pictogram).
- Students may research the geography and conditions of the journey from Jerusalem to Emmaus and write their story in a modern context that echoes the original.

Resources

Brown, R.E. SS., J.A. Fitzmyer SJ, R.E. Murphy. *The New Jerome Biblical Commentary*. Englewood Cliffs NJ: Prentice Hall, 1990. (p. 726) (T)

Heft, J. L., "What Should We Believe About Jesus' Resurrection." *Catholic Update*, CU 0490 (1988) (T)
New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Appendices

Appendix 4: Sample Questions for the Emmaus Story

Activity 6: The Story on the Road

Time: 75 minutes

Description

This activity poses and addresses the question: What is the story of hope that Jesus tells the disciples on the road to Emmaus and reflected through the story of Covenant from Moses to Jesus? How does the story offer hope to us today?

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 3c.

Strand(s): Scripture, Profession of Faith

Overall Expectations

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560).

Specific Expectations

SC1.01B - demonstrate an understanding of the Christian community's growing appreciation of the divinity of Jesus (expressed in such titles as Christ, son of man, Lord, son of God, saviour), as a foundation for the process which would lead to the great Christian creeds. (CCC 430-662);

SC3.01B - explain what it means to consider Jesus as revelation of the Father's love;

PF1.06B - identify the Christian meaning of the terms Incarnation and Christology;

PF3.02B - express what it means to have a relationship with God through Jesus Christ.

Planning Notes

This activity is intended to provide students with an understanding of the key moments of the Covenant beginning with Moses up until the time of Jesus. Students should have access to a Bible and Zanzig, pp. 52-62. The teacher needs to be prepared to tell the story of the Covenant through key Biblical stories and to elicit/provide meaningful understandings of the story. (See Appendix 5: Scripture Passages for Activity 6.)

Prior Knowledge Required

- Activities 2 and 3

Teaching/Learning Strategies

1. **Teacher:** Through the use of a story wheel with the Christ of Faith in the centre, the teacher tells the story of the key moments in the development of the Covenant and fills in the wheel on the board as the story is told. The phrase the “Christ of Faith” is placed in the middle of the page and spokes are drawn out toward the sides. Each spoke leads to one of the Jewish stories of Covenant relationship with God.
2. **Individually:** Students fill in the details of the ‘story wheel’ on a template copy of the wheel that the teacher uses, as the story is told.
3. **Teacher:** The teacher concludes the story wheel with a diagrammatic representation of the recurring movement through the Jewish Testament from slavery/idolatry to liberation through fidelity to the Covenant. (Appendix E) The teacher facilitates a discussion of how this story could provide hope for someone who is oppressed (given an example) or feeling lost and despairing (elicit an example from students).

Assessment/Evaluation Techniques

- Check of completed board notes

Accommodations

- Board notes may be provided ahead of time for some students.
- Some students may be challenged to identify key moments in the giving/receiving and breach of Covenant through a Scripture search of the Mosaic and Davidic Covenants and relate those movements to current social/political situations.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Zanzig, Thomas. *Jesus of History, Christ of Faith.* Winona, MN: Saint Mary’s Press, 1992. (K,T)

Appendices

Appendix 5: Scripture Passages for Activity 6

Activity 7/8: From Slavery to Freedom. From Despair to Hope

Time: 150 minutes

Description

This activity allows students to begin to make the connection between the movement of the Covenant relationship with God that Jesus’ and his ancestors experienced and the movements within our own time and experience.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, b, 3b.

Strand(s): Scripture, Profession of Faith, Christian Moral Development

Overall Expectations

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560).

Specific Expectations

SC4.02B - recognize the reading of the Gospels as ways of coming to know Jesus more deeply;
PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;
CM2.02B - suggest ways that they could respond with compassion to situations of injustice;
CM2.02B - suggest ways to respond with compassion to situations of injustice;
CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth.

Planning Notes

The teacher needs to be prepared to review the story wheel and help students to understand the cycle of loss of freedom to regaining freedom. The teacher should prepare some examples from their own reflection of freedom lost and regained. The teacher needs to provide a research guide (created with the teacher-librarian) to students prior to going to the library. The teacher provides students with a peer evaluation rubric for their draft article.

Prior Knowledge Required

Students require prior orientation to the school Library/Resource Centre.

Teaching/Learning Strategies

1. **Whole Class:** The teacher reviews the cycle of loss of freedom to regaining freedom and facilitates a discussion with students about where we see freedom lost and regained in our own society and how students think that youth might lose and regain freedom.
2. **Groups:** In the Library/Resource Centre and/or on the Internet (See Appendix 6: Internet Sites to Support Activity 7) students research historical/contemporary movements from slavery/oppression to freedom that have been initiated by individuals and realized (to some extent) through community. Some suggested topics are: the emancipation of India led by Gandhi, the work of Archbishop Romero in El Salvador, the work of Bishop Gerardi in Guatemala, and the publication of *Never Again*, *Martin Luther King and the Civil Rights Movement*, Dorothy Day and the Catholic Worker Movement, Nellie McClung and the Social Gospel Movement, and franchising of Women's Right to vote in Canada, Jean Vanier. Students are encouraged to add their own Canadian person's to the list. Students prepare a draft of an article X# of Years Ago Today, for inclusion in their newspaper portfolio.
3. **Pairs:** Students share their research and provide peer feedback on each other's draft.

Assessment/Evaluation Techniques

- anecdotal evaluation (through a scale) of students' use of time and focus on task
- student/teacher conferencing about draft plan
- Draft copies of student work are kept in their newspaper portfolios and assessed by the teacher for constructive critique prior to final writing at a later date.

Accommodations

- Some students may be challenged to use a particular form of social analysis to research their contemporary figure.
- Some students may be directed to research with a chosen set of resources that are appropriate to their level of reading and comprehension.
- Students' contribution to the group article may be identified from their strengths (e.g., artistic ability, word-processing skills).

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)
school Library/Resource Centre and teacher-librarian
Internet

Appendices

Appendix 6: Internet Sites to Support Activity 7

Activity 9: He is Risen – Go and Tell the Others

Time: 75 minutes

Description

This activity links the research of the students regarding the movement from slavery/oppression to freedom with the message of the Risen Christ. This is accomplished through teacher-facilitated discussion on the common elements of the research stories and the four-fold message of the Gospel resurrection narratives (do not be afraid, I am with you, tell the others, and continue my work).

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, 2b.

Strand(s): Scripture, Profession of Faith

Overall Expectations

SCV.01 - identify the four Gospels as the heart of the Christian scriptures and the primary source of knowledge about Jesus;

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560).

Specific Expectations

SC2.04B - use various artistic forms to describe the gospel portrait of Jesus;

SC3.03B - state the similarities and differences between the various Gospel portraits of Jesus;

PF1.06B - identify the Christian meaning of the terms Incarnation and Christology.

Planning Notes

The teacher needs to be prepared to draw together the common elements of the students research stories and to elicit the message of the resurrection from the students using scripture story. The teacher needs to draw the link between the story of the Covenant in Jewish Testament and the resurrection/incarnation as fulfillment of the Covenant. The teacher prepares to tell the story of Jesus' death/resurrection from the perspective of one of his followers.

Teaching/Learning Strategies

1. **Whole Class:** Using chart paper, students record their research findings for the person they studied under these four sub-headings: their experience of oppression and the source of their courage, their essential beliefs, their mission (goal) and their message to their community. The teacher leads a discussion of each person on the board and fills in pertinent information as it arises. At the end of this process the teacher leads students in identifying common elements of the research done. Through discussion, the teacher links the experience of Jesus' ancestors and contemporary seekers of freedom

through their common elements and suggests that Jesus shared this experience as well. What though, was different about Jesus? The teacher introduces and defines the terms “incarnation” and “Christology.” The teacher tells the story of Jesus’ death and resurrection from the perspective of one of the disciples/followers of Jesus (Peter or Mary of Magdala), as a faith witness to the incarnation/resurrection experience.

2. **Individually:** Students write a one-page, draft reflection on the message of the Resurrection and its relevance to their lives today. It is to be kept in their newspaper portfolio.

Assessment/Evaluation Techniques

- Reflections are peer edited for constructive critique. Draft reflections are evaluated by teacher and returned to portfolios.

Accommodations

- Some students’ paragraphs may be presented/displayed as a series of pictures (either drawn or chosen from print media).
- Some students’ may be challenged to research the roots of the question concerning the afterlife within Judaism prior to the time of Jesus.

Resources

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)
New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)
Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary’s Press, 1992. (K,T)

Activity 10: He Is Risen – Now What?

Time: 75 minutes

Description

In this activity students identify the four-fold message of the Resurrection and explore the meaning of resurrection in their own lives and in the lives of others through: reading, creative writing, and poetic reflection.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, 2a, b, 3c,d.

Strand(s): Scripture, Profession of Faith, Prayer and Sacramental Life

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

The teacher needs to be prepared to deal with the students’ questions about the Gospel witness to Resurrection in terms of a faith experience rather than a historical account. It is important that students understand that their writing assignment for this activity is imaginary and fictional with a goal of communicating the message of the Resurrection in another context. The teacher will need to prepare a set of guided reading questions for the five Resurrection narratives used in this activity.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Groups:** Students: share their paragraphs from the previous day, read the resurrection narrative of each of the Gospels (four groups – MT: 28; MK: 16; LK: 24; JN: 20; JN: 21) and come to agreement about the message of the Resurrection, based on guided reading questions prepared by the teacher.
2. **Whole Class:** The teacher facilitates a discussion about the meaning of the Resurrection and elicits the message of the Resurrected Christ from the students' group work/discussion.
3. **Think/Pair/Share:** Students think about the message of the Resurrection and apply it to a situation where they or someone they know is experiencing disappointment, they write a reflective application of the Resurrection message to the situation that they have chosen, and then they share that with a partner.
4. **Whole Class:** The teacher facilitates a discussion about the paired sharing. Students written reflections are kept in their newspaper portfolio for future final writing.

Assessment/Evaluation Techniques

- Students' reflections are evaluated through a rubric.

Accommodations

- Students' roles within their groups may be assigned based on their strengths for those who have difficulty with writing.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Activity 11: Risen in Our Time

Time: 75 minutes

Description

This activity allows students to reflect on the meaning of Resurrection in our time through story and their own experience. Students explore their understanding and experience of “mystery” as something, which is experienced and can never be fully explained, e.g., the love of another person.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 3c.

Strand(s): Profession of Faith, Prayer and Sacraments

Overall Expectations

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

PF3.02B - express what it means to have a relationship with God through Jesus Christ;

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

The teacher needs to be prepared to allow the students to formulate and express their own understandings of mystery and how they experience God with them. The teacher needs to be prepared to accept the experience of students who do not consciously experience God in relation to them and to adapt their expectations to accommodate their experience, by focussing on other experiences of mystery.

Prior Knowledge Required

- *Be With Me*, Unit 3 – Theme 1

Teaching/Learning Strategies

1. **Whole Class:** Listens to the story “The Gift,” *Chicken Soup for the Soul*, p. 24 (or a similar story of the teacher’s choice). The teacher leads the class in a discussion of the story particularly of how the Spirit of the man’s wife is revealed in the action of the man.
2. **Teacher:** The teacher poses the question of how is the Spirit of the Risen Christ revealed through the actions of the people they have researched and through the people that they know?
3. **Individually:** Students write a poem, song lyric, or rap that expresses their own understanding of how the Spirit of the Risen Christ is made real through human events. Student writing is peer edited and posted around the classroom.
4. **Whole Class:** When all of the students’ work is posted, students examine/appreciate each other’s work. The teacher facilitates a discussion of the mystery involved in the story read at the beginning of class and in the poems the students produce. Student poems are removed and kept in the newspaper portfolio of their group.

Assessment/Evaluation Techniques

- Individual writing is evaluated based on a rubric and returned to the portfolio.

Accommodations

- Some students may be given the option of selecting within a set of existing poems or song lyrics one example that comes closest to expressing their understanding of Resurrection today and expressing that orally, through pictures (drawn or chosen from print media).
- Some students may be challenged to review a selection of poetry from a contemporary poet and write their poem within that author’s style. Some students may be challenged to research a particular contemporary religious mystery and write a report about it in the voice of a Christian Scientist.

Resources

Canfield, J. and M.V. Hansen. *Chicken Soup for the Soul*. Deerfield Beach, FL: 1993.
ISBN 1-55874-262-X

Activity 12: In the Breaking of the Bread

Time: 75 minutes

Description

This activity familiarizes students with a Gospel meal story to appreciate how Jesus was revealed through meals (the breaking of the Bread) and how students experience: food, hunger, longing, and connections with others.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, b, c, 2a, 3c.

Strand(s): Scripture, Prayer and Sacraments

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

SC1.01B - demonstrate an understanding of the Christian community's growing appreciation of the divinity of Jesus (expressed in such titles as Christ, son of man, Lord, son of God, saviour), as a foundation for the process that would lead to the great Christian creeds (CCC 430-662);

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

This activity, as well as Activity 13, is intended to be remote preparation for the introduction of the concept of sacramentality and Sacrament of Eucharist that follow. The goal of this activity is for students to gather as much information as possible about their own experience of food and its meaning in terms of nourishment and relationship.

Prior Knowledge Required

- *Be With Me*, Unit 1 – Theme 1

Teaching/Learning Strategies

1. **Whole Class:** Students are asked to bring to the next class, a symbol of a favourite memory – it can be a recent memory or one from long ago.
2. **Groups:** Read Mark 6: 30-34. Students identify what is the literal meaning of the feeding of the crowd in the passage and the meaning of the event in terms of the disciples'/crowd's experience of Jesus.
3. **Whole Class:** The teacher facilitates a discussion of the groups sharing. The teacher leads a brainstorming activity of all of the important moments and celebrations of life.
4. **Groups:** A cluster of varied events is assigned to each group. Students are instructed to create a meal menu that would capture the spirit of the celebration of one event that they have been assigned. When they have finished planning their menu students prepare a point-form explanation of how the foods they have chosen help to celebrate each of their events. Students present their menu to the rest of the class with their explanation of how the meal captures the spirit of their celebration.
5. **Whole Class:** Discussion of the role of food in the expression of the meaning of events.

Assessment/Evaluation Techniques

- Group presentations are evaluated through a rubric that the students have seen prior to their presentation planning time.

Accommodations

- Students' roles within their group may be assigned on the basis of their learning strength.
- Some students may be challenged to research the use of food as metaphor, within a particular text, and to state a relationship between the function of metaphor in language and the function of concrete elements in sacraments.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)

Activity 13: You are What You Eat – and How You Eat It!

Time: 75 minutes

Description

This activity builds on the previous activity to expand the understanding of the function of meals within a context of: place, atmosphere and relationship.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1b, 2c.

Strand(s): Prayer and Sacraments

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

Sensitivity to and inclusion of various cultural understandings of the meaning of meals and celebrations is important here. The term “atmosphere” will need to be broken down into specific parts, e.g., music, lighting, temperature, entertainment, speeches, signs, symbols, etc.

Prior Knowledge Required

- *Be With Me*, Unit 1 – Theme 4

Teaching/Learning Strategies

1. **Whole Class:** Students will brainstorm how the place, atmosphere, and relationships contribute to the expression of the meaning of events and the celebration of meals.
2. **Groups:** In previous days groups, students will describe the place, atmosphere, and relationships that would best enhance the meal they created the day before.
3. **Whole Class:** Students are invited to share their symbols of a memory. The teacher facilitates a discussion of the meaning of the term “symbol” and brainstorms with the class a variety of symbols in a variety of contexts. Several of the class' symbol examples are analysed together to answer the question: What makes this thing a symbol?
4. **Groups:** Students will prepare a draft invitation to the meal celebration that they have described that includes a central symbol of their celebration.

Assessment/Evaluation Techniques

- The invitation is evaluated by the teacher and returned to the newspaper portfolio for final copy at the end of the unit.

Accommodations

- Students' roles in their groups can be assigned based on their learning strengths. Some students may be challenged to the role of symbols in the growth of a particular social/political or religious movement of our time and to create a critical reflection on the role of symbols in the formation of community.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)

Activity 14: Eucharist – Then and Now

Time: 75 minutes

Description

This activity aims to build on the previous two activities by understanding the student described celebrations and symbols as sacramental moments (encounters with God) and to introduce the notion of formal Sacraments and particularly Eucharist.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1b, c 2a.

Strand(s): Prayer and Sacraments

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

It is important for teachers to be clear in their language about the difference between sacramental moments and Sacraments of the Church. The intent of this activity is to link students' own experiences of sacred moments with the Church's understanding of sacramentality.

Teaching/Learning Strategies

1. **Whole Class:** The teacher facilitates a discussion of how their celebrations could for some people be experiences of an encounter with God. The class brainstorms what other kinds of experiences can be seen as encounter with God.
2. **Teacher:** The teacher provides students with a definition of "sacramentality" (see Resources, McBrien, *Catholicism*) and links it to the previous discussion.
3. **Pairs:** Students return to the story of the feeding of the five thousand and write a description of how the crowd's experience of Jesus was an encounter with God through a meal.

-
4. **Whole Class:** The teacher facilitates a discussion with the class to elicit the following points about the sacramental encounter that the travellers had on the road and that the crowd had in the story of the feeding of the five thousand: they were not alone (community), they were honest about what they thought, they listened to an explanation of their own faith stories interpreted in light of their recent experience (celebration of the Word), they participated in the blessing and breaking of bread and identified that experience as being the Risen Christ (Eucharist), they went immediately to share their experience with others (service). Students will take these points as notes.

Assessment/Evaluation Techniques

- Students' descriptive writing is checked for completion.

Accommodations

- Some students may describe the Emmaus encounter with Jesus: verbally, through pictures or through answering specific questions provided by the teacher (orally or in writing).

Resources

McBrien, R.P. *Catholicism*. Oak Grove, MN: Winston Press, 1981. p. 1180 (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)

Activity 15: Real Presence

Time: 75 minutes

Description

Through a review of the students sharing of symbols, and the facilitation of the teacher, students will come to see that real presence can be understood in a number of different ways and that an element of mystery remains in the "How" of real presence in the Eucharist.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1b, f, 2a

Strand(s): Prayer and Sacraments

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

The teacher shares a symbol of his or her own. This lesson relies heavily on the facilitation skills of the teacher and could benefit from inviting the school Chaplain into the class to help with the discussion.

Prior Knowledge Required

- Activities 13 and 14
- *Be With Me* Unit 9 – Theme 2

Teaching/Learning Strategies

1. **Whole Class:** The teacher reviews with the class their sharing of symbols and discussion of Jesus' presence in the celebration of meals. The teacher facilitates a discussion of the process of remembering and real presence. The teacher points out the element of mystery in the remembering and the importance of the symbol, story, and hearers to bring the memory to life.
2. **Individually:** The students are asked to write a reflection piece on their experience of God in meal celebrations and how that can be linked to the experience of Jesus' presence in the Eucharist. The piece is to be written as a letter to the editor to be published in their newspaper.

Assessment/Evaluation Techniques

- Reflection papers are assessed according to a rubric and returned to students' newspaper portfolios.

Accommodations

- Some students may be assessed on their reflection paper through a combined oral/written rubric.

Resources

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)

Activity 16/17: In Word and In Deed

Time: 150 minutes

Description

Through an exploration of Jn 13:1-20 and an application of its message of service and inclusion to their own school community, students will come to appreciate the connection between Eucharist (real presence of Jesus), service, and inclusion in the Reign of God. Students will demonstrate their understanding of the Kingdom of Jesus in a contemporary context, through the use of various artistic forms

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 2a, 3c

Strand(s): Scripture, Christian Morality

Overall Expectations

CMV.02 - understand how Jesus models a generous attitude towards others;

CMV.13 - recognize that there is an absolute truth and God is its source;

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis.

Specific - Expectations

SC3.01B - explain what it means to consider Jesus as revelation of the Father's love;

SC3.02B - describe the Gospels as the primary source of information and understanding about the person of Jesus;

SC3.03B - state the similarities and differences between the various Gospel portraits of Jesus;

SC4.01B - appreciate the Gospels as testimonies of faith;

SC4.02B - recognize the reading of the Gospels as ways of coming to know Jesus more deeply;

CM2.02B - suggest ways that they could respond with compassion to situations of injustice;

CM2.02B - suggest ways to respond with compassion to situations of injustice;

CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;

CM4.01B - perceive the challenge of God's preferential option for the poor.

Prior Knowledge Required

none

Planning Notes

The teacher needs to be prepared to talk through with students the meaning of the stories they are looking at in their groups. The teacher needs to be sensitive to the patriarchal implications of the descriptions of God's Reign in terms of "Kingship" and how it needs to be understood in an inclusive way. The graffiti wall in this activity needs to have parameters of acceptability worked out before the activity is begun.

Teaching/Learning Strategies

1. **Whole Class:** The teacher introduces the context of John's recounting of Jesus' washing of the disciple's feet. Points to be included: it was in the context of the Passover meal celebrating God's covenant relationship with humans, and it builds on the Last Supper stories of the Synoptic Gospels.
2. **Groups:** Students read Jn 13:1-20. Students discuss the meaning of Jesus' washing of the disciple's feet in terms of what it means to have a Covenant relationship with God, and apply that meaning to a situation that they might see in their school. A recorder is appointed.
3. **Whole Class:** Teacher facilitates a discussion of the meaning and application of the Scripture through the reports of each group's recorder.
4. **Groups:** Students identify who is included in the school community and who is excluded. Using chart paper students record their responses and then on a separate sheet of chart paper, students broaden the discussion of inclusion/exclusion to include their neighborhoods and/or cities. Students create a list of reasons why people are included or excluded within the school and wider society, as well as a T-chart of what the experience of inclusion is like and what the experience of exclusion is like.
5. **Individually:** Students will write a one-page reflection on the experience of being excluded. The reflection is to be written in the first person. Students are asked not to use their own experience but to put themselves in the shoes of someone else. Student reflections are to be submitted the next class for teacher evaluation and inclusion in their group's newspaper portfolio.
6. **Groups:** Students choose one situation of exclusion that they have discussed and create a role play that reveals the situation and how it is effected when someone responds as they think Jesus would.
7. **Whole Class:** Teacher facilitates a discussion of the class' group work and presentations, drawing out from the students descriptors of the kind of change that happens when someone responds to situations of exclusion as Jesus would. These descriptors are recorded as a board note. From the descriptors generated by the class, the teacher introduces the qualities of the Reign of God and proposes that the Reign of God is synonymous with the presence of Jesus.
8. **Groups:** Using the Kingdom Parables (MT 13:24-29; MT 13:31-32; Lk 13:18-21, MT 13:33; LK 13:20-21, MT 13:44, MT 13:45-46, MT 13:44, MT 13:47-50) students will prepare a contemporary presentation of the parables through a variety of artistic forms (poem, chant, dramatic scene, television news report, series of three television commercials). Presentations are to be not more than two minutes long.
9. **Whole Class:** Through discussion of the Reign of God parables the class generates a checklist of qualities that are present in the experience of the Reign of God/presence of Jesus.

-
10. **Individually:** Students will write an advertisement for an experienced worker to work alongside Jesus in the creation of experiences of inclusion in situations of exclusion. The advertisement will identify the personal/professional qualities of the successful applicant as well as a descriptor of the working conditions to be expected, the challenges to be faced, the rewards to be experienced, and the expectations of the boss. Advertisements are placed in newspaper portfolio.

Assessment/Evaluation Techniques

- The teacher will evaluate students' group presentations and individual advertisements.

Accommodations

- Students' roles within their groups may be assigned based on their strengths.
- Some students may be challenged to critique a series of government or Church actions from the standpoint of the Kingdom.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Activity 18: Apply in Person...

Time: 75 minutes

Description

Through the use of the Kingdom Parables of the last two classes, the students will focus on three calls of the Kingdom: love as I love, forgive as I forgive, pray as I pray. Students will create their own action plan for the building of the Kingdom. Students will collectively apply their understanding of the three calls of the Kingdom to their own school setting.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1i, 2a, c, 4e.

Strand(s): Scripture, Profession of Faith and Christian Moral Development

Planning Notes

It is helpful in this activity for the teacher to create a reflective atmosphere and to be prepared to share stories of the call to love, forgive and pray, where appropriate.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Individually:** Based on these three demands of the Kingdom, students will create a reflection of how they have experienced the call to love, forgive, and pray in their own lives and an action plan for how they will respond in three concrete situations to the demand of the Kingdom.
2. **Groups:** Apply the understanding of love, forgiveness, and prayer to their own school environment and create a case study of a situation where there is an absence of love, forgiveness, and prayer. Their case study will form the basis for a role play with two endings: one depicting the absence of the presence of Jesus and one depicting the effects of the presence of Jesus.

-
3. **Whole Class:** Share student role plays and class discusses the different endings, drawing from students what is the key to changing the endings of the role plays (human action/choice to live as Jesus did or choice not to do so). The teacher facilitates a discussion of the importance of human choice and God’s grace in the creation of inclusive experiences.

Assessment/Evaluation Techniques

- Students’ action plans are checked for completion.
- Students’ case studies and group presentations are evaluated. A rubric is used as a guide for this evaluation.

Accommodations

- Some students may be challenged to explore the teachings about love, forgiveness, and prayer, within another religion.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Activity 19: This Then Is How You Should Pray

Time: 75 minutes

Description

Through a prayerful exploration of the “Our Father” (as an expression of Jesus’ love, forgiveness, and prayer), students will create and celebrate an in-class liturgy of the Word.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, 2a, 4g.

Strand(s): Scripture, Profession of Faith

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience;

SC4.01B - appreciate the Gospels as testimonies of faith;

SC4.02B - recognize the reading of the Gospels as ways of coming to know Jesus more deeply;

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

The focus of the in-class celebration is the “Our Father” with particular emphasis on the phrase, “Thy will be done.”

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Whole Class:** The teacher will brainstorm with students the meaning of the phrase “Thy will be done.”
2. **Groups:** The students develop a litany of situations within the school and community where the presence of God is needed and how they think it needs to be shown (e.g., compassion, forgiveness, and challenge to hypocrisy or injustice).
3. **Whole Class:** A prayerful atmosphere is established through the lighting of a candle, the singing of a song, or listening to an appropriate piece of music. The whole class prays together the “Our Father,” stopping after the phrase, “Thy will be done” and each group prays their litany of needs for God’s will to be done in this way: “Thy will be done in (situation) through our (quality or action) the prayer of Jesus is continued and concluded with the sign of Salvation.

Assessment/Evaluation Techniques

- The liturgy is evaluated only on the process of creating various segments of the prayer and not on the prayer celebration itself.

Accommodations

- Identified students may have the assessment of their contribution modified as per their IEPs.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Activity 20/21: Extra, Extra Read All About It

Time: 150 minutes

Description

Through the process of co-operative group work and peer input students will create the final copy of their special edition newspaper to be celebrated in gallery style with another class (either Grade 9 or 10).

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, d, 2a, b, c, 3b, f, 3a, b, d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacraments

Overall Expectations

SCV.01 - identify the four Gospels as the heart of the Christian scriptures and the primary source of knowledge about Jesus;

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

CMV.02 - understand how Jesus models a generous attitude towards others;

CMV.13 - recognize that there is an absolute truth and God is its source;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

- SC1.01B - demonstrate an understanding of the Christian community's growing appreciation of the divinity of Jesus (expressed in such titles as Christ, son of man, Lord, son of God, saviour), as a foundation for the process which would lead to the great Christian creeds (CCC 430-662);
- SC1.02B - identify the stages of gospel formation;
- SC2.04B - use various artistic forms to describe the gospel portrait of Jesus;
- SC3.01B - explain what it means to consider Jesus as revelation of the Father's love;
- SC3.02B - describe the Gospels as the primary source of information and understanding about the person of Jesus;
- SC3.03B - state the similarities and differences between the various Gospel portraits of Jesus;
- SC4.01B - appreciate the Gospels as testimonies of faith;
- SC4.02B - recognize the reading of the Gospels as ways of coming to know Jesus more deeply;
- PF1.03B - realize the Father's desire to be known and loved through Jesus Christ;
- PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world
- PF1.06B - identify the Christian meaning of the terms Incarnation and Christology;
- PF3.02B - express what it means to have a relationship with God through Jesus Christ;
- PF4.01B - use Gospel readings in personal prayer and communal prayer services;
- CM2.02B - suggest ways that they could respond with compassion to situations of injustice;
- CM2.02B - suggest ways to respond with compassion to situations of injustice;
- CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;
- CM4.01B - perceive the challenge of God's preferential option for the poor;
- PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

- Teacher needs to structure conference appointments with each group. In order to encourage students to give each other feedback, provide students with bonus bucks of a different colour for each group. Their goal is to get rid of all of their bucks and to collect as many of the other colours as they can. They can collect bucks each time they provide another group with a suggestion or correction that the group believes is of value to them. Students can give away bucks each time they hear a valuable suggestion or critique.
- All students should have a copy of the rubric that will be used to evaluate their work and their presentation skills.

Prior Knowledge Required

previous activities

Teaching/Learning Strategies

1. **Groups:** Students will work on their final copy of their newspaper. Students will conference with teacher.

Assessment/Evaluation Techniques

- This summative project will be evaluated according to a rubric for product and a rubric for process work. Teacher and peers will evaluate the project.

Accommodations

- Students' roles within the group may be assigned based on their strengths. Some students may be assessed partially on the basis of a tape-recorded contribution to the final project.

Resources

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K,T)

Activity 22: The Life of Jesus – Then and Now

Time: 75 minutes

Description

Through the participation in the Gallery tours, students will work as a team to speak about all of the aspects of who Jesus is, as seen in their special edition newspaper.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, d, 2a, b, 3c, d, 4f, 5a.

Strand(s): Scripture, Profession of Faith, Prayer and Sacraments, Christian Moral Development

Overall Expectations

SCV.01 - identify the four Gospels as the heart of the Christian scriptures and the primary source of knowledge about Jesus;

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.03 - develop appropriate skills for interpreting Scripture through exegesis;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

CMV.02 - understand how Jesus models a generous attitude towards others;

CMV.13 - recognize that there is an absolute truth and God is its source;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience.

Specific Expectations

SC1.01B - demonstrate an understanding of the Christian community's growing appreciation of the divinity of Jesus (expressed in such titles as Christ, son of man, Lord, son of God, savior), as a foundation for the process which would lead to the great Christian creeds (CCC 430-662);

SC1.02B - identify the stages of gospel formation;

SC2.04B - use various artistic forms to describe the gospel portrait of Jesus;

SC3.01B - explain what it means to consider Jesus as revelation of the Father's love;

SC3.02B - describe the Gospels as the primary source of information and understanding about the person of Jesus;

SC3.03B - state the similarities and differences between the various Gospel portraits of Jesus;

SC4.01B - appreciate the Gospels as testimonies of faith;

SC4.02B - recognize the reading of the Gospels as ways of coming to know Jesus more deeply;

PF1.03B - realize the Father's desire to be known and loved through Jesus Christ;

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PF1.06B - identify the Christian meaning of the terms Incarnation and Christology;
PF3.02B - express what it means to have a relationship with God through Jesus Christ;
PF4.01B - use gospel readings in personal prayer and communal prayer services;
CM2.02B - suggest ways that they could respond with compassion to situations of injustice;
CM2.02B - suggest ways to respond with compassion to situations of injustice;
CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;
CM4.01B - perceive the challenge of God's preferential option for the poor;
PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics.

Planning Notes

The expectations for this day need to be clearly spelled out in terms of assessment of both the product and the presentation.

Prior Knowledge Required

previous activities

Teaching/Learning Strategies

1. **Groups:** The teacher will act as coach and conference leader for the newspaper production/design teams.

Assessment/Evaluation Techniques

- The group process will be self- and teacher evaluated through a common rubric, adapted from the group process rubric. (Appendix A)
- The presentation will be self- and teacher evaluated through a common rubric, adapted from the presentation rubric, (Appendix A) or generated with the students.

Accommodations

- Students' roles within their groups may be assigned on the basis of their learning strengths.
- Some students may be challenged to put portions of their newspaper on-line on the school's web site. Some students may be challenged to create an animated *PowerPoint* presentation of one aspect of their newspaper.

Resources

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)
New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)
Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1996. (K,T)
Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K,T)

Appendix 1

Student Prayer Leadership

During the first week of the course the teacher will lead the class prayer and will model a variety of prayer styles, such as: formal, e.g., “Our Father”, informal/spontaneous (in the teacher’s own words), and using news items or stories/poems as starting points.

Beginning in the second week, students will take a rotating responsibility for prayer leadership. The teacher and the students using a common checklist, such as the one below, will evaluate the students’ leadership:

Prayer Evaluation Checklist

1. choice of an appropriate text (scripture, poem, story, news item, etc.)
2. a prepared prayer, either informal or formal
3. an audible voice
4. a natural pace in reading and/or speaking
5. eye contact with the class
6. a clear beginning and end to the prayer

Appendix 2

Summary Chart of Newspaper Assessment/Evaluation

The newspaper project is designed to allow students to demonstrate their learnings throughout the unit and as a summative project. The newspaper is a group project that contains within it opportunities for individual assessment/evaluation as well as self- and peer-evaluation.

The weighting of various assignments within the project can be modified for special needs or identified learning-disabled students. The chart below provides an example of how the project can be organized within the unit by activities. Bolded activity numbers indicate a formative assignment, which is included in the final culminating project.

Activity	Type of Eval. Assessment	Individual	Group	Teacher/Self/Peer
1	Observation	X	X	Teacher
2	Rubric		X	Teacher/self
3	Completion check	X		Teacher
4	Completion check	X		Teacher
5	Rubric	X		Teacher
6	Completion check	X		Teacher
7/8	Anecdotal/scale Rubric	X		Teacher
9	Peer editing Rubric	X		Peer Teacher
10	Rubric	X		Teacher
11	Rubric	X		Teacher
12	Rubric		X	Teacher
13	Rubric	X		Teacher
14	Completion check	X		Teacher
15	Rubric	X		Teacher
16/17	Rubric	X	X	Teacher
18	Completion check Rubric	X	X	Teacher
19	Process Rubric		X	Teacher
20/21	Process Rubric Product Rubric	X	X	Teacher Self

Appendix 3

Weather Report Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Accurately reflects assigned form	- limited reflection of form	- moderate reflection of form	- considerable reflection of form	- thorough reflection of form
Clarity of Message	- message communicated is limited	- message is clear in parts	- message is consistently clear	- message is consistently clear in an engaging way
Quality	- appearance of the work rarely approaches class standard	- appearance of the product approaches class standard	- appearance of the product meets class standard	- appearance of the product exceeds class standard

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4

Sample Questions for the Emmaus Story

- Why were the two disciples feeling such despair as they walked away from Jerusalem?
- Who was the stranger that they encountered on the road? Why didn't they recognize him?
- Why does the stranger call them foolish and slow of heart?
- How is it that the two travellers come to recognize that the stranger is in fact the Risen Christ?
- What do they do when they realize that they have experienced the Risen Christ?
- How does Jesus transform their despair into hope and passion?
- At the end of the story the two travellers hearts are burning within them and they are filled with hope – what are they hoping for?

Appendix 5

Scripture Passages for Activity 6 – For Teacher Preparation

Key Scripture stories for this lesson:

- Ex. 3 – The Call of Moses
- Ex. 20 – The Sinai Covenant
- Joshua 1:1-9
- 1 Samuel 8:1-22 – The Question of Kingship within God’s Covenant
- 2 Samuel 11 & 12 – The great King David rejects the Covenant life and is challenged by the Prophet; David repents
- 1 Kings 9:1-9 – Solomon perceives the power and obligations brought by Covenant living.

Teacher Resources

Catholic Update CU 1189 “Finding Your Way Through the Old Testament”

CU 0989 “ The Ten Commandments: Sounds of Love From Sinai”

Roots: Finding Strength in Biblical Tradition, Part 1

Out of these stories it is important that the teacher be able to draw in a narrative way the recurring cycle within the lives of our scriptural ancestors. This cycle is the story of the movement from slavery/idolatry to freedom as a result of God’s offer of Covenant mediated through individuals and events within history. Students need to grasp that this movement from slavery/idolatry to freedom/liberation is a process and not a linear reality.

Appendix 6

Internet Sites to Support Activity 7

Oscar Romero

<http://www.silk.net/RelEd/romero.htm>

Martin Luther King Jr., Dorothy Day, Mother Teresa, Dag Hammarskjöld, Cesar E. Chavez

http://www.rc.net/hartford/st_joseph/deacon_heroes.htm

Unit 2: Called to Be Church

Time: 21.25 hours

Unit Developers

Cathy Corbett, Thunder Bay Catholic DSB

Frank Kewin, Toronto Catholic DSB

Sharron McKeever, Durham Catholic DSB

Leslie Miller, York Catholic DSB

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Unit Description

Students enter into a three-way conversation about their own life experience, their experience of parish life, and their encounters with Church teaching in order to answer the core question for this unit: What does it mean to be Catholic? Students first explore their personal faith journey. This experience, along with an investigation of an aspect of parish life, provides the experiential basis for exploring the core question. Then a study of the notion of sacramentality is undertaken. At this point the students investigate the Sacrament of Anointing. This core understanding is then applied to particular aspects of Catholicism, namely: prayer, the communion of saints, Mary, and the Church. Finally, students are challenged to come to an understanding of the Eucharist as a life-giving sacrament. Throughout the unit, students write a journal that traces their explorations of each of the topics. Students compile an artistic response to their experiences and insights throughout the unit. In the culminating activity students integrate their learning by means of an artistic response to the core question of the unit question.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, 1b, 1c 1e, 1f, 1g, 1h, 1i, 1j, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5b, 5c, 5e, 5f, 5g, 6d, 7a, 7b, 7d, 7e, 7f, 7h, 7i, 7j.

Strand(s): Scripture, Profession of Faith, Prayer and Sacramental Life, Family Life.

Overall Expectations: SCV.06, PFV.02, PFV.03, PFV.04, PFV.05, PFV.07, PFV.08, PFV.09, PSV.01, PSV.02, PSV.04, FLV.09.

Specific Expectations: SC4.02B, PF1.01B, PF1.02B, PF1.04B, PF1.05B, PF3.03B, PF4.01B, PS1.01B, PS1.02B, PS1.03B, PS1.04B, PS1.05B, PS1.06B, PS1.07B, PS1.08B, PS2.01B, PS3.01B, PS3.02B, PS3.03B, PS4.01B, PS4.02B, PS4.03B, PS4.04B, PS4.05B, PS4.06B, FL2.03B.

Activity Titles (Time + Sequence)

Activity 1	Our Faith Journeys	150 minutes
Activity 2	Parish Investigation	75 minutes
Activity 3	Sacramentality: Symbolism	75 minutes
Activity 4	Sacramentality: Ritual	75 minutes
Activity 5	Sacramentality: Anointing of the Sick	90 minutes
Activity 6	Prayer and Creed	135 minutes
Activity 7	The Communion of Saints	75 minutes
Activity 8	Mary and the Church	75 minutes
Activity 9	The People of God	150 minutes
Activity 10	The Meaning of the Eucharist	150 minutes
Activity 11	The Celebration of the Eucharist	225 minutes

Prior Knowledge Required

Students should be able to look up references in Scripture.

Unit Planning Notes

The prayer schedule started in Unit 1 should continue through this unit. The Faith Journey activity and the Parish Investigation assignment form the experiential bases for the unit. If direct contact with the local parish community is impossible, then alternative exploration using the Internet could be provided. The personal faith journey and the investigation of a local parish are chosen as starting points because they can form a common ground of reference for experience and discussion. Note that the journal activity is usually placed at the end of the activity. This gives the teacher the option of assigning the journal activity for homework if more time needs to be devoted to the other exercises within the activity.

Teachers may wish to collect or check journal entries at different stages in the unit rather than waiting for the end. There is a considerable amount of group work in this unit. Consider arranging the classroom seating into groups. If Internet and other computer-related resources are used, involve the teacher-librarian to assess the degree of instruction or review students will require. In an enrichment activity in Activity 9, as well as one of the artistic responses, the use of presentation software is mentioned. The teacher/librarian or the computer teacher may be contacted to train the student(s) in the use of necessary software and hardware.

Teaching/Learning Strategies

Activities include whole class discussion and brainstorming, small group co-operative activities such as role playing, jigsaw and think/pair/share, individual exercises, reading, reflection, and teacher presentation. Creativity is particularly encouraged in the creative response assignment. Occasional class discussions, as well as journal entries, found at the end of each lesson, stimulate critical thinking.

Assessment and Evaluation

Assessment and evaluation items take into consideration the four broad categories of knowledge and skills: knowledge/understanding, thinking/inquiry, communication, and application/making connections. Diagnostic evaluation, not included in mark reporting, includes pretests and discussions as well as informal feedback from the teacher and group members. Formative evaluation consists of eight quizzes, performance assessments on three group assignments, the individual Parish Interview, and an ongoing journal that consists of a set of personal reflections based on issues discussed in the class. Journal activities encourage student goal setting and self-evaluation as well as reflection on experiences and

concepts. A rubric for journal evaluation is included as Appendix 3: Journal Assessment Rubric. At the end of the unit, students create an artistic response to their experiences and understanding of parish life. This forms the culminating assessment.

Resources

(T = Teacher resource, K = Key Text, S = Student Resource)

Printed Matter

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Catechism of the Catholic Church. Ottawa: CCCB Publications Service, 1994.(T)

Auer, Jim. "Who Runs Our Church?" *Youth Update* Y0893. Cincinnati, OH: St. Anthony's Messenger Press, 1993. (S)

Cooke, Bernard. *Sacraments and Sacramentality*. (Revised Edition) Mystic, CT: Twenty-Third Publications, 1994.

Daley, Michael. "Connect the Creed to Your Life." *Youth Update* Y0395. Cincinnati, OH: St. Anthony's Messenger Press, 1995. (S)

Foley, Leonard. "The Communion of Saints." *Catholic Update* CU1187. Cincinnati, OH: St. Anthony's Messenger Press, 1987. (T)

Foley, Leonard. "Seen Any Saints Lately?" *Youth Update* YU1188. Cincinnati, OH: St. Anthony's Messenger Press, 1988. (S)

Foley, Leonard. "Why We Have Sacraments." *Youth Update* YU0787. Cincinnati, OH: St. Anthony's Messenger Press, 1987. (S)

Friedman, Greg. "What Does It Mean to 'Be Church?'" *Catholic Update* CU0585. Cincinnati, OH: St. Anthony's Messenger Press, 1985. (T)

Gabriele, Edward. *Prayer with Searchers and Saints*. Winona, MN: Saint Mary's Press, 1998. (T,S)

Koch, Carl and Joyce Heil. *Created in God's Image*. Winona, MN: St. Mary's Press, 1991. (T,S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991. (S)

McCarty, Michelle. *Living the Catholic Sacraments*. Dubuque, IA: Brown-ROA, 1994. (S)

McKeever, Sharron and Ralph Pallone. *Retreats for Secondary Schools*. Oshawa: Durham Catholic District School Board, 1999.

Qualls, Cathy and Kieran Sawyer. *The Church at 21 Centuries: Director's Manual*. South Bend, IN: Ave Maria Press, 1998. (T)

Reynolds, Brian. *A Chance to Serve: A Leader's Manual for Peer Ministry*. Winona, MN: Saint Mary's Press, 1984. (T)

Richstatter, Thomas. "Inside a Catholic Church." *Youth Update* Y1094, 1994. (S)

Roberto, John, Michael Mosely, et al. *YouthWorks* (Revised Edition). Naugatuck, CT: Center for Ministry Development, 1996.

Roberto, John, Michael Mosely, et al. *DiscipleWays*. Naugatuck, CT: Center for Ministry Development, 1997.

Schneider, M. Valerie. *Teaching Sacraments and Seasons: Reflections, Prayers and Activities for Religion Teachers*. Mystic, CT: Twenty-Third Publications, 1999. (T)

Schmitt, Lara. "On Mary Truths and Connections." *Youth Update* Y0594, Cincinnati, OH: St. Anthony's Messenger Press, 1994. (S)

Smith, Robert W. "Find Your Place In The Parish." *Youth Update* YU0287, Cincinnati, OH: St. Anthony's Messenger Press, 1987. (S)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1993. (K)

Vatican II, *Gaudium et Spes*. (T)

Vatican II, *Lumen Gentium*. (T)

Zanzig, Thomas, ed. *Horizons: A Senior High Parish Religion Program*. Winona, MN: St. Mary's Press, 1997. (T)

Zanzig, Thomas. *Understanding Catholic Christianity*. (Revised edition). Winona, MN: Saint Mary's Press, 1999. (S)

Videotape

"Ailing Annie" in the *Changing Sacraments* series. Cincinnati, OH: St. Anthony's Messenger Press.

Great Stories of Faith: Ritual and Symbol. UCom Productions, EcuFilm, Nashville, TN
(www.ecufilm.org)

Mary of Nazareth. A&E Biography Series.

Pray Today. Harcourt Religion Publishers, 1997. (www.harcourtreligion.com/)

ShareLife and Students. Archdiocese of Toronto, 1999.

The History of the Eucharist. Harcourt Religion Publishers, 1993.

What the Eucharist Really Means. Harcourt Religion Publishers, 1993.

Computer Software

The Bible Library for Catholics CD-ROM. (NAB, NRSV, RSV) Liguori Faithware.

Butler's Lives of the Saints. Harmony Media.

Catechism of the Catholic Church. NCCB.

Documents of Vatican II. Catholic Software.

Encyclopedia of Catholic History on CD ROM. Our Sunday Visitor.

The Illustrated Catholic Bible (NAB, RSV). Harmony Media.

Maranatha Multimedia. *The Catholic Church: Exploring Our Tradition*. Available at
www.maranatha.on.ca

Logos Catholic Scholar's Pack. Logos Software (www.logos.com)

Our Sunday Visitor's Encyclopedia of Saints. Our Sunday Visitor.

Welcome to the Catholic Church on CD ROM. Harmony Media.

Internet

Alapadre's Sacrament Links: <http://www.alapadre.net/sacramen.html>

Bible Gateway: <http://bible.gospelcom.net/>

New American Bible: <http://www.nccbuscc.org/nab/bible/index.htm>

The Catechism of the Catholic Church: <http://www.christusrex.org/www1/CDHN/ccc.html>

Christian Pulpit (Audio version of the RSV – Requires 'Real Audio'): <http://talkingbible.com/>

Documents of the Second Vatican Council: <http://www.christusrex.org/www1/CDHN/v1.html>

Encyclicals and other Papal Documents: <http://listserv.american.edu/catholic/church/papal/papal.html>

The Ontario Conference of Catholic Bishops: <http://www.occb.on.ca/>

Roman Catholic Church Resources: <http://home.golden.net/~wts/index2.html>

The Vatican: <http://www.vatican.va/>

Activity 1: Our Faith Journeys

Time: 150 minutes

Description

This lesson introduces the second experiential layer upon which this unit is grounded – that of the students’ faith journeys. After a guided meditation prayer experience that sets the context for a spiritual journey, students graphically portray their own faith journeys. They are asked to identify, categorize, and reflect upon episodes in their journeys. The question, What does it mean to be Catholic? is asked throughout the unit. The artistic response assignment, which culminates the unit, will be introduced. Students and teachers collaboratively design a rubric for this assignment.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE1e, 1g, 7d.

Strand(s): Profession of Faith, Prayer and Sacramental Life, Family Life

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FLV.09 - demonstrate an understanding of the sacredness of the human person, body, and spirit; (CCC 2258-2262), from conception until natural death (CCC 2268-2283).

Specific Expectations

PF1.04B & PS4.01B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FL2.03B - explore the meaning of respect for life from conception until natural death.

Planning Notes

Select a guided meditation appropriate for the circumstances. If the teacher does not feel comfortable reading a script, consideration should be given to using a tape or CD version of guided meditations. If time is short, the forms for the faith journey exercise could be prepared and duplicated in advance. Note that this activity introduces an individual’s faith journey. Look for opportunities to show that we are communal people rather than isolated beings. Our faith journey is never completed in isolation. Sample rubrics can be duplicated to help students compile their group suggestions.

Prior Knowledge Required

none

Teaching/Learning

1. **Guided Meditation:** The teacher leads students in a guided meditation that reflects the idea of a faith journey. Examples are found below in the resource list. Process the activity by looking at times when students felt closer to God and times when they felt distant. (20 minutes)
2. **Individually:** Students trace their own life as a faith journey. Students draw a horizontal line across the middle of a page. The horizontal axis is marked in years. A vertical line is drawn along the left-hand side of the page. The vertical scale is marked from high points at the top to low points at the bottom. On the horizontal line, students mark key events. Students are to graph their life so far according to whether they see the events as being high or low points. They are challenged to extend their timeline into the future up to and beyond their death (CCC 671-672.) Students then divide their faith journey into episodes. Students are asked to explain why they were higher or lower along their journeys. Students also comment on their understanding of the presence of God at these moments. (55 minutes)

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3. **Teacher-Centred:** The teacher then introduces the central question of the unit: What does it mean to be Catholic? Preliminary responses to the questions are entertained. The teacher then distributes and explains the artistic response assignment. Throughout this unit, students will be exploring responses to the question: What does it mean to be Catholic? through discussions, exercises, and journal entries. This assignment allows students the opportunity to creatively express their response to the question using one of the products:
- Compact Disc cover with cover art, list of songs, and liner notes explaining why the song was included. It is to be presented in a CD jewel case. Include at least eight songs.
 - An exhibition catalogue of reproductions of visual art. These can be obtained from the Internet or from art books. The catalogue includes explanations as to why they are included in the catalogue. The catalogue can either be presented as a booklet or using presentation software. Include at least eight items.
 - A videotape documentary that compiles selections from movies or television as well as student narration to explain the inclusion of the clips. Include at least eight clips.
 - Anthologies of poetry, prose, and art along with an explanation of each element. It can be presented as a booklet or as a radio documentary recorded on cassette tape. Include at least eight selections.
 - A web site comprising of any of the elements described in the other categories. Include at least eight pages as well as a home page.
 - Students can suggest another method to the teacher for approval.
- These artistic responses will be viewed by other students in a class at the end of the unit and will be marked by means of a rubric devised collaboratively between the teacher and the students. (35 minutes)
4. **Group:** Teachers and students collaboratively design the rubric for the artistic response. Students are grouped. Models for rubrics are given to each group. Groups suggest categories for assessment and achievement criteria. The teacher collates these suggestions and responds to the class within three classes with the finished rubric. (40 minutes)

Assessment/Evaluation Techniques

- The Faith Journey assignment will be assessed using a rubric that addresses expectations FLV.09; FL2.03B; PSV.01, PS4.01B, and PF1.04B. This rubric can be developed using the models provided in the Appendix. This assignment will be continued in Activity 3.

Accommodations

- The timeline exercise can be adapted into a simple four-question task: What are the best things that have happened to me since I was born? What are the worst things that have happened to me since I was born? What will be the best things about my future? What will be the worst things about my future? These questions can be answered according to the medium in which the students can best express themselves.
- Enrichment opportunities include having students:
 - select and lead the guided meditation;
 - select songs or visual artwork that would illustrate key moments in their timeline.
- For the artistic response assignment, students needing modification can be directed towards creating the communion meditation for the Mass at the end of the unit.

Resources

Some guided meditations are found in

Ayer, Jane E. *Guided Meditations on Images of God: Mother, Potter, Compassion, Love* (Leader's Guide). Winona, MN: St. Mary's Press, 1999. (T)

Kelsey, Morton T. *The Other Side of Silence*. New York: Paulist, 1997. (T)

Koch, Carl and Joyce Heil. *Created in God's Image*. Winona, MN: St. Mary's Press, 1991. (T)

Rupp, Joyce. *May I Have This Dance?* Notre Dame, IN: Ave Maria Press, 1992. (T)

Activity 2: Parish Investigation

Time: 75 minutes

Description

Students start the activity by sharing information about their local parish in small groups. After correcting any misconceptions, students are introduced to the question: What does it mean to be Catholic? Preliminary answers are discussed and the parish investigation assignment is introduced and explained. Finally, the notion of keeping a spiritual journal is introduced and explained. Students are told that they will be asked to keep this journal throughout the unit. It will hold directed reflections on the findings of the lessons as they relate to their findings in the parish interview, their faith journey, and the question, What does it mean to be Catholic?

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 5b.

Strand(s): Profession of Faith

Overall Expectations

PFV.02 - demonstrate an understanding of the role of the Church in God's plan for salvation (CCC 770-776).

Specific Expectations

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members.

Planning Notes

The teacher should contact the local parish(es) regarding the assignment. Personally, or through the help of students, obtain copies of parish bulletins to verify phone numbers and contacts. The teacher may decide to pair or group students in their investigation. Students who have little or no affiliation with the local parish should be assigned to investigating parishes with which their homes would otherwise be affiliated. Adaptations to local situations may be needed in very small parishes. Use of e-mail to interview people at other parishes may be employed. An alternative to sending the students out to the parishes is to bring parishioners into the school as a panel of guest speakers. If this is the case, then an extra class needs to be added into unit planning.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Group Activity:** Students fill in a group pre-investigation form in groups of four. These groups should be formed of students from the same parish or within the geographic boundaries of the parish if there is no formal affiliation. This form has spaces for students to put the names of their local parishes and the pastors and any other personnel who work there, the different activities that the church does, and a definition for church. (20 minutes)
2. **Teacher-Centred:** Teacher leads a discussion of the findings and corrects any misconceptions. Groups can add to their list of parish personnel and activities. The assignment, Parish Investigation, is distributed and explained. (See Appendix 1: Parish Investigation) (50 minutes)
3. **Guest Speakers:** (Optional Activity) If the parish investigation assignment is not a viable option for your class, then invite guest speakers from various ministries within the parish to the school. The first part of the class is an introduction from one of the panelists who would describe the local parish. Panelists would then briefly describe what they do. Group the students. Each group of students, accompanied by a panelist, forms a discussion group where the interview questions from the assignment sheet are posed. The large group reassembles for general questions, concluding prayers, and thanks. (75 minutes – optional)
4. **Journal:** Students are expected to keep a spiritual journal of their growing understanding of what it means to be Catholic. Students then respond to these questions: What does it mean to be Catholic? What are my learning goals in this unit? (5 minutes plus homework)

Assessment/Evaluation Techniques

- Both the parish investigation (PFV.02; PF1.05B) and the journal exercises (various expectations to be detailed in each lesson) will be assessed by means of a rubric. The Parish Investigation Rubric can be developed using the models provided in the Appendix. The Journal Assessment Rubric is found in Appendix 3: Journal Assessment Rubric.

Accommodations

- Pair students with language or academic difficulties with students who are able to help them with the parish interview. The parish interview can be taped, as can the journal reflections.
- Students in enriched programs could videotape the interview and present it as a television documentary.

Resources

Parish Bulletins.

Richstatter, Thomas. “Inside a Catholic Church.” *Youth Update* Y1094, 1994, for background on what to expect and the vocabulary encountered in the interview. (T)

Web Sites (T,S)

Archdiocese of Ottawa: <http://www.ecclesia-ottawa.org/e-menu.html>

Archdiocese of Toronto: <http://www.archtoronto.org/>

Canadian Catholic Directory of Churches: <http://137.122.12.4/advent2/>

The Canadian Conference of Catholic Bishops: <http://www.cccb.ca/>

Diocese of Alexandria-Cornwall: <http://www.diocese-alex-cnwl.on.ca/e-welcome.html>

Diocese of Hamilton: <http://home.golden.net/~wts/hamilton/index2.html>

Diocese of London: <http://www.rcec.london.on.ca/>

Diocese of St. Catharines: <http://www.romancatholic.niagara.on.ca/>

Diocese of Sault Ste. Marie: <http://www.isys.ca/cathcom.htm>

Diocese of Thunder Bay: <http://dotb.baynet.net/>

Diocese of Timmins: <http://www.nt.net/~dioctims/>

The Ontario Conference of Catholic Bishops: <http://www.occb.on.ca/>

Appendices

Appendix 3: Journal Assessment Rubric

Activity 3: Sacramentality – Symbolism

Time: 75 minutes

Description

Students review the notion of symbols developed in Unit 1. Students then redraw their faith journey timeline using symbols. Students integrate the ideas presented in this class with their own experience in their journal entries.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1e, 1f, 7d.

Strand(s): Prayer and Sacramental Life

Overall Expectations

PSV.01B - recognize the spiritual and sacramental dimension implicit in human experience and the created world.

Specific Expectations

PS1.01B - demonstrate an understanding of the role of religious symbols, celebration, and ritual in revealing the significance of important passages in the life journey of human beings;

PS4.01B - recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

PS4.02B - appreciate the importance of religious symbol and ritual in the sacramental life of the Church.

Planning Notes

The opening exercise reviews Unit 1, Activity 12. The presentation on symbols portrays an abstract notion. The examples should be made as real as possible to the students by using their examples and common symbols in everyday life. The teacher may wish to prepare worksheets for the faith journey exercise.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Teacher Input on Symbols.** The teacher reviews the important concepts related to symbols described in Unit 1 and extends these understandings into the realm of sacramentality:
 - A sign is a general term referring to any object that represents something else.
 - A symbol is a sign that operates on many levels (e.g., physical, spiritual) and has more than one meaning.
 - A symbol's meaning and physical appearance are interwoven. (Water is a symbol of Baptism, partly because it cleans)

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- Symbols are most powerful when the personal meaning is shared with others (e.g., hockey sweaters).
 - The most universal symbols are natural symbols (rock, water). These tend to have the deepest meaning.
 - Symbolic seeing leads to sacramental awareness.
 - Sacramental awareness is the ability to see God present around us. (20 minutes)
2. **Student Exercise-Symbol Faith Journey:** Students use this knowledge to redraw their faith journey exercise using symbols. This is the last part of the faith journey assignment started on the first activity in this unit. (25 minutes)
 3. **Journal:** These questions are asked: Why were the symbols that were presented at the beginning of class powerful? What are the most effective symbols of God’s presence for you? How has this exercise helped you to answer the question: What does it mean to be Catholic? (15 minutes)

Assessment/Evaluation Techniques

- Concepts taught in the teacher input (PS1.01B; PS4.02B) will be assessed in a quiz at the end of this activity. The symbol faith journey (PS1.01B; PS4.02B) will be part of the assignment described in the first activity. Adapt a rubric from Appendix A to evaluate this assignment. Expectations PSV.01B; and PS4.01B will be evaluated by means of the rubric assessing the journal entry found in Appendix 3: The Journal Assessment Rubric.

Accommodations

- During the input on symbols, the teacher frequently engages those students who have most difficulty with abstract symbols. This is done by frequently referring to their personal symbols. Student notes can be made for them with missing words to fill in.
- An enrichment activity could see students present a poem (e.g., “God’s Grandeur” by G.M. Hopkins) or art work (e.g., “The Starry Night” by V. Van Gogh) to illustrate the main ideas in the teacher-centred part of the activity.

Resources

Stoutzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: St. Mary’s Press, 1993. See Chapter 2 for a treatment of symbols. (K)

The review on personal symbols can be supplemented with material from McKeever, Sharron and Ralph Pallone. *Retreats for Secondary Schools*. Oshawa: Durham Catholic District School Board, 1999. (S)

Alapadre’s Sacrament Links: <http://www.alapadre.net/sacramen.html>. (T,S)

Appendices

Appendix 3: Journal Assessment Rubric

Activity 4: Sacramentality: Ritual

Time: 75 minutes

Description

The teacher introduces this activity by identifying important components of ritual. Group work is used to explore different aspects of sacramentality. Group findings are then reported back to the class. The journal exercise gives the student a chance to articulate these new concepts in terms of their personal experience.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1e, 7d.

Strand(s): Profession of Faith, Prayer and Sacramental Life

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PFV.02 - demonstrate an understanding of the role of the Church in God's plan for salvation (CCC 770-776).

Specific Expectations

PS1.01B - demonstrate an understanding of the role of religious symbols, celebration, and ritual in revealing the significance of important passages in the life journey of human beings;

PS1.02B - identify the concept of “sacraments of initiation” (Baptism, Confirmation, Eucharist) (CCC 1212-1314);

PS1.04B - identify the seven sacraments of the Church as visible signs of God's invisible presence and action;

PS3.01B - explain the role of sacraments in the life journey of Catholics with special emphasis on the sacraments of initiation and healing (CCC 1145-1162);

PS3.02B - name the seven sacraments of the Church;

PS4.02B - appreciate the importance of religious symbol and ritual in the sacramental life of the Church.

Planning Notes

The teacher may prepare lists of common rituals, common parish rituals and routines to supplement suggestions students may make during the brainstorming exercise in the first exercise. Prepare the six group members and the information that each will be learning and teaching the rest of the class. Consider the appropriate classroom setup for presentations. The teacher may choose to have the quiz on the next day. If so, the journal exercise could be given in the last fifteen minutes of class.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Teacher Input:** The teacher explains that rituals are symbols in action. They are different from routine in that there is significance beyond the act itself. The teacher uses the brainstorming technique to identify some common rituals: birthdays, anniversaries, etc. Develop the concept of rituals by using such questions as: What is remembered? What symbols are present? What rituals did you encounter in your school? What routines did you find? (10 minutes)
2. **Group Work:** Students are placed into six groups. Each group has the task of teaching the rest of the class a particular facet of sacramentality. Each group has a set of information on these facets. Students are to use demonstrations and skits to get their point across. A summary statement should be

made for each presentation and each student should record information in his or her notebooks. See the resource list for sources of information. Group topics include:

- The distinction between sacramentality and the seven sacraments of the Church;
 - The names of the seven Sacraments and the subdivisions of each: vocation, initiation, healing;
 - How Eucharist was celebrated in the early church;
 - How Eucharist was celebrated after the Council of Trent;
 - How the celebration of Eucharist changed at the Second Vatican Council;
 - How the seven Sacraments celebrate key moments in the life journey of Catholics. (55 minutes)
3. **Quiz:** Students complete a short quiz based on the concepts explored in Activities 3 and 4. (15 minutes)
 4. **Journal:** Questions to be asked include: Which sacraments have you participated in? Why does the participation in some sacraments become routine rather than ritual? What can you do to find more meaning in sacraments? What have Sacraments to do with being Catholic? (Homework)

Assessment/Evaluation Techniques

- A quiz at the end of the activity will assess the learning associated with expectations PS1.01B; PS1.02B; PS1.03B; PS1.04B; PS3.01B, and PS3.02B. These expectations are dealt with in the group work exercise. A rubric for the prayer exercise may be developed using resources found at the Internet site found in the resource section. Appendix 3: Journal Assessment Rubric is used in assessing expectation PS4.02B.

Accommodations

- In the group activity, students who experience difficulty with more abstract concepts can be placed in a group that has to teach the names of the Seven Sacraments. The group should include students needing enrichment.
- The enrichment activity includes devising strategies to include all group members in the task of learning and teaching the section on naming the sacraments.

Resources

Most of the information for the group activity can be found in

Foley, Leonard. "Why We Have Sacraments." *Youth Update* YU0787. St. Anthony's Messenger Press, 1987. (S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991, Chapter 11-16. (S)

McCarty, Michelle. *Living the Catholic Sacraments*. Dubuque, Iowa: Brown-ROA, 1994, Chapter 3. (S)

Stoutzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: St. Mary's Press, 1993, Chapter 7. (K)

Zanzig, Thomas. *Understanding Catholic Christianity* (Revised edition). Winona, MN: St. Mary's Press, 1999, Chapter 9. (S)

Software

Welcome to the Catholic Church on CD ROM. Harmony Media.

Maranatha Multimedia. *The Catholic Church: Exploring Our Tradition*. Available at www.maranatha.on.ca (T,S).

Web Sites

Alapadre's Sacrament Links: www.alapadre.net/sacramen.html; (T)

Resources for Catholic Educators: www.silk.net/RelEd/sacraments.htm. (T)

The group work rubric can be developed from the resources found at:

www.phschool.com/profdev/aa/aa08.html and www.phschool.com/profdev/aa/aa09.html. (T)

Video

Great Stories of Faith: Ritual and Symbol. UCom Productions, EcuFilm, Nashville, Tennessee (www.ecufilm.org) (S)

Appendices

Appendix 3: Journal Assessment Rubric

Activity 5: Sacramentality: Anointing of the Sick

Time: 90 minutes

Description

This activity starts in small groups with students looking at experiences of being broken socially, physically, emotionally, intellectually and spiritually. The teacher leads a class discussion to show that wounding and healing have a spiritual dimension. In groups, students explore different aspects of the Sacrament of Anointing. These findings are reported back to the class in the form of a skit. The journal entry relates the Sacrament of Anointing to students' personal experience.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE1j.

Strand(s): Profession of Faith, Prayer and Sacramental Life

Overall Expectations

PSV.02 - explain the meaning and role of Eucharist and Anointing the Sick in the life of a Christian;
PFV.07 - identify and describe the role and history of the sacraments in the life of Catholics with special emphasis on the sacraments of Eucharist (CCC 1322- 1405) and Anointing of the Sick (CCC 1499-1525).

Specific Expectations

PS1.05B - identify and explain the meaning and structure of the rite of Anointing;
PS4.06B appreciate the sacrament of anointing in the context of sickness, dying, and eternal life.

Planning Notes

The teacher may wish to share an experience of being broken to introduce and illustrate the think/pair/share exercise. This experience may be personal or one from a well-known public figure. Composition of the groups of four needs to be determined in advance in order to obtain a proper mix of abilities. The classroom could be rearranged for the skits.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Think/Pair/Share:** The teacher introduces this activity by stating that it provides an example of one of the Seven Sacraments. Using one of the incidents from the personal timeline exercise in the second activity, students recall an event that portrays the experiences of being broken and healed (socially, physically, emotionally, intellectually, and/or spiritually). They share this with a partner and the partner shares it with a group of four. The teacher elicits patterns in the group responses. The teacher then emphasizes the spiritual dimension of healing.

Or: Invite a person who has been anointed during a serious illness to bear witness to their plight and share what the Sacrament has meant to them.

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- And/or:** Invite a parish priest to bear witness to the number of people who had received little hope from science and medicine yet were helped through the sacrament of anointing. (15 minutes)
2. **Group Activity.** Students are divided into groups of four. Each person in the group has the same question sheet to complete. Each group should be provided with four different sources of information on the Sacrament of Anointing. (See below for suggestions.) These readings examine the history of anointing and the different circumstances under which anointing of the sick can be administered. Students divide the work among themselves to research the answers. When the assigned section is complete, students teach the answers to other members of the group. The group is assigned the task of portraying one particular part of the research. They devise and present a skit that illustrates the different circumstances under which the sacrament can be administered or the different ways in which the sacrament was administered during history. (55 minutes)
- Or:** Use the video, “Ailing Annie” in the *Changing Sacraments* series. Although it is an old resource, it works well at portraying the developments in the sacrament as well as diverse modern understandings. The teacher can create a question sheet to guide students through the video and take up the questions at its end. (55 minutes)
3. **Quiz:** Students complete a short quiz based on the concepts explored in this activity at the end of Activity 6. (15 minutes)
4. **Journal:** Students describe new insights that they have achieved regarding the Sacrament of Anointing and explain how healing can be a sacred experience from a Catholic perspective. (15 minutes)

Assessment/Evaluation Techniques

- Students will be evaluated on the achievement of their expectations (PSV.02, PS1.05B) in a quiz that will be held at the end of the activity. Appendix 3: Journal Assessment Rubric is used in assessing expectation PS4.06B.

Accommodations

- Prepare fill-in-the-blank answers, for students needing help, omitting only keywords. In other words, these students would complete a fill-in-the-blank exercise.
- As an enrichment activity, students can find examples of the five types of brokenness from the newspaper or television to present as a poster or short video presentation.

Resources

Most of the information for the group activity can be found in

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991, Chapter 14. (S)

McCarty, Michelle. *Living the Catholic Sacraments*. Dubuque, Iowa: Brown-ROA, 1994. (S)

Stoutzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: St. Mary’s Press, 1993, Chapter 11. (K)

Welcome to the Catholic Church on CD ROM. Harmony Media. (S)

Web Sites

Alapadre’s Sacrament Links: <http://www.alapadre.net/sacramen.html>; (T)

Resources for Catholic Educators: <http://www.silk.net/RelEd/sacraments.htm> (T).

Video

“Ailing Annie” in the *Changing Sacraments* series. Cincinnati: St. Anthony’s Messenger Press. (S)

Appendices

Appendix 3: Journal Assessment Rubric

Activity 6: Prayer and Creed

Time: 135 minutes

Description

Students collect perceptions about prayer by brainstorming. The teacher then looks at the different dimensions of prayer. Different styles of prayer are explored in a group exercise. The activity concludes with students reflecting on prayer in their lives.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1f, 6d.

Strand(s): Profession of Faith, Prayer and Sacramental Life

Overall Expectations

PFV.08 - demonstrate an understanding of the main creedal forms of the Catholic Church (Apostle's Creed, Nicene Creed, baptismal liturgy);

PSV.04 - identify and assess the value of both personal and communal prayer within Christianity.

Specific Expectations

PF4.01B - use gospel readings in personal prayer and communal prayer services;

PS1.06B - demonstrate a knowledge of the various purposes of prayer;

PS1.07B - understand the importance of the main traditional prayers of the Church (Our Father, Hail Mary, Glory to the Father);

PS1.08B - understand charitable giving and tithing as an offering to God and a form of prayer;

PS2.01B - identify and assess the value of both personal and communal prayer for a life of faith;

PS4.03B - value the importance of the use of the body in prayer;

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics;

PS4.05B - show reverence for the traditional prayer forms of Catholicism.

Planning Notes

The different dimensions of prayer can be explored using the teacher references provided below. The Prayer Stations exercise requires careful logistical preparation. Not only do groups have to be carefully selected, but also the timing of the different activities should be closely watched. You may wish to appoint a timekeeper to keep things on schedule. Resource packages using information described below will also have to be prepared. This class will usually be taught over two days and so a short review at the beginning of the second day may be necessary.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Teacher Introduction** The teacher explains that the activities so far have been laying the groundwork for a series of activities that explore facets of being Catholic. Students first explored their faith journey and then investigated a parish. Their experiences helped them to gain insight into a central Catholic understanding of sacramentality. The next part of the unit looks at some of the issues that have made Catholics distinct among Christians. (5 minutes)
2. **Group Brainstorm:** Students brainstorm types of prayer in groups of four to six using a pre-designed form. Students brainstorm various forms of prayer that are then categorized. Students explore reasons for prayer. Students then define prayer. These are placed on the board. (25 minutes)
3. **Teacher-Centred:** From these definitions, the teacher draws out different dimensions of prayer:
 - personal and communal
 - spiritual, moral, and physical

- speaking and listening (communication)
- traditional and modern
- life sustaining

This information is recorded into student notebooks. (15 minutes)

4. **Group Exercise - Prayer Stations:** Students return to their groups. Each group is given a particular prayer form to demonstrate. They prepare a five-minute demonstration on the origin and practice of the prayer form using resources provided. The prayer forms explored include: traditional prayers used in the rosary, use of body in prayer, tithing as a form of prayer, centring prayer, scripture reading as prayer, journaling as prayer, and art as prayer. In other words, they will be setting up prayer stations. There are two parts to the presentations. During the first half of the presentations, about half of the group stays at the group meeting place to teach the other students. The rest of the group rotates through the other stations at five-minute intervals. Students will be provided with a worksheet to record information systematically. During the second phase, the students who were teaching go on to learn at the different stations and those who were learning in the first phase will be teaching at their own stations in the second phase. As a concluding activity, all students on the worksheet list forms of prayer that the student would or would not like to explore and explain the reasoning for responses. (75 minutes)
5. **Quiz:** Students complete a short quiz based on the concepts explored in this activity. (15 minutes)
6. **Journal:** Students answer these questions: What evidence of prayer was encountered in the parish investigation? What forms of prayer do you prefer? Why? If you were to write the Apostle's Creed in your own words, what would it say? Can classroom learning be a prayer? All Christians pray. What is distinctive about Catholic prayer? (Homework)

Assessment/Evaluation Techniques

- A performance assessment of students in the prayer exercise adapting the group exercise rubric found in Appendix 2: Prayer Stations Worksheet Assessment Rubric will measure achievement with respect to expectations PFV.08; PSV.04; PF4.01B; PS1.06B; PS1.07B; PS1.08B; PS2.01B; PS4.03B; PS4.04B; and PS4.05B. A quiz will be held at the end of the activity evaluating knowledge/understanding associated with expectations PS1.06; PS1.07; and PS1.08. Expectations PS1.07B and PS4.04B will also be evaluated with the rubric found in Appendix 3: Journal Assessment Rubric.

Accommodations

- For the Prayer Stations exercise, students needing modification need not be part of a teaching group but would go through the learning activities twice for reinforcement of concepts.
- For enrichment in this exercise, students could research and role play people who were important in the development of the prayer style, e.g., St. Dominic: Rosary and Dom John Main: Centring Prayer.

Resources

Encyclopedia of Catholic History on CD ROM. Our Sunday Visitor (S)

Georgic, Bob. *Prayer and Worship*. Orlando: Harcourt Religion Publishers, 1995, selected chapters. (S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991, Chapter 10. (S)

McCarty, Michelle. *Living the Catholic Sacraments*. Dubuque, Iowa: Brown-ROA, 1994, Chapter 3. (S)

Stoutzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: St. Mary's Press, 1993, Chapter 4. (K)

Zanzig, Thomas. *Understanding Catholic Christianity*. (Revised edition). Winona, MN: Saint Mary's Press, 1999, Chapter 11. (S)

Internet

Resources for Religious Educators: Prayer www.silk.net/RelEd/prayer.htm (S)

Video

Pray Today. Harcourt Religion Publishers, 1997. www.harcourtreligion.com/ (S)

Appendices

Appendix 2: Prayer Stations Worksheet Assessment Rubric

Appendix 3: Journal Assessment Rubric

Activity 7: The Communion of Saints

Time: 75 minutes

Description

Students, in a group discussion, articulate their beliefs and attitudes regarding the Communion of Saints. Students then explore Church teaching on saints. Students discern the implications of this teaching for their lives, first in small groups and then in their journals.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1a, f.

Strand(s): Profession of Faith

Overall Expectations

PFV.05 - understand the importance of the communion of saints within Church history (CCC 946-962).

Specific Expectations

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members.

Planning Notes

Teachers should review the distinction between “veneration” and “worship”. Other vocabulary that will have to be defined includes “canonization” and “communion”. If the second option were taken in the exercise on Church teaching, then the teacher would have to prepare the true/false exercise based on the reading available. If the school or local parish is named after a saint, the teacher might want to research some of the background of the saint or saints to use as examples in the discussions. Extra questions pertinent to the school may be added to the group or class discussion.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Group Discussion:** Use the think/pair/share technique to answer this question: What does it take to be a saint? In think/pair/share the student first thinks about the answer, then shares it with a partner. The partner explains the response and the student explains the partner’s response to a group of four. The group then decides on the best answer to the question. They also determine where they have received their prior education about saints. They should also discuss the question: “Do I want to be a saint? Why? Why not?” These are then put on the board. The teacher facilitates a discussion regarding the common themes in the responses. (30 minutes)
2. **Individual Reading:** Students study a reading that summarizes Church teaching on the Communion of Saints. (See Resources.) Students answer these questions based on the text:

- According to scripture, what does it mean to be a saint?
- Why is a person made a saint in the Roman Catholic Church?
- What three groups make up the Communion of Saints?
- Do Catholics worship saints? Explain.
- How has the understanding of the communion of saints changed over church history?
- Other questions may be added according to the reading. (30 minutes)

or

Group Exercise: Give an individual true/false pretest based on the reading. Students then read the selection as a group to correct the answers. (30 minutes)

3. **Journal:** What evidence was there during your parish investigation of respect and veneration of saints? What saints have been particularly important for you in your past? If you were to nominate a person for canonization, what reasons would you give? Do you want to be a saint? Why or why not? (15 minutes)

Assessment/Evaluation Techniques

- A quiz will be held at the end of Activity 10 testing knowledge/understanding associated with expectations PFV.05 and PF1.05B. Appendix 3: Journal Assessment Rubric is used in assessing expectations PFV.05 and PF1.05B.

Accommodations

- Students needing assistance may have the passage in the second exercise read to them. Instead of questions, students may have the most important passages copied out for them, leaving them to fill in the blanks left at strategic places. The reading on the Communion of Saints may be rewritten for them at a more accessible level.
- An enrichment activity would see students create a litany of saints for the class. This litany would include saints of local significance and relevance for youth.

Resources

The individual reading can be taken from one of the following:

Driedger, Patricia Morrison. *The Church: Our Story*. Notre Dame, Ave Maria Press, 1999: 215-221. (S)

Foley, Leonard. "The Communion of Saints" *Catholic Update* CU1187. St. Anthony's Messenger Press, 1987. (T)

Foley, Leonard. "Seen Any Saints Lately?" *Youth Update* YU1188. St. Anthony's Messenger Press, 1988. (S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991: 208- 210.

Johnson, Elizabeth. *Friends of God and Prophets*. New York: Continuum, 1999. (T)

Describes a modern vision of the Communion of Saints as a radically inclusive spiritual symbol.

Web Sites

Catholic Online: Saints and Angels <http://saints.catholic.org/index.shtml>; (S)

Resources for Catholic Educators – Saints: <http://www.silk.net/RelEd/saints.htm#index> (T)

CD-ROM

Maranatha Multimedia. *The Catholic Church: Exploring Our Tradition*. Available at www.maranatha.on.ca. It has a section on the Communion of Saints that can be used to supplement the individual reading. (T,S)

Appendices

Appendix 3: Journal Assessment Rubric

Activity 8: Mary and the Church

Time: 75 minutes

Description

Students brainstorm their knowledge and attitudes regarding Mary. An exploration of different views of Mary takes place by means of jigsaw grouping. Students then reflect on the implications of these understandings in their journals.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1c, 1g.

Strand(s): Profession of Faith, Prayer and Sacramental Life

Overall Expectations

PFV.04 - demonstrate an understanding of Mary as Mother of God and Mother of the Church (CCC 963-975).

Specific Expectations

PS4.05B - show reverence for the traditional prayer forms of Catholicism.

Planning Notes

If the school and parish(es) are associated with one or more of Mary's other titles, then add that title to the word web. Prepare the packages for the specialist groups in the jigsaw activity. Instructions for the jigsaw activity could be placed on chart paper, overhead, or board. Rosary beads, icons of Mary, modern images of Mary, prayer cards and other Marian objects should be brought either by the teacher or by students. Teachers should explore multifaceted understandings of Mary that transcend traditional devotional images. See Resources for some references.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Teacher-Centred:** Read the story of the Wedding at Cana. What words describe the actions of Mary? Show a picture of Mary such as those found on traditional holy cards. What words describe Mary in this image? Challenge students to reconcile the gospel image with the traditional image. Conclude the exercise by posing the challenge of understanding the role of Mary in the life of teens today. (10 minutes)
2. **Group – Jigsaw:** Students gather in groups of four or five. Students share their opinions and attitudes towards Mary. Students then go to specialist groups where they will read one of five articles on Mary (see Resources). They will report their findings back to their home group. Each group would prepare a short dramatic presentation to the class that shows how Mary would deal with a modern situation in the school. Some examples could be Mary as a pregnant student, as a member of a social justice group, as a teacher, as a bereaved parent, as a member of the liturgical committee or as a peer minister. (50 minutes)
3. **Quiz:** Students complete a short quiz based on the concepts explored in this activity. (15 minutes)
4. **Journal:** Students explain in their journal their attitudes towards Mary. They answer the question: How is Mary relevant to modern teens? They will also describe how their relationship with Mary contributes to their understanding of what it means to be Catholic. (Homework)

Assessment/Evaluation Techniques

- A quiz will be held at the end of the activity evaluating knowledge/understanding associated with expectations PFV.04B. Expectation PFV.04B will also be evaluated with Appendix 3: Journal Assessment Rubric. Expectation PS4.05B will be evaluated as part of Activity 6.

Accommodations

- Students requiring special assistance could examine a series of icons of Mary. (See Web Sites in Resources.) They can describe which images they prefer and why. These images could then be shared with the rest of the class.
- An enrichment activity could be the design of a one-day Marian retreat that would appeal to contemporary youth.

Resources

Print

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K, T)

Driedger, Patricia Morrison. *The Church: Our Story*. Notre Dame, Ave Maria Press, 1999, Chapter 7.2. (S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991, Chapter 21. (S)

Schmitt, Lara “On Mary Truths and Connections,” *Youth Update* Y0594, St. Anthony’s Messenger Press, 1994. (S)

Contemporary authors writing about Mary include:

Carretto, Carlo. *Blessed Are You Who Believed*. Maryknoll: Orbis, 1983. (T)

Friedmann Cavano, Jerilyn. *Catholic Teaching on Mary*. Villa Maria, PA: The Center for Learning, 1999. (T)

Computer Software

Our Sunday Visitor’s Encyclopedia of Saints (T,S).

Our Sunday Visitor. *Welcome to the Catholic Church on CD ROM*. Harmony Media. (T,S)

Video

A& E Biography Series: *Mary of Nazareth*. (T,S)

Web Sites

At Bridge Building Icons: www.bridgebuilding.com (T)

University of Dayton site: www.udayton.edu/mary (T,S) a series of traditional and modern Marian icons to help students needing accommodation

Maranatha Multimedia. *The Catholic Church: Exploring Our Tradition*. Available at www.maranatha.on.ca. (T,S) Includes a section on Mary that can be used as one of the specialist group centres.

Appendices

Appendix 3: Journal Assessment Rubric

Activity 9: The People of God

Time: 150 minutes

Description

An exploration of possible roles and ministries within the early church is undertaken through a simulation game called, “The Mission.” Students discover that in the early church there were a variety of diverse but complementary ministries. In the other major exercise, students discover, in a jigsaw group activity, that there are modern images of the Church that have both strengths and weaknesses. These facets or understandings of the church are also diverse but complementary.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1g.

Strand(s): Profession of Faith

Overall Expectations

PFV.02 - demonstrate an understanding of the role of the Church in God’s plan for salvation (CCC 770-776);

PFV.03 - identify various ways in which the Church expresses itself as the “people of God” (CCC 781-786).

Specific Expectations

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members;

PF3.03B - name the various ways the church expresses its relationship with Jesus Christ.

Planning Notes

The mission exercise requires students to move around. Consider using a large open area. Art supplies need to be provided for the jigsaw group activity. Prepare a chart to help students gather information in their jigsaw activity.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Simulation Game - The Mission:** Teachers introduce the activity by explaining that students will be playing a role; that is, they will be acting in an imaginary situation. Nonetheless their choices should be as authentic as possible if the exercise is to work. Set the scene in Palestine a week after the empty tomb has been discovered. Tell the students that each is to play a follower of Jesus. Invite them to select a name. Explain the different feelings that might be running through people’s minds: confusion, wonder, joy, and responsibility. Ask students to decide what is going to be the most important thing for them to do over the next few months:
 - Go out into the streets and synagogues and preach the Good News that Jesus taught, was crucified, and has risen. People should believe in him, repent their sins, and join the followers by being baptized.
 - Serve the outcast, the sick, the poor.
 - Organize fellow believers into communities to consider long-term plans.
 - Go on a retreat to pray and reflect upon the experience, meaning and importance of the past few years with Jesus.
 - Return to the way you were before you met Jesus and re-establish broken relationships.
 - Start a school to teach the messages that Jesus has been teaching you.

-
- Gather people together to worship in the ways that Jesus taught.
 - Write down as many sayings, stories, and lessons as you and your friends can remember.
- Group students who have the same choice. If the numbers for any one particular group are too large, divide the group. Each group should then decide upon three reasons why their choice is best. The groups then present their choices and the reasons for selecting that choice. After the presentations, students are told that they will have five minutes to “evangelize” or to persuade people from other groups to join their group. After the time is up, ask students who switched groups to explain why they did so. (45 minutes)
2. **Class Discussion:** Students express what they felt during the different stages of the simulation. Particularly emphasize the last part. Elicit any conflicts and dilemmas that might have arisen. These conflicts help students to identify personal assumptions regarding the nature of Church. All of the options truly belong within the mission of the Church. The last phase of this exercise creates an artificial conflict to show the absurdity of such dispute. If this insight comes from students then build on it. If it doesn’t arise then invite students to critique the exercise. (15 minutes)
 3. **Journal:** Of the eight different activities that were found in the simulation game, students are to explain what the modern equivalents are in their parish. Students also comment on the messages of the simulation game. (15 minutes)
 4. **Group Activity Jigsaw:** Recalling information from the Scripture and Church activity, as well as the first part of this activity, students in groups of five or six are to list images or metaphors for the Church. Students then go into one of five or six specialist groups. In each specialist group, there is a different account of one of Dulles’ models of the church. (Depending on the reading, there are five or six models. Dulles later added a sixth model to his original five. Readings based on the later work are preferred but not essential. The most important point is that there is material describing the different facets of the mission of the Church.) In specialist groups, students describe the model, list its strengths and weaknesses and decide upon a symbol for the model. Home groups fill out a chart compiling the information acquired in specialist groups. Students then are challenged to find an image that unites all these images together. They should refer to the brainstorming session they had earlier when their home group met. The symbol is drawn on a large sheet of paper. The group explains their chosen image to the rest of the class. (60 minutes)
 5. **Journal:** Students compare the image of the Church found in their Parish Investigation Interview with ideas found in the group presentations. Recalling the individual faith journey exercise from the first part of the unit, explain why an “individual” faith journey is a contradiction in terms? What are the advantages and disadvantages of having different images of the Church? (Homework)
 6. **Quiz:** A quiz, evaluating knowledge and understanding from this lesson, will take place in the next class after the rest of this activity. (15 minutes)

Assessment/Evaluation Techniques

- A performance assessment of students using a rubric of the mission exercise will measure achievement with respect to expectations PFV.02; PFV.03; PF1.05B; PF3.03B. A quiz will be held at the end of the activity testing knowledge/understanding associated with expectations PFV.02; PFV.03; PF1.05B; PF3.03B. Expectations PFV.03 will also be evaluated with the rubric found in Appendix 3: Journal Assessment Rubric.

Accommodations

- In both the simulation game and the jigsaw activity, students who require assistance can be paired with other students to make joint decisions.
- For enrichment, as a parallel activity to the jigsaw, students could be challenged to find examples of Dulles' models on the Internet. They should find representative sites to present to the class as a summary; for example, they might show the Catholic Worker site as an example of the Servant Model in action. This presentation could include overhead transparencies made from printouts of web pages or slides shown by means of computer presentation software or hardware.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K, T)

Fritsch, Waner, and Zulegar. *Church History: Tracing Our Pilgrimage*. Villa Marie, PA: The Center for Learning, 1989. (S)

Griggs, Donald. *New Testament: 8 Simulated Activities*. Livermore, CA: Griggs Educational Services, 1974. (T)

Koch, Carl. *The Catholic Church: Journey, Wisdom and Mission*. Winona, MN: St. Mary's Press, 1994. (S)

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor, 1991, Chapter 8. (S)

Reynolds, Brian. *A Chance to Serve: Leader's Manual*. Winona, MN: St. Mary's Press, 1984. (T)

CD-ROM

Welcome to the Catholic Church on CD ROM. Harmony Media. (T, S)

Web Sites

Alapadre's Church Links: www.alapadre.net/ecclesia.html (T,S)

Appendices

Appendix 3: Journal Assessment Rubric

Activity 10: The Meaning of the Eucharist

Time: 150 minutes

Description

Students articulate their knowledge and attitudes about the Eucharist. Students read an article about the deeper significance of the Eucharist. Findings as well as student insights are integrated into a diagrammatic representation of the multifaceted nature of the Eucharist. Students also reflect upon this in their journals. The notion of the Eucharistic community is broadened from the parish to the global Catholic community by investigations of different aspects of the Church mission.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE1f, 7e, 7f.

Strand(s): Profession of Faith, Prayer and Sacramental Life

Overall Expectations

PSV.02 - explain the meaning and role of Eucharist and Anointing the Sick in the life of a Christian.

Specific Expectations

PF1.01B - identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members;

PS3.03B - identify and explain the meaning and structure of the Eucharist (CCC 2174-2188);
PS1.03B - understand the reasons for Sunday Eucharist obligation in Catholic Church tradition (CCC 2174-2188).

Planning Notes

Prepare readings and the Diamond Worksheet for each student. Construct a large drawing of a diamond showing the facets. These facets are each numbered. The students will be placing a symbol in each facet. Make arrangements for computer use for the Internet search.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Individually:** In their notebooks students complete the statement: Eucharist calls us to ... with at least five words or phrases. (5 minutes)
2. **Whole Class:** The teacher then puts the responses on the board. Similar words and phrases are grouped together. (10 minutes)
3. **Individually:** Students explore a reading on the different levels of meaning and significance of the Eucharist with the aid of teacher-prepared questions. See below for a resource list. Students add these ideas to their list. Once again these are put on the board in the different categories. The teacher ensures that at least the ideas presented in the *Catechism of the Catholic Church* 2174-2188 are presented. Students are then given the outline of the diamond and told that a diamond is a single stone that has different facets that reflect light differently. In each of the facets on the diagram there is a number. Students are to put a symbol for the ten characteristics of the Eucharist that are most important to them in each of the facets. The numbered symbols should also have a key that explains the symbol in a sentence. When some responses are shared, students can fill in words and symbols of other meanings they find to be significant. (50 minutes)
4. **Journal:** Questions asked include: Why do some writers call Eucharist the “central sacrament”? Why is it unimportant to some people? What are the advantages and disadvantages to the diamond metaphor for Eucharist? What has Eucharist to do with being Catholic? (10 minutes plus homework)
5. **Internet Search:** The teacher introduces the activity by stating that the Parish Church is only one, albeit, important face of the universal Church. Students will use Internet resources in order to understand the variety of ways that the Church is present in the world. In as many groups as there are available computers, students investigate a variety of Church communities. Teachers assign a particular Web site to each group. These web sites consist of a variety of Church enterprises. See the resource list below. If class Internet access is not available or feasible, the teacher may have to print out a hard copy of sites. Students are given a question sheet that will be taken up by the teacher after the exercise. (75 minutes)
6. **Journal:** (Homework) From the Parish Interview, record reasons why the person attended Mass with the frequency stated. Other questions to be asked include: What other reasons could be given for regular Mass attendance? What reasons are given for Mass attendance? What are the greatest obstacles to your regular attendance at Mass? What could be done to increase regular Mass attendance for youth? (10 minutes plus homework time)

Assessment/Evaluation Techniques

- A quiz will be held at the end of the activity testing knowledge/understanding associated with expectations PSV.02, PS 3.03B, and PF1.05B. Expectation PS1.03B will be evaluated with the rubric found in Appendix 3: Journal Assessment Rubric.

Accommodations

- In the “diamond” part of the exercise, students needing accommodation could have reduced demands on the number of meanings that they would be responsible for.
- For the Internet search, bookmark suitable sites in advance. Refer to Grade 5 program from the *Canadian Catechism, Born of the Spirit Series, May We Be One*, Unit 3 for a clear presentation of the meaning of the Eucharist. This resource could form the basis of modified student learning. It can be obtained from an associated elementary school. Material can be supplemented according to the needs of the student.
- For enrichment, students prepare a slide show complete with music of their choice to portray aspects of meaning of the Eucharist.

Resources

Link, Mark. *Path Through Catholicism*. Allen, TX: Tabor Publishing, 1991, Chapter 12. (S)

McCarty, Michelle. *Living the Catholic Sacraments*. Dubuque, IA: Brown-ROA, 1994, Chapters 4, 5, and 6. (S)

Piechowski, Otto. *Catholic Teaching on the Eucharist*. Villa Maria, PA: The Center for Learning, 1999. (T) Recommended as background for teachers.

Raniero Cantalamessa. *The Eucharist Our Sanctification*. Collegeville, MN: The Liturgical Press, 1993. (T)

Stoutzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: St. Mary’s Press, 1994, Chapter 9. (K)

Zanzig, Thomas. *Understanding Catholic Christianity*. (Revised edition). Winona, MN: Saint Mary’s Press, 1999, Chapter 9. (S)

Web Sites

Alapadre’s Sacrament Links: <http://www.alapadre.net/sacramen.html>. (T,S)

Videos

The History of the Eucharist. Harcourt Religion Publishers, 1993. (S)

What the Eucharist Really Means. Harcourt Religion Publishers, 1993. (T)

Appendices

Appendix 3: Journal Assessment Rubric

Activity 11: The Celebration of the Eucharist

Time: 225 minutes

Description

Students grow in the understanding of the components of the Eucharistic Liturgy by planning and participating in a class Mass. If this option is not feasible, then groups make a poster that illustrates the different parts of the Mass. The journal activity gives students the opportunity to reflect on the significance of the Eucharistic liturgy in the identity of Catholics.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE1f, CGE6e.

Strand(s): Scripture, Profession of Faith, Prayer and Sacramental Life

Overall Expectations

SCV.06 - appreciate the use of Scripture in Christian prayer and worship;

PFV.07 - identify and describe the role and history of the sacraments in the life of Catholics with special emphasis on the sacraments of Eucharist (CCC 1322- 1405) and Anointing of the Sick (CCC 1499-1525).

Specific Expectations

SC4.02B - recognizes the reading of the gospels as a way of coming to know Jesus more deeply;

PS3.03B - identify and explain the meaning and structure of the Eucharist (CCC 2174-2188).

Planning Notes

Invite the priest-chaplain associated with the school or a local parish priest to hold a Eucharistic celebration with the class. The Mass is planned in the first class but time is also set aside for the journal activity. In the second class the Mass is held and presentations for the artistic response begin. In the third class, the artistic response presentations are concluded and the quiz held. If Option 1 is followed, the Mass preparation and the journal exercises take place on the first day. On the second day, the Mass is held and the presentations are started. On the third day, the presentations are completed and the quiz is held. If Option 2 were followed, work on the poster exercise would start on the first day and be completed on the second. Also on the second day, there would be time set aside for the journal activity as well as the beginning of the presentations. On the third day, the presentations are completed and the quiz is held. If the group poster project is chosen, then materials will have to be gathered (Poster paper, missalettes or photocopies of parts of the Mass, glue, markers). The Mass would also be the celebration of learning for the unit. In arranging for the presentations of the artistic response portfolios, take into consideration that all students should present only a selection of their work.

Prior Knowledge Required

- the growing understanding of what it means to be a Catholic developed through this unit

Teaching/Learning Strategies

1. **Group Preparation of a Eucharistic Celebration:** Students would prepare parts of the Mass as well as music and the environment. As a class select a theme from the different topics studied through the unit. The date of the liturgy may determines the theme. Form five groups. The first group would be responsible for selecting and delivering the readings. The second group composes two sets of prayers: an opening introduction that states the themes of the Mass and welcomes those attending as well as the prayers of the faithful. The third group prepares the music. Ideally, students should be led in singing liturgical music. The fourth group prepares a communion meditation. This is an interpretative reading, slide show, or liturgical dance that reflects the theme of the Mass. The fifth group is responsible for setting the liturgical environment. This includes arrangement of the chairs, decorations including a poster or banner, and the offertory procession. The priest would be asked to

explain the symbolism of actions at appropriate moments. (50 minutes preparation and 50 minutes for the liturgy).

or

Group Poster: As a group, use old missalettes or photocopies of parts of the Mass to create a poster explaining the parts of the Mass and their significance. These parts should be illustrated with a pertinent symbol. These posters can be displayed near the school chapel. Use one or more of the resources listed below to find the significance of these parts. (100 minutes)

2. **Journal:** This will be the final entry. Questions will include: Considering the hopes you described for this unit in the first journal, how well did you do? What does it mean to be a Catholic? From the topics studied, what are the most important characteristics of Catholics? Explain. (25 minutes)
3. **Artistic Response Portfolio:** Students present a section of their artistic response portfolio to the whole class. This activity has been ongoing through the unit. All students should present but only a selection of their work can be presented. Teachers allow each student two minutes to describe and/or display their artistic response. Any questions should be entertained at the end of the presentations. Peer evaluation of the presentation can form part of the mark. (85 minutes)
4. **Quiz:** This quiz evaluates the learning from the two lessons on Eucharist. It would have to be held in a class after the Mass or poster activity. (15 minutes)

Assessment/Evaluation Techniques

- A quiz will be held at the end this activity testing knowledge/understanding associated with expectations SCV.06, PFV.07, SC4.02B and PS3.03B. The artistic response is the summative evaluation for this unit and encompasses all expectations. Evaluation will be determined by the teacher-student collaboratively designed rubric developed in Activity 1. The journal exercise will be evaluated with the rubric found in Appendix 3: Journal Assessment Rubric.

Accommodations

- Students who need modification prepare the communion meditation, which would symbolically present many of the unit themes. It is suggested that they select slides and music. Direction for these students could either come from conferences with teachers through the unit and/or students requiring enrichment.
- Students requiring enrichment could create a report of the artistic responses for a school newspaper or school newsletter.

Resources

If a class Mass is held, pages 166-167 of Teaching Manual for *Celebrating Sacraments* (First Edition) (T) has a particularly useful planning sheet.

Appendices

Appendix 3: Journal Assessment Rubric

Appendix 1

Parish Investigation

What is the purpose of this assignment?

The purpose of this assignment is to expand your knowledge and experience of Parish life so that you can use this experience as the basis for asking the question: What does it mean to be Catholic?

What am I supposed to do?

In this assignment, you will be asked to do one of the activities listed below and record your observations on the sheet on the other side of this assignment sheet.

How will I be marked?

There will be a rubric to determine evaluation. You will be evaluated on:

- Planning skills: Were you able to contact the people you needed to? Were you able to do the work on time?
- Attentiveness to detail: Were you able to accurately record the facets of parish life in sufficient detail?
- Accuracy: Were your facts correct?

When is this assignment due?

This assignment is due on _____. This is the scheduled date of the beginning of our new unit.

Interview Options

The Parish Priest, an Associate Pastor, a Deacon, a Parish secretary, a Parish worker, a lector, an usher, an altar server, a minister of communion, a choir member, a Parish council member, a member of the Catholic Women's League, a member of the Youth Group or Youth Ministry Team, a member of the Knight's of Columbus, a Sunday School teacher, an RCIA sponsor, a member of the prayer group...

Among the questions that you should ask

1. What do you do?
2. Who helps you?
3. Why do you do it?
4. What does it mean to be a member of the Roman Catholic Church?
5. How do you pray?
6. Why is Mary important to Catholics?
7. What is the Communion of Saints?
8. What does the phrase "people of God mean?"

Appendix 2

Prayer Stations Worksheet Assessment Rubric

This assessment is used to evaluate the worksheet that students will complete as they are going through the prayer stations.

Knowledge/Understanding					
Expectation	Criteria	1	2	3	4
PFV.08	Lists forms of the creed	1 form	2 forms	3 forms	4 or ore forms
PFV.08	Lists distinguishing features of the creed	1 feature	2 features	3 features	4 or more features
PSV.04, PS2.01B	Lists reasons for the importance of personal prayer	1 reason	2 reasons	3 reasons	4 or more reasons
PS1.06B	Lists purposes of prayer	1 purpose	2 purposes	3 purposes	4 or more purposes
PS1.08B	Lists the ways in which charitable giving and tithing can be considered prayer	1 way	2 ways	3 ways	4 or more ways
PS4.03B	Lists ways in which the body can be used in prayer	1 way	2 ways	3 ways	4 or more ways
PS4.05B	Lists the main traditional prayers of the church	1 prayer	2 prayers	3 prayers	4 or more prayers

Thinking/Inquiry	Level 1	Level 2	Level 3	Level 4
Asks questions at prayer stations for clarification	Not asked	1 or 2 questions asked	3 or 4 questions asked	5 or more questions asked
Questions asked are pertinent to the topic	No questions asked or none on topic	Occasionally on topic	Usually on topic	Always on topic
Communication	Level 1	Level 2	Level 3	Level 4
Information recorded neatly	Not legible	Usually legible	Legible	Exemplary
Spelling and grammar	6 or more mistakes	4 - 5 mistakes	2-3 mistakes	0-1 mistake
Applications/Connections	Level 1	Level 2	Level 3	Level 4
Lists and explains forms of prayer that the student would or would not like to explore.	1 form listed and explained	2 forms listed and explained	3 forms listed and explained	4 or more forms listed and explained

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3

Journal Assessment Rubric

This assessment is used to evaluate the journals written by students.

Knowledge/Understanding					
Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Activity 1	Complete	Less than half of the entries are included	Most entries are complete	All entries are complete	All entries are complete and expansion on some ideas is evident
	Information recorded neatly	Not legible	Usually legible	Legible	Exemplary
	Evidence of critical thinking skills	Rarely	Occasional	Frequent	Exceptional
	Evidence of application to one's own life situation.	Infrequent	Frequent	Consistently present	Consistently present with profound insights
	Responds to the question "What does it mean to be Catholic?"	Little evidence of growth in insight	Occasional new insights	Many new insights	Many new and profound insights
Activity 2	States learning goals	1-3 are present	1-3 are present but not all are consistently clear and achievable	3-5 are present and are clear and achievable.	3-5 are present and are clear, achievable and ambitious
Activity 3 PSV.01 and PS4.01B	States and explains the most effective symbols of God	1 is stated without explanation	1-3 are stated with some explanation	3-4 are stated with a clear explanation	3-4 are stated clearly with an eloquent explanation
Activity 4 PS4.02B	Lists and explains ways in which one can find more meaning in sacraments	1 is stated without explanation	1-3 are stated with some explanation	3-4 are stated with a clear explanation	3-4 are stated clearly with an eloquent explanation
Activity 5 PS4.06B	Describes new insights regarding the Sacrament of Anointing	1 is stated without explanation	1-3 are stated with some explanation	3-4 are stated with a clear explanation	3-4 are stated clearly with an eloquent explanation
Activity 6 PS1.07B PS4.04B	Responses show an appreciation for prayer forms in	1 is stated without explanation	1-3 are stated with some explanation	3-4 are stated with a clear explanation	3-4 are stated clearly with an eloquent

Knowledge/Understanding					
Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
	the question, "What prayer forms do you prefer? Why?"				explanation
Activity 7 PFV.05, PF1.05B	Shows an understanding of the constitution of the Communion of Saints	Only one facet included	Mostly correct but contains a few errors	Correct and clearly stated	Correct and eloquently stated with insightful examples
Activity 8 PFV.04B	Explains attitudes towards Mary.	1 attitudes is stated without explanation	1-3 are stated with some explanation	3-4 are stated with a clear explanation	3-4 are stated clearly with an eloquent explanation
Activity 9 PFV.03	Shows a variety of understandings of how the church is present	1 understanding	2-3 understandings	3-4 understandings	5 or more understandings
Activity 10 PS1.03B	Gives reasons for the Sunday Mass obligation in the Catholic Church	1 reasons is stated without explanation	1-3 are stated with some explanation	3-4 are stated with a clear explanation	3-4 are stated clearly with an eloquent explanation
Activity 11	Evaluates how well the goals set earlier have been evaluated	1 goals has been addressed incompletely	Most set goals have been addressed	All set goals have been addressed	All set goals have been articulately addressed
Activity 11	Describes the most important characteristics of Catholics	1-2 characteristics are described with minimal explanation	2-4 characteristics are described with a satisfactory explanation	4-6 characteristics are described with a clear explanation	At least 5 characteristics are described showing profound insight

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 3: Called to Be and Relate

Time: 21.25 hours

Unit Developers

Cathy Corbett, Thunder Bay Catholic DSB
Frank Kewin, Toronto Catholic DSB
Sharron McKeever, Durham Catholic DSB
Leslie Miller, York Catholic DSB
Robert Ryan, Dufferin-Peel Catholic DSB
Michael Smith, Durham Catholic DSB

Development Date: February 15, 2000

Unit Description

Steeped in Jesus' call to love God with one's whole body, mind and soul, students come to know the sacredness of the human person. Students are challenged to examine the quality of their relationships in light of the profound example of Jesus' love. Acknowledging the impact of culture on the lives of young people, students compare cultural priorities with the Gospel imperative. A culminating activity sees the production of a media campaign, which promotes a Christian vision of personhood, relationships, and sexuality for teens.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 2a, 2e, 3a, 3d, 4a, 4d, 4g, 4h, 5a, 5c, 5e, 5f, 5g, 6a, 6b, 6d, 7a, 7b, 7c, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Values, Prayer and Sacramental Life and Family Life

Overall Expectations: SCV.02, SCV.06, PFV.01, PFV.06, CMV.01, CMV.07, PSV.01, PSV.03, PSV.05, FLV.01, FLV.02, FLV.03, FLV.04, FLV.05, FLV.06, FLV.08, FLV.09.

Specific Expectations: SC1.04B, SC3.02B, SC4.01B, PF1.02B, PF1.04B, PF1.06B, PF3.01B, PF3.02B, PF4.01B, PF4.05B, PF4.07B CM1.01B, CM2.06B, CM4.04B, PS1.01B, PS1.06B, PS2.01B, PS4.01B, PS4.04B, FL1.01B, FL1.02B, FL2.01B, FL3.01B, FL3.02B, FL4.01B, FL2.02B, FL3.03B, FL4.02B, FL1.03B, FL2.03B, FL2.04B, FL2.05B, FL3.05B, FL3.06B, FL4.03B, FL4.04B.

Activity Titles (Time + Sequence)

Activity 1	Growing and Changing	150 minutes
Activity 2	Our Need to Relate	125 minutes
Activity 3	Connecting with God, Connecting with Others	75 minutes
Activity 4	Who is Guiding Us?	150 minutes
Activity 5	Skills for Relating: Communicating with Others	75 minutes
Activity 6	Our Families	150 minutes
Activity 7	Our Peers	75 minutes
Activity 8	Male and Female: God Created Us	75 minutes
Activity 9	Understanding Our Sexuality	75 minutes
Activity 10	Christian Response to HIV/AIDS	150 minutes
Activity 11	Values and Vision for Now and for Our Futures	175 minutes

Prior Knowledge Required

Students should know how to look up Scripture references. Students should be aware of the types of media (films, television, radio, Internet, magazines, newspapers, periodicals, fiction and non-fiction books) present in contemporary culture.

Unit Planning Notes

The prayer schedule started in Unit 1 should continue throughout this unit. This unit is designed around the acknowledgement and development of a Christian vision of personhood, relationships, and sexuality. A variety of situations, taken from within the student's cultural milieu, are examined to encourage the development of critical and analytical skills to discern between secular and spiritual values with regards to the human person, relationships, and sexuality. The culminating activity is the development of a media campaign based on Christian principles. The teacher should review pertinent co-operative learning strategies employed in this unit. Each activity however, suggests certain themes and/or resources for prayer. The title and main theme of this unit, is extended as a personal invitation to the student to become aware of the value of the gifts that we receive from God and to respond by growing toward wholeness.

Teaching/Learning Strategies

Each activity begins with the students using an experience either from their past, their present, or one they may have in the future, to assist in focussing them on the theme related to the expectation. Students move to critical reflection on their experience in dialectic tension with an encounter with the Catholic understanding of the issue. Students apply new learning to their situation. Activities include whole class discussion; brainstorming; interview; individual exercises; reading; reflection; teacher presentation; and small-group co-operative activities such as role playing; jigsaw, think/pair/share, formulate-share-listen-create; roundtable, and exploring connections.

Assessment and Evaluation

Throughout the unit, the students' task is to analyse the values expressed in secular culture and compare them to the Gospel imperative regarding: relationships, sexuality, spirituality, and growth in becoming fully human. Assessment and evaluation take into consideration the four broad categories of knowledge and skills: knowledge/understanding, thinking/inquiry, communication, and application/making connections. Diagnostic evaluation, not included in mark reporting, includes pre-tests and discussions, self-evaluation, peer evaluation, and informal feedback from the teacher. Formative evaluation encompasses quizzes, performance assessments on group assignments, and an ongoing journal that consists of a set of personal reflections based on issues discussed in class. The culminating activity is the development of a media campaign for teens based on the Christian wisdom that is gained from the life situations explored. This performance is assessed using a rubric. Students also complete a set of personal reflections based on issues discussed in the class.

Resources

(T = Teacher Resource, K = Key Text, S = Student Resource)

Printed Matter

The NRSV Bible. Toronto: Oxford University Press, 1989. (K,T)

Bibby, Reginald and Donald Posterski. *Teen Trends: A Nation in Motion*. Toronto: Stoddart Publishing Co. Ltd., 1992. ISBN 0-7737-5531-4 (T)

Caprio, Betsy. *Experiments in Prayer*. Notre Dame, IN: Ave Maria Press, 1973. (T)

CCCB. *AIDS: A Catholic Educational Approach to HIV*, 3rd ed. Toronto: The Institute for Catholic Education, 1999. (K,T)

CCCB. *Catechism of the Catholic Church*. Ottawa: CCCB Publications Service. (T)

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Costello, Gwen. *Prayer Services for Religious Educators*. Mystic, CT: Twenty-Third Publications, 1990. (T)

Costello, Gwen. *Prayer Services for Young Adolescents*. Mystic, CT: Twenty-Third Publications, 1994. (T)

Glavish, M. K, Sr. SND. *Leading Students into Scripture*. Mystic, CT: Twenty-Third Publications, 1987. (T)

Gustafson, Janie. *Building Catholic Character: Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998.

Koch, C. and J. Heil. *Created in God's Image*. St. Mary's Press, 1991. (T)

Larsen, Dale and Sandy Larsen. *Snap Sessions*. Elgin, IL: David C. Cook Publishing Co., 1990. (T)

McCarty, Michelle. *Relating: A Christian Approach to Friendship and Love*. Dubuque, IA: Brown-ROA, 1994. (T)

McCarty, Michelle. *Becoming*. Dubuque, IA: Wm. C. Brown Co. Publishers, 1983. (T)

McCarty, Michelle. *Searching*. Dubuque, IA: Wm. C. Brown Co. Publishers, 1984. (T)

National Film Board. *Media and Society*. Montreal: NFB Publications Service. (T)

OCCB. *Intimacy and Sexuality: A Letter to Catholic Secondary Students in Ontario from the Roman Catholic Bishops of Ontario*. Toronto: OCCB, 1994. (S, T)

OCCB. *Family Life Education for Secondary Students: A Message to the Catholic Education Community*. Toronto: 1996. (T)

Pontifical Council for Social Communications. *Ethics in Advertising*. 1997 (T)

Regan, S. Kevin. *Teen Prayer Services*. Mystic, CT: Twenty-Third Publications, 1992. (T)

Sawyer, Kieran, S.S.N.D. *Developing Faith Series*. South Bend, IN: Ave Maria Press, 1998. (T)

Sawyer, Kieran. S.S.N.D. *Faith in the Media: Developing Faith Series*. South Bend, IN: Ave Maria Press, 1998. (T)

Vatican II, *Gaudium et Spes* (T)

Vatican II, *Lumen Gentium* (T)

Videotape

Dangerous Relationships. Human Relations Media, Inc., 1995. (T/S)

If You Loved Me You Would Wait. McIntyre Media/Guidance Association, 1990. (S)

Teens and Chastity. Molly Kelly. (S)

They Lied to Us. USA: Gospel Films.

Computer Software

NRSV - Concordance

Catechism of the Catholic Church.

Documents of Vatican II. Catholic Software.

Encyclopedia of Catholic History on CD-ROM. Our Sunday Visitor.

The Illustrated Catholic Bible (NAB, RSV). Harmony Media.

The Joke's Over. West Coast Education Enterprises Inc., 1997.

Web Sites

Bible Gateway: <http://bible.gospelcom.net/>

New American Bible: <http://www.nccbuscc.org/nab/bible/index.htm>

The Catechism of the Catholic Church: <http://www.christusrex.org/www1/CDHN/ccc.html>

Documents of the Second Vatican Council: <http://www.christusrex.org/www1/CDHN/v1.html>

Encyclicals and Other Papal Documents: <http://listserv.american.edu/catholic/church/papal/papal.html>

The Ontario Conference of Catholic Bishops: <http://www.occb.on.ca/>

Roman Catholic Church Resources: <http://home.golden.net/~wts/index2.html>

New American Bible: <http://www.nccbuscc.org/nab/bible/index.htm>

The Vatican: <http://www.vatican.va/>

Gospel Films: <http://www.gospelcom.net>

Activity 1: Growing and Changing

Time: 150 minutes

Description

This activity focusses on the connection between development and behaviour during adolescence. By examining the various changes in development and the accompanying behaviour and attitudes, students develop insights into the potential impact of their actions or choices on their relationships with God, self, and others.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1g, 1i, 1j, 3a, 3c, 4a, 4d, 4g, 5a, 5c, 5d, 5f, 5g, 7b, 7d.

Strand(s): Scripture, Profession of Faith, Prayer and Sacramental Life, Family Life Education

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.06 - appreciate the use of Scripture in Christian prayer and worship;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

FLV.01 - recognize and explore the meaning of integrity and belonging in human life;

FLV.09 - demonstrate an understanding of the sacredness of the human person, body, and spirit (CCC 2258-2262), from conception until natural death (CCC 2268-2283).

Specific Expectations

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbour as a way to live as disciples of Jesus;

PF3.01B - explain the Christian meaning of persons as created in the image and likeness of God;

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics;

FL3.01B - describe stages of cognitive and affective (emotional) development throughout the human life span, with a focus on adolescence.

Planning Notes

The teacher should prepare for the discussion on the differing views others have of today's youth. *Teen Trends* by R. Bibby and D. Posterski provides a detailed analysis of teen viewpoints that can serve to support the underlying truths and misconceptions that develop these views. The teachers should familiarize themselves with the material found in *Turning Points*. If the Continuum exercise is used, the teacher needs to prepare the cards and statements. The materials for the graffiti board activity, markers and paper/board, are to be assembled. Copies of the liturgy/meditations can be reproduced. Any objects that may be used to enhance the physical environment of the celebration could also be gathered or prepared.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Whole Class Discussion:** Students brainstorm a list of characteristics that they believe best describes today's youth in terms of appearance, preferences, philosophies, and values. Students describe differing views others (e.g., family, parents, siblings, teachers, coaches, employers, etc.) have of today's youth (teenagers are very spiritual even though they do not attend church, teenagers' moral standards are lower than they were for their parents, teenagers do not respect their parents). Students identify the underlying truths and misconceptions that have caused these perceptions to develop. (35 minutes)
2. **Optional Activity:** Students arrange themselves into two rows facing each other. Four cards are placed on the floor in a row between the two rows of students. Each card has one of four possible statements on it: Strongly Agree, Agree, Disagree, and Strongly Disagree. Placing the cards in this order provides students with a continuum of responses. The teacher supplies a number of both positive and negative phrases, about today's youth on cards at the back of the room. A volunteer selects a card, reads it aloud for the other students to hear, then places it on the response continuum which has been placed on the floor between the students. The student explains his/her choice, explaining his/her views on the topic, then sits down. Another student may identify him or herself by raising his/her hand, picking up the card and moving it to the place on the continuum where he/she feels it belongs. He/she also must defend his/her choice. This continues until the discussion stops or until all who wish to comment have spoken. A student may only speak once on a given statement. Select four-six volunteers to start the activity and continue sending students up to select a statement card until you need to stop the activity. Caution should be taken to ensure the dignity of all students and the teacher as beliefs are shared and students are challenged to reshape their thinking. (35 minutes)
3. **Individually:** Students are given a list of views about today's youth, which contain various perceptions on topics ranging from appearance, preferences, philosophies, values, etc. They are asked to select four views and comment on them. (20 minutes or homework).
4. **Groups/Pairs:** Using a graffiti board method, the teacher creates five stations around the room. At each station, on chart paper or bristol board, the teacher writes either: social changes, emotional changes, intellectual changes, moral changes, or spiritual changes. Students are given one minute at each station to respond by identifying two changes they are aware of that happen to adolescents in each category. Students rotate until they have had a chance to respond to each category. (20 minutes)
5. **Teacher-Centred:** The teacher links the concept of development with changes in attitudes and behaviour. See *Turning Points* pages 56-57, and pages 31-32 of *Turning Points Teacher Resource Book*. (30 minutes)

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6. **Individually:** Students write a paragraph identifying the three stages of development using page 56 of *Turning Points*. Also students are challenged to identify the stage that best describes them at the present time. Emphasize the use of examples from their lives to support their choices. (30 minutes).
 7. **Alternative-**See Reflection/Application in the *Turning Points Teacher Resource Book*, page 32. (Homework).

Assessment/Evaluation Techniques

- The youth continuum/graffiti board is evaluated according to a group dynamic rubric found at <http://www.stedwards.edu/cte/grub.htm>. “Identifying My Development” paragraph response and “Perceptions of Youth” paragraph response can use a rubric adapted from <http://add.miningco.com/health/add/library/weekly/blpara.htm>. A quiz on “Development and Behaviour” evaluates the knowledge/understanding dimension of the outcomes.

Accommodations

- For students needing modification because of difficulty creating clear and complete notes, board notes/overview can be provided ahead of time. Students, who require modification when asked to provide a written response, may respond to the paragraph writing activity either verbally or through answering specific questions provided by the teacher (orally or in writing).
- Students requiring enrichment may be challenged to research theories of emotional, social, intellectual, moral, or spiritual development of teens.

Resources

The NRSV Bible. Toronto: Oxford University Press, 1989.

Bibby, R. and Donald Posterski. *Teen Trends*. Toronto: Stoddart Publishing, 1992. (T)

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Various magazines can be used as a source for perceptions regarding teens.

Activity 2: Our Need to Relate

Time: 125 minutes

Description

This activity is designed to assist the students in recognizing the value of developing and maintaining healthy/wholesome Christian based relationships. Students explore the nature of relationships by sharing their own experiences. Through investigation of church teaching and scripture, students discover the positive possibilities of relationships and how to address negative behaviours or attitudes that damage relationships. Students recognize the need to be intimate, in the fullest sense of the term, as an essential component in healthy/wholesome relationships.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1d, 1e, 1f, 1g, 1i, 1j, 2a, 2e, 3a, 3d, 4a, 4g, 4h, 6b, 6d, 7b, 7c, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.06 - appreciate the use of Scripture in Christian prayer and worship;

PFV.06 - demonstrate knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618, 651-655);

CMV.07 - employ Christian moral principles to issues concerning the media;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life;

FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;

FLV.08 - evaluate healthy and unhealthy attitudes to the human body and physical appearance.

Specific Expectations

SC1.04 B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbour as a way to live as disciples of Jesus;

SC3.02B - listen to the Gospel as an invitation to live justly with God and neighbour and to challenge human oppression;

SC4.03B - appreciate behaviour that is consistent with Christian discipleship, especially with regard to the demands of justice and love;

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PF3.01B - explain the Christian meaning of persons as created in the image and likeness of God;

FL3.02B - articulate the qualities that are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality.

Planning Notes

This activity opens with students exploring human interaction. Teachers can prepare various examples of human interactions using slides, video, or print as a focussing activity. However, to provide a more meaningful experience prior to the class, students may be asked to bring in pictures, which show them interacting with others. Teachers develop a summary note on the “Key Concepts of Relationships.” See also *Turning Points* or *Relating* Teacher Manual for suggestions. An understanding of the word “intimacy” and the various forms is essential to establish. The students need to know the opportunities for intimacy exist in almost all areas of life and that they must be open to giving and receiving

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Whole Class:** Teacher displays pictures of humans in relationships (e.g., weddings, anniversaries, birthdays, funerals, families, friends, classrooms, leisure activities) or students provide pictures. Students view pictures and determine what the pictures have in common (human interaction). Students are asked to share their experiences of relationships such as the ones illustrated and the emotions/feelings they stir. Students brainstorm a list of characteristics of a healthy/wholesome relationship. (20 minutes)
2. **Think/Pair/Share:** Students complete a self-analysis designed by the teacher to examine their relationships and ability to relate to others. Students then share their responses with another student and then a larger group of students. (20 minutes)
3. **Teacher-Centred:** The teacher facilitates a discussion on the importance of relationships by asking the students to articulate what life would be like without relationships or celebrations. Students read *Turning Points*, “Loving Each Other: The Challenge of Human Relationships” pages 162-165. A focus is kept on the “Key Concepts” page 58 of *Turning Points* (models of good relationships, relationships are essential for human survival and development, human interdependence is the source of people’s greatest joys and most significant personal growth, we become most human through

relationships, God calls people into relationship, the need for community, how we build community, relationships are often times when people experience God, etc.). Summarize these concepts using a board note. (20 minutes)

4. **Individually:** Students complete a scripture search based on the relationships Jesus had with God, self, and others, and how he felt about them. Some suggestions are: John 8:1-11, Luke 4:4-26, Matthew 5:38-42, Luke 7:36-50, Luke 7:1-10, Mark 1:40-45, Mark 2:15-17, Luke 5:29-32, Luke 11:14-22, Mark 3:22, Luke 17:11-19, Matt 26:36-45, John 11: 28-36. (15 minutes)
5. **Whole class:** Introduces the term “intimacy.” Students brainstorm a list of characteristics associated with intimate relationships. The teacher models some suggestions if students are slow to respond. (10 minutes)
6. **Individually:** Students are to identify the types of relationships they have and are asked to assess the degree of intimacy in each relationship by applying it to the Relationship Intimacy Scale found on page 66, *Turning Points* (student text). Or, students draw concentric circles to identify the different kinds of relationships they have. Students are asked to write a paragraph describing a level 5 relationship in their life and why they value it. See Critical Reflection and Applications page 33 TRB *Turning Points*. (15 minutes)
7. **Groups:** Students create a skit that portrays one of the five levels of intimacy. Volunteers are asked to perform their skit. (25 minutes)

Assessment/Evaluation Techniques

- The teacher creates a checklist rating the completion of the relating questionnaire and the Scripture search exercise. Assessment of the intimacy in relationships paragraph response can use a rubric adapted from <http://add.miningco.com/health/add/library/weekly/blpara.htm>. The dramatization can be evaluated according to the Dramatization Rubric found in Appendix A: Dramatic Presentation Rubric.

Accommodations

- Board notes/overview can be provided ahead of time for students requiring modification of written requirements. Students, who have difficulty responding in writing to describe a level 5 relationships, may be given the option to respond either verbally or by answering specific questions provided by the teacher (orally or in writing). Students may wish to show how they relate or express intimacy in their relationships through poems, collages, drawings, headlines, magazine stories, etc. An optional enrichment activity asks students to develop a liturgical celebration/meditation exercise based on the theme “Celebrating our Relationships.” Students requiring enrichment could develop a dialogue or story between two people (fictional or non-fictional) whom are/were in a healthy/wholesome relationship.

Resources

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Appendices

Appendix A: Dramatization Presentation Rubric

Activity 3: Connecting with God, Connecting with Others

Time: 75 minutes

Description

This activity is designed to encourage prayer to God and communication with others as potential ways of responding to God's loving presence in the students' lives. Students recognize the sacraments as celebrations of life moments in the context of God's love shown to them through Jesus and the Holy Spirit.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE 1c, 1f, 1g, 1h, 3a, 5a, 5c, 5e, 5f, 5g, 6d, 7d.

Strand(s): Scripture, Prayer and Sacramental life

Overall Expectations

SCV.06 - appreciate the use of Scripture in Christian prayer and worship;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PSV.03 - demonstrate a knowledge of the various purposes of prayer (CCC 2623-2643).

Specific Expectations

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbor as a way to live as disciples of Jesus;

PS1.01B - demonstrate an understanding of the role of religious symbols, celebration, and ritual in revealing the significance of important passages in the life journey of human beings;

PS1.06B - demonstrate a knowledge of the various purposes of prayer;

PS4.01B - recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics;

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world.

Planning Notes

Prior to class students are to bring a photograph of a person who has revealed God to them. The teacher should connect the hope/disappointment concept and the ideas of sacraments and sacramental moments from Unit 1. An understanding of God's grace (God's presence in our lives) is established by the teacher at the beginning of the activity. Witness and reflection on the teacher's own faith and prayer experience can help students to reveal their own stories. The school chaplaincy team leader can be invited to help with the preparation for a celebration.

Prior Knowledge Required

- an understanding of sacraments and sacramentality developed in Units 1 and 2 is needed.

Teaching/Learning Strategies

1. **Whole Class:** Students are led through a guided meditation that allows them to experience God and God's love and power (*Created in God's Image* or *Prayer Services for Young Adolescents*, page 63). The teacher follows up by explaining the meditation exercise as a way people can experience God's presence and God's love and power. God expresses love for humanity in many different ways and God's hope is that humans accept and return God's love. Students identify ways they can accept and return God's love. Students are asked to share the photos they have brought to class. Students are asked to complete the statement: I know something about the love of God because this person The teacher explains that loving others, participating in prayer, and celebrating the sacraments are

very effective ways to accept and return God's love. Students are asked to compare the rationale for loving others given by the Church and Scripture to what is prioritized in the media. (40 minutes)

2. **Individually:** Students complete a prayer self-evaluation which identifies the students' awareness of the different forms of prayer (e.g., Kieran Sawyer, *Why Pray*, page 12). (5 minutes)
3. **Teacher-Centred:** The teacher refers back to the concept of sacramentality as studied in Units 1 and 2. The teacher identifies the forms of prayer using a board note. (15 minutes)
4. **Group/Pairs:** Students identify forms of prayer from scriptural passages (Psalms). Students create a co-operative prayer or create a prayer service. (15 minutes)

Assessment/Evaluation Techniques

- Development of and participation in a prayer service is evaluated according to the Prayer Rubric developed for the Grade 9 Course Profile, 1999. The prayer forms exercise is evaluated according to a teacher-developed checklist.

Accommodations

- Students requiring modification for the written assignment, prayer self-evaluation, create a cartoon, collage, or another visual method to depict ways they accept and return God's love.
- Students requiring enrichment reflect upon how solitude can improve their relationship with God and others, or research how others have chosen solitude as a method to attain a more personal union with God (e.g., religious, famous people, other religions). Students report on their personal memories of sacraments they have received or seen others receive.

Resources

Costello, Gwen. *Prayer Services for Religious Educators*. Mystic, CT: Twenty-Third Publications, 1990. (T)

Koch, C and J. Heil. *Created in God's Image*. Winona, MN: St. Mary's Press, 1991. (T)

Sawyer, Kieran, S.S.N.D. *Why Pray: Developing Faith Series*. South Bend, IN: Ave Maria Press, 1998. (S)

Activity 4: Who Is Guiding Us?

Time: 150 minutes

Description

This activity is designed to encourage students to become aware of the commitment required in personal relationships. Students identify the sources for information and discern the motivations behind the truths found within each source. Students critique the media's visions of success in light of the Gospel visions of success.

Strand(s) and Expectations

Ontario Graduate Expectations: CGE 1c, 1e, 1f, 1g, 1i, 1j, 2a, 2e, 3a, 3d, 4g, 5a, 5g, 6a, 6b, 7b, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

SCV.06 - appreciate the use of Scripture in Christian prayer and worship;

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618,651-655);
CMV.07 - employ Christian moral principles to issues concerning the media;
PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;
FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts.

Specific Expectations

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbour as a way to live as disciples of Jesus;
PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;
CM4.04B - appreciate that the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;
FL3.02B - articulate the qualities which are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality.

Planning Notes

The teacher needs to be prepared to facilitate a discussion on the notion of success. Striving for success means focussing on particular goals and choosing only those options, which help to achieve it. The teacher may arrange to have a guest speaker come in to address the class and explain how he/she achieved his/her goals. The teacher must be prepared to illustrate some examples from the media that promise quick fixes or instant results. If the students are directed to search examples from the media that promise quick fixes or instant results the teacher provides current magazines or ask students to bring in magazines. The teacher also provides direction on the types of commercials to tape from television to view prior to beginning this activity. The teacher decides how the group members should be selected to complement skills and learning styles. Teachers themselves should be aware of current examples of Canadian forms of media and their content.

Prior Knowledge Required

Students should know how to look up references in Scripture.

Teaching/Learning Strategies

1. **Whole Class:** The teacher facilitates a discussion with the class to elicit the following points about the concept of success: What is the definition of success? What does it mean to be successful? Why is success important to individuals? Is success equated only with being the best? Students record the points made during the discussion. (20 minutes)
2. **Group Activity:** Students are divided into groups of four. Each group has the same questions to complete. They are to create a list of four or five successes they are motivated to achieve in their lives (e.g., get good grades to go to the best university; get good jobs; purchase the best vehicles, vacations, leisure toys; best appearance; good friends; loving families; etc.). What makes the following relationships successful? teacher/student, parent/child, employer/employee, husband/wife, disciple/covenant (e.g., good communication, respect, appreciation). What are some positive ways to achieve success? Give examples (e.g., as a learner they would pay attention in class, do homework, study for tests). What are some negative ways/shortcuts to achieve success (e.g., fad diets, playing the lottery, illegal or immoral methods, etc.)? Students record their answers on chart paper and present them to the class. (30 minutes)
3. **Individually:** Students create a one-line slogan that captures the essence of positively achieving success and write it as a heading on a poster that illustrates positive ways to achieve success in any of the relationships discussed in class. (25 minutes)

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4. **Teacher-Centred:** The teacher informs the students that included in the learning activities in this unit is the assessment of the media, to determine the messages that are really being communicated, and how they compare and contrast with family and Christian values in the areas of personhood, relationships, and sexuality. (These activities form the basis for the formative evaluation that provides data for the culminating activity.) Appendix 4: Media Campaign Assignment is distributed at this time. (15 minutes)
 5. **Optional Activity-** The video *They Lied to Us* can be viewed. This video asks: Which source do we listen to more for guidance: society or God? What are the implications of our choices? (45 minutes). A discussion about the points made in the video follows.
 6. **Individually:** Students respond to the following questions in their journals:
 - a) Describe their media contact experienced in the last 24 hours
 - b) List their favorite Canadian actors/actresses, music artists, television shows, radio stations, magazines, authors, books, newspapers, web-sites
 - c) Describe the pros and cons of this connection with media. (10 minutes)
 7. **Whole Class:** Students respond to the questions: What are some teenage issues and concerns that are most often portrayed in the media? (trouble with parents, anger, violence, drug abuse, pre-marital sex, and unrequited love). How do they think the media portrays these issues? What aspects of real life does the media manipulate or change when it comes to teen issues? (hurt feelings, peer relationships, broken families, consequences). Why does the media rarely portray the issues, which play a major part in teens' lives, authentically? (to make real life issues more interesting, more dramatic and/or more trivial, to make money). (20 minutes)
 8. **Teacher-Centred:** Teacher leads the class in a meditation. (Gwen Costello, *Prayer Services for Young Adolescents*, page 45; Kieran Sawyer, *Faith in the Media*, pages 41-42; or S. Kevin Regan, *Teen Prayer Services*, pages 56-58). (10 minutes)
 9. **Individually:** Students are asked to complete a chart comparing several Christian beliefs (importance of prayer – John 11: 1-13, Matthew 7: 7-11; sexual morality – 1 Corinthians 6:13-20; respect for the body – Genesis 1: 27; respect for authority – Mark 12:13-17) with those portrayed in the media. Students look up the passage, read, and interpret it. They then evaluate whether the media supports or distorts the belief by providing examples from current media sources. (15 minutes)

Assessment/Evaluation Techniques

The group work is assessed using a rubric adapted from one found at <http://www.stedwards.edu/cte/grub.htm>. The “Christian Beliefs and the Media” paragraph response can use a rubric adapted from <http://add.miningco.com/health/add/library/weekly/blpara.htm>.

Accommodations

- Students requiring modification for reading and writing comprehension are provided with statements and asked to place them under the category of either Christian beliefs or media standards. Students needing enrichment research media myths and provide examples of how Christian teaching contradicts these myths.

Resources

Pontifical Council for Social Communications. *Ethics in Advertising*. 1997.
Sawyer, Kieran. *Faith in the Media*. Notre Dame, IN: Ave Maria Press. 1997.
They Lied to Us. Gospel Films.

Appendices

Appendix 4: Media Campaign Assignment Sheet

Activity 5: Skills for Relating: Communicating with Others

Time: 150 minutes

Description

This activity allows students to understand that good communication is a basic building block for relationships. Students identify the characteristics of good communication and develop a plan of action to improve their communication skills.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1d, 1f, 1i, 2a, 3a, 3d, 5a, 5c, 5e, 5f, 6a, 7a, 7b, 7d.

Strand(s): Profession of Faith, Prayer and Sacramental Life, Family Life Education.

Overall Expectations

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618, 651-655);

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life;

FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;

FLV.09 - demonstrate an understanding of the sacredness of the human person, body and spirit (CCC 2258-2262), from conception until natural death (CCC 2268-2283).

Specific Expectations

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FL3.02B - articulate the qualities that are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality.

Prior Knowledge Required

none required

Planning Notes

The teacher must establish the fact that relationships are built on communication. Elements that are key to the development of good communication skills are found in *Turning Points*. It is essential that teachers are aware of these elements and the requirements of good communication. The drama teacher may have many examples of effective communication exercises that could be used. Teachers prepare cards with 20 different colours indicated on each for the introductory activity

Teaching/Learning Strategies

1. **Groups/Pairs:** One student in each group/pair is given a card. Each card has a different colour named on it. Without using words, the student communicates to the rest of the group/other what is written on the card. The student is not allowed to tell the group that it is a colour. (15 minutes)

Whole Class: Groups/pairs are encouraged to comment on their success/lack of success and determine what made communication difficult (body language, no use of language, etc.). The teacher indicates that the game was used to focus on the art of communication. The teacher emphasizes that communication requires more than just expressing words; a very important part of communication is active listening; communication is the vehicle that brings people together by building community; communication can also be a passive exercise, e.g., prayer. Using a T-chart, students brainstorm a list of characteristics of good communication. For example: attention, listening, openness, trust, hope, and acceptance. They are also to include in their chart ways people communicate (e.g., non-verbal –

eye contact, body posture, tone, pitch of voice, rate of speech, clothing, personal space, etc. and verbal – use of affirmative language, positive feedback, re-word discussion, etc.). (20 minutes)

Teacher-Centred: The teacher summarizes the lesson by building a note on the importance of communication for relationships; the main causes of miscommunication; and tools to handle conflicts in a healthy/wholesome manner. Scripture passages which indicate wisdom about the “right” way to communicate (Luke 2:41-51, John 2:1-12, John 19:25-27) are noted for future reference. (20 minutes)

Teacher-Centred: The teacher leads the class reflection/meditation. M. McCarty, *Relating Teacher’s Manual* pages 173-189 or J. Gustafson, *Building Catholic Character: Developing Christian Like Skills* page 76, contain some approaches. (20 minutes)

Individually: (Journal Exercise) Students are asked to reflect on the main communication problems and communication successes they have with (parents, sibling, peers, teachers, employers, coaches, God). (homework)

Or: The teacher could base the lesson on the readings and activities found in *Turning Points* pages 169-180 as follows:

- 2. Whole Class:** The teacher uses the Readiness Activity from the *Turning Points* Teacher Resource Book, page 60. (Communicate a simple message to the class, first with gestures, then with facial expression only.) Students brainstorm a list of the ways that people use to communicate or provide examples of people communicating that they have previously gathered from pictures they have taken, video, or from magazines, newspaper, on television. Students identify the biggest problems people have in communicating or they can share their findings from interviews conducted prior to class. The teacher emphasizes the importance of communication for relationships using a board note. (30 minutes)

Group Activity: Nine groups are assigned one part each from, pages 169-172 *Turning Points*. When students have completed their readings, they then present the main points from the article either orally or through a role play for members of their new group. (20 minutes)

Individually: Students read pages 173-177 *Turning Points* summarizing the author’s suggestions for improving communication and providing explanation as to why these suggestions are easy or difficult to put into practice. (15 minutes or homework)

Whole Class: The teacher leads the class in a reflection/meditation. M. McCarty, *Relating Teacher’s Manual*, pages 173-189 has a few suggestions. (10 minutes)

Assessment/Evaluation Techniques

- The journal reflection assessment can be adapted from Unit 2, Appendix 3: Journal Assessment Rubric. Various activities such as board note completion and participation in meditation, can be assessed using a teacher-constructed checklist. If the alternative is used, then the Dramatization Rubric found in Appendix A can be used.

Accommodations

- Students who have difficulty writing a response may describe their communication problems orally or have it scribed by another student. Students needing enrichment may dramatize the verbal and non-verbal forms of communication and/or articulate the positive and negative responses to conflict and design a rating scale to allow others to see how they handle communication difficulties.

Resources

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)
McCarty, Michelle. *Relating: A Christian Approach to Friendship and Love*. Dubuque, IA: Brown-ROA, 1994. (T)
New Revised Standard Version Bible. Toronto: Oxford University Press, 1989 (K,T)

Appendices

Dramatization Rubric (Appendix A)

Activity 6: Our Families

Time: 150 minutes

Description

By exploring the family life cycle students come to an understanding of the variable dynamic of interpersonal relationships found within a familial setting. Students examine different challenges that face families to become aware of the impact these challenges have on themselves and the on the structure of the family. Students explore values, insights, and behaviours gathered from family experiences that they could apply to other relationships.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 4d, 6a, 6d.

Strand(s): Profession of Faith, Family Life

Overall Expectations

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618, 651-655);

FLV.05 - understand the family life cycle;

FLV.09 - demonstrate an understanding of the sacredness of the human person, body, and spirit (CCC 2258-2262), from conception until natural death (CCC 2268-2283).

Specific Expectations

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PF3.01B - explain the Christian meaning of persons as created in the image and likeness of God.

Planning Notes

Many of the recommended strategies within this activity are found in the resource *Turning Points*. The teaching/learning strategies are designed to provide students with the opportunity to link the dynamics of family life with the development of skills useful in other relationships. The teacher should keep in mind that family background directly influences students. The teacher should be sensitive to the fact that many students do not live in the traditional nuclear family.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Whole Class:** Students respond to the questions: What kind of family are you from? What are the advantages and disadvantages found within a traditional nuclear family, single parent family, extended family, blended family, or community family? The teacher records answers on the board or chart paper for future reference. (15 minutes)

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2. **Individual Journal:** Students read page 22 in the text *Turning Points* and reflect on: the stage of their family's place in this schema; ways in which responsibilities of families change; the potential impact of change on the family cycle; and the impact family life has on their development and growth. Students hypothesize as to the effect family life has on them. (15 minutes)
 3. **Groups:** Each group is assigned a selected reading from *Turning Points* (pages 2, 3, 5, 8, 10, 12, 14, 18, 22, 23, 25, 27, 32, 34, 36) regarding various aspects of the family life cycle and potential challenges families may face. Each group is to summarize the key concepts within the reading and prepare a report for the whole class.
or
Each group can develop a drama based on the selected readings, presenting it using a frozen tableau so the reasons behind each behaviour or attitude can be discussed and possible solutions can be offered. The teacher records the values; skills and insights learned from each situation in point form on the board for students to copy in their notes for future reference. (45 minutes)
 4. **Think/Pair/Share:** Students discuss television shows involving families to determine the issues each faces and how they deal with them. See Appendix 1: Television Families. Students share their responses with the other, then the whole class. The teacher provides guidance. (40 minutes)
 5. **Individually:** Students conduct a search of Scripture to identify the characteristics of healthy/wholesome families (John 11:1-44, Luke 15:11-32, Mark 10:35-44, Luke 10:38-42) (20 minutes)
 6. **Teacher-Centred:** The teacher facilitates a discussion based on the insights gained from the media exercise and scripture search. Then students are lead through a guided meditation. See for example, M. McCarty *Searching Teacher Manual*, page 341 "Adapted for Families." Students can develop and share prayers they create about their families. (15 minutes)

Assessment/Evaluation Techniques

- The co-operative group work exercises can be evaluated using rubrics adapted from this web site: www.phschool.com/profdev/aa/aa08.html and www.phschool.com/profdev/aa/aa09.html. The scripture search completion and the television show report completion can be assessed using a teacher-devised checklist.

Accommodations

- Students needing modification can be provided with a list of values and how they may be expressed as a guide for viewing television families.
- A student who experiences difficulty with reading and comprehension, are paired with a student who reads the scripture passages to them and help to identify healthy/wholesome families.
- Students requiring enrichment can research family dynamics in other cultures or design a family tree, crest, and motto.
- As an option to the scripture search, students can read the story of the Prodigal Son and rewrite the story based on contemporary people, places, and events.

Resources

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Television programs.

NRSV Bible. Toronto: Oxford University Press, 1989.

McCarty, Michelle. *Searching: Teacher Manual*. Wm. C. Brown Co. Publishers, 1984. (T)

Activity 7: Our Peers

Time: 75 minutes

Description

This activity allows students to discover the degree of influence that peer relationships have on them and to identify strategies to deal with negative peer pressure in a positive way.

Strand(s) and Expectations

Ontario School Graduate Expectations: CGE: 1g, 1i, 2a, 2e, 4a, 4d, 4g, 7a, 7b, 7d.

Strand(s): Profession of Faith, Family Life

Overall Expectations

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618, 651-655);
FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;
FLV.06 - analyse patterns of exploitative, harassing, and abusive behaviours and assess the negative impact on relationships.

Specific Expectations

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;
FL1.01B - recognize the need to belong and to identify with one's peer group is a powerful human need;
FL3.02B - articulate the qualities that are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality.

Planning Notes

Many of the recommended strategies within this activity are found in the resource *Turning Points and Relating*. An awareness of the enormous importance of the peer group and peer group influence in the lives of adolescents is necessary. Teachers should be aware of the variety of ways that peer pressure can be managed. *Youth Update, Peers: The Power and the Pressure*, 1983 provides suggestions.

Prior Knowledge Required

- *Be With Me*, Units 1 and 2

Teaching/Learning Strategies

1. **Individually:** Using the handout Appendix 2: Peer Pressure as a guide, students respond to the statements concerning issues that affect their lives. (10 minutes)
2. **Whole Class:** Students share their response from the Peer Pressure response sheet. Students hypothesize as to the reasons why peer influence is so strong during the teen years. Students brainstorm a list of the positive and negative things peers pressure them into doing. Using the list of negative activities generated, students can role play ways to respond to negative peer pressure in positive ways. (15 minutes)
3. **Individually:** Students read either the story pages 203-206 "On the Bridge" or page 206 "The Sobering Pressure on a 19 year old" from *Turning Points* and through guided questions supplied by the teacher, reflect on the affect of negative peer pressure on an adolescents life. (20 minutes)
4. **Pairs:** Students conduct a Scripture search of the Bible to identify the messages regarding peer pressure. Suggestions include: 1 Kings 18: 20-38, Romans 12: 1-2, John 8: 33, Philippians 4: 4-9, 1 Timothy 6: 20-21. Brainstorm the ideas that the media transmits about peer relationships from popular television shows (loyalty, conformity, reject non-conformists, need to belong). (20 minutes)

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5. **Teacher-Centred:** Students share insights from scripture search and media analysis. The teacher affirms that peer pressure can be both positive and negative. The teacher focusses on the signs that indicate when peer pressure is negative and re-emphasizes the variety of ways to overcome negative peer pressure. Teacher leads the class in a prayer service. See for example page 20 of Gwen Costello's, *Prayer Services for Young Adolescents*. (10 minutes)

Assessment/Evaluation Techniques

- The questions based on Turning Points and the Scripture search can be evaluated using a teacher-devised checklist. A role-playing rubric can be adapted from the dramatization rubric found in Appendix A: Dramatic Presentation Rubric.

Accommodations

- Students who need accommodation for reading and comprehension are paired with another student who reads the story from *Turning Points* and the Scripture passages to them and helps them to reach accurate conclusions.

Resources

NRSV Bible. Toronto: Oxford University Press, 1989.

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Costello, Gwen. *Prayer Services for Young Adolescents*. Mystic, CT: Twenty-Third Publications, 1994. (T)

Appendices

Appendix 2: Peer Pressure

Activity 8: Male and Female: God Created Us

Time: 75 minutes

Description

This activity focusses on the role and importance of dating relationships. By identifying characteristics of wholesome dating, students establish moral guidelines/standards for dating. Students identify dating concerns and reflect on how to address these challenges in a Christian manner.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1d, 1e, 1f, 1g, 1i, 1j, 2a, 2e, 3a, 3d, 4a, 5a, 5c, 5e, 6a, 7a, 7b, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Principles, Prayer and Sacramental Life, Family Life Education

Overall Expectations

SCV.02 - recognize the gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618,651-655);

CMV.01 - recognize that knowing the life and teachings of Jesus is important for moral decision making;

CMV.07 - employ Christian moral principles to issues concerning the media;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;

FLV.06 - analyse patterns of exploitative, harassing, and abusive behaviours and assess the negative impact on relationships.

Specific Expectations

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with god and neighbour as a way to live as disciples of Jesus;

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

CM1.01B - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for moral decision making;

CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;

CM4.04B - appreciate that the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;

PS4.01B - recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

FL1.02B - demonstrate a knowledge about the emotion anger, and its expression in aggression and depression;

FL3.02B - articulate the qualities that are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality;

FL4.01B - demonstrate anger management strategies and sources of help;

FL3.03B - describe the ways in which human growth is distorted by relationships that involve exploitation, harassing or abusive behaviours;

FL4.02B - demonstrate an understanding of the skills needed to resolve conflict in a gospel-centred manner.

Planning Notes

The teacher should assign the activity, Appendix 3: Being Real—Dating Dos and Don'ts, prior to class, which serves as the basis of the discussion on dating practices. There is a need to be sensitive to the variety of dating stages that the students are involved in. The teachers focusses on the establishing of moral standards and communication skills as essential in a dating relationship. The motives for dating should be established. Although modern dating practices differ from earlier times, which focussed on finding a marriage partner, dating still must be seen as a process that allows humans to develop relationship skills that they can access when they enter into a relationship that they truly feel motivated to commit to. When dealing with the issue of dating violence, students should understand the moral and legal consequences of immoral practices. The teacher is to be sensitive to the reality that some students may have experienced a variety of violent behaviours and attitudes. Students develop an understanding of how to avoid or eliminate dangerous dating. Providing skills to deal with problems and identifying sources of support within the community is imperative to the welfare of students.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Whole Class:** Students brainstorm to answer the following question: Why do teens date (fun, ego boost, growth, part of teen life, companionship, marriage, sexual attraction)? Students share their responses to the homework activity, Being Real—Dating Dos and Don'ts that focusses on the behaviours and attitudes they believe contribute to wholesome dating and those which do not (e.g., language, conduct, limitations, environment) The teacher records responses on the board for reference. The teacher emphasizes the point that dating is not essential to teen happiness. (20 minutes)
2. **Alternative:** Students provide suggestions of good dating practices. Students must dramatize the incident. At some point in the interaction the teacher stops the action and asks the students to stay in character as they are asked to respond to questions relating to the motivation for their behaviour (e.g., Why is that appropriate behaviour? Is this behaviour realistic? Why or why not? What are some suggestions for alternative safe practices?)
3. **Group Activity:** Students discuss what they understand on dating from the media, peers, and Church teaching. A list of guide questions, scriptural references, Church teachings, and other information is provided as the basis (e.g., *Youth Update* - "Dating: Dilemmas and Delights" YU1185, John 7: 24, Matthew 7:12a). Students place their information on chart paper to share with the whole class. (20 minutes)
4. **Teacher-Centred:** The teacher leads a discussion on how to deal with harmful dating behaviours and attitudes. The teacher provides students with information on how to recognize and deal with problems, and how to end a harmful relationship.

Alternatively students can read pages 224-227 "Breaking Up: Going On and Growing," of *Turning Points*. The teacher can refer to the *Turning Points Teacher Resource Book*, page 76, for other strategies. The teacher shows a video or film clip which shows elements of dating violence or teacher reads page 229 "Boyfriend Abuse: Troubled Love" from *Turning Points*. (30 minutes)

5. **Individual Journal:** Students reflect on the insights gained about the dating process. (5 minutes and homework)

Assessment/Evaluation Techniques

- The teacher assesses the Dating Dos and Don'ts and the *Turning Points* question and answer exercise using a checklist. If the dramatization is used, then the teacher can assess it with the aid of the Dramatization Rubric found in Appendix A. The Journal writing can be assessed by adapting Unit 2, Appendix 3: Journal Assessment Rubric.

Accommodations

- Students requiring accommodation are provided with a list dating behaviours/attitudes and are asked to categorize them as either positive or negative. A verbal report on the insights gained on the dating process can be completed for evaluation. Students requiring enrichment can research media to find stories that deal with the challenges of dating in the post-modern era, or research the differences in dating habits of teens from urban versus suburban centres, differing nationalities.

Resources

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Appendices

Appendix 3: Being Real-Dating Dos and Don'ts

Activity 9: Understanding Our Sexuality

Time: 75 minutes

Description

This activity focusses on the importance of sexuality and sexual attraction as gifts from God. Students examine sexuality, learn wise standards, examine Christian values, and make right choices regarding their sexuality.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1f, 2a, 2e, 3a, 3d, 4a, 4g, 5e, 6b, 7a, 7b, 7c, 7d.

Strand(s): Prayer and Sacramental life, Family Life Education

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life;

FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;

FLV.09 - demonstrate an understanding of the sacredness of the human person, body, and spirit (CCC 2258-2262), from conception until natural death.(CCC 2268-2283).

Specific Expectations

PS4.01B - recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

FL3.02B - articulate the qualities which are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality;

FL1.03B - define how sexual decision making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social, and spiritual consequences of pre-marital sexual activity;

FL3.05B - define and discuss the importance of sexuality and sexual attraction as gifts from God.

Planning Notes

Many of the recommended strategies within this activity are found in the resource *Turning Points*. The Teaching/Learning Strategies are designed to foster an understanding of the integral part that sexuality plays in being human and being made in God's image. The Christian teaching of sexuality as a gift should be made very clear. The teacher must prepare a summary note on the motivation for the source's viewpoints concerning sexuality. Kieran Sawyer, *Faith in the Media Teacher Resource Book*, pages 54-63 and 93-104 provides information and suggested prayers. The teacher can contact the Public Health Department for information about safe dating practices.

Teaching/Learning Strategies

1. **Individual:** Students complete a self-quiz to determine their own personal attitudes about sexuality. (Kieran Sawyer, *Faith in the Media*; Carl Koch, *Creating a Christian Lifestyle Teacher Resource Book*, page 133) (5-10 minutes)
2. **Whole Class:** Students share their responses to the self-quiz. Students are given categories (media, Church, female teens, male teens) and asked to generate words that are most often used by each to describe sexuality (e.g., sharing, spiritual, pregnancy, relationship, intimacy, nudity, necessary for ratings). Students hypothesize why these groups describe sexuality in these ways. The teacher records the responses. (30 minutes)

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3. **Teacher-Centred:** The teacher clarifies the motivation for each group's viewpoint concerning sexuality (e.g., media – sex sells, Church – dignity of human person, gift to be shared in marriage, teens – peer pressure, hormones), using a board note or handout. The teacher provides the Christian definition of sexuality. Students are asked to compare each groups' word association with the Christian definition. (10 minutes)
 4. **Individually:** Students write a personal one-page report on their views about teens and sexuality. Some areas to consider are: physical bodies, teenage sex, teenage parents, abortion, birth control, sexually transmitted diseases. (15 minutes or homework)
 5. **Whole Class:** The teacher leads the class in a prayer service. (Gwen Costello, *Prayer Services for Young Adolescents*, 1994. p.33) (10 minutes)

Assessment/Evaluation Techniques

- An adaptation of the expository essay rubric found at <http://7-12educators.about.com/education/7-12educators/library/weekly/blrubricexpos.htm> can be used to assess the report.

Accommodations

- Students, who require modification for responding in writing, give an oral report or express their feelings in another way (e.g., pictogram, collage, poem).
- For enrichment, students may wish to research a topic that relates to the issue of sexuality as seen in different cultures or religions.

Resources

CCCB. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. (K)

Activity 10: Christian Response to HIV/AIDS

Time: 150 minutes

Description

This activity is designed to explore the concerns and consequences involved in pre-marital sex. Students are exposed to the current teaching on HIV/AIDS. Students understand the moral responsibility to act with compassion towards victims of HIV/AIDS.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1e, 1f, 1i, 1j, 2a, 3a, 3d, 4a, 6b, 7a, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618, 651-655);

CMV.01 - recognize that knowing the life and teachings of Jesus is important for moral decision making;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life;

FLV.07 - explore the issues of sexual attraction and sexual decision making in the light of chastity and the consequences of pre-marital sexual activity (CCC 2337-2359);

FLV.09 - demonstrate an understanding of the sacredness of the human person, body, and spirit (CCC 2258-2262), from conception until natural death (CCC 2268-2283).

Specific Expectations

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbour as a way to live as disciples of Jesus;

PF.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PF3.01B - explain the Christian meaning of persons as created in the image and likeness of God;

CM1.01B - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for moral decision making;

CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;

CM4.04B - appreciate that the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;

PS4.01B - recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

FL1.03B - define how sexual decision making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social, and spiritual consequences of pre-marital sexual activity;

FL2.03B - explore the meaning of respect for life from conception until natural death;

FL2.04B - explore the effects of HIV and its potential stages of infection;

FL3.05B - define and discuss the importance of sexuality and sexual attraction as gifts from God;

FL3.06B - explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection;

FL4.04B - demonstrate an understanding of the need for sensitivity and compassion for persons with HIV/AIDS.

Planning Notes

The lessons on HIV/AIDS are found in the document *AIDS: A Catholic Educational Approach to HIV* 2nd ed., Ontario Catholic Schools Edition – ICE, pages 133-140. Teachers are asked to stress the meaning and purpose that sexual activity and sexual intercourse have within a marriage commitment, explain the morality and unadvertised risk of HIV infection involved in using condoms and the morality and risk of HIV infection involved with sexual activity.

Prior Knowledge Required

- *AIDS: A Catholic Educational Approach to HIV*, Lessons 28 and 29

Teaching/Learning Strategies

1. **Whole Class:** The teacher puts three headings on the board: physical risks, emotional risks, and psychological risks. The students are given a list of words and asked to place each word under the correct category (e.g., sexually transmitted disease, pregnancy, infertility, cancer, loss of reputation, guilt, inability to trust, inability to show true affection). The teacher summarizes that to understand the moral implications of sex the students must consider all the risks. The teacher states that the incidence of HIV/AIDS is so high that it is imperative that they explore the issues surrounding this disease. The Bishops of Ontario have requested that the HIV/AIDS education program be taught in the religion classroom.

Note: The balance of the Teaching/Learning Strategies are found in the AIDS document.

Assessment/Evaluation Techniques

- See the AIDS document.

Accommodations

- Some students may require one-on-one instruction of this material. The Curriculum Support Department in your Board can provide modifications for the delivery of this information, e.g., rewriting of terminology. Students requiring enrichment can review the film *Philadelphia* and critique it from a Roman Catholic perspective.

Resources

AIDS: A Catholic Educational Approach to HIV 2nd ed. Toronto: The Institute for Catholic Education, 1999.

Activity 11: Values and Vision for Now and for Our Futures

Time: 175 minutes

Description

A variety of media campaigns geared for teens, to promote wholesome relationships based on Christian values, are developed. The teachings, values, and insights that have been discerned throughout the entire unit form the basis for the “truths” that are presented in each product. Students are given a choice of how to present their findings: series of public service announcements, brochure, music/rap video, a poster, collage of speakers promotional spot, web site, storyboard, cartoon strip, or drama. Students work in groups to produce a campaign on the topics of: communication, family, peers, dating, sexuality, and prayer. Each group shares their final product within the school setting.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1g, 1i, 1j, 2e, 3a, 4a, 5a, 5e, 5f, 5g, 7a, 7d.

Strand(s): Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations

PFV.01 - demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC 356-412), created, loved, and redeemed by God (CCC 559-618, 651-655);

CMV.01 - recognize that knowing the life and teachings of Jesus is important for moral decision making;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life;

FLV.08 - evaluate healthy and unhealthy attitudes to the human body and physical appearance;

FLV.09 - demonstrate an understanding of the sacredness of the human person, body and spirit (CCC 2258-2262), from conception until natural death (CCC 2268-2283).

Specific Expectations

PF1.04B - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

PF3.02B - express what it means to have a relationship with God through Jesus Christ;

CM1.01B - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for moral decision making;

CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;

CM4.04B - appreciate that the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;

PS4.01B - recognize the spiritual and sacramental dimensions implicit in human experience and the created world;

FL3.02B - articulate the qualities which are essential to the building of healthy relationships with a particular focus on the positive impact of intimacy and mutuality;

FL2.05B - critique media messages and unhealthy attitudes related to respect and care for the human body.

Prior Knowledge Required

Students should have some working knowledge of the equipment available and the skills needed to operate each piece of equipment safely and effectively for the production of their media campaign.

Planning Notes

The teacher prepares groups with mixed abilities prior to class. The media campaign assignment was provided after Activity 3, so students could begin to think of the topic and method prior to the arrival at the end of the unit. Exemplar work could be provided as a guide. Evaluation criteria or an evaluation rubric should be provided for the students.

Teaching/Learning Strategies

1. **Teacher-Centred:** In groups students identify their preferred topic and method. The teacher clarifies goals, expectations, instructions, and topics on the handout Appendix 4: Media Campaign Assignment. The teacher provides examples of each presentation. (15 minutes)
2. **Group Work:** The in-class planning consists of designing and developing the final product. Students have access to computers, video equipment, cameras, paper, and markers. Any remaining class time and additional time for homework is used to prepare the media campaign. (150 minutes)
3. **Whole Group:** The teacher leads the class in a final prayer service. *Prayer Services for Young Adolescents*, Gwen Costello, page 43 (Omit meditation) (15 minutes)

Assessment/Evaluation Techniques

- The teacher adapts the Group Activity Rubrics found at www.phschool.com/profdev/aa/aa08.html and www.phschool.com/profdev/aa/aa09.html to evaluate this activity.

Accommodations

- A wide variety of choices are provided to suit different learning styles. Students are grouped with high, medium, and lower skills and abilities.
- Students requiring enrichment could be responsible for creating and leading the prayer modelled after the recommended prayer in Costello, or/and report their findings within the school or church or local community through newsletters, poster displays or presentations.

Resources

Koch, Carl and Joyce Heil. *Created in God's Image*. Winona, MN: St Mary's Press, 1991.

Regan, S. Kevin. *Teen Prayer Services: 20 Themes for Reflection*. Mystic, CT: Twenty-Third Publications, 1992.

Schneider, Valerie. *Weekly Prayer Services for Teenagers*. Mystic, CT: Twenty-Third Publications, 1996.

Appendices

Group Project Rubric: Educational Assessment and Evaluation Rubrics Sites:
<http://hale.pepperdine.edu/Inoguer/rubricsites.htm>

Appendix 1

Television Families

Watch one television program that deals with family relationships. Fill in the following chart.

Television Show: _____

Character	Conflict	Behaviours	Solution

Answer the following questions based on your observations:

- What are some positive behaviours used by the characters to deal with the problems?
- What are some negative behaviours used by the characters to deal with the problems?
- What insights have you gained by viewing this family?

Appendix 2

Peer Pressure

In each of the following areas, list examples showing the ways in which you are like others in your peer group.

- clothing
- hair style
- language
- music you listen to
- classes you take
- study habits
- spending habits
- movies or books you like
- drugs or alcohol
- sexual behaviour or attitude
- diet
- what you do after school
- what you believe about God

When someone pressures you to do something you know is wrong what do you say?

When you are with your friends do you usually get them to do what you want or do they usually get you to do what they want?

I give in to peer pressure because:

- I don't want to be called a loser.
- I do it to be accepted.
- I do it so people won't get mad at me.
- I try to please people.
- I would do anything for my friends.

Where should you go to find answers about dealing with peer pressure?

Appendix 3

Being Real—Dating Dos and Don'ts

Behaviour	Dos	Don'ts
Language		
Physical Limits		
Age		
Environments		

Appendix 4

Media Campaign Assignment

Introduction

In Unit 3 we are studying about the human person and the development of quality relationships in their life. In this assignment, you and your group members are asked to gather the learning and insights you have uncovered to produce a Christian-based Media Campaign aimed at educating teens about the behaviours and attitudes, which support a wholesome lifestyle. Topics include communication, family, peers, dating, sexuality, and prayer.

Evaluation

1. Use of class time = 10 marks
2. Rough plan = 5 marks
3. Final product = 30 marks
4. Peer/self evaluation = 5 marks

Choices

Brochure

Compose a tri-fold or single fold brochure used to hand out as a quick reference guide using creative slogans, information, design, colour, graphics, etc.

Poster

Using a large piece of bristol board you must design a poster which could be used as a billboard, to explain your message using creative slogans, information, design, colour, graphics, etc.

Storyboard/Cartoon Strip

Design, draw, and colour a storyboard/cartoon strip that explains the information you wish to provide on your selected topic.

Public Service Announcements

Develop a script and role play for a public service announcement. Videotape the role play which could be shown on television as community service endeavour.

Music/Rap Video

Develop lyrics and actions using the information you wish to present. You must provide costumes, memorize your lines, and video tape your presentation.

Collage of Voices

Write several small “soapbox” style speeches that promote wholesome lifestyle choices. Videotape speakers presenting these speeches to create an audio-visual collage of messages about Christian living.

Web Site

Create a school-based web site that offers information on one or all of the various topics studied.

Drama

Plan and present a play based on one of the topic choices. You must include costumes and effective staging (props, lighting, sound effects, music).

Guidelines

Each group may contain no more than four students

Each group must choose a different topic

Each member of the group is responsible for equal contribution to the group’s effort. Problems with individual group members should be immediately directed to the teacher.

Each product should reflect quality and effort. Each product will be judged on clarity, organization, creativity, originality, and depth of information.

There will be two classes devoted to work time.

Unit 4: Called to Be Holy

Time: 16.5 hours

Unit Developers

Cathy Corbett, Thunder Bay CDSB
Frank Kewin, Toronto Catholic DSB
Sharron McKeever, Durham Catholic DSB
Leslie Miler, York Catholic DSB
Robert Ryan, Dufferin-Peel Catholic DSB
Michael Smith, Durham Catholic DSB

Development Date: February 15, 2000

Unit Description

Informed by Christ's life and the teachings of the Church, students will apply Christian moral principles to moral issues relevant to their lives. Students will be given opportunities to illustrate maturity in their understanding and practice of Catholic moral decision making methods. In addition students will examine the virtue of discipleship and holiness in the scriptures and apply insights gleaned to their own lives of faith.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 1c, 1d, 1j, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4f, 4g, 5a, 5e, 5g, 6, 7a, 7b, 7j.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: SCV.02, PFV.06 (CCC 512-560), PFV.09 (CCC 1928-1942), CMV.01, CMV.02, CMV.04 (CCC 1954-1960), CMV.06 (CCC 2514-2550), PSV.05 (CCC 2700-2719), FLV.01.

Specific Expectations: SC1.04B, SC2.03B, SC3.02B, SC4.01B, SC4.03B, SC4.02B, PF1.02B, PF1.05B, PF4.05B, PF4.06B, CM1.01B, CM1.03B, CM2, CM2.08B, CM3.03B, CM3.04B, CM3.06B, CM4.04B, PS1.08B, PS2.01B, PS3.01B (CCC 1145-2174), PS4.04B, FL1.01B, FL2.01B.

Activity Titles (Time + Sequence)

Activity 1	Building Christian Character	75 minutes
Activity 2	Holiness and Virtues of Christian Character	75 minutes
Activity 3	Toward a Fuller Life	150 minutes
Activity 4	The Morality of Human Acts	75 minutes
Activity 5	Moral Decision Making	150 minutes
Activity 6	Freedom, Responsibility, and Conscience	75 minutes
Activity 7	When the Going Gets Tough	150 minutes
Activity 8	People of Good Character (Working Toward the Common Good)	225 minutes

Unit Planning Notes

The focus of this unit is the development of a Christian understanding and appreciation of the virtue of holiness through discipleship as witnessed in the Gospels. Recognizing qualities of holiness in the students' own lives is a starting point. Activities are designed to initially engage students at a personal level, allowing feedback from peers and the secular culture. Analysis of these attitudes and beliefs follows in the light of gospel values. Students are given opportunities to utilize Christian methods of moral decision making to assist in the analysis of situations where one is called to live out the Christian virtue of holiness in freedom and responsibility. Different models of Christian moral decision making are offered with the expectation that the teacher will choose one that he/she believes is appropriate to the needs and abilities of his/her students. As the unit develops students examine the concepts of personal and social sin and the effects on relationship with self, others, and God. Through the unit students are guided to recognize the scriptural grounding for a call to respond personally and in solidarity with others, to the needs of this world, for the common good. The final activity (People of Good Character), is a group assignment requiring research, preferably as a class, in the resource centre. The prayer schedule introduced in Unit 1 and continued in Unit 2 should also continue through this unit (see Appendix for Prayer Stations Assessment Rubric #6). Certain activities however, suggest certain themes for prayers. Students should keep these themes in mind when selecting them. Journal reflection questions are typically placed at the end of the activity. This gives the teacher the option of assigning the journal activity for homework if more time needs to be devoted to the other exercises within the activity. There is considerable discussion and group work in this unit. Consider arranging the classroom seating into groups taking into account individual abilities. The prayer schedule begun in previous units will be maintained in this unit.

Prior Knowledge Required

Students should know how to look up scriptural references.

Teaching/Learning Strategies

- Whenever possible the teaching/learning strategies employed in this unit will model the four-pronged methodology that teachers may be familiar with from the Grade 9 Religion program, namely, experience, information, action, and application. (See *Be With Me* Teacher Resource Binder.) The unit explores how individuals develop Christian character through moral decision making. It is a process that requires assistance along the way in the form of support from parents and family, friends, other adults, and a community of faith.
- Activities include whole class discussion and brainstorming; small group co-operative activities such as role playing, debates, think/pair/share; individual exercises; reading; reflection; journaling; and teacher presentation. Creative and critical thinking is encouraged.

Assessment and Evaluation

Throughout this unit students have opportunities to examine and assess what it means to be a contemporary disciple of Jesus. The activities are designed to have students reflect on their own character development and decision making abilities in light of gospel values. Assessment and evaluation take into consideration the four broad categories of knowledge and skills: knowledge/understanding, thinking/inquiry, communication, and application/making connections. Diagnostic evaluation, not included in mark reporting, includes pre-tests and discussions, self-evaluation, peer evaluation, and informal feedback from the teacher. Formative evaluation consists of quizzes, performance assessments on group assignments, the People of Good Character Awards, and an ongoing journal that consists of a set of personal reflections based on moral dilemmas and related issues raised in class. Rubrics for these are included in the appendices. At the end of the unit students research and creatively present the story of

a courageous individual who has responded to the social, cultural, financial, and/or environmental needs of their communities. This forms the summative evaluation component. A generic rubric to assess this type of group assignment is included in Appendix A.

Resources

(T = Teacher Resource, K = Key Text, S = Student Resource)

Printed Matter

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K)

A Reference Guide: St. Mary's Press Courses & the Catechism of the Catholic Church. Winona, MN: St. Mary's Press. 1996. (T)

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality.* Winona, MN: St. Mary's Press, 1996. (T)

CCCB. *Catholic Catechism of the Catholic Church.* Ottawa: CCCB Publications Service, 1994. (T/K)

OCCB. *Turning Points: Readings in Family Life Education.* Toronto: Prentice Hall Ginn, 1997. (K)

Carley, Moira and Bernard Smyth. *For the Good of All.* Toronto: The Institute for Catholic Education, 1992. (T)

The Catholic Bishops Conference of England & Wales. *The Common Good and the Catholic Church's Social Teaching.* London, England: CBCEW, 1996. (T)

Fritsch, Carla E. and William J. Raddell, Jr. *Teaching Catholic Morality.* Rocky River, OH: Center for Learning, 1993. (T)

Gula, Richard M. *Catholic Update*, "Understanding Sin." Cincinnati, OH: St. Anthony Messenger Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character, Developing Christian Life Skills.* Notre Dame, IN: Ave Maria Press, 1998. (T)

Hargreaves, M. *A Guide to the Parables.* London, England: S.C.K.P., 1988. (T)

Koch, Carl. *Creating a Christian Lifestyle.* Winona, MN: Saint Mary's Press, 1996. (T)

Maguire, Daniel C. *Catholic Update*, "A 'New' Awareness of Sin." Cincinnati, OH: St. Anthony Messenger Press, 1981. (T)

Pennock, Michael. *Moral Problems.* (T)

Prochaska, Louise Marie and Loretta Pastva. *Living a Moral Life, Gifted & Growing.* Mission Hills, CA: Benziger Publishing Co. (T)

Sawyer, Kieran. *What's Right? What's Wrong?* Notre Dame, IN: Ave Maria Press, 1997. (T/S)

Stouzenberger, Joseph. *Celebrating Sacraments.* Winona, MN: Saint Mary's Press, 1996. (K)

Williams, Ronald J. and Mary E. Gryczka. *Catholic Morality: Guidelines for Christian Living.* Dubuque, IA: Brown Roa Publishing Media, 1989. (T)

Sojourners. "Do This in Remembrance of Me" – *Discipleship in the Face of Evil.* December 1990, pp. 16-18. (T)

Vatican II, *Gaudium et Spes.* (T)

Vatican II, *Lumen Gentium.* (T)

Zanzig, Thomas. *Jesus of History, Christ of Faith.* Winona, MN: Saint Mary's Press, 1992. (K)

Videotape

Kids Can Free the Children (Craig Kielberger)

Computer Software

NRSV – Concordance

Catechism of the Catholic Church

Documents of Vatican II. Catholic Software.

Encyclopedia of Catholic History on CD-ROM. Our Sunday Visitor.

The Illustrated Catholic Bible (NAB, RSV). Harmony Media.

Web Sites

Catholic Update: <http://www.AmericanCatholic.org>

The Catechism of the Catholic Church: <http://www.christusrex.org/www1/CDHN/ccc.html>

Documents of the Second Vatican Council: <http://www.christusrex.org/www1/CDHN/v1.html>

Encyclicals and Other Papal Documents: <http://listserv.american.edu/catholic/church/papal/papal.html>

The Ontario Conference of Catholic Bishops: <http://www.occb.on.ca/>

Roman Catholic Church Resources: <http://home.golden.net/~wts/index2.html>

New American Bible: <http://www.nccbuscc.org/nab/bible/index.htm>

The Vatican: <http://www.vatican.va/>

Amnesty International Youth and Student Program (E-mail: Youth @ Amnesty.ca)

United States Bishops. www.nccbuscc.org.

Canada World Youth. <http://www.cwy-jcm.org/>

Doctors Without Borders. <http://www.dwb.org/index.html>

Helen Caldicott. <http://www.noradiation.org/caldicott>

Mother Teresa and Missionaries of Charity. <http://catholic.net/RCC/people/mother/teresa>

TIME. <http://www.cgi.pathfinder.com/time/time100/leadders/index.html>

Activity 1: Building Christian Character

Time: 75 minutes

Description

Students initially address the question about why people sometimes find it difficult to do the right thing and how habits can become virtues or vices, shaping our character and eventually our destiny. Through selected readings they recognize the Gospels as influential in building Christian character. They are then introduced to the notion of what it means to be a disciple of Jesus. Finally, students are reacquainted with keeping a Spiritual Journal, to be used throughout the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 2a, 2c, 4g.

Strand(s): Scripture, Christian Moral Development

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

CMV.01 - recognize that knowing the life and teachings of Jesus is important for moral decision making.

Specific Expectations

SC4.03B - appreciate behaviour that is consistent with Christian discipleship, especially with regards to the demands of justice and love;

PF4.05B - appreciate their personal development and discern their personal values, Commitments, and goals in light of the teachings of Jesus, expressed in the Gospels;

CM1.01B - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for moral decision making.

Planning Notes

Prior reading relates to building Christian character and Christian discipleship (see Resources). The Glossary includes several terms necessary for this activity. A sample rubric for the Journal is included in Appendix A, see Journal Assessment Rubric. A class set of newspapers and/or magazines are used in an optional/enrichment activity in the class, or students could be assigned this for homework. The teacher should prepare to present and discuss a current news story with the class as an icebreaker. An optional approach to addressing the moral situations presented on the worksheet is by means of role play.

Prior Knowledge Required

- Students should be familiar with Bible referencing.

Teaching/Learning Strategies

1. **Whole Class:** The teacher shares a current news story illustrating the difficulty an individual had making the decision to “do the right thing.” Students are encouraged to debate the issue and are eventually presented with the question: Why do people sometimes find it difficult to do the right thing? Teacher writes student responses on the board and poses another question: How does a Christian decide what is the right thing to do? (20 minutes) Time permitting, a class set of magazines and/or newspapers could be distributed to allow students the opportunity to search out a similar example of one who finds it difficult to do the right thing. They could share their stories in pairs, groups, or with the class. This part of the activity is optional. (20 minutes)
2. **Teacher-Centred:** The teacher introduces the idea of what it means to be a contemporary Christian disciple. (See Glossary.) The teacher may wish to cite examples from the Gospels that illustrate the work of a disciple (see the examples given on the upcoming activity sheet). (10 minutes)
3. **Pairs:** Students complete Appendix 1: Discipleship in the Marketplace, with a partner, which includes reading from the Gospel of Matthew to determine the work of a disciple. Students are confronted with several contemporary moral situations. They are asked what a disciple of Jesus might do and why some people might find this difficult to do. (30 minutes)
4. **Teacher-Centred:** Write the following wise old saying on the board: “Plant an act; reap a habit. Plant a habit; reap a virtue or a vice; Plant a virtue or vice; reap a character. Plant a character, reap a destiny.” Ask students their understanding of the saying. (Students may need the definitions of each term to comprehend.) The teacher explains the quote using the Character Cycle (see *Growing in Christian Morality*, by Ahlers, Allaire, and Koch, pages 15 and 9) or prepares his/her own diagram of the relationship between the terms. (15 minutes)
5. **Journal:** List some of the virtues (term defined earlier), which have brought you compliments. (The teacher prepares a list of possible virtues). How do you believe you developed these virtues? Could a disciple of Jesus possess these virtues? Explain how you do (or how you could) use these virtues to do the work of a disciple in today’s world. (homework)

Assessment/Evaluation Techniques

- Appendix 1: Discipleship in the Marketplace (SCV.02, SC4.03B, PFV.06, PF4.05B) will be assessed by means of a performance assessment rubric (see Appendix). The journal reflection (CMV.01, CM1.01B) (written, taped, one-on-one) will be assessed by means of (see Unit 2, Appendix 3: Journal Assessment Rubric)

Accommodations

- Pair students with language or academic difficulties, with students who are able to help them with reading the activity sheet. The journal reflections could be taped or discussed one-on-one with the teacher.
- Enrichment activities could involve reading a biography of someone who interests the student. They would write about the acts in that person's life that turned into habits (virtues or vices) that shaped his/her character and destiny.

Resources

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character, Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998.

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1996. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Appendices

Activity sheet Appendix 1: Discipleship in the Marketplace
Unit 2, Appendix 3: Journal Assessment Rubric

Activity 2: Holiness and Virtues of Christian Character

Time: 75 minutes

Description

The notion of holiness is explored in a class discussion of places, objects, and people, considered by some to be holy. The discussion of this virtue is situated in the broader understanding of Christian character development. A video enhances the reality that anyone can work toward living a life of holiness by recognizing and responding to God's presence. A journal entry encourages students to live a life of holiness by meeting the challenges of discipleship.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 2b, 4g.

Strand(s): Scripture, Profession of Faith

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560).

Specific Expectations

SC4.01B - appreciate the Gospels as testimonies of faith in Jesus;

PF4.05B - appreciate their personal development and discern their personal values, commitments, and goals in light of the teaching of Jesus, expressed in the gospels;

PF4.06B - attend to the Gospel of Jesus as a source for personal identity.

Planning Notes

Prior reading in preparation for the upcoming activities could include, Janie Gustafson's text, *Building Christian Character*, pages 11-21 and 214-218. An alternative teacher resource could be Ahlers, Allaire, and Koch's text *Growing in Christian Morality*, pages 41-46). Prepare a set of 5-10 pictures or slides of places and/or objects often referred to as holy. Prior viewing of the video is strongly recommended especially since the material, although age appropriate, is quite emotive. More information about child labour could be obtained through the organizations Labour Behind the Label, Catholic Organization for Development and Peace, or Kids Can Free the Children.

Prior Knowledge Required

- Students should be familiar with Bible referencing.

Teaching/Learning Strategies

1. **Whole Class:** The teacher leads a class discussion of the concept of holiness. Show slides or pictures of objects and/or places considered by some to be holy. Questioning is done to allow students the opportunity to explore their own understanding of the idea. Questions include: What does it mean when people say that something is holy – or that they have visited a holy site? Do you possess objects that you consider to be holy? Have you ever visited sites considered to be holy? If things can be holy, then are people capable of holiness? Name some of those people that you, or our faith community speaks of as holy. What qualities or virtues do you believe that some of these people possess? Student's suggestions are written on the board. (20 minutes)
2. **Teacher Centred:** The teacher provides a definition of the term holiness (see Glossary) and explains that this virtue comes out of habit – developing our Christian character. “Do you have to be special to do this?” “It is recognizing God's presence in our everyday lives.” (10 minutes)
3. **Whole Class:** Invite students to view one, ordinary young person's, ability to recognize God's presence in his own life and in the sufferings of other people. His name is Craig Kielberger, a Canadian teen who has done something about child labour throughout the world. Post-viewing questions begin with general student impressions about the video, e.g., How did you feel watching the video? What images have stayed with you? What spoken words moved you? Questioning then focusses on the notion of holiness in the video. This is illustrated both in Craig's life and in the people and places he visits. (video 20 minutes - follow-up discussion 10 minutes)
4. **Journal:** Questions include: What moved you about the video? What virtues do you believe Craig has developed which enable him to do the work of a disciple? Does the work of Craig and his organization make a difference? Name one need in the school or your community that needs addressing. What virtues would you need to develop which would enable you to work to solve the problem? Would your involvement make a difference? What advice does Matthew give in this regard, (read Mt. 22:37 and Mt. 25:31-40). Is there anything preventing you from becoming involved? (15 minutes seat work/homework)

Assessment/Evaluation Techniques

- The journal rubric assesses expectations SCV.02, PFV.06, SC4.01B, PF4.05B and PF4.06B.
- See Unit 2, Appendix 3: Journal Assessment Rubric

Accommodations

- The journal reflections could be taped or discussed one-on-one with the teacher. Internet sources, addresses, or written material should be made available for students who wish to continue exploring the issues around child labour and who wish to personally respond to the needs of these children.

Resources

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character, Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Kielberger, Craig. *Kids Can Free the Children*. 20-minute video

Appendices

Unit 2, Appendix 3: Journal Assessment Rubric

Activity 3: Toward a Fuller Life

Time: 150 minutes

Description

Students explore the images of kingdom expressed through the parables of Jesus. They will consider the possibilities of a perfect world. They will design an ad poster inspired by a parable of choice, and reflect on its implications for the contemporary world.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 1c, 2c, 3a, 5a, 3e, 3g.

Strand(s): Scripture, Profession of Faith, Christian Moral Development

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PFV.06 - demonstrate knowledge of the life and teachings of Jesus and identify their importance for life decisions (CCC 512-560);

CMV.01 - recognize that knowing the life and teachings of Jesus is important for moral decision making.

Specific Expectations

SC3.02B - describe the gospels as the primary source of information and understanding about the person of Jesus;

SC2.03B - retell the parables of Jesus in relation to contemporary issues;

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members;

CM1.03B - understand that Salvation history teaches that all of God's creation is good, that human beings are responsible stewards of creation, and that sin (both personal and social) is present in the world.

Planning Notes

Further readings for the teacher about Jesus the image of holiness is found in Ahlers, Allaire, and Koch's text, *Growing in Christian Morality*, pages 155-158. Readings for an understanding of the parables is located in John Hargreaves' *A Guide to the Parables* or Thomas Zanzig's text *Jesus of History, Christ of Faith*, pages 161-168. Zanzig also explains the Roman Catholic Church and the Kingdom of God, page 140. The teacher should prepare a contemporary retelling of the parable of "A Farmer and His Treasure." (Matthew 13: 44-46), page 80 in *A Guide to the Parables*, or prepare to retell a parable of preference. The initial whole class discussion of how to imagine a perfect world may require the teacher to prepare a list of possible choices. A generic rubric around projects has been included in Appendix A.

Prior Knowledge Required

- Students should be familiar with Bible referencing.

Teaching/Learning Strategies

1. **Whole Class:** Students are asked to complete the following sentence and write it on the board, "A perfect world would be like..." (e.g. "...a beautiful pearl," "... my computer with unlimited memory and speed, "...). Discuss the symbols used and what they tell us about various images of a perfect world. (20 minutes) Explain that Jesus also attempted to explain what a perfect world was like through storytelling (parables). The teacher asks for two volunteers who will re-enact with gestures, the retelling of the parable of A Farmer and His Treasure, as the teacher tells the story. (10 minutes)
2. **Teacher-Centred:** At this juncture the teacher brings out the following concepts (students will add this to their notes):
 - i. the parable was probably told early in Jesus' ministry, as potential new followers listened
 - ii. Jesus offered them a new life (kingdom), which begins here on earth and will be fulfilled in heaven
 - iii. if they take up the challenge (discipleship) of living this new life, it brings with it major changes to our lives, but the risks will be worth it, i.e., a life of virtue and a world closer to perfection (more just).Parables include Matthew 25: 1-13, (The Ten Bridesmaids) and Mark 4: 26-29, (The Growing Seed). (20 minutes)
3. **Pairs:** Each pair selects one parable from Matthew 13. They read the parable together; summarize how, if listeners chose to take up the challenge of living this new life, major changes could happen in their lives. Based on their answers, the students design a poster for God's kingdom to "sell" others on the idea. (adapted from Janie Gustafson's text *Building Christian Character*). Students are told to imagine where in the community they would post the ad. (45 minutes)
4. **Whole Class:** The pairs display their finished copy in the classroom and explain where in the community (local or global) they might post the ad. Students view all posters and peer evaluation assesses the impact of the posters, by means of a rubric. (40 minutes)
5. **Journal:** Students view other posters, then complete the journal questions that follow: What images (aside from your own) of the kingdom portrayed on the posters did you like? What advantages are there to having different images of kingdom? Where would you like to see your poster displayed in the community (global or local). What message were you attempting to sell? Who might be your audience? What reactions might they have to your poster? What questions might they have for you and what would your answers be? Would there be any risks involved with posting the ad? Would posting the ad be worth the risks? (homework)
6. **Quiz:** A quiz evaluating knowledge and understanding from Activities 1 through 4 will be administered in the next class. Teacher reviews material with the students. (15 minutes)

Assessment/Evaluation Techniques

- A performance assessment rubric of the poster measures achievement of the expectations PFV.06, SC3.02B, SC2.03B and PF4.05B. A peer evaluation of the poster measures achievement of the expectation SCV.02 and PF1.05B. (Appendix A)

Accommodations

- The parables could be read and discussed with students requiring modifications to their program to ensure comprehension. A word list of suggested terms appropriate to the poster activity could also be generated.
- Students requiring enrichment could prepare a collage of music and/or slides portraying the various images of Kingdom.
- Pair students with language or academic difficulties with students who are able to help them with reading the activity sheet. The journal reflections could be taped or discussed one-on-one with the teacher.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Hargreaves John. *A Guide to the Parables*.

Zanig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K)

Appendices

Unit 2, Appendix 3: Journal Assessment Rubric

Appendix A: Performance Assessment Rubric

Activity 4: The Morality of Human Acts

Time: 75 minutes

Description

Students are introduced to the notions of morality, natural law, and integrity. They are presented with various scenarios involving moral decision making, and they are asked to explain the reasons for their choices. Students explore what it means to do the human and fair thing in relation to the issue of stealing.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 2b, 2c, 7b.

Strand(s): Christian Moral Development and Family Life

Overall Expectations

CMV.04 - explain how justice is a demand of natural law;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life.

Specific Expectations

CM2.07B - evaluate their own behaviour in light of the seventh commandment;

FL1.01B - recognize that the need to belong and to identify with one's peer group is a powerful human need.

Planning Notes

There are numerous textbooks with accompanying teacher's manuals that will direct and support teachers with the concepts presented below (particularly the terms morality, moral dilemma, natural law, and integrity). Teachers are encouraged to supplement and/or make amendments to the suggested activities, as they deem necessary. Prepare a case study on the issue of stealing which will be used as a journal reflection.

Prior Knowledge Required

- Students should be familiar with Bible referencing.

Teaching/Learning Strategies

1. **Quiz:** A quiz evaluating knowledge and understanding from Activities 1 through 4 is administered. (15 minutes)
2. **Individually/Whole Class:** The teacher distributes Appendix 2: Decisions, decisions.... Students consider their ethical stance on various moral statements. Students individually write their responses on this sheet prior to a class discussion. A variation of this approach involves a voluntary panel of six students who are asked to give their answers after the same set of moral dilemmas is read aloud. Other students are encouraged to join in the conversation about what is the right thing to do in each situation. The teacher encourages students to explain their reasoning. (The term moral dilemma is explained to the students). (30 minutes)
3. **Teacher-Centred:** The teacher provides the students with a definition of morality (see Resources). Using an example of a moral dilemma taken from the newspaper, the teacher asks students, What is the Christian thing to do in this situation? How do we know what the Christian thing to do is? Is it the fair thing to do? What does it mean to act with integrity (see Glossary)? Discuss, explain, and develop a board note on natural law (see Resources). (15 minutes)
4. **Journal:** Present the students with a moral dilemma case study (formulated by the teacher or the students or taken from one of the resource texts suggested) concerning the issue of stealing. Further questions to ask include: What would you do in this particular case? Why? Is this the fair thing to do? Who might this decision affect? Would you say that you would be acting with integrity? How would your best friend answer this last question? How would your parent/guardian answer? What would Jesus have done? (seatwork/homework, 15 minutes)

Assessment/Evaluation Techniques

- The quiz evaluates knowledge/understanding (over previous Activities 1, 2, and 3) associated with expectations SCV.02, PFV.06, CMV.01, SC3.02B, SC2.03B, PF4.05B, and CM1.01B. The journal entry will address the expectations CMV.04, FLV.01, CM2.07B, and FL1.01B, through. Unit 2, Appendix 3: Journal Assessment Rubric.

Accommodations

- The quiz is appropriately modified or shortened, or students are tested orally. The journal questions are shared orally or recorded.
- Pair students with language or academic difficulties with students who are able to help them with note taking, or the notes are tape-recorded or photocopied.
- Students capable of enrichment activities plan a fictional news report on a particular moral issue, exploring conflicting opinions on the subject. Students could present this to the class at a later date (possibly in Activity 5) to be demonstrated and later discussed as a class, (in lieu of the phone call Activity 5, Pairs).

Resources

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character, Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Sawyer, Kieran. *What's Right? What's Wrong?* Notre Dame, IN: Ave Maria Press, 1997. (T/S)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K)

Appendices

Unit 2, Appendix 3: Journal Assessment Rubric

Appendix 2: Decisions, Decisions...

Appendix A: Presentation Assessment Rubric

Activity 5: Moral Decision making

Time: 150 minutes

Description

Students further explore the complexities of moral decision making. They examine three elements that make up morally human acts, namely the moral object, intention, and circumstances. They discover the particular elements found in a Christian and Catholic response to issues of morality.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2c, 4a, 4f.

Strand(s):

Overall Expectations

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions;

CMV.04 - explain how justice is a demand of natural law (CCC 1954-1960);

FLV.01 - recognize and explore the meaning of integrity and belonging in human life.

Specific Expectations

PF1.02B - appreciate behaviour that is consistent with Christian discipleship, especially with regard to the demands of justice and love;

PF1.05B - appreciate their personal development and discern their personal values, commitments, and goals in light of the teachings of Jesus, expressed in the Gospels;

CM2.08B - compare and contrast attitudes in contemporary culture with the tenth Commandment.

Planning Notes

There are numerous textbooks with accompanying teacher's manuals that will direct and support teachers with the concepts presented below (particularly the terms Catholic morality and Christian morality). Teachers are encouraged to supplement and/or make amendments to the suggested activities, as they deem necessary. One model of Catholic moral decision making should be decided upon before proceeding with the teaching/learning strategies in this section. Suggested models are found in the following texts: Ahlers, Allaire, and Koch, *Growing in Christian Morality* (the LISTEN model, pages 78-84); Wilkins and Gryczka, *Catholic Morality* (the Jesus Principle, pages 53-59); Pennock, *Moral Problems* (the STOP model). Teachers prepare a list of 5-10 short statements around moral issues (similar to the previous Activity 4 Decision, Decisions...) which require an agree/disagree response. This will be used in two of the opening icebreaker activities in the following lessons (see Whole Class, fist to

five and four corners icebreakers). Teachers prepare pictures of situations, approximately 20, (cut and pasted from magazines or other print material and without any text), that could suggest a moral dilemma.

Prior Knowledge Required

- Students should be familiar with Bible referencing.

Teaching/Learning Strategies

1. **Whole Class:** Pole the class' feelings about specific moral statements. The teacher reads a statement and asks the students to consider their personal response. When asked to show a fist to five, participants show: fist-absolutely not, disagree; or three fingers-neutral; or five fingers-total agreement. After discussion about why they responded with fist, three fingers, or five fingers, students are asked the question, What elements must we consider when looking at the morality of human acts? (15 minutes)
2. **Teacher-Centred:** Students are told that they will be examining three elements that make up the morality of human acts, namely; the moral object, the intention, and the circumstances. (These terms may be expressed in other ways depending on the textbook being used. Regardless of the text, the teacher should consistently use the same terms throughout the study of moral issues. (See Resources). The teacher explains the terms, and illustrates with examples. A board/overhead note or handout would be appropriate. (15 minutes).
3. **Group Work:** Students are randomly placed into groups of four/five. Each group is given three/four pictures to look at. (Only one picture will be selected per group for the activity which follows). These pictures have been prepared by the teacher, cut from magazines and pasted to heavy construction paper (and laminated if possible). The pictures are devoid of all words or captions and have been selected with the intention of having students imagine a moral dilemma coming out of the images they see. Each group is given an accompanying activity sheet Appendix 3: Picturing a Moral Dilemma, with guided questions around the terms previously learned (object, intention, circumstances). (35 minutes)
4. **Journal:** Questions include: What do you believe is the morally right thing to do in the dilemma your group imagined? Have you ever been faced with a moral problem that involved a difficult decision? What made the process of deciding so difficult, i.e., did it involve the object, intention, or circumstances of the situation? What did you do? (seat work or homework 10 minutes)
5. **Whole Class:** Students respond to teacher-prepared moral dilemmas read aloud by the teacher. They physically move to one of the four corners of the room, depending upon their response. They may choose to "agree," "disagree," "abstain with an explanation," or "unsure." Once students are in one of the four corners, the teacher asks individual volunteers to explain why they take that particular stance on the issue. At any time students may change their opinion and move to another corner of the room. (Some of the moral questions should have students consider what a Catholic could be expected to do.) (20 minutes)
6. **Teacher Input/Individual:** Christian morality and Catholic morality should be addressed at this juncture. (see Resources). The teacher explains a model of Catholic moral decision making. (See Planning Notes for suggested readings.) Use an open-ended case study as an illustration of how this model of decision making works. Another teacher-prepared case study is presented to the students for homework. They are to use the decision-making model introduced in this lesson to decide what it is they would do. (20 minutes)
7. **Pairs:** Students are placed in pairs and given a different open-ended case study to discuss with another Catholic friend, over the phone. The students complete the dialogue that ensues, in written form or recorded on tape (to be played back to the class).
For an alternative to this activity see the suggested enrichment exercise, Activity 4, Accommodations. (30 minutes)

Assessment/Evaluation Techniques

- A performance assessment using a rubric of the worksheet Appendix 3: Picturing a Moral Dilemma (done in groups) measures achievement of the expectations CMV.04 and FLV.01. A peer evaluation of the same activity measures achievement of the expectation PF4.05B. A performance assessment using a rubric for the homework assignment implementing the decision-making model measures achievement of the expectations PFV.06, PF1.05B, PF4.05B and CM3.06B. The tape-recorded over the phone conversation activity measures achievement of the expectations FLV.01 and CM2.08B. The journal entry will address the expectations PFV.06 and PF4.05B.

Accommodations

- The journal activity questions could be shared orally, or recorded. Pair students with language or academic difficulties with students who are able to help them with note taking. Students capable of enrichment activities research a news item and use the moral decision making model to determine what the morally right thing to do involves.

Resources

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character, Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Sawyer, Kieran. *What's Right? What's Wrong?* Notre Dame, IN: Ave Maria Press, 1997. (T/S)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K)

Appendices

Unit 2, Appendix 3: Journal Assessment Rubric

Appendix 3: Picturing a Moral Dilemma Activity Sheet

Activity 6: Freedom, Responsibility, and Conscience

Time: 75 minutes

Description

Students examine their experiences of freedom and responsibility. They are also presented with initial introduction to the concept of conscience, further developed in Activity 7. Activities involve a debate where students address cultural and personal perspectives on various topics. The teacher explains Christian responsibilities in light of the gospel. Journal reflections focus on the fruits of the Holy Spirit as God's power present in our lives as we face the challenges of maturing through discipleship.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 3c, 3d, 4g, 7b.

Strand(s): Christian Morality, Family Life, Scripture

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

CMV.06 - use the seventh and tenth Commandments as a tool for critical reflection on career and life skills planning (CCC2514-2550);

FLV.01 - recognize and explore the meaning of integrity and belonging in human life.

Specific Expectations

SC4.03B - appreciate behaviour which is consistent with Christian discipleship, especially with regard to the demands of justice and love;

CM3.06B - explain how the Church's social teachings provide criteria for moral judgement and action;

CM4.04B - appreciate the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;

PS2.01B - identify and assess the value of both personal and communal prayer for a life of faith;

PS4.04B - appreciate how a life of prayer contributes to the life journey of Catholics;

FL2.01B - discern and clarify the role of personal ideas, beliefs, values, and conscience in relation to personal integrity and conscience.

Planning Notes

Prepare four or five debate topics on the issues of personal responsibility concerning tithing, envy, following the "laws" of the Church, and the Commandments. Possible debate topics include:

- i. Every individual has an obligation to make charitable donations simply because they are members of society.
- ii. The Church's laws are guidelines for Catholics to follow.
- iii. Envy is not sinful, it is just a natural emotion.
- iv. The Commandments were written in a different age and that makes them irrelevant for the new millennium.

Prior Knowledge Required

- Students should be familiar with Bible referencing

Teaching/Learning Strategies

1. **Whole Class:** Debate questions are presented for consideration (see Planning Notes). Students choose three others to engage in an informal debate around each of these topics. Debates proceed after students decide who will argue the affirmative and negative positions. Each student is given one minute to air his/her views while all others remain silent. Debates are conducted simultaneously within the student groups. Allow two four minutes for open questioning to take place after the four debaters have completed their one minute initial arguments. (25 minutes)
2. **Teacher-Centred:** The teacher addresses each of the debate topics explaining the Catholic Church's position based on Gospel values. The discussion begins to address the notions of freedom, responsibility, and conscience. The teacher distributes a worksheet with questions based on the discussion above. (seat work/homework, 20 minutes)
3. **Individually:** A follow-up activity sheet to reinforce the concepts of freedom, responsibility, and conscience, could be taken from any of the texts (see Resources), for example pages 32-33 in the *Participant's Book What's Right What's Wrong?* by Kieran Sawyer. (30 minutes)
4. **Journal:** Include the following activity which reminds students of the presence of God in making informed decisions of conscience: Read the following passages that describe God's Spirit. Write down your own description of what the Holy Spirit is like. Mt. 3:11; Lk. 3:22; Mk. 1:12; Jn. 1:32-33. The effect of God's Spirit is active in us by the effects the Spirit produces in us. These effects are called the "fruits of the Spirit." Read about them in Galatians 5:23. When have you actually felt the effects of the Spirit in your life? Write a prayer of petition or thanks that recognizes the power of the Holy Spirit in your life. (homework)

Assessment/Evaluation Techniques

- A performance assessment of students using a rubric (to be developed with the students) of the debate measures achievement of the expectations FLV.01 and FL2.01B. Homework will be checked to assess knowledge/understanding of the expectations SCV.02, CMV.06, SC4.03B, CM3.06B, PS1.08B, and PS2.01B. The journal entry will address the expectations PSV.05, PF1.02B, CM4.04B, PS4.04B, and FL2.01B.

Accommodations

- The journal activity questions are shared orally or recorded.
- Pair students with language or academic difficulties with students who are able to help them with note taking.
- Students capable of enrichment activities plan a prayer service that includes an examination of conscience.

Resources

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: St. Mary's Press, 1996. (T)

Gustafson, Janie. *Building Catholic Character, Developing Christian Life Skills*. Notre Dame, IN: Ave Maria Press, 1998. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Sawyer, Kieran. *What's Right? What's Wrong?* Notre Dame, IN: Ave Maria Press, 1997. (T/S)

Zanzig, Thomas. *Jesus of History, Christ of Faith*. Winona, MN: Saint Mary's Press, 1992. (K)

Appendices

Unit 2, Appendix 3: Journal Assessment Rubric

Activity 7: When the Going Gets Tough

Time: 150 minutes

Description

The development of the activities loosely follows Daniel C. Maguire's treatment of the concept of sin as an absence of compassion, justice, action, and reconciliation. Various texts and scripture passages explore the idea of sin and reconciliation.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1g, 1i, 1j.

Strand(s): Christian Moral Development, Prayer and Sacramental Life, Scripture

Overall Expectations

SCV.02 - recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;

PFV.06 - demonstrate a knowledge of the life and teachings of Jesus and identify their importance for life decisions;

CMV. 02 - understand how Jesus models a generous attitude towards others.

Specific Expectations

SC4.01B - appreciate the Gospels as testimonies of faith in Jesus;

SC4.02B - recognize the reading of the Gospels as a way of coming to know Jesus more deeply;

PF1.02B - identify ways in which openness to the Holy Spirit in prayer and attention to sacramental life strengthens Christians to meet the challenges of discipleship;

CM1.03B - understand that Salvation history teaches that all of God's creation is good, that human beings are responsible stewards of creation, and that sin (both personal and social) is present in the world;

CM4.04B - appreciate the Holy Spirit guides persons to apply Christian moral principles in making moral decisions and living a life of virtue;

PS3.01B - explain the role of sacraments in the life journey of Catholics.

Planning Notes

Daniel C. Maguire's essay on sin (see Resources) is suggested reading for the teacher, but if not readily available, readings in any of the previously mentioned textbooks are recommended on sin and evil, formed conscience, forgiveness, and reconciliation. The teacher should make up an activity sheet on these concepts.

Prior Knowledge Required

- scripture referencing

Teaching/Learning Strategies

1. **Whole Class:** The teacher asks the students to recollect images and words they learned growing up that describe the idea of sin. Place student responses on the board. How have these or other understandings of sin affected your life to this point? Another alternative involves designing a handout with the title Sin is... following a list of possible descriptors. Students check the descriptors that best fit their images of sin. A discussion follows. (15 minutes)
2. **Individually/Teacher Input:** Use the handout from Kieran Sawyer's Participant Book, *What's Right? What's Wrong?*, page 74, "Sin: True or False." After students have completed the five true or false statements, discuss with the class. Continue a teacher-directed session explaining the meaning of sin. Students take notes. Use Kieran Sawyer's script pages 106-108, choosing only the appropriate terms necessary to complete the handout, i.e., omit the role play. (20 minutes)
3. **Think/Pair/Share:** In pairs, have students share a time in their childhood where they felt anxiety about something they did. (Note: impress upon students that these revelations are only minor matters they feel comfortable sharing, e.g., not owning up to the baseball accidentally hit through the neighbor's window.) Explain how it made you feel. Why did you feel this way? Ask students whether this has anything to do with conscience. Develop an understanding of formed conscience. Use Kieran Sawyer's script from the Participant Book, page 57 and the Director's Manual, page 87-88, where the author discusses the Three Stages of Conscience. (25 minutes)
4. **Journal:** Students apply the stages of conscience formation to a contemporary issue they face or an issue they faced in the past. Students include this in their journal. Students also reflect on a time they chose to pay attention to their conscience versus a time they chose not to. They describe their feelings. (seat work/homework 15 minutes)
5. **Individually/Group:** Explain that very often sin is an absence of compassion, justice, action, and reconciliation. Each person in a group of four is given one of these elements to read. Each individual reads from a selected scripture passage and a contemporary example of the absence and then he/she is expected to teach the other three group members. (30 minutes)
6. **Whole Class:** Create a prayerful atmosphere to read and reflect upon a Scripture reading of reconciliation. (see Resources) Discuss what the story says about reconciliation. Use suggested questions and reflections provided by Stoutzenberger, *Celebrating Sacraments*, and page 140 of the

teaching manual. Here the author points out how particular parables are good examples of particular elements of the sacrament of reconciliation. (20 minutes)

7. **Journal:** Hand out the reflective exercise from Stoutzenberger's teaching manual, page 144, Am I a Sacrament of Reconciliation? Students include this in their prayer/reflection journal. An alternate journal activity includes a reading/reflection of Rosie Dimanno's story of Chris Simon, a player for the Colorado Avalanche. It is a story of self-forgiveness, found in the text *Turning Points*, page 184-187. Also, two examples of an examination of conscience are found in the text *Celebrating Sacraments*, page 209 and Kieran Sawyer's *What's Right? What's Wrong?*, the Participant's Book, page 61. (35 minutes)
8. **Quiz:** A quiz evaluating knowledge and understanding from Activities 5 through 7 is planned for the next class.

Assessment/Evaluation Techniques

- The first note will be assessed with a rubric that evaluates the expectations CMV.02, CM1.03B, and SC1.04B; the second note on the stages of conscience, PFV.06, SCV.02, SC4.02B, PF1.02B. The first journal on conscience, PFV.06, SCV.02, SC4.02B, and CM4.04B; the second journal from *Turning Points*, PF1.02B, CM1.03B, and PS3.01B.

Accommodations

- The journal activity questions are shared orally or recorded.
- Pair students with language or academic difficulties with students who are able to help them with note taking.
- Students capable of enrichment activities present their prayer service that includes an examination of conscience. As well these students may choose to research and write about an immoral practice (e.g., slavery) that was once considered morally right by most people.

Resources

A Reference Guide: St. Mary's Press Courses & the Catechism of the Catholic Church. St. Mary's Press. Winona, MN: 1996. (T)

Gula, Richard M. *Catholic Update*, "Understanding Sin." Cincinnati, OH: St. Anthony Messenger Press. 1996. (T)

Maguire, Daniel C. *Catholic Update*, "A 'New' View of Sin: Our Growing Awareness of Social Evil." (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K)

OCCB. *Turning Points: Readings in Family Life Education.* Toronto: Prentice Hall Ginn, 1997. (K)

Sawyer, Kieran. *What's Right? What's Wrong?* Participants Workbook. Notre Dame, IN: Ave Maria Press, 1997. (T/S)

Stouzenberger, Joseph. *Celebrating Sacraments.* Winona, MN: Saint Mary's Press, 1996. (K)

Catechism of the Catholic Church: <http://www.AmericanCatholic.org>

Appendices

Unit 2, Appendix 3: Journal Assessment Rubric

Activity 8: People of Good Character (Working Toward the Common Good)

Time: 225 minutes

Description

The concept of the common good is examined through this activity. The summative activity involves a group research assignment about a person of good character. This incorporates concepts learned in this unit. Each group presents their findings in a simulation of an awards ceremony.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 1d 2b, 3b, 5e, 5g, 7f, 7j.

Strand(s): Christian Moral Development, Profession of Faith, Prayer and Sacramental Life, Family Life, Scripture

Overall Expectations

PFV.09 - demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own life situations;

CMV.02 - understand how Jesus models a generous attitude towards others;

FLV.01 - recognize and explore the meaning of integrity and belonging in human life.

Specific Expectations

SC3.02B - describe the Gospels as the primary source of information and understanding about the person of Jesus;

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbor as a way to live as disciples;

SC4.03B - appreciate behaviour which is consistent with Christian discipleship, especially with regard to the demands of justice and love;

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members;

CM3.04B - explain what makes authority legitimate (i.e., the common good);

CM3.06B - explain how the Church's social teachings provide criteria for moral judgement and action.

Planning Notes

The teacher should reserve the school's Library/Resource Centre for 75 minutes of student research on their person of good character. The school's Library/Resource Centre staff could be given a list of possible people to be researched in advance. Students are also expected to complete some of the assignment for homework. If it is unfeasible to have students carry out the research, the teacher could provide groups with the necessary written material on specific characters. The characters listed in the Teaching/Learning Strategies should be used as a guideline, but local individuals of character should also be suggested.

Prior Knowledge Required

Bible referencing

Teaching/Learning Strategies

1. **Quiz:** A quiz will evaluate knowledge/understanding from Activities 5 through 7. (30 minutes)
2. **Whole Class:** The object of this activity is to illustrate the concept of the common good. It is suggested that the Red and Blue game be used to involve the whole class in decision making. (See the lesson plan from the Ontario English Catholic Teacher's Association supplement, "Teaching the Common Good." Follow-up questions and a definition of the common good are given in the lesson plan.) Ask students if they know of people of character who are concerned with the common good of people. Discuss their suggestions and ask what virtues they exhibit in their lives. (15 minutes)

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3. **Whole Class/Group Work:** Hand out the group work assignment (see Appendix 4: People of Good Character Awards Presentation) and assign the groups (a mix of varying abilities). Explain the details of the assignment, outlined on the handout:
 - i. the awards ceremony recognizes those courageous individuals among us who have responded to the social, cultural, financial, and environmental needs of their communities:
 - ii. the students will be working in groups of four or five researching and familiarizing themselves with their subject material.A short list of possible individuals to research includes: Jean Vanier; O. Mercredi; Catherine Doherty; Margeurite d'Youville; Jackie Robinson; John Howard Griffin; Dorothy Day; Doctors Without Borders; Desmond Tutu; Terry Fox. (30 minutes)
 4. **Group Work:** The in-class planning consists of preparing for the awards ceremony (see Appendix 4: The People of Good Character Awards Presentation). (75 minutes in resource centre and additional time for homework)
 5. **Whole Class:** The teacher prepares the classroom for the awards ceremony, considering appropriate lighting, AV equipment, podium, awards, costumes (provided by students). The Awards Presentation could take. (55-60 minutes)
 6. **Journal:** Questions include: Which character do you most admire, and why? Are the virtues that this person exhibits something that young people today admire and can imitate? Are these virtues you possess and are willing to develop? How is Jesus calling you to develop these virtues in your own life? What benefits do you see in doing this? (10 minutes seat work/homework)

Assessment/Evaluation Techniques

- A performance assessment of students using a rubric of the Awards Presentation measures achievement of the expectations PFV.09, CMV.02, FLV.01, SC1.04B, SC4.03B, CM3.04B, CM3.06B, and PF1.05B. Expectations PFV.02, CMV.02, and SC3.02B will be evaluated with Unit 2, Appendix 3: Journal Assessment Rubric.

Accommodations

- The journal activity questions are shared orally or recorded. Pair students with language or academic difficulties with students who are able to help them with note taking. These students may also choose to prepare the audience seating, props, lighting, and stage and videotape the night.
- Students capable of enrichment activities could write out a script and co-operatively act as masters of ceremonies for the Awards Presentation.

Resources

See Resources page at the beginning of the unit.

Appropriate materials available for research assignment

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K)

A Reference Guide: St. Mary's Press Courses and the Catechism of the Catholic Church. Winona, MN: St. Mary's Press, 1996. (T)

Catechism of the Catholic Church.

Appropriate sites related to the research assignment (see initial Resources page)

Appendices

Appendix 4: People of Good Character Awards Presentation

Appendix 1

Discipleship in the Marketplace

To be a *disciple* is to follow Jesus in each moment, each situation, in every aspect of our life. As you will read below, being a *disciple* is not always an easy thing to be.

Read the section of Matthew's Gospel that describes the work of a disciple. (Mt. 9:35-38 and Mt. 10:1-31)

Summarize in point form the expectations of a *disciple*.

Doing the *work of a disciple* we will refer to as *discipleship*. It means being there for others and like salt, flavouring what has lost taste in their lives, bringing light to the dark areas of their life.

It means making our presence felt in our society.

Read the following description of this society, one author calls the *marketplace*.

“The *marketplace* is where life in its roughness is lived out. It is the place where people come together to do business, where some gain and others lose, some are hired and others are fired. It is often a cruel system in which some brag about it and some are oppressed and dispossessed. It can be a rat race in which the pushers usually win and the meek may be left out. The *marketplace* is the world of banks and bosses, of media and mortgages, of schools and shopping malls, of taxes and trade agreements, of police and policy-makers, of government and graffiti, of violence and special interests, of drugs and divorce, of godliness and gossip, of goodness and grief, of just and unjust, of rich and poor. The *marketplace* has its own agenda, concerns, priorities, values, and style of life. “

Each of the situations below take place somewhere in this society or as the author calls it the *marketplace*.

Read each of the situations (we will refer to as moral dilemmas).

Explain three things:

1. *What* you believe a *disciple* in this century should do in each *moral dilemma*. (**Remember:** being a disciple is making sure that our actions follow Jesus' actions).
2. *Why* it may be so difficult to do the right thing.
3. *What* suggestions you would give to make it easier to do the right thing.

Dilemma 1

A teacher approaches you after class and asks, “I know you are able to read (a particular) language. Would you please translate what a classmate of yours has written on this book.” You first read it to yourself and realize that the graffiti is rude. Do you tell the teacher what is really written on the book?

Dilemma 2

In the cafeteria a friend asks to borrow your homework for the next class. He has made the same request on a few other occasions. This homework has taken you quite a while to complete. What do you say?

Dilemma 3

You witness a co-worker who is a friend, stealing from the cash register. He offers to give you some of the money if you don't tell. What would you do?

Dilemma 4

A bunch of friends get together and decide to play street hockey. One guy winds up and shoots but misses the net and shatters a car window causing the alarm to sound. What would you do?

Appendix 1 (Continued)

Discipleship in the Marketplace

Dilemma 5

Your parents go away for the weekend. They make it clear to you that no friends are allowed over to the house while they are gone. Some of your friends want to come over to spend the night. Do you let them, even though you have an uncomfortable feeling about it?

Dilemma 6

You are throwing a party for you Grade 10 friends. Word gets at school and some Grade 12s come over with alcohol and drugs. You don't want them to come in but your friends like them and look up to them. They are standing at the door. What do you say?

Dilemma 7

A friend asks you to hold onto a small of marijuana for her because she is scared that her parents will find it. Do you hold onto it for a few days?

Dilemma 8

You and a bunch of friends are at the mall and your friends are shoplifting. They discreetly tell you to put something in your pocket. What do you do?

Appendix 2

Decisions, decisions...

Read each of the statements and indicate whether you agree (A) or (D) disagree with it.

1. ___ Honesty is always the best policy.
2. ___ Everybody has a price.
3. ___ It's acceptable to drink and drive as long as you are not over the limit.
4. ___ It's acceptable to take revenge on someone.
5. ___ "Fooling around" sexually is wrong.
6. ___ Parents do not need as much love shown them as teenagers do.
7. ___ It is more wrong to humiliate someone than to physically hurt him or her.
8. ___ It's all right to cheat if no one knows about it.

Explain what you would do in each of the following situations. Also indicate (with a check mark and an explanation), whether your action is right or wrong.

9. If I found a wallet with I.D. and \$50.00 in it I would _____. This would be ()right
()wrong because _____.
10. If someone offers to sell me a compact disc player at half the store price and I suspect it is stolen, I
would _____. This would be () right () wrong because _____.
11. If some of my friends were putting down a loner in the cafeteria I would _____.
This would be () right () wrong because _____.
12. If I am in a car and the driver is going too fast and I feel at risk I would _____. This
would be () right () wrong because _____.
13. If after a basketball game opposing teammates attack some of my teammates I would
_____. This would be () right () wrong because _____.
14. If before exams I knew that a copy of my toughest final was circulating among other students I would
_____. This would be () right () wrong because _____.
15. If I were a disciple of Jesus and during His trial I am challenged to tell whether I know him or not I
would _____. This would be () right () wrong because _____.

Permission given from K. Meagher, Dufferin-Peel Catholic DSB

Appendix 3

Picturing a Moral Dilemma

1. Your group has been given picture # _____. Give your picture a title. _____
2. Describe only what you see in the picture. _____
3. Describe what you believe has led to the situation in the picture. _____
4. Who is facing the moral dilemma? (They may not be seen in the picture. _____)
5. Give this person(s) (from question 4) an identity. _____
6. Give details about the moral dilemma they are facing. _____
7. Using only one sentence, state the dilemma in the form of a question. Begin the sentence with either “Is it right” or “Is it wrong ...”
8. Using point form list at least four arguments to support two sides to the moral question you posed in question 7. _____
9. What do you believe is the human thing to do in this situation? _____
Why? _____

Appendix 4

The People of Good Character Awards Presentation

The *People of Good Character Awards Presentation* recognize those courageous individuals among us who have responded to the social, cultural, financial, and environmental needs of the local or global community. You have been invited to participate in the POGC Awards night and you will be asked to:

1. **familiarize** yourselves with one of the recipients by researching his/her life story
 - research time will be given in the resource centre
 - the teacher has a suggested list of recipients, from all walks of life
 - prepare a one page Quick Facts sheet highlighting important elements of this person’s life story
2. **present** the award the night of the presentations
 - giving the audience a brief bio of their life (spoken live, or recorded on audio or video tape, or slide presentation)
 - mentioning the reason the recipient is deserving of the award (include the virtues that he/she possesses and how this contributes to the common good)
3. **creatively illustrate** the work he/she has done for display on the awards night
 - use poetry, music, mural, series of pictures, scrapbook, drama/skit
4. **accept the award** as the recipient (or in his or her absence) reading an acceptance speech
 - thanking particular individuals in their lives who were good role models
 - sharing words of encouragement and advice for young people of today

Unit 5: Called to be Just

Time: 24 hours

Unit Developers

Cathy Corbett, Lakehead Catholic DSB
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Development Date: February 15, 2000

Unit Description

Through this unit, students grow in their understanding and appreciation of the Gospel call to live justly. After examining Scripture and Church teachings on the Christian obligation to serve others, students carry out a research project on global issues. Dimensions of peace making are then explored. As a culminating activity, students develop and begin to implement a plan of action that addresses a local social justice issue. There is time at the end of this unit for review of the course material in preparation for a final exam.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 2e, 3b, 3c, 3f, 4b, 5b, 5d, 6e, 7e, 7f, 7i, 7j.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life Education

Overall Expectations: SCV.04, SCV.05, PFV.09, CMV.03, CMV.04, CMV.08.,CMV.09, CMV.10, CMV.11, CMV.12, PSV.01, PSV.02, PSV.05, FLV.04, FLV.06.

Specific Expectations: SC1.04B, SC3.03B, SC3.03B, SC4.01B, SC4.03B, PF1.02B, PF1.05B, PF4.05B, PF4.06B, PF4.07B, CM1.01B, CM1.03B, CM2.07B, CM2.08B, CM3.03B, CM3.04B, CM3.06B, CM4.04B, PS1.06B, PS1.07B, PS1.08B, PS2.01B, PS4.01B, PS4.04B, PS4.05B, FL2.01B, FL3.05B, FL1.03B.

Activity Titles (Time + Sequence)

Activity 1	Where Do You Find Justice?	75 minutes
Activity 2	Jesus and the Prophets Were People of Justice	150 minutes
Activity 3	Catholic Principals of Social Justice	150 minutes
Activity 4	Global Injustice: A Research Project	300 minutes
Activity 5	Creating a Climate of Peace	150 minutes
Activity 6	I'm Only a Teenager, What Can I Do?	525 minutes
Activity7	Course Review	75 minutes

Unit Planning Notes

Students will be placed in groups for most of the activities in this unit. It is important that groups be carefully chosen to reflect a variety of learning styles and talents. Students of varied abilities are to be grouped together. One person should be chosen by the group to manage the project. The teacher consults with the teacher-librarian to inform her or him of the nature of the unit and to arrange time in the Library/Resource Centre for research, both on the Internet and with written text.

Prior Knowledge Required

Students should know how to look up scriptural references and how to work co-operatively in groups. They will also need enough computer literacy to carry out an Internet search for relevant information, either independently or with a partner.

Assessment and Evaluation

During the project, students will keep a research log that must be signed off by the teacher. The presentation resulting from the research on global issues will be evaluated based on a rubric designed by the teacher and the students. As part of the plan of action designed for addressing local social justice issues, students will create an assessment tool and evaluate their plan for its effectiveness. Teachers will use a modified version of the rubric for presentations to assess the culminating activity.

Accommodations

Teachers will consult with Special Education and ESL staff and refer to student's IEPs to develop appropriate teaching/learning strategies to meet the particular needs of identified students. Generic and specific accommodations are included for each activity within the unit.

Resources

(T=Teacher Resource, K=Key Text, S= Student Resource)

Printed Matter

CCCB. *Catholic Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Stouzenberger, Joseph. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1993. (K,T)

CD

How Excellent! Songs for Teens. Chicago, IN: GIA Publications, Inc., 1996. (T,S)

Human Resources

Canadian Catholic Organization for Development and Peace (T)

Centre for Social Justice (T)

Web Sites

Ten Days for Global Justice: <http://www.web.net/~tendays> (T,S)

Documents of the Roman Catholic Church: <http://listserv.american.edu/catholic/church/church.html> (T,S)

Encyclicals and Other Papal Documents <http://listserv.american.edu/catholic/church/papal/papal.html> (T,S)

The Ontario Conference of Catholic Bishops <http://www.occb.on.ca> (T,S)

Status of Women: Activities Around International Women's Day: www.swc-cfc.gc.ca (T,S)

Amnesty International: www.amnesty.ca (T,S)

Activity 1: Where Do You Find Justice?

Time: 75 minutes

Description

The purpose of this activity is to develop an understanding of the nature of justice and the effect that just action has on others and on society. Student create a graffiti board that will remain in the classroom throughout the unit, as a reminder of the nature of social justice.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 2e, 3b, 3c, 3f, 4b, 5b, 5d, 6e, 7e, 7f, 7i, 7j.

Strand(s): Profession of Faith, Prayer and Sacramental Life, Family Life

Overall Expectations

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

CMV.04 - explain how justice is a demand of natural law;

FLV.06 - analyse patterns of exploitative, harassing, and abusive behaviours and assess the negative impact on relationships.

Specific Expectations

CM3.01B - define justice in terms of respect for the integrity and balance of creation;

CM3.02B - define responsible stewardship;

PSV.05B - show reverence for the traditional prayer forms of Catholicism.

Planning Notes

The teacher needs to prepare an opening reflection that deals with the concept of justice. A song such as “Let Justice Roll Like a River” or “We Are Called” could be played as part of a reflection (see resources). Teacher needs to collect large sheets of paper, markers, and masking tape for the graffiti activity.

Prior Knowledge Required

none

Teaching/Learning Strategies

1. **Socratic:** Teacher leads the class in a small reflection on the theme of justice that includes a reading of Matthew 25: 31-46. The teacher will then provide students with a definition for social justice based on the expectations: Justice is experienced when people are treated with equality and respect. It has been described as the act of being fair in your dealings with others. Social Justice has to do with how we treat people, both as individuals and as whole groups in society. The scriptures tell us that God created us with a natural desire to live in harmony, treating everyone with whom we live with justice and a desire to be treated with justice ourselves. We all possess a natural propensity for justice. What does this justice look like and what are the effects of just living? (15 minutes)
2. **Small Group:** Students explore, through brainstorming, the nature of justice using the following graffiti activity: Divide students into small groups of three or four. Give each group a large sheet of poster paper or chart paper and have them divide the sheet with a line across the middle. Each group will create two brainstorming webs, one in each half of the paper. One web is developed around the question: “What are the characteristics of just living?” (love, generosity, caring for others, compassion, forgiveness). The second web is developed around the question: “What effect does justice have?” (freedom, equality, no poverty or hunger, etc.). Repeat the activity using a second sheet this time looking at the characteristics and effects of injustice. (30 minutes)

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3. **Whole Group:** The sheets are left at each group's work area and the students move in groups from one sheet to another noting responses from the other groups that differ from their own. They then return to their own group and add any responses they liked from the other groups. The sheets are then hung around the room and left there for the duration of the unit. (30 minutes)
 4. **Individual:** Students write a definition for social justice in their own words in their journal and reflect on one person they know who acts with justice in their dealings with others, or students may write a bill of rights that expresses fair treatment of others. (homework)

Assessment/Evaluation Techniques

- Graffiti activity is assessed by observation using a teacher-developed checklist. Student journals will be assessed based on completion and application of the new learning to the content. A rubric can be adapted for this activity based on Unit 2: Appendix 3: Journal Assessment Rubric.

Accommodations

- Students who have difficulty writing may be allowed to keep a taped audio-journal for the duration of the unit.
- An enrichment activity, a student could identify and explain the common causes of injustice identified on the graffiti paper.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Activity 2: Jesus and the Prophets Were People of Justice

Time: 150 minutes

Description

The purpose of this activity is to identify Jesus and the prophets as people of justice and to explore the various examples of social injustice depicted in Scripture. Students will then explore the need for social justice present in their own local societies and identify individuals who are presently following the call of Scripture to act justly and walk humbly with their God.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 2e, 3b, 3c, 3f, 4b, 5b, 5d, 6e, 7e, 7f, 7i, 7j.

Strand(s): Scripture, Christian Moral Development

Overall Expectations

SCV.04 - explain the "good news" of the Gospel story as a way to know God's saving love for humanity;

SCV.05 - recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;

CMV.02 - demonstrate an understanding of how Jesus models a generous attitude toward others.

Specific Expectations

SC1.03B - understand the message of the Gospels includes a call to speak and to act on behalf of the oppressed and those denied human dignity;

SC1.04B - demonstrate knowledge of the Gospel call to right relationship with God and neighbour as a way to live as disciples of Jesus;

SC3.02B - listen to the gospel as an invitation to live justly with God and neighbour and to challenge human oppression;

SC4.03B - appreciate behaviour, which is consistent with discipleship, especially with regard to the demands of justice and love;

SC3.05B - show an understanding of how to operate Biblical software programs in order to learn more about the life and times of Jesus;

CM2.06B - identify the correlation between their relationship with God and their relationship with others and the earth;

CM4.02B - acknowledge that the love of God for all people demands justice;

CM4.03B - recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love.

Planning Notes

The teacher should prepare an opening prayer service focussed on the theme of Jesus as model of justice. It could incorporate the use of Scripture, a prayer from the Catholic tradition, an informal prayer, and music. This liturgy is presented as a model for students to follow in designing liturgies for the rest of the unit.

Prior Knowledge Required

- Students must have a knowledge of how to find Scripture references in the Bible.

Teaching/Learning Strategies

1. **Prayer:** The teacher leads the class in prayer, modelling a prayer that respects both traditional and informal prayer forms emphasizing scripture as one of the great forms of prayer. Students are then divided into groups that they will keep throughout the unit. Groups are to lead the class in prayer throughout the duration of the unit. (10 minutes)
2. **Small Group Activity:** Student groups are given a list of scripture references (e.g., Ex. 22:20-24; Lv. 9:18; I Chr. 29:12; Is. 2:3-4; Ps. 9:7-12; Pr. 31:8-9; Is. 58:6-7, Jn. 13:12-20; Mk. 10:43-45; Ac. 2:43-45; Mi. 6:8; Mt. 5:38-45). Students read the passages and identify in each the main teaching on social justice. They select from each passage a phrase or sentence that encapsulates the teaching and write six of the phrases in a scrapbook. Each sentence/phrase is written on a separate page. As an ongoing activity, students are to search the newspapers each night for illustrations or stories that demonstrate individuals in the local or global community, acting justly. The clipping is placed in the scrapbook under the Scripture excerpt that best relates to the form of justice demonstrated. Instruct students to be sure that the events on each page must demonstrate the teachings on social justice presented in the gospel. Scrapbooks are to be handed in at the end of Activity 6. (55 minutes)
3. **Whole Class Activity:** To model how the social justice teachings of Scripture apply to today, the teacher concludes the lesson with an example using an article from the previous day's newspaper. (10 minutes)

Assessment/Evaluation Techniques

- Student scrapbooks will be assessed using a modified version of the rubric for journal assessment. (Unit 2, Appendix 3: Journal Assessment Rubric)

Accommodations

- Students who read below grade level could use a Good News Bible. One member of the group who is a confident reader should read the Scripture passages to the small group to assist those who have difficulty reading. The task of project manager could be given to someone who excels in time management and takes pride in excellence.
- An Enrichment activity could be to search out an alternative Scripture passage using a computer and CD-ROM concordance.

Resource

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K,T)

Activity 3: Catholic Principals of Social Justice

Time: 75 minutes

Description

In this activity students are made aware of five principles of social justice. Student's knowledge and understanding of these five principles and their ability to identify examples of them is assessed and demonstrated through a classroom game.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 3c, 3f, 4b, 5b, 5d, 6e.

Strand(s): Christian Moral Development, Prayer and Sacramental Life, Profession of Faith

Overall Expectations

SCV.05 - recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world;

CMV.03 - demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture (CCC 1928-1942).

Specific Expectations

SC4.03B - appreciate behaviour, which is consistent with discipleship, especially with regard to the demands of justice and love;

PF1.05B - understand that the work begun by Jesus continues in the world through the Church and its members;

CM1.02B - demonstrate a knowledge of the social teachings of Church;

CME.04B - use the preferential option for the poor as the criterion for analysing social injustice issues;

CM3.05B - explain how justice is a demand of natural law.

Planning Notes

The teacher will prepare an overhead of Appendix 1: Five Principles of Justice. The teacher will familiarize themselves with Appendix 2: Just – For Fun game.

Prior Knowledge Required

none

Teaching Learning Strategies

Whole Class: The teacher leads a discussion of what a principle is, its purpose, and some examples from the students experience. Students take a note of the five principles of justice, from an overhead. Each principle is examined one at a time while the teacher facilitates a discussion of four examples of each principle of justice (two examples which demonstrate the principle and two examples that demonstrate where the principle is not realized) to be included in student notes. The student-generated examples are used to form the basis of the Just – For Fun game. The students play the game as described in Appendix 2: Just – For Fun. Throughout and at the end of the game the teacher facilitates discussion and clarification around the answers given. (75 minutes)

Assessment/Evaluation Techniques

- The Just – For Fun game is used as a diagnostic and formative tool to determine if the students have grasped and are able to apply, the five principles of justice.

Accommodations

- The co-operative team structure of the game allows for accommodation of identified students. Some students may require hard copy of the overhead with enlarged type.
- An enrichment activity will involve the student(s) identifying where the five principles of justice are exemplified on the Canadian Catholic Organization for Development and Peace web site: www.devp.org.

Appendices

Appendix 1: Five Principles of Justice

Appendix 2: Just – For Fun

Activity 4: Global Injustice: A Research Project

Time: 300 minutes

Description

Students in groups investigate a series of global justice issues including distribution of wealth, war, racism, gender discrimination, and ecological imbalances. After students have been grouped, they go to the library to research these issues using Internet, books, magazines, databases, and video documentaries. On returning to the classroom the groups examine the issues researched in light of the Gospel message of Jesus and the Church teachings on justice explored in the first part of the unit. The groups then prepare a presentation for the rest of the class to show their findings.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 2e, 3b, 3c, 3f, 4b, 5b, 5d, 6e, 7e, 7f, 7i, 7j.

Strand(s): Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations

PFV.03 - identify various ways in which the Church expresses itself as the “people of God” (CCC 781-786);

CMV.08 - apply the Church's social justice teachings to both local and global concerns;

CMV.09 - use the preferential option for the poor as the criterion for analysing social injustice issues (CCC 2443-2449);

PSV.01 - recognize the spiritual and sacramental dimension implicit in human experience and the created world.

Specific Expectations

SC1.04B - demonstrate knowledge of the Gospel call to right relationship with God and neighbour as a way to live as disciples of Jesus;

SC4.03B - appreciate behaviour, which is consistent with discipleship, especially with regard to the demands of justice and love;

SC3.05B - show an understanding of how to operate Biblical software programs in order to learn more about the life and times of Jesus;

PF1.01B - identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;

PF2.01B - use the preferential option for the poor as the criterion for analysing social justice issues;
PF4.01B - use gospel readings in personal prayer and communal prayer services;
PF4.04B - acknowledge that the love of God for all people demands justice;
PS4.05B - show reverence for traditional prayer forms of Catholicism.

Planning Notes

It is recommended that the assignment overview, the teacher-librarian directions, and the research component of the assignment be done in two 75-minute library periods. The formation of the presentations, and the presentations, should be done in one 75-minute class period each.

Prior Knowledge Required

- Students should understand the approaches to justice taught by Jesus and the Church explored in the first part of the unit.

Teaching/Learning Strategies

1. **Group Formation and Assignment:** Students of differing abilities are assembled into groups of four. They brainstorm a list of global justice issues. From this list of issues, groups select three issues that they would like to research. The teacher and groups collaboratively select the issue each group will research. The teacher explains the purpose and logistics of the research assignment. In the assignment, groups will (1) identify, (2) analyse, (3) reflect upon a particular global issue in light of the findings from earlier Scripture exercise as well as the Five Principles of Justice and (4) present their findings to the class; this will be done in sequence. The first part of the assignment will be to identify a specific aspect of the global issue that can be adequately analysed. For example, unfair labour practices would be too broad to study, rather it should be restricted to the use of child labour by carpet manufacturers. The second part would be the research and analysis of the specific issue, in the library. Guided by the teacher-librarian and using the Internet, books, encyclopedia, magazines, vertical files, data bases, and any other library resources, groups will ask these questions about the specific issue: Who is involved? Where in the world does this issue arise? When did the issue arise? What are the causes of the situation? What can be done to remedy the situation? The third part is a group discussion and a written reflection on the specific issue based upon the lessons from the Scripture and the Five Principles of Justice. The fourth part consists of groups formulating a creative presentation to the class that presents their findings, in particular, possible solutions. The teacher introduces the personal research log to the students. This log consists of a chart with these headings: date, goals, activities, and new understanding. Students then start to complete the research log for the library research. (30 minutes)
2. **Library Orientation:** The teacher-librarian introduces and/or reviews research techniques necessary for this assignment. (20 minutes)
3. **Group Research:** Work co-operatively to research their issue in light of the teacher-librarian's recommended process. While students are researching their issue the teacher conferences with each group to monitor and assess their progress in light of the assignment sequence. (100 minutes)
4. **Class Presentation:** Groups will present their findings to the rest of the class using a creative format such as: a political debate, a series of tableaux, a press conference, a dramatic re-enactment of a typical conflict, a documentary re-enactment, a presentation of a 15-minute documentary, a political speech from a reforming politician. (Preparation – 75 minutes; Presentation – 75 minutes)

Assessment/Evaluation Techniques

- The library research will be assessed using a group process rubric. The presentation will be assessed based on the adaptation of a group performance rubric found at www.phschool.com/profdev/aa/aa08.html.

Accommodations

- For enrichment, students read the story, “The Ragman” (see Resources above). Discuss using this question: “If this story were applied to a global setting, what episodes would occur?” (25 minutes)
- Because this assignment is one of the summative pieces for the course, individual accommodations will need to be made in consult with the responsible Special Education teacher.

Resources

school Library/Resource Centre/teacher-librarian

Bausch, William. “The Ragman” story is found in *Stories for Preachers and Teachers*. Mystic, CT.: Twenty-Third Publishers, 1998. (T)

Activity 5: Creating a Climate of Peace

Time: 150 minutes

Description

Students will be able to recognize the types and climates of violence. They will be empowered with problem solving skills to denounce violence and safeguard peace. This will be accomplished by involving students in group discussions, graphing, presentations, research, and problem-solving techniques.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 2b, 2c, 3a, 3c, 3d, 3e, 3f, 4a, 4b, 4f, 5a, 6a, 6e, 7a, 7b, 7c, 7d, 7e, 7j.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life

Overall Expectations

SCV.05 - recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;

SCV.06 - appreciate the use of Scripture in Christian prayer and worship;

PFV.09 - demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own life situations (CCC 1928-1942);

CMV.02 - understand how Jesus models a generous attitude towards others;

CMV.03 - demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture (CCC 1928-1942);

CMV.08 - apply the Church’s social justice teachings to both local and global concerns;

PSV.04 - identify and assess the value of both personal and communal prayer within Christianity;

FLV.03 - demonstrate awareness of the experience of anger, its expression, management and its strategies and sources of help;

FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts;

FLV.06 - analyse patterns of exploitative, harassing, and abusive behaviours and assess the negative impact on relationships.

Specific Expectations

SC1.03B - understand that the message of the Gospels includes a call to speak and to act on behalf of the oppressed and those denied human dignity;

SC1.04B - demonstrate a knowledge of the Gospel call to right relationships with God and neighbour as a way to live as disciples of Jesus;

SC3.03B - listen to the Gospel as an invitation to live justly with God and neighbour and to challenge human oppression;

SC4.03B - appreciate behaviour that is consistent with Christian discipleship, especially with regard to the demands of justice and love;

PF1.01B - identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;

PF4.04B - acknowledge that the love of God for all people demands justice;

CM1.02B - demonstrate a knowledge of the social teachings of the Church;

CM1.04B - demonstrate an understanding of how responding with compassion leads to peace;

CM2.01B – identify and analyse examples of prejudice;

CM2.02B - suggest ways that they could respond with compassion for situations of injustice;

CM2.03B - suggest ways to respond with compassion to situations of injustice;

CM4.03B - recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;

FL1.02B - demonstrate a knowledge about the emotion anger, and its expression in aggression and depression;

FL3.03B - describe the ways in which human growth is distorted by relationships that involve exploitation, harassing, or abusive behaviours;

FL4.01B - demonstrate anger management strategies and sources of help;

FL4.02B - demonstrate an understanding of the skills needed to resolve conflict in a “gospel centred manner.”

Planning Notes

The teacher will be able to collect information regarding violence and analyse it as part of a web diagram. This unit is most useful to students of this age group as they usually find it difficult to cope with conflict and/or crisis in many of their peer and parental relationships. It is essential that the teacher takes every opportunity during this learning process to teach Christian principles and safe practices when discussing student concerns regarding conflict/violence. Teachers must also be sensitive to the groupings of students for some of the activities. Each student will need a copy of “The Prayer of St. Francis of Assisi.”

Prior Knowledge Required

- *Be With Me*, Grade 9 Units 4 and 9: “Love” and “Forgiveness”

Teaching/Learning Strategies

1. **Large Group - Discussion and Probe – Charting Violence:** The teacher randomly draws a number of circles on the board. The teacher inquires, “What kinds of violence are you aware of?” The responses should include: domestic, criminal activity, environment, war, marriage, institutional, media, death penalty, relationships, murder, terrorism, neighbourhood, school community, and against women. The teacher summarizes each response to the question and inputs them into separate circles. The teacher asks the students to disclose the underlying causes of each type of violence. These responses are written on the board next to the relevant circle. A line is drawn from the circle to the cause to show the attachment. A cause of violence may be attached to more than one circle. Some possible causes of violence that might be entered into the web diagram are: (with reference to the Catechism of the Catholic Church) anger CCC 2302, aversion, envy, wrath CCC 1866, vengeance, jealousy, anxiety, hatred CCC 2303, which lead to revenge, lack of justice, racism, ageism, sexism, pornography, militarism, degradation, property ownership, poor living standards, and war. The teacher might need to explore and define some of these concepts in detail (see Stouzenberger, Joseph. *The Christian Call to Justice and Peace*).

The teacher and the class will analyse the web diagram by doing a comparative study of the information. This can be done by drawing lines from one circle to another (“webbing”) to demonstrate that there are common causes to different forms of violence. Based upon the web of

information the students will be encouraged to informally define “violence.” Eventually, a formal definition of violence should be given: Violence refers to harming or destroying the well-being or existence of a person, group or community. The harm is not restricted to physical action; it can also be spiritual or psychological. Violence touches every level of human relationships, from the personal to the global, including our treatment of the earth. (40 minutes)

2. **Small Group:** Discernment of violence in your community: In small groups, students will demonstrate a Christian response to injustice by reading “The Prayer of St. Francis of Assisi.” Students will identify the pattern of opposites in the prayer. The teacher will have the students recognize that the Christian response is anything that opposes injustice (e.g., where there is injury, pardon; where there is despair, hope). Once students understand the concept of being opposed to injustice, they will identify and describe five types of violence (with examples) in their own community. Students will write their own prayer that is modelled (pattern of opposites) after the “Prayer of St. Francis of Assisi.” The prayer will identify their communal forms of violence and the Christian responses that are needed to counter them. (30 minutes)
3. **Individual Media Search.** Students research this exercise at home and present in class the following day examples from the media (television shows and advertising) that depict and promote violence. Some questions to be examined in this study include: Why are main characters often pushed beyond reasonable limits to act out with violence or force? Why are women often victims of violence and aggression? How are minority groups presented as hostile? How is violence trivialized in the home? at school? in relationships? When we see these acts of violence, what message does the society receive? Is violence a natural tendency or a learned behaviour? In class on the following day, students present their media examples to the class (or in groups/pairs) by bringing in advertising, articles, video clips from movies or commercials that depict violence, the Christian response, and the answers to one or more of the questions above. (60 minutes plus homework).
4. **Journal Activity.** Students write a journal entry that has them recognize where they are not at peace with themselves, others, friends, family, or other groups of people. Students outline the steps that they would use in order to create a climate of peace in their particular situation. The journal emphasizes what it means to forgive, reconcile, and heal with self, others and God. Students may refer to the Bible if they need to research some of the principles of our faith: Matthew 5:9, Romans 12:17-19, 1 Corinthians 12:4-7, Luke 6:27-28, Matthew 5:9, Romans 12:17-19, 1 Corinthians 12:4-7, Luke 6:27-28. (20 minutes)

Assessment/Evaluation Techniques

- The rubric for journals, adapted from Unit 2, Appendix 3: Journal Assessment Rubric assesses and evaluate the independent journal activity. The Group Rubric found in Appendix A will be used to evaluate the small group activity. The Individual Media Activity can be assessed using an adaptation of the Presentation Rubric found in Appendix A.

Accommodations

- Students experiencing difficulty can be grouped with more capable students for the web diagram and discernment of violence activities. The media search and closing prayer activities are appropriate for all abilities.
- Students requiring enrichment may be encouraged to do a research project on people or organizations that have opposed violence and some of their techniques for bringing forth peaceful climates.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1989. (K, T, S)

CCCB. *Be With Me Teacher’s Manual.* Ottawa: CCCB Publications Service, 1997. p. 289. (K, T)

CCCB. *Catholic Catechism of the Catholic Church.* Ottawa: CCCB Publications Service, 1994. (T)

Internet resources include: <http://listserv.american.edu/catholic/church/church.html> which contains: Pacem in Terris – Peace on Earth, 1963; Populorum Progressio – On The Development of Peoples, 1967; Justice in the World – World Synod of Bishops, 1971

See also Encyclicals and Other Papal Documents: <http://www.christusrex.org/www1/CDHN/v1.html>

The Ontario Conference of Catholic Bishops: <http://www.occb.on.ca>,

<http://listserv.american.edu/catholic/church/papal/papal.html>

Status of Women: Activities Around International Women’s Day; Bishops: www.swc-cfc.gc.ca

Amnesty International: www.amnesty.ca

Activity 6: I’m Only A Teenager, What Can I Do?

Time: 525 minutes

Description

After students explore various examples of how individuals can create change, they embark in groups on research on a local social justice issue. These include ecology, prejudice, violence, poverty, human rights. Groups of students then create a plan of action to raise awareness at the local level. This action plan includes education, action, and evaluation components. Groups report their activities to the whole class. The activity concludes with a prayer service.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 2e, 3b, 3c, 3f, 4b, 5b, 5d, 6e, 7e, 7f, 7i, 7j.

Strand(s): Profession of Faith

Overall Expectations

PFV.09 - demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own life situations (CCC 1928-1942);

CMV.10 - evaluate their lifestyles in terms of its ecological impact;

CMV.11 - engage in community service learning and assess this experience in light of the Christian call to discipleship;

CMV.03 - demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own life situations (CCC 1928-1942);

FLV.03 - demonstrate awareness of the experience of anger, its expression, management strategies and sources of help;

FLV.04 - examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts.

Specific Expectations

SC1.04B - demonstrate knowledge of the Gospel call to right relationships with God and neighbour as a way to live as disciples of Jesus;

SC4.03B - appreciate behaviour, which is consistent with discipleship, especially with regard to the demands of justice and love;

PF1.01B - identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;

PF1.07B - demonstrate knowledge of the Church’s teachings on the dignity and worth of the material world;

PF4.03B - engage in community service learning and assess the experience in light of the Christian call to discipleship;

PF2.01B - use the preferential option for the poor as the criterion for analyzing social justice issues;

PF4.01B - use gospel readings in personal prayer and communal prayer services;

PF4.04B - acknowledge that the love of God for all people demands justice;
CM2.01B - identify and analyze examples of prejudice;
CM2.02B - suggest ways that they could respond with compassion to situations of injustice;
CM2.03B - suggest ways to respond with compassion to situations of injustice;
CM2.04B - use the preferential option for the poor as the criterion for analyzing social justice issues;
CM2.05B - evaluate their lifestyle in terms of its ecological impact;
CM2.08B - compare and contrast attitudes in contemporary culture with the 10th commandment;
CM4.05B - appreciate that active participation in community service is a primary vehicle for the development of the common good.

Planning Notes

Collect local and school newspapers and ask students to do the same in preparation for the initial group brainstorming activity. Reserve the library and librarian resources for the second class in this activity. The librarian should be given a copy of the assignment sheet well in advance in order to prepare any necessary instruction or review associated with the tasks (particularly identification of research roles within a working group). It may be necessary to establish a rotation through the different research facilities to allow groups equal access to resources. That is, there may be stations at the Internet, CD-ROM, magazines and newspapers, books, video collection, etc. The strategies selected for raising awareness in the school should be cleared with administration. Teachers can make arrangements with religion and social science teachers to find class audiences for the awareness activities. In planning the concluding social justice prayer service, prepare students by asking them to bring in some of the items suggested in the exercise. (e.g., music, prayers, reflections, symbols). If planning the social justice prayer service is not appropriate select one of the resources listed below and adapt it for the circumstances of the class. If the chapel is used make arrangements with the Chaplaincy Team leader.

Prior Knowledge Required

- An understanding of the root causes of injustices that were developed in the first part of the unit is required.

Teaching/Learning Strategies

1. **Whole Class:** The teacher leads a reflection on empowerment showing the possibility of individuals creating actions that lead to social reform. These could include: The Starfish, The Power of One, One Solitary Life, Various Biblical call stories (e.g., Moses, Mary).
or
Show a brief biography or an excerpt of a Christian social activist who created social change. (See Resources.)
The teacher then uses the stories to underline the power of the individual creating community to create social change. (15 minutes)
2. **Group Activity:** Groups of four are formed. They brainstorm local justice issues in their school and local community with the aid of school and local newspapers to generate a list. From this list of issues, groups select three issues that they would like to explore. The teacher and groups collaboratively select the issues each group will explore. The teacher introduces the assignment, titled “Local Action Plan,” by first explaining that the action plan to raise awareness is only the first step toward moving toward justice but it is all that can be done within the confines of the course. (If the school has a social action club, then teachers can direct students to work with them.) The guidelines for the assignment are described using a teacher-prepared assignment sheet. The groups brainstorm aspects of the issue they wish to address; strategies for raising awareness in the school (e.g., street theatre, an information booth, a visual exhibition, a presentation for another class, an after school coffee house). Selection criteria for strategies should include the following factors:
 - Is it feasible given the time restrictions?

- Is it effective in raising consciousness?
- Is the strategy suitable for expressing the issue?
- How can the success of the strategy be evaluated? (e.g., number of leaflets handed out, number in attendance)

Roles and tasks for group members should be decided. Groups then set individual goals. (Use the same goals for library research that they will be conducting in the next class.) (60 minutes)

3. **Library Research:** Groups meet with the teacher-librarian or teacher to learn or review necessary research techniques. The groups then research their topic. If materials are required from the larger community, then this should be arranged after school. Groups who finish the research early can begin work on preparation of their action activities. (150 minutes)
4. **Group In-Class Preparation of Strategies:** Groups prepare their awareness-raising strategy. They review materials collected in the library, decide upon a way of presenting the material, prepare and practise their plan. The teacher conferences with groups to ensure that safe practice will be observed in their presentations and materials are appropriate in light of group goals. (75 minutes)
5. **Group Awareness-Raising Activity:** Students present their awareness-raising strategy in the school according to the strategy they have selected. Many of these activities will be directed to other classes. Groups that are presenting outside class time (at lunch, for example) would form part of the audience in the class in which another group is presenting. (75 minutes)
6. **Group Class Presentation Preparation:** The group prepares an oral report to the class, which describes and demonstrates their strategy, reports on the evaluation, and suggests further action steps for the school. (35 minutes)
7. **Group Class Presentation:** Each group makes their presentation to the class. Each presentation is concluded with a discussion of the steps for further action. As an action is suggested, the name of the action should be written on a sheet of paper and stuck on top of the injustices that are labelled on the graffiti poster that has been hanging since the beginning of the unit. (40 minutes)
8. **Concluding Prayer Service Preparation:** Students prepare a prayer service based on the themes explored in this unit. Students in their groups are responsible for different tasks. These are possible group tasks: select the readings and explain why they were chosen, select music and arrange for singing or playing, arrange the worship environment with suitable symbols, select prayers and reflections and arrange for their reading, select and lead a ritual action. The teacher will act as the leader, bringing the different elements together. (45 minutes)
9. **Concluding Prayer Service:** The prayer service planned in the first part of the class is held. (30 minutes)

Assessment/Evaluation Techniques

- A sample rubric for collaborative group process is available at www.phschool.com/profdev/aa/aa08.html. This should be expanded to include the expectations for the activity listed above. See the rubric devised for Unit 2, Activity 6 in Appendix 2: Prayer Stations Worksheet Assessment Rubric for an example. The specific expectations aligned with the knowledge/understanding categories are to be evaluated in the final examination. The other expectations will be evaluated using the rubric described above.

Accommodations

- For enrichment, students write a press release and contact local newspapers, radio, and television to broaden the sphere of influence of the awareness activities. The press release should pass through regular school approval procedures.
- Because this assignment is one of the summative pieces for the course, individual accommodations will need to be made in consult with the responsible Special Education teacher.

Resources

Many of the resources on these issues are local. Contact local service agencies for materials. For the prayer service, consider using:

John Roberto, et al. *Discipleways*. Naugatuck, CT: Center for Ministry Development, 1997. (T) See page 20-21 of Section 10 (Justice) for a model.

Bausch, William. *Stories for Preachers and Teachers*. Mystic, CT: Twenty-Third Publishers, 1998. (T)

Video

Heroes of Faith. Santa Fe Communications. (11 short biographies of Christian activists) (S)

Sharelife and Students: Making a Difference. Archdiocese of Toronto. (S)

Appendix 1

Five Principles of Justice

The Roman Catholic Church's Social Teachings can be summarized by five core principles:

1. The dignity of the human person and the right to have that dignity respected from conception to death. This principle teaches that we have the right to whatever we genuinely need in order to become full human beings (e.g., food, shelter, clothing, education).
2. The reciprocal right and responsibility to be involved in the institutions which govern our lives. This principle teaches that we are to both serve and be served by the institutions in the world.
3. The primacy of the common good over the right to private property. This principle teaches that the goods of the world are gifts to be shared rather than things to be possessed.
4. The dignity of work and the rights of workers; especially the right to meaningful employment, to a living wage and the right to organize (form unions/associations).
5. The fundamental option in favour of the poor, the alienated and the marginalized within our society. Jesus stands on the side of the poor and so must we. A "fundamental option" is a choice, which is central, primary and expressed in action. One example of a fundamental option for the poor would be the Habitat Homes for Humanity movement; another would be Covenant House.

Understanding these five principles can help to guide us in our identification of just and unjust situations/behaviours and in acting in ways that promote justice.

Appendix 2

Just – For Fun

Teacher Instructions

The purpose of this game is to reinforce students understanding of, and application of, the five principles of justice used in this activity. The students will have generated 20 examples of justice/injustice based on the five principles and 15 of these examples will be used as the descriptors for this game. Students will not be allowed to use their notes for this game.

- The teacher will divide the class into two teams (balanced by gender and ability).
- The teams will create a “batting order”
- The teacher will explain the rules to the students.
- There will be two bells (or other noisemakers) on the teacher’s desk.
- Each team will send up to the desk one student each (based on their batting order).
- One player from each team is at the desk with his/her hand on the bell. After the teacher reads one of the situation descriptors (brainstormed by class) the first person that can: (1) Identify the situation as just or unjust, and (2) Identify the principle that applies, rings the bell and answers.
- If the respondent is right, the criteria for whether or not the principle of justice that a respondent offers, is right or wrong is based on what it was identified with in the original discussion of the principles by the class. Students should be told this criteria before the game starts, their team gets one point for each right answer.
- If the answering team is wrong the other team has 30 seconds to provide the answer and is allowed to huddle (as a discouragement to just ringing the bell).
- If they get one part of the answer right they still get a point, however the other team gets an opportunity to provide the right answer to the missed part. If they are successful they receive two points. (Since the ringing of the bell is meant to happen only when the player knows both answers.)
- After each team has cycled once through its batting order the game is over. Points are tallied and the teacher facilitates a discussion of the experience focussing on the elements of co-operation and competition as contributors or detractors from the creation of a just community.

Appendix A

Research Project Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding				
Research demonstrates knowledge of concepts	- limited knowledge	- some knowledge	- considerable knowledge	- thorough knowledge
Understands relationships between key concepts	- little understanding	- some understanding	- considerable understanding	- thorough understanding
Thinking/Inquiry				
Effective organization of research material	- limited effectiveness	- somewhat effective	- effective	- highly effective
Interpretation and analysis	- limited	- satisfactory	- above average	- strong
Communication				
Visual communication	- limited effectiveness	- somewhat effective	- effective	- highly effective
Information recorded neatly	- rarely legible	- usually legible	- legible	- exemplary
Spelling and grammar	- 6 or more mistakes	- 4-5 mistakes	- 2-3 mistakes	- 0-1 mistake
Applications/Connections				
Drawing conclusions and connections	- limited effectiveness	- somewhat effective	- effective	- highly effective

Dramatic Presentation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding				
Knowledge of material important to portrayal of the role	- limited knowledge	- some knowledge	- considerable knowledge	- thorough knowledge
Communication				
Delivery	- limited effectiveness	- somewhat effective	- considerable effectiveness	- highly effective
Use of visuals	- limited effectiveness	- somewhat effective	- considerable effectiveness	- highly effective
Application				
Believability of role	- not done in believable manner	- somewhat believable	- believable	- highly believable

Group/Oral/Written Presentation Rubrics

www.phschool.com/profdev/aa/aa.08.html

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.