

Unit 2: Called to be True to your Self

Time: 20 hours

Unit Description

This unit is aimed at affirming the Christian focus on the fundamental value of the human person. In assessing the evolution of the kingdom of God, it is very easy to underestimate the giftedness of each person's life. This unit considers the young man in Mk.10: 17-22 as he approaches Jesus, the teacher and then walks away sorrowful. In the unit, students are empowered by a reminder of the strength built into each of their lives as they struggle to comprehend the world and to create a kingdom centred in love.

The unit consists of four clusters of activities.

I Am the Breath of God – Fragile and Fundamental: The first cluster focuses on the essential value of each human person. It helps to define the part played by the individual in creating a better society and in building the Reign of God. By the use of several activities, students explore the complexities in human experience and development and the richness they bring to the task of kingdom building. There is an opportunity to broaden understanding of the pressures exerted by modern western cultural history on the individual. These pressures can create perceptions, which tend to reject a Christian value system and way of life. Recognizing this, can allow for a more balanced understanding of the tensions between secular and religious approaches to personal decision- making.

Sacred Mystery – Scientific Inquiry and Religious Insight: The second cluster examines the relationship between science and religion. The modern student is not meant to choose between scientific inquiry and religious insight but to draw on both. The activities in this cluster explore the richness of revelation as it unfolds in both the sacred and the profane.

Church – Spirit of Loving Teacher - Over Two Thousand Years: The third cluster examines the role of Church as source of Revelation. It considers the Church as inspiration, support, fellowship and guidance for the individual in the task of building the Reign of God.

Conscience – The Keys to the Kingdom: The fourth cluster is focused on conscience. The activities centre on the development of personal conscience and its primary role in a Christian way of life.

Unit Planning Notes

This unit makes use of a number of sources connected with modern study of cultural development and scientific inquiry. Research sources will include internet, news media, documentary and library materials. There is also focus on Church as teacher and this focus requires access to sources such as bibles, Church documents and the works of theologians concerning modern social issues. Where appropriate, school rules of ethical conduct and copyright permission need to be attended to.

Since part of this unit involves some personal reflection, there needs to be a comfort for students about sharing confidences. This should be worked out to everyone's satisfaction.

Activity	Time	Expectations	Assessment	Tasks
1.I Am the Breath of God – Fragile and Fundamental Christian focus on the person as essential.	75 min.	CGE 1g&i, 3c, 4a, 5d,e&g, 7d SC1.02&04, SC2.01, SC3.01, PFV3.01, CMV4.01, FLP2.01	Knowledge/ Understanding Communication Thinking/Inquiry	Students explore the Church teaching concerning the fundamental value of each life in the creation of the Kingdom of God

<p>2. Am I a Christian? An Important Modern Question Examining the tension between a secular and a religious worldview.</p>	<p>75 min.</p>	<p>CGE 1i, 2a&b, 3b,c&e, 4b&g, 5d,7g PFV1.01&07, SC4.03, PFV3.01&4.01, CMV2.03&4.03,</p>	<p>Knowledge/ Understanding Thinking/Inquiry Communication</p>	<p>Teacher introduces the topic of personal worldview. Students research cultural influences and rise of secularism and its effect on a Christian way of life.</p>
<p>3. A Locked Room How a secular worldview influences my attitude towards religion.</p>	<p>75 min.</p>	<p>CGE 1a&b, 2a&b, 3a&c,4g SC1.03, SC3.06, CMV1.02, SC2.04&05, CMV3.02, CMV4.03</p>	<p>Knowledge/ Understanding Communication/ Application</p>	<p>Teacher presents the concept of “real life” as commonly used in western culture. Students consider two bible texts and their approach to real life.</p>
<p>4. My Way to God- the Rational and the Religious The way to truth for the modern believer.</p>	<p>150 min.</p>	<p>CGE 1a,c&g, 3a,b,c,e&f, 4b, 5a CMV1.02, SC2.01&03, SC3.03, PFV2.01&02, PFV3.01&05, CMV4.02, PSL3.01, FLP1.01&02, FLP2.01, FLP3.01</p>	<p>Knowledge/ Understanding Thinking/Inquiry Communication/ Application</p>	<p>Teacher presents concept of revelation. Students explore the contributions of science in opening the mysteries of the natural world. Students reflect on their own moments of religious insight.</p>
<p>5. The Church and Me Can I be a Christian on my own?</p>	<p>450 min.</p>	<p>CGE 1c,d,e,g,h,I&j, 2a,b&e, 3c,d&f, 4a,b,c,d&g, 5b,f&g, 7b,d,e,g&j SC2.02,.03,.04,.05, SC3.01,.02.05.06, SC4.05,.06, PFV2.09, PFV3.01,.02, PFV4.01,.03, CMV2.07, CMV3.02, CMV4.06,.07,.08, PSL2.02, PSL4.04, FLR2.03</p>	<p>Knowledge/ Understanding Thinking/Inquiry Communication Application</p>	<p>Students explore the role of Church in the lives of modern Christians. The activity focuses on the Church as The Good Teacher.</p>

6. Conscience: Being True to our Deepest Self. The gift of conscience is the gift of life.	225 min.	CGE 1a,c,d,f,g,I&j, 2 a&e, 3 a-f, 4a-d&g, 5 a,d,e&f, 7 a,b,d,e,j SC2.02,.03,.04, SC3.01,.03,.06, SC4.06, PFV2.07,.08,.09, PFV3.02, PFV4.02, CMV2.04,.07, CMV3.01,.02, CMV4.04,.05,.06, FLP1.03, FLP3.03	Knowledge/ Understanding Thinking/Inquiry Application	Students explore the meaning of Christian conscience based on a life-style founded in the Beatitudes. The activity focuses on moral choice as part of the full development of the human person.
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Activity One: I Am the Breath of God – Fragile and Fundamental

Time: 75 minutes

Description

This activity is aimed at reviewing and affirming the Christian focus on the worth of the individual person. The Christian faith is unique in its proclamation of the intrinsic personal value of, and the essential part played by, each person in the creative process of building the Reign of God.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

1 A Discerning Believer Formed in the Catholic Faith Community Who:

g. 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. i. integrates faith with life.

3.A Reflective and Creative Thinker Who:

c. thinks reflectively and creatively to evaluate situations and solve problems.

4.A Self-Directed, Responsible, Life-long Learner Who:

a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

5.A Collaborative Contributor, Who: d. finds meaning, dignity, fulfillment and vocation in work, which contributes to the common good.

e. respects the rights, responsibilities and contributions of self and others. g. achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

7.A Responsible Citizen, Who: d. promotes the sacredness of life.

Strands: Scripture, Profession of Faith, Christian Moral Development, Family- Life Education (Personhood)

Overall Expectations

SC1.02 demonstrate knowledge of selected narratives and events in Sacred Scripture, and identify their importance for life decisions

SC1.04 evaluate the various uses of scriptural genres as expressions of God's activity in the world and the religious use of these genres in Sacred Scripture.

Specific Expectations

- SC2.01** demonstrate an understanding of the biblical meaning of the creation narratives, especially the notion of humanity as God's co-creators;
- SC3.01** value the basic dignity of every person as created in the image and likeness of God;
- PFV3.01** value the religious quest for meaning in the contemporary world;
- CMV4.01** examine the human search for meaning and purpose in the context of Christian anthropology;
- FLP2.01** realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

Prior Knowledge and Skills

- A basic awareness of the phrase, "Reign of God"
- A sense of the complex demands of modern life as researched in unit one
- An awareness of the biblical accounts of creation, especially of the human person
- The ability to work co-operatively and creatively in a group

Planning Notes

Students consider the roles and responsibilities that each of them has in living in the modern world. Opportunities are created to explore the Christian concept of community as it is built on the creative talents and skills of the individuals within it.

Teaching/Learning Strategies

The students begin the unit by considering the expectations explored in the first unit. Do these expectations feel like a heavy burden? Why? Are there other expectations in life, which are pressing heavily? How do they affect the way you as an individual faces the future? The students consider the part that each person seems to play in the "big picture". How important is the individual life? How important is your life?

The teacher reads Genesis 2:7 and has the students discuss what they think the line means. The teacher tells the students that in this unit they will reflect on the previous questions from a Catholic perspective and in light of this line from Genesis.

The title of this activity is; I Am the Breath of God – Fragile and Fundamental. In order to grasp this difficult statement the students will use an analogy to explore the tension in balancing the weight of communal expectations with the strength of the individual as he/she struggles with the complexity of life.

The students form groups of three or four. Each group should, if possible, contain at least one student who has some background in music. As a group, the students are to discuss and write a detailed list of ways in which an orchestra is an excellent analogy for strong, healthy community. What unique contributions to the music do the individual members of the orchestra make? In the creation of the music, is it likely that the composer sees any of the individual contributions to the whole as unimportant? Why?

The groups share their reflections, adding to their notes any new insights about the analogy.

Each group, drawing on what they have learned about the individual and communal tasks in producing beautiful orchestral music, creates a hypothetical creative venture for a senior high-school class ex. a play, a conference, a social event. The plan, in chart form, must be detailed and must include specific contributions from each member of the planning group. Focus should be on

the real personal qualities and gifts of each, especially those gifts, which are often under-rated but which, together, add to the success of the creative process.

The groups share their plans. The large group discusses how creating such a plan helps in understanding the Catholic teaching reflected in the title of the activity, I Am the Breath of God, Fragile and Fundamental.

Each student, as a follow up, writes a reflection on the activity as a means of understanding our individual place in the “big picture”. How is understanding the religious teaching on the worth of the person enough to help lighten the heavy burden of the individual expectations discussed at the beginning of the activity?

Assessment and Evaluation of Student Achievement

The teacher monitors the student groups to assess the achievement of the task goals by both group and individuals. The teacher also evaluates the understanding of the Christian focus on the worth of the person from the reflection paper using a set of criteria measuring the student’s grasp of the communal task and the unique capacities of the individual person in attaining a harmonious world.

Accommodations

The teacher will modify the size or structure of the groups to facilitate special needs students.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991
Great Religions of the World – Sr. Loretta Pastva : Chapter 3, pgs. 55-56,61-63.

Activity Two: Am I a Christian? – An important modern question

Time: 75 minutes

This activity focuses on the tension, in the western culture, between a Christian belief system and a secular worldview. It is a study of how we have acquired a set of attitudes or opinions. It explores personal and cultural history as the driving force for a way of life, which can be in powerful tension with religious ideals and insights.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1.A Discerning Believer Formed in the Catholic Faith Community Who:

i.Integrates faith with life.

2.An Effective Communicator Who:

a.Listens actively and critically to understand and learn in light of gospel values.

b.Reads, understands and uses written materials effectively.

3.A Reflective and Creative Thinker Who:

b.Creates, adapts, evaluates new ideas in light of the common good.

c.Thinks reflectively and creatively to evaluate situations and solve problems.

e.Adopts a holistic approach to life by integrating learning from various subject areas and experience.

4.A Self-Directed, Responsible, Life-long Learner Who:

b.Demonstrates flexibility and adaptability. g.Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

5.A Collaborative Contributor Who:

d.Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

7.A Responsible Citizen Who:

g.Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strands: Scripture, Profession of Faith, Christian Moral Development

Overall Expectations

- PFV1.01** demonstrate an understanding of the relationship between religious faith and contemporary culture;
- PFV1.07** perceive the challenge of how the People of God are called to be a transforming force in relation to contemporary culture;

Specific Expectations

- SC4.03** evaluate the values found in the Gospel with those of contemporary culture;
- PFV3.01** value the religious quest for meaning in the contemporary world;
- PFV4.01** identify and analyze messages, values, and practices in contemporary culture which run counter to the Gospel vision of life and its meaning;
- CMV2.03** understand the meaning of the term; culture’;
- CMV4.03** analyze the values of contemporary culture in relation to those of the Gospel.

Prior Knowledge and Skills

The ability to use the internet or library for research

Some basic understanding of the psycho/social developmental process in human life

Ability to work co-operatively with a partner or small group

Planning Notes

The teacher should have some knowledge of the history of cultural development in the west, particularly of the growth of secularism in North America. The internet has an overwhelming amount of material on the subject. A suggestion is to stay with valid Catholic sources such as the Catholic Encyclopaedia. An excellent and brief source is to be found in, ‘World Religion, People and Faith’ Larry Trafford, Chapter 2, The Challenge of Secularism, especially pages 29-39. Another suggestion would be a film or documentary, which focuses on the power of materialism and individualism in modern western culture.

Teaching / Learning Strategies

The teacher reviews the strength of personal attitudes and opinions as a basis of human behaviour. There is an inevitability of forming attitudes and responses from lived experience. But what is the basis of doing this? How do we develop a worldview?

The students offer suggestions about the elements in North American life, which may have contributed to their own or their peers’ personal attitudes towards life. Create a list of what may

be considered positive influences and a list of negative ones. Why do they categorize them in this way?

The teacher summarizes, by indicating that personal experience can be a very powerful influence, sometimes creating perceptions, which may cloud reality. Such perceptions are not wrong but are partial or misinterpretations, requiring more input. So it is possible that personal perceptions, based in your cultural experience may reinforce or reject religion as a source of insight.

The students give a few examples of such perceptions. Which of these influences is strongest in our culture, reinforcement or rejection of religious insight?

Students in pairs research the powerful, cultural roots of our society in the west. This research will consider the history which influences our cultural attitudes and responses. A set of study notes will be prepared.

Some suggestions for research are: Define the terms: secularism, individualism, consumerism and moral relativism. Trace the rise of a secular approach to the world over the past few hundred years in the west, particularly in North America. Pay particular attention to the increasing dominance of consumerism, individualism and moral relativism in our culture and their impact on the 'real' life of our society.

Suggest how awareness of such influences may help us to understand the tension in each of us, as we strive to understand and to live by Christian teaching.

The large group discusses the research, done by pairs of students, on modern western culture and its influence on how we struggle with Christian values and way of life. Add any pertinent information to complete notes on topic.

In groups discuss how recognizing a modern secular worldview can help us to identify with the sorrow felt by the young man, Mark 10: 22, as he looked into the eyes of a loving Jesus and then walked away.

A follow up personal reflection will be written on this discussion topic.

Assessment and Evaluation of Student Achievement

A set of criteria to measure how students can see the relationship between the life of the modern Christian and the rich young man of Mark's gospel as indicated in the follow up reflection paper. A quiz on the development of a secular philosophy and its impact on the way we relate as Christians in western culture.

Accommodations

Teacher consults individual students IEPs for specific accommodation for individuals.

Research pairs should be set so special needs may be met for students who have difficulty with reading or organizing material.

Resources

World Religion, People and Faith - Larry Trafford - Chapter 2 - The Challenge of Secularism
Internet Sources on Catholic studies of secularism and its impact on religion.

Activity Three: A Locked Room

Time: 75 minutes

This activity encourages students to consider questions about meaning in life. In the last activity the secular approach to life was seen to be a powerful force. This approach is focused in the world and on the individual. In this activity the Christian vision is explored. It's focus on a deeper and more transcendent truth pulls attitude and behaviour in a different direction.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1. A Discerning Believer Formed in the Catholic Faith Community Who:

a. illustrates a basic understanding of the saving story of our Christian faith. b. actively reflects on God's Word as communicated through the Hebrew and Christian scriptures

2. An Effective Communicator Who : a. listens actively and critically to understand and learn in light of gospel values. b. reads, understands and uses written materials effectively.

3. A Reflective and Creative Thinker Who: a. recognizes, there is more grace in our world than sin and that hope is essential in facing all challenges.
c. thinks reflectively and creatively to evaluate situations and solve problems.

4. A Self-Directed, Responsible, Life-long Learner Who :

g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strands: Scripture, Christian Moral Development

Overall Expectations

SC1.03 explain how the Scriptures can be used within the Catholic community of faith to analyze and critique contemporary society

CMV1.02 recognize the role of the Church as a community of disciples called to transform the world;

Specific Expectations

SC2.04 demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God;

SC2.05 summarize the values and lifestyles of the early Church community, as described in the letters of Paul and the Acts of the Apostles;

CMV3.02 recognize that the teachings of Jesus and the Church guide believers in their moral choices;

CMV4.03 analyze the values of contemporary culture in relation to those of the Gospel;

SC3.06 recognize the responsibility of Christians to work for justice and peace;

Prior Knowledge and Skills

Students should have some familiarity with the use of scripture, especially the book of Acts and basic interpretation skills.

The ability to work in groups in order to achieve a broader understanding of an issue

Planning Notes

The teacher creates a chart or board presentation of some common questions about the meaning of life, such as: (Larry Trafford – *World Religion, People and Faith*)

Identity questions: Who am I? What is this world?

Intimacy questions: Whom can I trust and love and reveal myself to?

Vocation questions: What am I meant to do on this earth?

Wisdom questions: What, if any, is the direction of life?

A brief news video or print news account of world events can be made ready.

(CBC, Cable News)

Bibles and a biblical commentary should be made available.

Teaching / Learning Strategies

The teacher reviews with the students the powerful driving force of a Secular Philosophy in our culture. This philosophy defines for us “the real world” and our response to it.

The use of a video or print news account may help focus on this “real world”

The teacher presents on board or chart, common questions about the meaning of life asked throughout history. The students are asked for their opinions about the list in light of what has been said about “the real world”.

The students are to explore some religious texts concerning meaning. The students read the creation story in Genesis 1 and 2. Individually they consider and outline how the creation stories address the meaning questions listed, in light of their own experience of today’s world. Next students read a new kind of creation story, Acts 1: 6-26, 2: 1-21. Individually they attempt to answer the following: How is this text, in a sense, a creation account? What is being created here? How is the creation different from the Genesis account of creation? How is it the same? How do you think Peter and the apostles might answer the meaning questions listed, in light of their own experience? How does this text define the real world?

In groups students discuss and outline why and how the biblical accounts read seem relevant or irrelevant to each of them. Create a list of areas of agreement where the stories are seen as helpful and a list where they are not. Share the lists with the whole class and discuss. Add any helpful insights to notes.

In pairs students choose a difficult modern issue, ex. tribalism and fanaticism, poverty, environmental problems and answer the following questions. How would each of you come to a better understanding of this issue by recognizing the fact that each of you is influenced by two approaches – the secular and the religious based on the texts from Genesis and Acts used? Which of these approaches do you find the most helpful and hopeful in dealing with the issue? Discuss your views with the large group.

Each student writes a reflection on the following; how is dedication to a cultural philosophy, such as secularism, like living in a locked room? What kind of freedom does the spirit of faith give?

Assessment and Evaluation of Student Achievement

By monitoring the scriptural study of Genesis and Acts the teacher can assess the student’s ability to make connections between the struggles within social systems both past and present for meaning.

The teacher assesses from the follow up reflection, the student’s understanding of a religious approach to the lived reality and the meaning it brings to a modern way of life.

Accommodations

Questions about meaning are difficult for some students. It may be necessary to simplify the presentation by using skits in which it is clear to recognize the way people generally respond to a difficult modern problem coming out of a secular approach. If this approach is taken by the majority what will the consequence be for society and the world?

In doing the scripture study, some students may require a simplified text such as The Good News Bible and may benefit from being paired with a student with stronger skills in reading and interpretation.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991

Online news reports

CBC NEWS .REAL

Cable in the Classroom

Activity Four: My Way to God – The Rational and the Religious

Time: 300 minutes

This activity begins by exploring the connection between science and religion for modern believers. Revelation is both a religious and secular term. The human need to uncover truth marks a relentless quest. In scientific observation and experimentation we seek to solve worldly puzzles. In religion we seek the sacred in a deeper more mysterious reality. These two ways are complementary, in that they combine the rational and the intuitive in a search for ultimate truth. Another form of revelation is more experiential and personal. The third part of the activity explores a moment of wonder and insight. Such moments can pass quickly and the events themselves are often not grand or important. The feelings evoked are usually complicated and not easily defined. By reflecting on these powerful experiences the student can begin to process a deeper and more spiritual reality.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1. A Discerning Believer Formed in the Catholic Faith Community Who:

- a. illustrates a basic understanding of the saving story of our Christian faith.
- c. actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
- g. 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.

3. A Reflective and Creative Thinker Who:

- a. recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- b. creates, adapts, evaluates new ideas in light of the common good.
- c. thinks reflectively and creatively to evaluate situations and solve problems.
- e. adopts a holistic approach to life by integrating learning from various subject areas and experience.
- f. examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

4. A Self-Directed, Responsible, Life-long Learner Who:

- b. demonstrates flexibility and adaptability.

5. A Collaborative Contributor Who:

- a. works effectively as an interdependent team member

Strands: Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life (Personhood).

Overall Expectations

CMV1.02 recognize the role of the Church as a community of disciples called to transform the world.

Specific Expectations

- SC2.01** demonstrate an understanding of the biblical meaning of the creation narratives, especially the notion of humanity as God's co-creators.
- SC2.03** identify the relevance of the scriptural call to be critical of contemporary secular culture, as portrayed in the preaching of the prophets before and during the Exile, and in the challenges of prophetic voices in our time.
- SC3.03** appreciate the role of the prophetic stance in both Biblical and contemporary culture.
- PFV2.01** identify Divine Revelation as God's plan for humanity.
- PFV2.02** understand that the dignity of human persons is rooted in their being created in the image and likeness of God.
- PFV3.01** value the religious quest for meaning in the contemporary world.
- PFV3.05** appreciate that humans are rational, emotional, physical, social, aesthetic, moral and spiritual in nature.
- CMV3.01** appreciate that humans are created with free will and with the ability to discern right from wrong.
- CMV3.02** recognize that the teachings of Jesus and the Church guide believers in their moral choices.
- CMV4.02** employ Christian anthropology as a way of understanding the human person.
- PSL3.01** recognize that Christians depend on the transforming wisdom of the Holy Spirit in their search for authenticity and peace of heart.
- FLP1.01** describe how human persons are relational, emotional, physical, social and spiritual in nature, and how these dimensions develop throughout the lifespan;
- FLP1.02** define what is meant by emotional balance.
- FLP2.01** realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others.
- FLP3.01** explain the serious impact resulting from emotional imbalance in a person's life.

Prior Knowledge and Skills

Students should have a basic understanding of how the scientific method is used to unlock the world's mysteries.

Students should have a basic understanding of how scripture and religious reflection is used to unlock the world's mysteries and explore the transcendent.

Students should be open to personal self- reflection.

Planning Notes

The teacher should provide materials such as videos, books, internet etc. which give insight into the complexities and wonder of the natural world particularly in regard to human development. Some examples are: The Miracle of Life, Nova , The Secret Life of the Brain- The Baby's Brain: Wider Than the Sky PBS.

The students should have access to copies of the Bible and biblical commentary.

Copies of the chart for the bible- study(appendix 2:4:1) should be provided.

Teaching / Learning Strategies

The students are asked to discuss the following statement and give examples. “Human beings have a deep need to uncover and understand truth.”

The teacher introduces the subject of revelation as a fundamental aspect of human life, both secular and religious.

The students, in pairs, begin an exploration of science as a means of revelation into the mysteries of human life and the human person.

The use of study materials, such as a documentary on the development of the human foetus from conception to birth, or early childhood development, or the function of the human brain, will provide information on the complexity of human life and development.

Students discuss the capacity of science to understand the human person in light of scientific study. What are limitations that science faces in its search for understanding?

Students research, by use of the internet or print material, how scientists themselves perceive the capacity of science to solve the mysteries of human reality and of reality in general.

Students, in small groups, discuss science as a tool of revelation. How does science relate to the questions about meaning raised in activity three?

Each student writes a reflection on science’s role in the human search for truth.

The students consider the following quote, from Albert Einstein and discuss its meaning. “Science, without religion is lame. Religion, without science is blind.

The Teacher reviews with students the ways in which scripture is a source of revelation/meaning. The teacher reminds students that a religious search for meaning does not reject the pursuit of scientific truth. It however moves beyond the truth of the physical world to explore sacred reality. This sacredness is fundamentally about meaning. Revelation for a Christian is not only about the, what and the how, but moves with trust towards the why of sacred mystery.

The students, in order to explore, a religious search for the meaning of human life, create a chart based on a number of scriptural story accounts. Four characters are to be chosen for study, two from the Old Testament and two from the New Testament. Some suggestions are:

Old Testament - Abraham, Moses, Ruth, Jeremiah, Samuel, David, Job, Esther, Samson, Jacob

New Testament – Mary (Mother of Jesus), Peter, Paul, Mary Magdalene, Zaccheus, the Samaritan woman at the well.

The Students complete appendix 2:4:1 after a study of a number of scripture characters whose stories reveal truths about what it means to be human. The chart will focus on the following: who the character is in the context of his/her times, what scripture tells of the strengths and weaknesses of this person, the crisis of faith (contact with God) he or she faces, the power of redemption in his/her life, how this person changes and affects change and growth in the world and a person in the modern world who, the students see as reflecting the life found in the bible account.

In groups, students discuss the bible accounts researched.

Focus for discussion should include:

- common qualities, found in the characters and the situations they faced
- personal strengths and personal weaknesses in the characters
- how the biblical stories about these lives relate to the meaning questions

- ways that these stories mirror the lives of modern day individuals

Each student writes a reflection on religion's role in the human search for truth.

The Teacher presents an opportunity for exploring personal moments of revelation. Four statements or questions are read. The students are given sufficient time to write a personal reflection on each before moving on to the next. They are assured that they will only have to share any thoughts that they are comfortable with and so are free to write what is important to them.

The students are reminded that the search for truth is not just an intellectual activity. Moments of insight or intuition play an important part in the search. These glimpses of deeper reality have often played a part in changing the direction of people's lives in small and big ways. Each student will have an opportunity to reflect on such a moment in his/her own experience

Statements:

1. Tell about a specific time, when something made you feel amazing, (very happy, very scared, very sad, etc.); an overwhelming feeling.
2. Did you like the feeling? Why?
3. How did you feel like behaving?
4. Looking back, what did you learn from the experience?

The reflection can be shared with another student or the teacher or kept private.

The students follow up by means of discussion or in writing the value of this type of reflection, in seeking personal insight into life's meaning.

Assessment and Evaluation of Student Achievement

The students write an extended reflection paper on the study done on the different paths of revelation covered in this activity. How does a grasp of the richness of the human search for truth change attitudes and ways of living one's life in a positive way?

Resources

Science resource materials on the physical universe and its development

Documentaries: The Miracle of Life (Nova), The Secret Life of the Brain- The Baby's Brain: Wider Than the Sky (PBS)

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991.

Jerome Biblical Commentary Brown, Raymond; Fitzmyer, Joseph; Murphy, Roland eds., Englewood Cliffs NJ: Prentice Hall 1990

Oxford Biblical Concordance (with NRSV translation) Computer program

Accommodations

Teacher consults individual student's IEPs for specific directions on accommodations. Use a bible such as Good News to accommodate difficulties in comprehension. In the biblical study it may be helpful to place students in small groups to accommodate individual needs.

Activity Five – The Church and Me

Time 450 minutes

Description

This activity focuses on the Church, not as a theological term but as a living centre for Christian life. It aims to broaden the definition of term Church. It attempts to counteract some of the negative attitudes in modern culture towards a Church centred lifestyle. The use of materials which focus on people, both famous and little known, whose lives and gifts have enriched the world, helps to balance the cynicism of an overly individualistic approach. It is aimed at giving a mature perception of the role of Church as teacher in the way that Jesus was teacher.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

1.A Discerning Believer Formed in the Catholic Faith Community Who:

- c. actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
- d. develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- e. 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) .
- g. 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.
- h. respects the faith traditions, world religions and the life-journeys of all people of good will.
- i. integrates faith with life.
- j. 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)

2. An Effective Communicator Who:

- a. listens actively and critically to understand and learn in light of gospel values. b. reads, understands and uses written materials effectively e. 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.

3. A Reflective and Creative Thinker Who:

- c. thinks reflectively and creatively to evaluate situations and solve problems. d. makes decisions in light of gospel values with an informed moral conscience. f. examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

4. A Self-Directed, Responsible, Life-long Learner Who:

- a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- b. demonstrates flexibility and adaptability. c. takes initiative and demonstrates Christian leadership.
- d. responds to, manages and constructively influences change in a discerning manner.
- g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

5. A Collaborative Contributor Who:

b.thinks critically about the meaning and purpose of work. f.exercises Christian leadership in the achievement of individual and group goals. g.achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

7. A Responsible Citizen Who:

b.accepts accountability for one's own actions. d.promotes the sacredness of life. e.witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. g. respects and understands the history, cultural heritage and pluralism of today's contemporary society j.contributes to the common good.

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

Overall Expectations

Specific Expectations

SC2.02 explain the scriptural understanding of the saving action of God in setting people free in the Exodus;

SC2.03 identify the relevance of the scriptural call to be critical of contemporary secular culture, as portrayed in the preaching of the prophets before and during the Exile, and in the challenges of prophetic voices in our time;

SC2.04 demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God;

SC2.05 summarize the values and lifestyles of the early Church community, as described in the letters of Paul and the Acts of the Apostles;

SC3.01 value the basic dignity of every person as created in the image and likeness of God;

SC3.02 perceive the challenge of God's preferential option for the poor;

SC3.05 acknowledge that the love of God for all people demands justice;

SC3.06 recognize the responsibility of Christians to work for justice and peace;

SC4.05 develop and implement strategies for community building based on the values and lifestyle of the early Church community;

SC4.06 express different ways that Christians can work for justice and peace as essential features of discipleship

PFV2.09 examine contemporary challenges to the Church's teachings on social justice (e.g. technology, poverty, role of the media, violence, racism, gender issues, the environment);

PFV3.01 value the religious quest for meaning in the contemporary world;

PFV3.02 recognize that the teachings of Jesus and the Church guide believers in their moral choices

PFV4.01 identify and analyze messages, values, and practices in contemporary culture which run counter to the Gospel vision of life and its meaning;

PFV4.03 critique social, political, and economic structures in light of the Church's social teachings;

CMV2.07 define key tenets in Catholic social teaching (e.g. human dignity, solidarity, the common good, social sin, and subsidiarity);

- CMV3.02** recognize that the teachings of Jesus and the Church guide believers in their moral choices;
- CMV4.03** analyze the values of contemporary culture in relation to those of the Gospel;
- CMV4.06** explore the origin and purpose of Catholic social teaching;
- CMV4.07** apply the key tenets of Catholic social teachings to key issues in contemporary culture (e.g. racism, use of technology, poverty, respect for life, violence);
- CMV4.08** use various teachings as found in the social encyclicals of the Church to analyze the economy;
- PSL2.02** define the Christian notion of service to others as a call to ministry;
- PSL4.04** explain the various forms the call to ministry can take within the Christian community;
- FLR2.03** critique the ways in which society shows its responsibility to support and nurture the family, especially in times of crisis (illness, unemployment, marriage breakdown, abuse, etc.);

Prior Knowledge and Skills

Basic knowledge of the models of Church from *Christ and Culture* in the grade 10 program, Christ and Culture

Ability to use biblical and theological and historical source materials for researching Church guidelines in dealing with modern moral issues

Planning Notes

The central source for this activity is *Morality: Christian Vision in Practice* by Joseph M. Stoutzenberger – Chapter 5

This activity requires a review of the models of Church as studied in the Grade 10 program, Christ and Culture, unit 7.

The use of film or video based on the lives of people who have lived a committed Christian life and have stood as a member of Christian community in the face of a great personal challenge is helpful. Examples are: Oscar Romero, Dorothy Day, Maximillian Kolbe, Cesar Chavez, Dietrich Bonhoeffer.

Information about the influence of Pope John Paul II in bringing about the fall of the Communist System of government can be found in written, internet and video sources.

Provide access to NRSV bibles, concordance, biblical commentary, the works of theologians on modern social issues, written or internet information on Vatican Council II documents.

Provide copies of Appendix 2:5:2

In the last section of this activity the students are to research briefly a difficult modern issue. This meant to give an opportunity to explore diverse Church- teaching sources more than as a focus on a modern moral issue at this point. The exercise will be helpful in the preparation of the major essay for the course. The essay will be introduced in this unit and will be completed by the students by the end of the course

Teaching/Learning Strategies

The students as a class respond to the following questions:

1. When you hear the word Church, what do you think? How would you explain the term to someone who had never heard it?

The students share responses, creating a clearer definition of the term.

2. When you hear the term Church, what do you feel? What emotional response do you have to the term?

The students discuss personal feelings, attitudes and opinions.

3. How would you respond to the comment; I consider myself a Christian but I have no use for the Church. I prefer to practise my faith on my own.

The students each write brief reflection and share their thoughts with the group.

The students try to think of any important element of human life that is fully experienced on one's own. Discuss.

The teacher indicates that in fact human life is by nature social.

The image of Church is a social image, as the human being is a social being. The Catholic Church strives to find a balance between the human uniqueness of the individual person and the creative tension of the need for Christian community.

How do you think we are doing so far in finding this balance?

The students are to write a reflection on the question and to share their perceptions with the large group.

The teacher and students review the models or images of Church studied in the Grade 10 program. Each of the models: institution, community, advocate (prophet), teacher, servant, transformer is written on the board and brainstormed for the important elements of each.

The students are to consider which of the models are easy to accept as signs of the spirit of Christ in the world and which are difficult. Why?

The students in small groups are asked to discuss how they feel about disagreement and conflict within the Church. Is it normal? Is it uncomfortable? Does it destroy the meaning and credibility of Church?

The teacher presents two examples of powerful events, which help to focus on different models of Church.

- (a) Romero - focuses on the struggle for freedom and justice in El Salvador. The bishop of San Salvador, Oscar Romero found himself taking a central role in this struggle.

The students view the movie and reflect, in a paper or in a panel discussion, on the models of Church evident in the struggle. Some points of reflection are: Where are the points of conflict within the Church itself? Which models of Church are the most powerful influence within the struggle and which are less powerful? Which other social models are at work within the terrible events in El Salvador, which are at war with Christian community? How does Romero live as a member of Church in this war?

- (b) **The students** research the part played by Pope John Paul II in the fall of the communist dictatorship in the Soviet Union. After the research into the visits to Poland, June 2, 1979 and the autumn 1989 and their powerful effects on the communist hold over the Polish people, the students again reflect on the model of Church. Which models of Church are the most powerful influences within the struggle? Which other social models are at work within the Soviet Union, which are at war with Christian community? How does Pope John Paul live as Church in this war?

The teacher summarizes the two events as showing the struggle to become Church as a difficult and ongoing one. In El Salvador the Church shed its blood in a terrible struggle with power, injustice and corrupted attitudes and values. The institutional Church needed to challenge some of its traditional stands. In Poland the institutional Church stood up to the oppressive government and started a grassroots movement, which in time had a domino effect in overthrowing communism and freeing millions.

The students write a note on the way models of Church are mirrored in the dynamic of family. How does a family reflect the various models we have looked at in this activity? Is there always harmony and balance in a family's struggle with the models?

How has your family dynamic changed in the time that you have been part of it? Are these struggles difficult; do you think they are destructive? What part do you play at this stage of your life in the building of family? How do you perceive your part changing in the future?

The teacher points out that the elements of change and struggle examined are an integral part of human growth. Each individual person who chooses to share in this process also chooses to share in the pain and confusion of seeking a goal often beyond human understanding.

The students discuss why certain people such as Oscar Romero, Mother Teresa, Martin Luther King or Dorothy Day, choose to walk a path of sacrifice and struggle, often never seeing the rewards of their efforts.

Each student writes an account of someone they know (family, friend or acquaintance), who stands, in a less dramatic but committed way, for the good of others and of life in general. The account should consider how in ordinary life and in ordinary ways this person has chosen to walk the steep path spoken about previously. Do you think the efforts they make are silly and wasted? Why?

The students discuss the following statement: The Church has two distinct calls, to comfort the afflicted and to afflict the comfortable.

In what ways is the Church a source of comfort? Why is this call, by itself, not enough? Are there elements of Church, which make you uncomfortable? How do you deal with this discomfort?

The students decide on a troubling modern issue (ex. the growth of poverty, tribalism and violence, ecological destruction). Each student considers the personal stand he/she takes on the issue and discusses their opinions with the group. The students then consider what they believe the Church's position to be on the issue and how it effects their own viewpoint.

The teacher indicates the importance of having an informed viewpoint. It is necessary to make use of guidance, which is formed from the experience of history. The Church is such a source. It has sought wisdom over thousands of years of such experience, based in a belief in the life and teaching of Jesus Christ. The Church seeks to be like Jesus, teacher not tyrant.

Students, in groups of three, are to briefly research one of the moral issues they considered previously from their own point of view. This time they are to use some Church centered sources of guidance. They use scripture, especially the teachings of Jesus. They also focus on the writings of the Church, such as encyclicals, joint pastoral letters from conferences of bishops, the works of theologians and Vatican Council II documents. Appendix 2:5:2, provided, will help organize some of the guidelines available in Church teaching on the issue chosen. This is not meant to be an in depth study of the issue but to give a brief overview of the depth of source material available from valid and informative Church teaching.

Each group presents what they have found in the sources, which is helpful in creating an informed position on the issue they have chosen.

Each student writes a reflection on the Church's part in guiding each of us in the questions and difficulties of living in the modern world. Coming to an understanding of complex human issues is always a work in progress. Students should consider how they benefit from discussion with others and from a careful use of learned sources both religious and secular in coming to an informed and balanced stand on difficult and complicated issues.

Assessment and Evaluation of Student Achievement

The teacher evaluates the skills of the students in their discussion and research activities as they build an understanding of the different models of Church and the role each plays in human experience.

Using a checklist based on the appendix the teacher evaluates the students' knowledge of the Church teachings in helping to understand modern moral problems. In the follow up reflection paper, the teacher makes an assessment of the student's grasp of the need for an historical vision in struggling with modern social and moral problems.

Accommodations

Any student who needs assistance with research on the internet or with reading should be placed in a group or be paired with other students who may provide support. The teacher should monitor topics chosen for research, for appropriate levels of challenge.

Resources

Morality: Christian Vision in Practice, Joseph M. Stoutzenberger, Chapter 5

Christ and Culture, Canadian Conference of Catholic Bishops, Unit 7

Romero, Paulist Pictures

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991

Jerome Biblical Commentary Brown, Raymond; Fitzmyer, Joseph; Murphy, Roland eds., Englewood Cliffs NJ: Prentice Hall 1990

Internet Sites:

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>

Religion On-line

<http://www.religion-online.org/>

Roman Catholic Church Resources-

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

Salt of the Earth online Resource for Social Justice

<http://salt.claretianpubs.org/>

Theology Library

<http://www.mcgill.pvt.k12.al.us.jerryd/cathmob.htm>

The Vatican

<http://www.vatican.va>

Activity Six - Conscience: Being true to our deepest self

Time: 225 minutes

Description

This activity explores the term conscience. There are three parts to this task. The first section deals with the Christian starting point for decision-making. It examines the Beatitudes as a blueprint for human happiness in contrast to the secular ideals of attaining power and pleasure. The second section considers the term conscience, not as something a person has but as part of the growing reality of what each person is. The final section is a pragmatic approach to the development of a Christian conscience and way of life.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

1. A Discerning Believer Formed in the Catholic Faith Community Who:

a. illustrates a basic understanding of the saving story of our Christian faith

c. actively reflects on God's Word as communicated through the Hebrew and Christian scriptures

- d. develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- f. seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
- g. 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.
- i. integrates faith with life.
- j. 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)

2. An Effective Communicator Who:

- a. listens actively and critically to understand and learn in light of gospel values.
- e. 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.

3. A Reflective and Creative Thinker Who:

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

4. A Self-Directed, Responsible, Life-long Learner Who:

- a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- b. demonstrates flexibility and adaptability.
- c. takes initiative and demonstrates Christian leadership.
- d. responds to, manages and constructively influences change in a discerning manner.
- g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

5. A Collaborative Contributor Who:

- a. works effectively as an interdependent team member.
- d. finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- e. respects the rights, responsibilities and contributions of self and others.
- f. exercises Christian leadership in the achievement of individual and group goals.

7. A Responsible Citizen Who:

- a. acts morally and legally as a person formed in Catholic traditions.
- b. accepts accountability for one's own actions.
- d. promotes the sacredness of life.
- e. witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- j. contributes to the common good.

Strands: Scripture, Profession of Faith, Christian Moral Development, Family-Life Education, (Personhood)(Sexuality)

Specific Expectations

- SC2.02** explain the scriptural understanding of the saving action of God in setting people free in the Exodus;
- SC2.03** identify the relevance of the scriptural call to be critical of contemporary secular culture, as portrayed in the preaching of the prophets before and during the Exile, and in the challenges of prophetic voices in our time;
- SC2.04** demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God;
- SC3.01** value the basic dignity of every person as created in the image and likeness of God;
- SC3.03** appreciate the role of the prophetic stance in both Biblical and contemporary culture;
- SC3.06** recognize the responsibility of Christians to work for justice and peace;
- SC4.06** express different ways that Christians can work for justice and peace as essential features of discipleship.
- PFV2.07** explain the basic principles of Catholic moral teaching (e.g. natural law, moral conscience);
- PFV2.08** define sin as a failure in genuine love for God and neighbour;
- PFV2.09** examine contemporary challenges to the Church's teachings on social justice (e.g. technology, poverty, role of the media, violence, racism, gender issues, the environment);
- PFV3.02** recognize that the teachings of Jesus and the Church guide believers in their moral choices;
- PFV4.02** employ moral decision-making skills in problem solving;
- CMV2.04** demonstrate a knowledge of how the Catholic Tradition informs moral decision-making;
- CMV2.07** define key tenets in Catholic social teaching (e.g. human dignity, solidarity, the common good, social sin, and subsidiarity);
- CMV3.01** appreciate that humans are created with free will and with the ability to discern right from wrong;
- CMV3.02** recognize that the teachings of Jesus and the Church guide believers in their moral choices;
- CMV4.04** develop strategies to prepare for the challenges of Christian life in the marketplace or in post-secondary education;
- CMV4.05** critique the message and practices of the media, which run counter to the gospel vision of life;
- CMV4.06** explore the origin and purpose of Catholic social teaching;
- FLP1.03** examine how the use of the gift of free will involves the process of conscience formation through internalizing Christian values;
- FLP3.03** demonstrate an understanding that with the gift of free will, human beings can discern and choose right from wrong;

Prior Knowledge and Skills

An awareness of the powerful influence of a secular approach to life
A basic knowledge of the Beatitudes as the Catholic approach to life
A grasp of the importance of a thoughtful, pragmatic method of making moral choices based in the Christian teaching found in the Beatitudes

Planning Notes

The central source for this activity is, *Morality: Christian Vision in Practice* by Joseph M. Stoutzenberger – Chapters 3 and 4.

A copy of the Beatitudes from Matthew 4:5-12 should be prepared for each student.
The Appendices 2:6:3-6 should be copied for each student.

Teaching/Learning Strategies

Students discuss the meaning of the terms right/good and wrong/bad in terms of moral decision-making? Is it easy to recognize a good decision/action or a bad decision/action? Try to give some examples.

Consider and discuss the following:

Suppose a person is a total believer in the capitalistic system. What decisions/actions for this person would be good/right and which would be bad/wrong?

Suppose a person is totally dedicated to winning a medal at the Olympics. What decisions/actions for this person would be good/right and which would be bad/wrong?

Suppose a parent is totally focused on having his/her child get into the best university. What decisions/actions for this person would be good/right and which would be bad/wrong?

What is the determining factor or motivation in each of the decisions/actions of these people?

What are they striving for?

The teacher presents the following question to be answered, in writing by each student.

If the goal of capitalism is acquisition of wealth; if the goal of athletics is the acquisition of a prize; if the goal of parenting is the acquisition of highest honors by their child, what is the goal of a Christian lifestyle? Discuss the reflections written.

The teacher and students read the Beatitudes in Matthew 4:5-12 as the expression of the goal of life for those who believe in the teaching of Jesus. The phrase “Blessed are” in the Beatitudes is often translated as “Happy are” how is the meaning of happiness different as Jesus uses it than it was as a motivating force in the examples above?

Discuss the meaning of each of the Beatitudes. Why are they so difficult to comprehend as guidelines for life in the modern day “real world”?

Each student completes Appendix 2:6:3, on the meaning of the Beatitudes by describing how making decisions opposite to each will ultimately lead to unhappiness. In the second and third columns of the Appendix, write the reverse of each Beatitude and explain why making such a choice would lead to a sad life.

The teacher and students discuss the importance of decision making, focused on building relationship, in achieving a happy and fulfilled life. Mention any person who seems to have a life based in this set of beliefs.

The choices which, lead to a truly happy life, are not easy ones. They often require conscious decisions to reject self-interest, short-term pleasure or satisfaction and the cultural value- system, which surrounds us. Think of examples to support this statement.

The Beatitude value system involves the realization that subject to internal and external constraints we each possess God-given freedom to be human. And to be human means to make loving and life-affirming choices, which are both critical and creative and are made as an essential part of the human community.

The students and teacher discuss the meaning of the term conscience in Appendix 2:6:4.

Students in groups of four will think of a moral dilemma that might be faced by someone they know. Decide how the three dimensions of conscience described in the appendix could be applied to the dilemma. Create a skit portraying the moral dilemma. After all the skits have been

presented, each group is to report on how they used the dimensions of conscience in dealing with the dilemma? The large group discusses which skits portray a moral maturity in the choices made.

The teacher indicates that since the Christian teaching about conscience assures us that we are created with the capacity for life-giving decision-making, the process must be within our grasp. The term conscience is closely related to the word conscious. The process is essentially connected with making rational decisions based in the trust that the good we can do we are expected to do and the rest is in God's hands.

The students in small groups are to read and reflect on three case studies, in Appendix 2:6:5. Each dilemma requires a decision which will nurture life, for all involved. This is not an easy task. In Appendix 2:6:6 there are a number of practical considerations, which will help in making a life-giving, Christian decision. Not all the sections to be considered in Appendix 2:6:6 are relevant in all cases. However don't jump to the conclusion too quickly that any element in the process, in Appendix 2:6:6 doesn't apply. The focus here is not on what the decision is but on the painstaking process of how to come to a decision. Like all decisions in life, these decisions require careful thought. The goal for a Christian is to nurture life as much as possible; a goal, which takes not only, careful thought but also courage and faith.

The large group discusses this process, used as a practice in Christian decision-making. How can practice such as this help in facing real life situations or dilemmas?

Assessment and Evaluation of Student Achievement

The teacher evaluates the students' understanding of the main elements of the activity, such as the central meaning of a Christian vision of life, the three basic principles of Christian conscience and the rational approach to Christian conscience decisions, by use of the student- work in the appendices.

An assessment the mature application of these principles can come from class discussion and from the skits, on individual moral dilemmas and the follow- up done by students.

Accommodations

The work with Appendix 2:6:3 may be difficult for some students and may require some discussion with both teacher and peers to clarify some terms or concepts.

Some students may need assistance in the work with the case studies. The groups should be monitored for a balance of strengths in reading and interpretation of the cases and the follow-up questions.

Resources

Morality- Christian Vision in Practice, Joseph M. Stoutzenberger, Chapters 3 and 4
New Revised Standard Version Bible. Toronto: Oxford University Press, 1991.

Jerome Biblical Commentary Brown, Raymond; Fitzmyer, Joseph; Murphy, Roland eds.,
Englewood Cliffs NJ: Prentice Hall 1990

Bible Study on Being Human (Appendix 2:1:1)		
Focus	Character	Insights
Who is the person in the context of his/her time?		
What does scripture tell of the strengths and weaknesses of this person?		
What is the crisis of faith (contact with God) faced by this person?		
What is the power of redemption in this person's life?		
How do the changes in this person's life affect growth and change in the lives of others?		

Name and discuss a person in the modern world (famous or not famous) whose life reflects the life of the person in the scripture story.		

Chart for Study of Moral Issue	(Appendix 2:4:2)
Moral Issue:	
Sources: with sample text or brief summary)	Guidelines for Christian Understanding
Old Testament Source	
New Testament Source	
Letters (encyclicals,pastoral)	
Work of Theologians	
Vatican Council Documents	

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(Appendix 2:6:3)

The Beatitudes

Happy are---	Sad are---	Reason for Sadness
The poor in spirit ---- for theirs is –		
Those who mourn --- for they shall—		
The meek -- for they shall—		
Those who hunger and thirst for righteousness (justice)--for they shall—		
The merciful--for they shall—		

The pure in heart---for they shall—		
The peacemakers--for they shall—		
Those persecuted in a just cause--for theirs is—		

(Appendix 2:6:4) The Meaning of Christian Conscience

Considering some popular misconceptions concerning conscience:

Conscience is something we have (a little voice that whispers in my ear).

As we build our life, we build a conscience. Conscience should not be viewed as an inner voice, apart from ourselves, which we leave untouched, unexamined and undeveloped. Conscience is not something we have; it is something we are.

Our conscience and our upbringing (we are a product of our early experiences)

Our conscience is formed and moulded by our community. However we need to always examine critically all the taped messages we carry with us. We need to edit; to keep what is good and to erase what is flawed.

Our conscience and guilt feelings (we know we are wrong when we feel bad)

A feeling of guilt may be a healthy symptom of poor choices but sometimes we can feel guilty about things over which we have no control. A feeling is not enough to act as a guide for our behaviour.

Three Main Dimensions of Christian Conscience:

We have the basic capacity to choose between good and bad because we have been created good.

We must educate, inform and develop this capacity throughout our lives.

We must then freely choose the best course of action according to our ability always recognizing our human frailty.

(Appendix 2:6:5) Case Studies - Moral Dilemmas

Case One

Walking home, across a park, late one afternoon in early spring, you pass a small river. A couple of boys, around eight or nine years old have gone out on the ice and are throwing sticks into the fast flowing water. Suddenly the ice they are standing on gives way. One boy falls into the water and the other is clinging desperately to the edge of the ice, half in and half out of the water. The first boy is frantically kicking and trying to stay afloat in the freezing water. You look around; no one is in sight.

How do you decide what to do?

Case Two

In the stairwell of the school you come on a guy you know from a class you share with him. He and a girl, whom you don't know, are having an argument. It is getting loud and ugly. Suddenly the boy pushes the girl hard. She stumbles backward hitting her head on the wall and coming close to the top of a long set of stairs.

How do you decide what to do?

Case Three

You know a senior student who routinely seeks out grade nine kids to sell them drugs.

How do you decide what to do?

(Appendix 2:6:6) Case Studies – Process for a Christian Moral Decision

Case Study _____

1. See the Facts:

(a) What is going on here?

(b) Who is involved? How?

(c) Why should I get involved ?

(d) How could I get involved ?

(e) Time- is time a major factor here?

Place- is there anything in the area, which can help me decide?

2. Stretch Your Point of View

(a) Consider possible alternatives for action

(b) Consider possible effects

(c) Envision the perspective of others

3. Seek Help

(a) Talk to others

(b) Consult the Church

(c) Learn and apply principles of faith

4. Search Within

(a) What do your feelings tell you

(b) What have you learned from personal experience

(c) Recognize your personal values

(d) Allow yourself a sense of humour

5.

6.

7.

8.

9.

10.

5. Spend Time With God

(a) Pray (alone or with others)

(b) Walk the journey that Jesus walked

Unit Three: Called to Live in Relationships

Time: 20 hours

Unit Description

The overall emphasis for this Unit is on living life as a Catholic Christian in relationship with God and others. The unit is organized into four clusters, Relationships and Dating, The Sacrament of Holy Orders, The Sacrament of Marriage and the Family and Culture. The first cluster examines the multitude of relationships that individuals are involved with. Focus will be placed on the special relationships that occur within the dating process and the mixed messages that teenagers receive about sexual intimacy. The second cluster explores the special kinds of relationships that are part of the Sacraments of Vocation. Emphasis is placed on what is involved with the Sacrament of Holy Orders, how it has changed over time and some of the challenges that it faces from contemporary culture for the future. The students will also examine some of the non-Sacramental ways in which an individual can live out their life in the single state or as a Religious Brother or Sister. Time is allocated to the study of the various positions that make up the leadership of the Church. The third cluster explores the other Sacrament of Vocation, Marriage. Marriage is presented as being a life long covenant between two people that reflects God's love for the members of the church. Time will be spent examining not only what the Church teaches about marriage, divorce and annulments but also why the Church has these views. The final cluster examines many of the issues that affect couples and family life in our modern culture. The students will examine how our culture supports and nurtures families through many social service agencies. Time will be spent exploring many of the moral issues that deal with God's gift of human procreation: conception control, natural family planning, reproductive and genetic technologies, sexually transmitted diseases, pregnancy, abortion and adoption are but a few of the topics. Throughout the unit emphasis is placed on how the Church and Culture interact with the issues associated with relationships and the Sacraments of Vocation.

Unit Planning Notes

Students will be exploring a variety of issues and topics during this unit. It is important that up to date resources are available for the students as many of these issues are very current. Arrangements should be made to provide adequate technology resources for the students. It is important for students to gain a deeper understanding of not only what the Church teaches on certain issues but also why the Church has this particular view. The teacher should not evaluate the student on how well they themselves live up to the teachings of the Church but rather on the students understanding of what the Church teaches. The content of this unit requires the teacher to have a good knowledge and understanding of the Church's teachings so that class discussions may be beneficial. Since many of these topics are very personal in nature the student and their family experiences should not be judged. One must be pastoral in such situation! Care must be made from the very beginning of the course to encourage students to get involved in discussions and to listen to the opinions of others without others becoming very judgmental. Tolerance towards others must be continually stressed. Resources on homosexuality and the Church should be made available. A good source of this information is the readings in Reaching Out see p. 182-186 , as well as in Homosexuality and the Catholic High School: A Compilation of Newsletters With New Material. In regards to the area of divorce and separation, it is important that the students and teacher show an understanding of any difficulties that members of the class may be experiencing.

Activity	Time	Expectations	Assessment	Tasks
1 Relationships	150 min	CGE 1c,2b-d, 3b-c,4b&c,f&g, 5e&f and 6a FLR 1.01, FLR 1.04, FLR 2.01	Knowledge/ understanding, Thinking/ inquiry, communication, analysis	Brainstorming, Readings, teacher presentation of ideas, group discussions and analysis, individual journal reflections
2 Dating in our Culture	75 min	CGE 1d,e,g, 2a-d, 3c, 4 a & g, 5e, 6b and 7g FLE 1.03, FLR 4.03, PSL 3.02 and PSL 3.03	Knowledge/ Understanding, Thinking/ inquiry, communication,	Group brainstorming and presentation, Class discussion, Socratic activities, questionnaire, research assignment
3 Issues in Dating	150 min	CGE 1d,g and i, 2,b and d, 3,b -c, 4 f-g, 6 b-c and 7a and d. FLE 1.06, FLE 1.07, FLE1.11,FLS 1.01 and PSL 3.02,	Knowledge/ Understanding, Thinking/ inquiry, communication	Questionnaire, video presentation, class discussion, Socratic activities, reflective activity
4 Intro to the Sacraments of Vocation	75 min	CGE 1c,g,h, 2a-b, c, PFV 2.11, PSL 1.01, PSL 1.09, PSL 1.12, PSL 1.13, PSL 2.02, PSL 2.04, PSL 3.05,PSL 4.01, PSL 4.04 and PSL 4.06	Knowledge/ Understanding, Thinking/ inquiry, communication	Journal, review activity, Socratic activities, class discussion, video presentation, internet research activity, student presentation
5 A Special Relationship: The Sacrament of Holy Orders	225 min	CGE 1 I, 2 a-e PSL 1.07, PSL 1.11, PSL 1.12, PSL 1.13, PFV 2.12, PSL2.03, PSL 4.05 and PSL 4.06	Knowledge/ Understanding, Thinking/ inquiry, communication, analysis	Teacher presentation, bible research activity, Church teaching analysis, Group work, guest speaker, reflection activity
6 Marriage : as viewed by The Church and our Culture	225 min	CGE 1c and I, 2 a-c, 3 b-c, e-f, 4 e-g, 5 e-g, 6 a-c, 7 d PSL 2.01, PSL 3.03, PSL 3.0 and PSL 4.02	Knowledge/ Understanding, Thinking/ inquiry, communication, analysis	Group sharing activity, Scripture activity with reflection and analysis, Church teaching analysis, Socratic activities, class discussion
7 Issues in the	300	CGE 1d, e, i, 5a, d-f,	Knowledge/	Research project in

Modern Family	min	6b-c, 7d-e, g FLP 3.02, FLR 2.02, FLR 2.03, FLS 1.01, FLS 1.02, FLS 2.01 and FLS 2.02	Understanding, Thinking/ inquiry, communication, analysis	pairs, Church teaching analysis, brainstorm activity, technology in-class presentation, Socratic activities
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Activity 1: Living a Life Full of Relationships

Time 150 minutes

Description

This activity assists the students in understanding what it means to live in relationships and how humans are social beings. Emphasis is placed on developing skills to create and maintain healthy relationships.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith community who: c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures

CGE 2 An effective communicator who: b) reads, understands and uses written materials effectively .c) presents information and ideas clearly and honestly and with sensitivity to others

d) writes and speaks fluently one of Canada’s official languages 3. A reflective and creative thinker who b) creates, adapts, evaluates new ideas in light of the common good c) thinks reflectively and creatively to evaluate situations and solve problems

CGE 4 A self directed, responsible life long learner who a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others b) demonstrates flexibility and adaptability, c) takes initiative and demonstrates Christian leadership f) applies effective communication, decision-making, problem-solving, time and resource management skills g) examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities

CGE 5. A Collaborative contributor who: e) respects the rights, responsibilities and contributions of self and others f) exercises Christian leadership in the achievement of individual and group goals

CGE 6 A caring family member who: a) relates to family members in a loving, compassionate and respectful manner.

Strand(s): Family Life

Overall Expectations

FLE 1.04 discern essential components for building healthy intimate relationships (e.g. family, friendships, romantic relationships etc) in their lives, and examine the ways in which all relationships influence human growth

Specific Expectations

FLR 1.01 Describe the positive aspects of relationships in general

FLR 2.01 Define the skills needed to build healthy relationships

Prior Knowledge and Skills

Students will be drawing from their own personal experiences to look at who people have relationships with. The students should be able to work co-operatively with others in small groups, locate passages in the Bible as well as to make brief notes from assigned readings.

Planning Notes

The teacher should ensure that there are enough copies of the NRSV Bible, Jerome Biblical Commentary and articles for the students to read. The teacher should prepare worksheets and charts see Appendix 3.1-1. Handouts with questions on the readings should be prepared in advance. Materials should be available for the students to present their findings from group activities to the class (chart paper, markers etc)

Teaching / Learning Strategies

The students brainstorm a list of all of the people that they have relationships with.

Encouragement is provided so that they reflect on the many different types of relationships that exist in our daily life: parents, teachers, siblings, friends, boy/girl friend, grandparents, co-workers, coaches, peers, etc.

The teacher leads a discussion focused on what responsibilities are associated with these different relationships.

The students complete a copy of Appendix 3:1-1 by listing the responsibilities associated with each of the relationships, and then listing words that best describe each form of relationship. In the empty rows of the chart the students may enter other types of relationships that they are important to them. Once the chart is completed, the students should analyze these words in the final column to see if there are any commonalities.

The teacher leads a discussion that focuses on the relationships that the students have with friends. The students reflect on a special friendship that they presently have or have had to answer these questions.

What attracted you to this friend? Why do you think he / she was attracted to you? What has their friendship meant to you? What would you say that makes this relationship a healthy one? What makes a great friendship?

The teacher distributes copies of the NRSV Bible and the students for them to read the passages indicated on worksheet Appendix 3:1-2. In small groups of four or five, the students complete the chart by discussing what each passage says about friendship/ love. The Jerome Biblical Commentary should be available for the students to consult.

The students use their answers to the above questions on friendships and Appendix 3:1-1 and 3:1-2 to individually create a list of characteristics of positive, healthy relationships. In the same small groups, the students create a list of these characteristics. Each group then presents their common characteristics to the class.

The teacher assigns the reading of an article such as ‘What’s All This Talk About Love: The Church Teaches about Intimacy’ and the answering of review questions. In addition each student is assigned one other article to read with review questions. See articles in Reaching Out. (Qualities of a Good Relationship pp. 152-153, How do I trust thee? P 154, Three Faces of Love pp 155-156)

The students, working in small groups of four, discuss each of the articles and complete a summary chart for the series of articles. See Appendix 3:1-3. These articles should examine the qualities of healthy relationships, trust and the types of love. Suggested articles include those found in Reaching Out (pages 151-156.) and Communication: Risky Business in Dreams, Dilemmas and Decisions (pp32-34). The class concludes the activity by making summary notes of their findings. The students should then review their list that was developed earlier to see if they would like to add or delete any items. A final, comprehensive list is made that represents the

class' views on what makes a positive, healthy relationships. This should be posted in the classroom.

Assessment and Evaluation of Student Achievement

The teacher monitors the progress of student work on activities found in appendices 3.1-1, 3.1-2, 3:1-3 and answers to the questions on the articles assigned in class. The categories being assessed are knowledge/understanding, thinking/inquiry, communication and analysis.

Accommodations

Teachers will consult individual students IEP for specific directions on accommodations for individuals. Care should be given to the composition of the groups. It may be advantageous to pre-select groups or in some cases to set students up with a partner.

Resources

Bible, NRSV Translation

CCCB Dreams, Dilemmas, Decisions: Deciding to be Church in today's world. Ottawa CN
CCCB Publications.

Santin, Sylvia (ed.) Reaching Out: Readings in Family Life Education.
Maxwell Macmillan. Don Mills, Canada. 1994.

Glavich, Mary Kathleen. SND. Called to Love: Your Christian Vocation (pp. 66-71). Ave
Maria Press. Notre Dame. Indiana. 2000.

Activity 2: What is dating? Moving towards the Sacrament of Marriage

Time 75 minutes

Students will explore the characteristics of people that they would like to date as well as examine some of the ideas that they have concerning dating itself. Time will be spent discussing the notion of commitment in the dating scene as well as clarifying what is meant by the various stages of dating from friendship to marriage. The students will explore some of the items that should be discussed in the dating process as a means of preparation for a longer term, permanent relationship.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith community who: d) develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good. e) seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship g) 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.

CGE 2 An effective communicator who: a) listens actively and critically to understand and learn in light of gospel values b) reads, understands and used written material effectively c) presents information and ideas clearly and honestly with sensitivity to others d) writes and speaks one of both of Canada's official languages

CGE 3. A reflective and creative thinker who: c) thinks reflectively and creatively to evaluate situations and solve problems

CGE 4. A self-directed, responsible, life long learner who: a) demonstrates a positive sense of self and respect for the dignity and welfare of others. g) examines and reflects on one's personal values, abilities and aspiration influencing life's choices and opportunities. CGE 5 A collaborative contributor who: e) respects the rights, responsibilities and contributions of self and others

CGE 6 A caring family member who: b) recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

CGE 7 A responsible citizen who: g) respects and understands the history, cultural heritage and pluralism of today's contemporary society

Strand(s) Family Life, Prayer and Sacramental Life

Overall Expectations

FLE1.03 describe and discuss emotional balance; identify signs of imbalance that require intervention and sources of help

Specific Expectations

FLR4.03 suggest ways to form healthy and appropriate intimate relationships as long range preparation for orientation toward marriage

PSL3.02 recognize the importance of preparation for marriage both proximate and long range

PSL3.03 value the commitment necessary for a faithful marriage

Prior Knowledge and Skills

Students should bring to class some knowledge of their parents, **guardians, siblings, grandparents, aunts/uncles and other individuals** and what age they started to date, and married. It may also prove to be very helpful for students to gather similar information on individuals who have recently married.

Planning Notes

The teacher should ensure that there are enough sheets of chart paper and markers available for the students to complete their group findings as well as having an appropriate number of the handouts copied. The teacher should collect statistics that deal with the ages that people start to date and marry now and fifty and hundred years ago.

Teaching / Learning Strategies

The students, working in same sex small groups, are asked to list ten things on chart paper that they see as being desirable in the ideal person that they would like to go out with / date.

Each small group presents their results to the large class. Students make notes of the similarities and differences between the males and females groups as well as within the male and female groups themselves.

The teacher presents findings of a similar study that are then compared to those of the class.

(Appendix 3:2-1) and leads a discussion on these points noting the similarities and differences. .

The students complete Appendix 3:2-2 (From Friendship to Marriage) and clarify what is meant by the terms friendship, group dating, individual dating, exclusive dating, engagement and marriage.

The teacher leads a discussion on the role of commitment in this process noting that it is evident in all stages, yet it increases the closer one gets to marriage. The discussion should also include “At what age do they think it is appropriate for someone to start dating?”

The students discuss what has happened to the length of time that people spend dating before they get married and compare that to what it was twenty, fifty or hundred years. At what age did their older brothers or sisters/cousins/parents/aunts and uncles/grandparents marry?

The teacher distributes a questionnaire to the students that examines some issues related to dating. See Appendix 3:2-3. (This can be tabulated for next class by having the students complete their answers on a Scantron card or have a couple of students complete it manually) Students read an article that deals with dating and answer content questions. (Such as that found on pages 71 to 76 of Glavich, Mary Kathleen. Called to Love: Your Christian Vocation or pages 187-199 of Koch, Carl. Creating a Christian Lifestyle)

The teacher directs a class discussion with the students about what they believe should be discussed before a couple get married. (see pages 226-230 of Creating a Christian Lifestyle. Koch.) As a research/ homework assignment, the students are to find out what is required before a couple gets married in their diocese. (See web-site for each diocese from initial resource list or gather information from local parish bulletin etc.) If possible the students could also check a web-site for an ‘engaged encounter’ program and find out how the program is set up, what is discussed and where they are offered.

Assessment and Evaluation of Student Achievement

The teacher monitors the progress of students work in class as well as with the completion of the activity on Appendix 3:2-2 and the questions based on the readings of articles assigned in class. Homework should be checked as well. The categories being assessed are knowledge/understanding, thinking/inquiry and communication.

Accommodations

The teacher must be able to accommodate any student who is having difficulty with their present family life situation. You may want to have some case studies with information for the student to read rather than have them use personal examples for some situations.

Teachers will consult individual students IEP for specific directions on accommodations for individuals.

Resources

Glavich, Mary Kathleen. SND. Called to Love: Your Christian Vocation (pp.71-76)

Koch, Carl. Creating a Christian Lifestyle. St. Mary’s Press. Winona. Minnesota. 1996.
(pp. 226-230)

Wilkins, Ronald and Mary Cryczka. Christian Marriage: A Sacrament of Love. Wm C. Brown. Dubuque. Iowa. 1986.

Activity 3: Issues in Dating

Time 150 minutes

Description

This activity focuses in on some of the issues that are linked to dating in our culture. Perhaps the most important issue is that of pre-marital sex. The teaching of the Church is discussed.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A Discerning believer formed in the Catholic Faith Community who:

d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good g) 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 i) integrates faith with life

CGE 2 An effective communicator who listens actively and critically to understand and learn in light of gospel values b) reads, understands and uses written materials effectively d) writes and speaks fluently in one or both of Canada's official languages

CGE 3 A reflective and creative thinker who b) creates, adapts, evaluates new ideas in light of the common good c) thinks reflectively and creatively to evaluate situations and solve problems

CGE 4 A self directed, responsible, life long learner who f) applies effective communication, decision-making, problem-solving, time and resource management skills

g) examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

CGE 6 A caring family member who

b) recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended

c) values and honours the important role of the family in society

CGE 7 A responsible citizen who a) acts morally and legally as a person formed in Catholic traditions d) promotes the sacredness of life

Strands: Prayer and Sacramental Life, Family Life

Overall Expectations

FLE1.06 examine the role of chastity in the expression of sexuality in relationships and marriage

FLE1.07 examine issues related to sexual attraction and sexual decision-making (chastity, love, marriage, pre-marital relationships, pregnancy, abortion, adoption, cohabitation)

FLE1.11 demonstrate an understanding and an appreciation of the role Church encyclicals play in providing teaching and guidance in Family Life issues

Specific Expectations

PSL 3.02 recognize the importance of preparation for marriage both proximate and long range

FLS 1.01 examine issues related to sexual attraction and sexual decision-making chastity, love, marriage pre marital relationships, pregnancy, abortion, adoption

Prior Knowledge and Skills

Students should have some idea of how various people view certain topics of sexuality.

Planning Notes

The teacher should remember that with this particular activity the focus of the discussion should be around sexual decision making before marriage. Some of these issues may surface again during the activities that deal with sexuality within the context of marriage itself. Book VCR.

Teaching / Learning Strategies

The students complete Appendix 3:3-1 by writing down how they think the various people indicated view these issues. It is important that the students complete this on their own, as there will be time dedicated to discussion of their findings later.

The teacher leads the class in a discussion of their findings. What issue do most people view in the same way? What issues do most people view the most differently? Why do you think this is so? Why do different people have different views on these topics? What influences how people look at these issues?

The teacher introduces a video that deals with the concept of chastity and pre-marital sex as this is seen as being one of the most controversial topics related to dating and the Church. Some suggested titles include: Molly Kelly: Teens and Chastity or Sex Has a Price Tag 2000.

The students are to answer some questions based on the content of the video shown in class.

The teacher leads a discussion of some of the main points of the video. The teacher distributes a reading that offers more insights into the issue of chastity. Suggested readings would include 3.3 and 3.4 from Dreams, Dilemmas and Decisions, or from pp. 170-182 of Reaching Out. An article on Living Together Before Marriage, Teen marriages and abusive relationships should also be distributed to the students. (Reaching Out pp160-167 and DDD 9.3 and 9.4) The teacher then takes up any questions that the students may have on these articles. The activity is concluded with the distribution of an article that deals with the gift of sexuality and how we can share that gift with others.

The students complete Appendix 3:3-2 in silence. The handouts should **NOT** have the names of the students written on them so that they can be displayed in the classroom.

Assessment and Evaluation of Student Achievement

The teacher records the progress of material found in Appendix 3:3-1, questions on the video, questions on the articles that are assigned as well as the work found on Appendix 3:3-3.

The categories being assessed are knowledge/understanding, thinking/inquiry, communication and analysis.

Accommodations

If a student is having difficulty reflecting on some of the topics indicated in Appendix 3:3-1, they could perhaps work with a partner on this activity. Another alternative would be for them to work on topics that they selected individually. It should be stressed, that the individual student is NOT, to be judged for their, own actions rather the focus should be on examining the Church's teaching on chastity. Teachers will consult individual students IEP for specific directions on accommodations for individuals.

Print Resources

Glavich, Mary Kathleen. SND. Called to Love: Your Christian Vocation (pp: 79-91)

Santin, Sylvia (ed.) Reaching Out: Readings in Family Life Education. Maxwell Macmillan. Don Mills, Canada. 1994 PP169-186, 203-206

Wilkins, Ronald and Mary Cryczka. Celebrating the Sacrament of Marriage, Teacher Manual.

Video Resources

Molly Kelly: Teens and Chastity. Centre for Learning

Sex Has a Price Tag 2000. Rooftop Productions for Straight Talk Timeline Management

Activity 4: Called to special relationships with the People of God

Time 75 minutes

Time will be spent reviewing some of the basic understandings of how the Sacraments relate to life events of Catholics. In particular this activity focuses in on an understanding of what the Sacraments of Vocation are all about and how they both involve special kinds of relationships with people. In addition, vocations to the religious life as a brother or sister will be explored alongside the decision to live out one's life as a single person. Emphasis will also be placed on the commitment involved in working as a member of a lay community within the Church.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith community who b) participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story c) actively reflects on God's Word as communicated through the Hebrew and Christian scriptures j) 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

CGE 2 An effective communicator who a) listens actively and critically to understand and learn in light of gospel values b) reads, understands and uses written materials effectively. d) writes and speaks fluently one or both of Canada's official languages

CGE 5 A collaborative contributor who e) respects the rights, responsibilities and contributions of self and others

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

Overall Expectations

- PSL1.01** identify and describe the role of sacraments in the life journey of Catholics with special emphasis on the sacraments of vocation
- PSL1.09** explain the various forms the call to ministry can take within the Christian community
- PSL1.12** appreciate the challenge to religious vocations as presented by contemporary culture
- PSL1.13** explain the contemporary approaches to ministry as a call to service

Specific Expectations

- PFV 2.11** Demonstrate an understanding of the role of the sacraments in the life journey of Catholics and in the life of the Church, with special emphasis on the sacraments of vocation
- PSL 2.02** Define the Christian notion of service to others as a call to ministry

- PSL 2.04** Understand the meaning of the term “religious vocation” as it applies within today’s Church and its various forms of community life
- PSL 3.05** Appreciate the challenge to religious vocations as presented in contemporary culture
- PSL 4.01** Identify and describe the role of sacraments in the life journey of the Catholic with special emphasis on the sacraments of vocation
- PSL 4.04** Explain the various forms the call to ministry can take within the Christian community
- PSL 4.06** examine contemporary approaches to ministry as call to service

Prior Knowledge and Skills

The students should have some background information on the seven Sacraments of the Catholic Church and what they celebrate in a person’s life. The students should be aware of the terms “laity” and “ordained” as two groupings of membership within the Catholic Church.

Planning Notes

Photocopy Appendix 3:4-1 and 3:4-2

Collect websites, pamphlets or articles on religious communities that exist in your diocese or community in addition to those found in Appendix 3:4-2. The teacher may also want to seek additional resources from the local community in either internet or print format. Book VCR for video presentation.

Teaching / Learning Strategies

In their journal, **the students** reflect on what they know about Mother Teresa and her work.. What type of work did she undertake? Where did she work? Who else worked with her? What are some words that describe Mother Teresa’s characteristics? Etc.

The students complete the chart “Sacraments and Life Events” (Appendix 3:4-1)

The teacher takes up the chart through a discussion that stresses the three main groups of Sacraments: Initiation, Healing and Vocation. Stress is placed on the two Sacraments of Vocation for this unit. The teacher asks the students what other lifestyle choices besides the two Sacraments of Vocation are also viable ways of living out one’s Christian vocation? Discussion centres around remaining single and becoming a brother or a sister.

The students share their reflections in a class discussion that focuses on the essential elements of “Religious Life.”

The students read information such as that found in Carl Koch’s Creating a Christian Lifestyle (pp. 265-274 in 1996 ed.) that address the concepts of religious, religious communities, and the essential elements of religious life and three types of religious congregations. While reading the article the students make summary notes and answer the questions.

The students watch a video on the life of the Catholic Church in Canada / world that focuses in on the role of non-ordained members of religious communities or lay organizations. Suggested title: Poverty Chastity Obedience.

The teacher leads a discussion on some of the ways in which non-ordained members of the Church can live out new ministries within the church.

The teacher distributes a research assignment sheet on one of the religious communities that exist in the local diocese (see Appendix 3.4-2 and 3.4-3) The assignment requires the students to gain some information on the history of the religious community, its founder, type, what type of ministries it is involved with, and where it operates in the world.

The students present their findings to the class, summarizing the main points

Assessment and Evaluation of Student Achievement

The teacher evaluates the completed work from Appendices 3:4-1 and 3:4-2 and other student activities that arise in this activity. The categories being assessed are knowledge/understanding, thinking/inquiry and communication.

Accommodations

The assignment on religious communities within the diocese / community can be expanded to include groups that involve members of the laity if students can not find enough information. Teachers will consult individual students IEP for specific directions on accommodations for individuals. If it is possible the teacher might wish to substitute an in-class presentation by a member of a religious community rather than show a video.

Print Resources

CCCB With Respect to Women: A History of CCCB Initiatives Concerning Women in the Church and Society 1971-2000. Ottawa
Glavich, Mary Kathleen. SND. Called to Love: Your Christian Vocation (pp: 43-63)
Kamann, Donna. Single: An Inside Look. St Mary's Press. Winona, Minnesota. 2002
Koch, Carl. Creating a Christian Lifestyle. Minnesota. USA (Chapter 14)
Rooney, Kathleen. Sisters: An Inside Look. St Mary's Press. Winona, Minnesota. 2002
Santin, Sylvia. Reaching Out. (pp: 133-141)
Schatz, Larry. Brothers: An Inside Look. St Mary's Press. Winona, Minnesota. 2002

Videos Resources

Poverty Chastity Obedience. National Film Board of Canada
Mission Africa: Comboni Missionaries in Africa. Villagers Media Productions. 1996:
Atlantic Missions In Canada ... and You! vol. 2:. Catholic Missions in Canada.
Catholic Missions In Canada: Today's Journey, vol. 3: Catholic Missions in Canada.

Websites Resources

Roman Catholic Religious Communities in Canada
www.Vocations.ca
VICS Volunteers International Christian Service
<http://www.volunteerinternational.ca/>
Scarboro Foreign Missions
<http://www.web.net/~sfms/lmo2.htm>
Little Brothers of the Good Shepherd
<http://www.lbgs.org/>
Congregation of Notre Dame
<http://www.cnd-m.com/english/english-menu.htm>
Institute of the Blessed Virgin Mary (Loretto Sisters)
<http://www.ibvm.org/>
Sisters of Saint Joseph : Sault Ste Marie
<http://www.sistersstjossm.on.ca/>
Ursulines of Chatham
<http://www.web.net/~genesis/osu.html>
Canadian Religious Conference
<http://www.web.net/~cren/members.html>

Activity 5: A Special Relationship: the Sacrament of Holy Orders

Time 200 minutes

Description

In this activity the students will explore the Sacrament of Holy Orders by looking at the three main orders: bishop, priest and deacon. Time is spent on examining the differences between diocesan priests and priests in a religious community. Connections are made with the roots in Sacred Scripture as well as with what the future may hold.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith Community who h) respects the faith traditions, world religions and the life-journeys of all peoples of good will i) integrates faith with life

CGE 2 An effective communicator who a) listens actively and critically to understand and learn in light of gospel values b) reads, understands and uses written material effectively d) writes and speaks fluently one or both of Canada's official languages e) 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

CGE 3 A reflective and creative thinker who a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges

CGE 4 A self-directed, responsible, life long learner who applies effective communication, decision-making, problem solving, time and resource management skills

CGE 5 A collaborative contributor who a) works effectively as an interdependent team member f) exercises Christian leadership in the achievement of individual and group goals

CGE 6 A caring family member who e) ministers to the family, school, parish and wider community through service

CGE 7 A responsible citizen who g) respects and understands the history, cultural heritage and pluralism of today's contemporary society

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

Overall Expectations

PSL1.07 identify the Catholic understanding of the sacrament of Holy Orders (CCC1536-1589)

PSL1.10 demonstrate an understanding of the Church's historical and contemporary teaching concerning ordained ministry

PSL1.11 explain the various functions of ordained ministers (ie. Bishop, priest, deacon)

PSL1.12 appreciate the challenge to religious vocations as presented by contemporary culture

PSL1.13 explain the contemporary approaches to ministry as a call to service

Specific Expectations

PFV 2.12 Demonstrate an understanding of the consecrated life, its role in the history and future of the Church

PSL2.03 Demonstrate a knowledge of the Church's teaching concerning ordained ministry

PSL 4.05 explain the functions of ordained ministers

PSL 4.06 examine contemporary approaches to ministry as call to service

Prior Knowledge and Skills

The students should be aware of the Second Vatican Council and its impact on the role of the Priest. The students should also know the names of the bishop(s)/Arch-bishop of their diocese.

Planning Notes

The teacher should prepare a sheet to review the Service Project. Copies of the handouts should be prepared in advance. The teacher should also prepare an outline chart of some of the major changes to the Liturgy as a result of Second Vatican Council: (see Appendix 3:5-1) Book VCR.

Teaching / Learning Strategies

The students reflect in their journals on what they perceive the role of ordained priests to be. What characteristics do they believe someone should have for this ministry in the Church?

The teacher leads a discussion with the students on the role and activities of an ordained priest and then reviews with the class the concepts connected with the Ordination Ceremonies for Priest, Deacon and Bishop. (see Koch. *Creating a Christian Lifestyle*. pp 289-292 or Stoutzenberger. *Celebrating a Sacrament* pp 292-295). Collectively, the students and teacher establish definitions for each of these three functions within the Church. (see Stoutzenberger. *Celebrating a Sacrament* p. 289)

The teacher distributes Appendix 3:5.1 to the students. The teacher presents a Socratic lesson on some of the changes that evolved from the Second Vatican Council. The students should also read an article concerning how the role of the Ordained Priest has changed over time. (see Stoutzenberger. *Celebrating a Sacrament* p. 299). The teacher should be sure to make distinctions between a priest who is a member of a religious community and one who is a member of a diocese. (Koch. pp. 265-266)

The students view a current video that highlights the life of a priest in today's society. The students are to prepare an outline of a typical day in the life of a priest. (see *God's Call: A Family Affair* or *Answering God's Call: Experiences of Priesthood*.) Discussion around what duties a priest performs should occur. (see *Glavich Called to Love: Your Christian Vocation*. Chapter 2)

The students read an article on the specific role of the Deacon in the Catholic Church to find out some historical information on the role of Deacon as well as what functions are performed by them. (see pp 296-297 of Stoutzenberger, *Celebrating Sacraments*)

The students read highlights of Arch-bishop Romero talks. (see Koch. *Creating a Christian Lifestyle* pp. 295–296) and reflect on what Arch-bishop Romero believed in relationship to the call to become a Bishop.

In small groups, the students discuss their reactions to what Romero stood for. In addition, students should also discuss what current topics that they think their bishop(s) should be speaking about.

The students should read about the history of the Sacrament of Holy Orders (see Stoutzenberger. *Celebrating a Sacrament* pp. 296-299)

The Teacher discusses with the students the role of Cardinal in the Church and how one becomes Pope. (check the following web-sites for some information)

<http://www.tasc.ac.uk/cc/briefing/9603/9603012.htm>

<http://www.catholic.net/RCC/Periodicals/Inside/04-96/CONCLAVE.html>

<http://www.catholic-pages.com/pope/election.asp>

The teacher distributes copies of the NRSV Bible and instructs students to read the biblical passages indicated on appendix 3:5-3. .

The teacher invites a priest, permanent deacon, seminarian, or a bishop into the classroom to visit with the students and to share their vocation story.

The students are to write a reflection paper on what they think the future holds for the Church. Imagine what the Church will be like in fifty years from now? Why do they think it will be this way?

Assessment and Evaluation of Student Achievement

The teacher maintains records of the work completed in appendices 3:5-1 and 3:5-2 as well as other in-class activities. At some point in this unit it is advisable to check on the status of the students log of visits to Official Web-sites. The categories being assessed are knowledge/understanding, thinking/inquiry, communication and analysis.

Accommodations

If a priest, deacon or bishop is not available to come into the class, the teacher could arrange for a visit to a local parish for the presentation. Another alternative would be to have some one from the parish talk about the role of a priest, deacon or bishop. Teachers will consult individual students IEPs for specific directions on accommodations for individuals

Resources:

Texts

Stouzenberger, Joseph. Celebrating Sacraments. St Mary's Press. Winona, MN (chapter 13)
Glavich, Mary Kathleen. SND. Called to Love: Your Christian Vocation (ch.2)
Koch, Carl. Creating a Christian Lifestyle. 1996. Winonna, Minnesota. St Mary's Press.
(ch 14 &15)

Print

Vision: Vision 2002 Religious Vocations Discernment Guide. National Religious Vocations Conference. Chicago. USA
Religious Life and You. National Coalition for Church Vocations. Chicago. USA
I Can Find My Way. Vocation Education. National Coalition for Church Vocations. Chicago. USA.

Web-sites

<http://www.tasc.ac.uk/cc/briefing/9603/9603012.htm>
<http://www.catholic.net/RCC/Periodicals/Inside/04-96/CONCLAVE.html>
<http://www.catholic-pages.com/pope/election.asp>
www.vatican.va

Videos

God's Call: A Family Affair. Serra International.
Answering God's Call: Experiences of Priesthood. US Catholic Conference Publishing Services.

Activity 6: Marriage: The Church and Culture

Time 200 minutes

Description:

In this activity, time will be spent examining the Sacrament of Marriage **including the influence of secularism**. Although the Sacrament of Marriage starts with the celebration on the wedding day, it continues as the couple share the rest of their life together. Students will examine the elements of the marriage ceremony as well as gain an understanding of how the Catholic Church sees marriage.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic faith community who c) actively reflects on God's word as communicated through the Hebrew and Christian scriptures i) integrates faith with life

CGE 2 An effective communicator who a) listens actively and critically to understand and learn in light of gospel values b) reads, understands and uses written material effectively c) presents information and ideas clearly and honestly and with sensitivity to others d) writes and speaks fluently one or both of Canada's official languages

CGE 3 A reflective and creative thinker who b) creates, adapts, evaluates new ideas in light of the common good c) thinks reflectively and creatively to evaluate situations and solve problems e) adopts a holistic approach to life by integrating learning from various subject areas and experience f) examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

CGE 4 A self-directed, responsible, life long learner who a) takes initiative and demonstrates Christian leadership e) sets appropriate goals and priorities in school, work and personal life f) applies effective communication, decision-making, problem-solving, time and resource management skills g) examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

CGE 5 A collaborative contributor who a) works effectively as an interdependent team member e) respects the rights, responsibilities and contributions of self and others f) exercises Christian leadership in the achievement of individual and group goals g) achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others

CGE 6 A caring family member who a) relates to family members in a loving, compassionate and respectful way b) recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended c) values and honours the important role of the family in society

CGE 7 A responsible citizen who d) promotes the sacredness of life

Strands: Prayer, Sacraments and Liturgy

Specific Expectations

- PSL 2.01** identify the Catholic understanding of the sacrament of marriage and understand the church's teaching on valid marriages and annulments
- PSL3.03** value the commitment necessary for a faithful marriage
- PSL3.04** appreciate the connection between the sacrament of marriage and the scriptural image of marriage as a mirror of God's love for his people in Christ
- PSL4.02** explain and describe the sacrament of marriage within the Catholic Church

Prior Knowledge and Skills

Students should reflect on their experiences at a Catholic wedding / or other wedding.

Planning Notes

The teacher should be familiar with the requirements of the local diocese in regards to marriage preparation. Make sure that there are enough copies of **Celebrating Our Love: Liturgical Resources for Preparing and Celebrating Marriage**, CBW III or other suitable music and liturgical resources for the students to use in class and at home. Make copies of the handouts that are required for this activity (Appendix 3.6-1)

Teaching / Learning Strategies

The students are asked to share memories or reflections of a recent Catholic wedding that they have attended recently focussing in on the sacramental aspect of the wedding and not on the reception that follows.

The teacher focuses the discussion by asking the question 'what elements of this event indicate the ongoing qualities of marriage as a Sacrament?'

The students use the booklet: **Celebrating Our Love: Liturgical Resources for Preparing and Celebrating Marriage** and the CBW III or suitable music and liturgical resources to individually complete the activity found in Appendix 3.6-1

(while some time should be spent in class working on this assignment, the majority should be completed at home).

The students read the passage about the Wedding at Cana (John 2.1-11) in the NRSV Bible and consult the Jerome Biblical Commentary to explore the significance of Jesus' first Miracle.

The teacher leads a discussion about the significance of Jesus' miracles and asks the students to write down any questions that they might have about what the Church teaches about marriage and related topics. At this point the teacher does not judge the answers as being valid or invalid. Throughout the activity the teacher should try to find opportunities to clarify these answers.

The students read articles that deal with the rituals associated with a Catholic marriage, marriage as covenant, the history of the Sacrament of marriage and the question of annulment and divorce. (see Koch. *Creating a Christian Lifestyle* pp. 223-236 and Stoutzenberger. *Celebrating Sacraments*. Pp. 262-266 and 272-279 and Glavich. *Called to Love* p. 99). Review questions should be assigned for each of the articles.

The teacher should review the above material in a class discussion. Time should be spent going over any other questions about the Catholic Church and marriage that the students have.

Assessment and Evaluation of Student Achievement

The major assignment in this activity is the booklet that can be used in the celebration of the Sacrament of Marriage. Questions from articles on Catholic marriages should also be evaluated. The categories being assessed are knowledge/understanding, thinking/inquiry, communication and analysis.

Accommodations

Teachers will consult individual students IEP for specific directions on accommodations for individuals. For certain assignments the students may be able to hand in work that is not typed, but neatly hand written.

Print Resources

Glavich, Mary Kathleen. SND. Called to Love: Your Christian Vocation (pp: 93-129)
Koch: Creating a Christian Lifestyle. (223-226)
Novalis: Celebrating Our Love: Liturgical Resources for Preparing and Celebrating Marriage
Santin, Sylvia (ed.) Reaching Out: Readings in Family Life Education. Maxwell Macmillan. Don Mills, Canada. 1994 PP 186-233
Stoutzenberger, Joseph. Celebrating Sacraments (Chapter 12)
Wilkins, Ronald and Mary Cryczka. Christian Marriage A Sacrament of Love

Activity 7 : Issues in the Modern Family

Time 350 minutes

Description

This activity enables the students to explore many of the current issues that deal with current issues related to marriage, parenting and sexuality in the modern culture.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1 A discerning believer formed in the Catholic Faith who d -develops attitudes and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity and the common good; e -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)i -integrates faith with life

CGE5 A collaborative contributor who a -works effectively as an interdependent team member; d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good; e -respects the rights, responsibilities and contributions of self and others; f -exercises Christian leadership in the achievement of individual and group goals;

CGE6 A caring family member who b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended; c -values and honours the important role of the family in society;

CGE7 A responsible citizen who d -promotes the sacredness of life; e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; g respects and understands the history, cultural heritage and pluralism of today's contemporary society;

Strand(s) Family Life,

- FLR2.02** demonstrate an understanding of the Christian teaching on the sacredness of life from conception to natural death, by studying the issues of abortion, euthanasia and assisted suicide.
- FLR 2.02** articulate a Christian understanding of the family and the manner in which it participates in and contributes to a healthy and just society
- FLR2.03** critique the ways in which society shows its responsibility to support and nurture the family, especially in times of crisis (illness, unemployment, marriage breakdown, abuse, etc.)
- FLS1.01** examine issues related to sexual attraction and sexual decision-making chastity, love, marriage pre marital relationships, pregnancy, abortion, adoption
- FLS1.02** Describe the manner in which the sacred gift of human procreation and life itself can be protected (including a moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STD's on human life and fertility)
- FLS2.02** identify and practice refusal skills for situations that challenge one's sexuality or health

Prior Knowledge and Skills

Students should have the skills required to prepare a PowerPoint presentation and to work well with one other person.

Planning Notes

The teacher should ensure that the students will have access to computers for research on the internet as well as computers for their final presentation. Access to hard copies of articles, books videos should be made available. The teacher may want to consult with the Teacher/Librarian to gather these materials. The Teacher should be familiar with what is required for individuals to get a driver's license, fly an airplane, get married, have children etc. The teacher should prepare a unit test to be administered at the end of this activity. Care should be made so that this instrument addresses the four main areas of assessment as well as the main content areas: Dating and Relationships, Religious Life, Sacrament of Holy Orders, Sacrament of Marriage and Issues that arise in the family. Make copies of the handouts that are required for this activity (Appendices 3.7-1, 3.7-2 and 3.7-3)

Teaching / Learning Strategies

Working in pairs, the students select one of the topics on the handout Appendix: 3.7-1 and prepare a brief presentation on the topic. Time should be spent with their partner to go over how the work will be distributed etc.

As a class, the students brainstorm ways in which the family is supported by the Church and by the larger society? What areas is their not really enough support? What is required if someone wants to drive a car? What is required if someone wants to have children? How do they compare? What does it say about our society?

Do you think society is doing enough to support the family? Explain why or why not? List various things that are done by society to support families?

Students should read articles that deal with some of the challenges of living in marriage. (see Koch. *Creating a Christian Lifestyle*. Chapter 13) and answer review questions and make summary notes.

The teacher should allocate some class time for the students to access computers to gather information on what the Church teaches on the topic for their presentation.

The students should create a brief PowerPoint presentation that covers the points outlined in Appendix 3.7-1.

The students present their findings to the class while their classmates make brief notes on the main points of the presentation. The students are involved in self-evaluation and peer evaluation. The teacher should clarify any questions that may arise from the student presentations. Care and concern should be made to ensure that not only what the Church teaches, but also why the Church has these teachings is covered.

The students should review the main areas of content for a Unit Evaluation activity.

The teacher administers a Unit test.

Assessment and Evaluation of Student Achievement

Self, peer and teacher evaluation of the PowerPoint presentation and the process that was used to complete it should be evaluated. There is a unit test that covers the content covered in unit Three. The categories being assessed are knowledge/understanding, thinking/inquiry, communication and analysis.

Accommodations

If students do not have the skills required for PowerPoint, or the technology is not available, then the presentation could be undertaken using other methods ie. Bristol board, chart paper, etc. Teachers will consult individual students IEP for specific directions on accommodations for individuals.

Resources:

Text

Pennock, Michael. *Catholic Social Teaching* (Chapter 4)

Dreams, Dilemmas and Decisions. *Deciding to Be Church in Today's world*. Chapter 12

And pp182-188

Koch, Carl. *Celebrating a Christian Lifestyle*. pp 256-257

Web-sites

<http://www.its.caltech.edu/~newman/CathLink.html>

<http://www-2.cs.cmu.edu/People/spok/catholic.html>

Additional Print

Ontario Catholic Family Life Educators Network.

Homosexuality and the Catholic High School: A compilation of newsletters with new material.
Ottawa. 2001
CCCB Dreams, Dilemmas, Decisions: Deciding to Be Church Today. Ottawa, CCCB
(Chapter 12)

Summary of Discussion Chart

Appendix 3:1-1

Relationships with
Responsibilities

Description

<i>Friends</i>		
Boy/girl friend		
Siblings		
Parents		
Teachers		
Coaches		
Grandparents / Relatives		
Employers		
Co-workers		
Others (please specify)		

Love and Friendship in Scripture

Appendix 3:1-2

Passage	Main points of the story	Aspects of Friendship / Love
Song of Songs 8:6-7		
John 15:12-16		
Matthew 26:6-13		
Luke 10:38-42		
1 John 3:11-24		
Luke 1:39-56		
Ruth 1:16-17		
Luke 15:11-32		
Sirach 37:4-5		
Other passages		

Group Summary

Appendix 3:1-3

What's all this talk about love?	Author: _____ Student reader: _____
<i>Qualities of a Good Relationship</i> (pages 152&153)	Author: _____ Student reader: _____
<i>How do I trust Thee</i> (page 154)	Author: _____ Student reader: _____

The Three Faces of Love

(pages 155-156)

Author: _____

Student reader: _____

Communication: Risky Business

DDD pp32-34

Author: _____

Student reader: _____

Appendix 3:2-1

Dating Survey: What's important to you in a romantic dating partner?

For both men and women, the top characteristics that people look for in a romantic dating partner are:

1. Intelligence
2. Courteous to others
3. Polite manners
4. Excellent personal hygiene
5. Similar sense of humor.

Although there was no difference between men and women with respect to the top-rated qualities, there were still differences with respect to *standards*. A major difference is that, of the 17 characteristics, women had higher ratings on 14 of them. Specifically, women have higher standards for their romantic dating partners compared to men for many of the "internal" characteristics such as intelligence, manners, religion, education, and humor. Men, on the other hand, have a markedly higher standard compared to women for the "external" characteristics. Specifically, 55% of the men said an attractive body was an important characteristic while only 24% of the women said this characteristic was important. About 62% of the men indicated that an attractive face was important compared to 38% of the women.

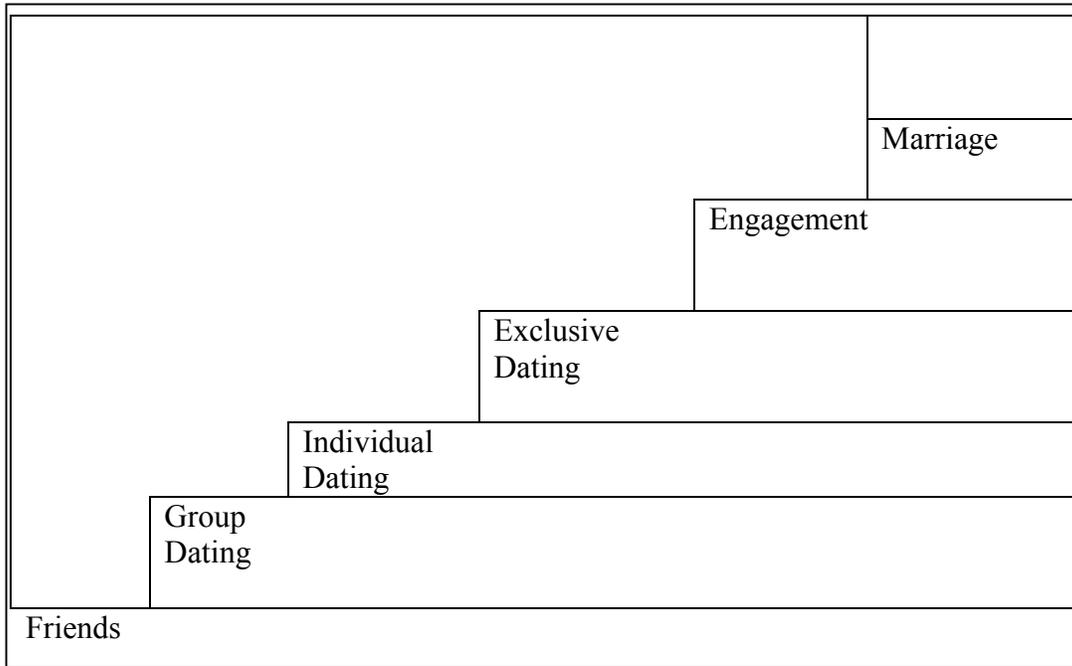
The results also show that more women (51%) say that financial security is an important characteristic for their romantic-dating partner compared to men (20%).

1. Intelligence	females: 92 %	males: 78 %
2. Courteous to others	females: 91	males: 75
3. Polite manners	females: 90	males: 68
4. Excellent personal hygiene	females: 86	males: 77
5. Similar sense of humor.	females: 86	males: 66
6. similar educations	females: 51	males: 39
7. financial security	females: 51	males: 20
8. does not smoke	females: 48	males: 47
9. same race	females: 43	males: 24
10. attractive face	females: 38	males: 62
11. physically active	females: 38	males: 42
12. similar hobbies	females: 33	males: 20
13. similar religion	females: 29	males: 18
14. attractive body	females: 24	males: 55
15. similar age	females: 25	males: 23
16. similar style of clothing	females: 14	males: 7

<http://www.singlebychoice.com/ds/rompart.htm>

Appendix 3:2-2

From Friendship to Marriage



- 1. Briefly describe the six main levels of this diagram.**
- 2. Where does commitment enter this diagram? Explain.**
- 3. Briefly describe the commitment as you move up the diagram.**
- 4. At what point does the Church say the relationship is life-long and that there is no going back?**
- 5. How long do you think people should stay at each level? Are there any lengths that will guarantee success in a relationship?**

Your Thoughts on Dating

Appendix 3:2-3

Answer each of the following questions.

- 1) **At what age do you think it is appropriate for an individual to start 'dating?'**
a) younger than 13 b) 14 c) 15 d) 16 e) 17 or over
- 2) **Where would you prefer to go on a date?**
a) to a movie b) to a school activity
c) sports activity d) to a club e) other
- 3) **What quality would you most want your date to have?**
a) ability to communicate b) loyalty
c) ability to listen d) other
- 4) **How much money would you be willing to spend on a date, or to have someone spend on you? (for a typical date, not a special occasion)**
a) \$5-10 b) \$10-20 c) over \$20 d) as little as possible e) other
- 5) **What is an acceptable way to end a first date?**
a) with a light kiss b) with a handshake c) with intense kissing d) other
- 6) **How often do you think people your age should be allowed to go out on a date?**
a) one weekend night a week b) two weekend nights a week
c) three nights per week d) four nights per week e) other
- 7) **Would you continue to date a young man or a young woman of whom your parents disapproved?**
a) yes b) no
- 8) **What do you think is an appropriate way to break off a relationship with a guy or girl?**
a) by phone b) by e-mail c) in person d) in a group situation
- 9) **Would you continue to date a guy or a girl to whom you were not longer attracted?**
a) yes b) no
- 10) **Do you think persons of different races should date each other?**
a) yes b) no

What do you think others think?

Appendix 3:3-1

Name: _____

Complete the chart with how you think the following people view these issues:
Place one of the following sets of letters in the appropriate box.

AP=approve DP=disapprove EC=encourage
DC=discourage DK=don't know

Issues	Parents	Peers	Media	Church	Teachers
Artificial conception control					
Controlling size of family					
Divorce					
Genetic engineering					
Homosexuality					
Living together before marriage					
Marriage breakdown					
Popular music					
Pornography					
Pre-marital sex					
Sex education					
Teen marriages					
Teen pregnancy					

Which issue do most people tend to think the same about?

Which issue do most people seem to think differently about?

Gifted

Appendix 3:3-2

How can you 'make love' with your sexuality? How can you create good in the world? Why can you thank God for the gift of your sexuality? How can you live out your sexuality in harmony rather than in conflict with yourself and others?

Write your ideas in the gift below.



Sexuality

Appendix 3:3.3

Sex as intercourse can be seen in simply physical actions. However, there is a lot more than can be said about it than that. More important than specific actions that occur, is who we are all day long. That is where sexuality comes in.

Although, sexuality includes genital acts, there is much more to it than that. Sexuality is the way that one lives as male or female in the world. Sexuality involves, how one expresses their maleness or femaleness. Our sexuality is a gift from God, the creator. Humans were formed by God, in God's own image. Males and females were created by God to be co-creators. Being co-creators means more than just having children and populating the world with more human beings. Being co-creators involves growing in one's understanding of the world, of oneself, and of one's ability to make a contribution to God's creation. A young woman may be attracted to a young man and although she never gets to know him well, she may learn new things about herself in the process of caring. A husband and wife, long past childbearing age, may have a relationship that flows over into hospitality to all sorts of people. A nun who feels called to her work with the poor of Tanzania is expressing her sexuality in the way she accepts and is changed by the people with whom she works and lives. The priest who tries to bring new life in to a tired congregation by encouraging people to establish a youth mass as part of a Youth Ministry Team is living out his call to express who he is.

Each one of us is a sexual person. We are sexual people all of the time, each day of our life. Recognizing this helps us in several ways. First of all, it can help us realize that all our lives we are being called to 'make love.' We are called to give ourselves to others in friendship, in service to others in our community as well as in the larger global community, in the work that we do as well as in the ways that we seek relaxation. Out of this giving comes new life, not always in the physical sense, but in the sense of the spirit.

Secondly, we can realize that sex, as it is presented to us through the movie and television screens of our modern culture, isn't the answer to our need to express our sexuality. We have to look long and hard to be sure that the way we decide to live is the way to honestly share the best that we are with others.

Thirdly, we can learn that sex and sexuality are great mysteries. Anyone who has been involved in a birth will tell you how unbelievable it is. Even if one knows all of the scientific explanations associated with conception and the development of the unborn child, there still is this great sense of wonder and awe of it all. Our sexuality is also a cause for great wonder and awe. Why are we male or female? Why do we have emotions? Needs? Dreams?

As Christians we know that these mysteries point to another mystery, the mystery of God. We realize that through understanding our own sexuality, that even God can't say "Leave me alone, I don't need anyone else." We all exist together, in a giving and receiving of life and love. In the Gospel according to John we read that "God is love, and (the person) who lives in love, lives in God, and God in (the person)."

Appendix 3:4-2

Religious Communities Research Assignment

Refer to the highlighted topic. Check out the Internet site or other print resources to complete the chart below. Be ready to share you answers with the class.

In addition the assignment can be expanded to include research on groups of laity as well. Please see the appendix for possible websites for some of the larger religious communities that exist in Ontario.

Name of the Religious
Community: _____

Priest Sister Brother Laity
(circle one or more of the above)

Name of the founder	
History of the Community	
Type of Religious Community	
What type of ministries is it involved with	
Where it operates in the world	
Size of membership	

Internet Resources for Religious Communities

Religious Communities in general

www.cccb.ca/english/default_e.htm

Catholic Encyclopedia, search for articles on various Religious Communities

<http://www.newadvent.org/>

Specific web-sites:

Priests:

Basilians:

<http://www.newadvent.org/cathen/02324a.htm>

<http://www.basilian.org/Who/>

Franciscans:

<http://www.newadvent.org/cathen/06281a.htm>

<http://www.franciscan-archive.org/>

<http://www.ofmcapuchin-can.com/>

Domincians (Order of Preachers)

<http://www.newadvent.org/cathen/12354c.htm>

Benedictines

<http://www.newadvent.org/cathen/02443a.htm>

Sisters

Loretto Sisters

<http://www.ibvm.org/>

Congregation of Notre Dame

<http://www.cnd-m.com/english/english-menu.htm>

Pauline Sisters (Daughters of St. Paul)

<http://www.daughtersofstpaul.com/daughters/index.html>

Sisters of Providence

<http://www.providence.ca/>

Ursulines of Chatham

<http://www.web.net/~genesis/osu.html>

Appendix 3:5-1

Changes in the Liturgy after the Second Vatican Council

Check with a parent / grand-parent or another adult about what the Church was like before the Second Vatican Council

Aspect	Pre-Vatican II	Post-Vatican II
Language of the liturgy		
Direction priest faced during the Eucharist		
Who read the Readings		
Where was the altar?		
Role of the laity		
How was communion received?		

What do you think of these changes?

What has happened to the role of the Priest in the Church over the last thirty or forty years?

What do you think the future will hold for the Priesthood?

Answer Key

Appendix 3:5-1(b)

Changes in the Liturgy after the Second Vatican Council

Check with a parent / grand-parent or another adult about what the Church was like before the Second Vatican Council

Aspect	Pre-Vatican II	Post-Vatican II
Language of the liturgy	Latin Catholics everywhere used the same language for liturgy, even if they did not really understand it.	In the vernacular, the language of the people (same prayers and readings, yet it differs all around the world)
Direction priest faced during the Eucharist	Back was to the people during the consecration of the Bread and Wine	Facing the people
Who read the Readings	Readings done by the Priest	Members of the laity reads first and second readings as well as prayers of the faithful while the priest reads the Gospel
Where was the altar?	Right up against the wall, behind communion railings	Facing the people, no communion railings
Role of the laity	Respond to prayers, many times reciting the rosary during the mass as they were detached from the mass.	Much more active, read from scripture, assist with distribution of Communion etc, Parish Council, participants in the Liturgy: they celebrate the Liturgy as well
How was Communion received?	On the tongue, while kneeling down	In the hand, while standing

What do you think of these changes?

What has happened to the role of the Priest in the Church over the last thirty or forty years?

What do you think the future will hold for the Priesthood?

Appendix 3.5-2

Scripture passages and the Sacrament of Holy Orders

1. Read each of the following scripture passages in the Bible or on-line at www.devotions.net/bible/00bible.htm
2. Summarize what happens in the passage and how it relates to the Sacrament of Holy Orders.
3. Consult a Biblical Commentary to gain insight into the passage.

Scripture Passage	Summary Points	Biblical Commentary
John 13:2-16		
Matthew 4:18-20		
Acts 6:1-7		
Matthew 25: 31-46		

Celebrating Marriage

Appendix 3.6-1

You are to complete an actual booklet that could be used in the celebration of the Sacrament of Marriage. It should be ready to handout to guests at the wedding liturgy. Care and thought should go into the selection of the following items that are essential for the booklet. Total marks for this assignment is 100.

Cover Page (in colour)	12 marks
Opening Song	4 marks
First Reading*	4 marks
Responsorial Psalm	4 marks
Second Reading*	4 marks
Gospel Reading	4 marks
Special elements associated with the Sacrament (exchange of vows, etc.)	12 marks
Offertory Song	4 marks
Communion Song	4 marks
Song while the Register is signed	4 marks
Concluding Song	4 marks

Coloured sketch of a banner that could be displayed in the Church during the wedding ceremony 12 marks

Separate from the booklet itself, you should hand in a two page, reflection on why you chose each of the songs and each of the readings. Be sure to explain how they each relate to Marriage as a Sacrament? 28 marks

Total marks: 100

*** Please note that usually the first reading is taken from the Old Testament while the Second Reading is taken from the New Testament.**

**** All music selected must be appropriate for use in a Liturgy. Liturgical music and not popular music should be used.**

Church Teaching Presentation

Working with another student, prepare a PowerPoint presentation on the Church and one of the following issues. The following items must be part of your presentation. You should include some visuals in the presentation as well.

- **Name of issue**
 - **Related Church Documents:**
 - **Issued by: (author)**
 - **Date of issue:**
 - **Main points of the document**
 - **What is the actual Church teaching about his issue?**
 - **Scriptural reference(s):**
 - **Reasons why the Church has this view?**
 - **What does the Catechism teach about this issue?**
 - **Catechism reference(s):**
 - **How does the local Church (diocese) support this teaching?**
 - **What are the names of local agencies that the Church sponsors to assist with this issue?**
 - **What are some other local agencies that offer support that are not linked to the Church?**
-
- **Remember, that what appears on the screen during a PowerPoint presentation should be just the key points or highlights. There should not be too much text on screen at any one time.**
 - **You must have some visual elements in your presentation**

Possible topics for presentation

Abortion
Adoption
Amniocentesis
Artificial conception control
Artificial insemination
Assisted suicide
Cloning
Co-habitation
Euthanasia
Genetic engineering
HIV / AIDS
Homosexuality
Natural family planning
Reproductive technology
Suicide
Surrogate motherhood
Teen Marriages
Trial Marriages

Unit 4: Discerning Believers: Called To Be Community

Unit Description

The focus of this unit is community and more specifically the building blocks of community. This unit is organized into five clusters of activities: an examination of community and the call to be community; the biblical call to social justice; principles of Catholic Social Teaching; the value, dignity and spiritual dimensions of human work within the community; and a culminating activity demonstrating an understanding of key unit concepts.

The first cluster involves the student in an examination of the many aspects of community particularly as it applies to our faith as Catholic Christians. The second cluster looks at the building blocks of community from the perspective of their own biblical faith tradition. The third cluster examines contemporary issues from the perspective of current Catholic social teachings. The fourth cluster examines the world of work and its role in creating community.

In the fifth cluster, as a culminating activity, students are assigned a pamphlet, poster, or presentation software project which will be used by all students in the school in the upcoming semester to help them prepare for Christian Service work. This presentation includes sections on:

the scriptural call to serve; how Christian service can help contemporary culture; places where students can conduct their service learning; and a spiritual reflection on discipleship.

Throughout the unit, students continue to reflect in their journals on the implications of their study for their own lives within the community.

Unit Planning Notes

Internet sites are used in this unit. Ensure that students have signed the school's or Board's ethical code of conduct form for the Internet use where applicable.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. What is Community? Steps in Building Community	150 mins.	CGE 1g, 4a, 5e, 6c, 7f SC3.04; CMV1.02;CMV2.01 PSL1.09; PSL4.04	Knowledge/Understanding Communication Application	Community Building activity, identify characteristics of effective communities and develop a rubric for evaluating community.
2. The Biblical Call to Justice: The Prophetic Tradition and Prophetic Voices in the Community	225 mins.	CGE 1e, 1g, 2e, 3c, 3d, 3e, 3f, 4f, 7b, 7i, 7j SC1.01;SC1.02; SC2.03;SC3.03 SC3.06; SC4.02	Knowledge/Understanding Communication Application	Research a biblical prophet and present to class. Research a contemporary prophet.
3. The Reign of God in Community; Jesus sets the agenda	225 mins	CGE 1c, 2e, 3d, 3f, 4f, 7b, 7c SC1.01, SC1.02 SC2.04;SC4.04 PFV1.05, PFV2.05 PFV2.06, PFV4.01 CMV1.09, CMV4.05	Knowledge/Understanding Communication Application	An examination of the Beatitudes through various art forms.

4. Principles of Catholic Social Teaching: Social Justice Today	150 mins.	CGE 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j. SC3.02; SC3.05 PFV1.04; PFV1.05 PFV2.09 CMV2.07;CMV4.06 CMV4.07	Knowledge/Understanding Communication Application	Complete chart linking CGE’S with Catholic social teachings and contemporary print media.
5. The Value, Dignity, and Spiritual Dimension of Human Work	225 mins.	CGE1g,1i, 4e, 4g, 4h, 5b, 5c, 5d, 5e, 5g, 5h, SC3.01;PFV2.O2; PFV2.10;PFV3.03 CMV1.08: CMV1.11 CMV2.08: CMV3.04 CMV3.05 PSL1.08;PSL1.09	Knowledge/Understanding Communication Application	Written reflection on dignity of work and Catholic social teaching. Critical analysis of print media applying Catholic Church teachings on work.
6. Christian Service: Learning to Serve, Serving to Learn	150 mins.	CGE4a, 4c, 5c, 6e. SC4.06; PFV1.08 PFV3.04; PFV4.04 CMV3.06; CMV4.09 PSL1.08; PSL1.09	Knowledge/Understanding Communication Application	Preparation of pamphlet, poster, or software project to help facilitate Christian Service learning for all students in the school.
7. Culminating Activity		See activity 6 above.	See activity 6 above.	See activity 6 above.

Unit 4 Overview Chart: Discerning Believers – Called To Be Community

Cluster	Expectations	Assessment	Focus
1.What is Community? The various aspects and needs of community and “the call to be community”.	CGE 1g, 4a, , 5e, 6c, 7f. SC3.04 CMV1.02,CMV2.01 PSL1.09, PSL4.04	Knowledge/Understanding Thinking/Inquiry Communication and Application	A study of community by developing criteria for an ideal community based on Christian models.
2.Stewardship: The Prophetic Tradition and the Kingdom of God	CGE 1c, 1e, 1g, 2e, 3c, 3d, 3e, 3f, 4f, 7b, 7c, 7i, 7j SC1.01,SC1.02, SC2.03, SC2.04, SC3.03, SC3.06, SC4.02, SC4.04 PFV1.05, PFV2.05, PFV2.06, PFV4.01 CMV4.05	Knowledge/Understanding Thinking/Inquiry Communication and Application	The building blocks of community from the perspective of the biblical faith tradition
3. Principles of Catholic Social Teaching: Social	CGE 7a,7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j SC3.02, SC3.05,	Knowledge/Understanding Thinking/Inquiry Communication and	An application of the Catholic Graduate

Justice Today	SC4.06, PFV1.04, PFV1.05, PFV2.09, CMV2.07CMV4.06 CMV4.07,	Application	Expectations to Catholic social teachings and contemporary news media.
4. The world of Work and its Role in Creating Community.	CGE 1g, 1i, 4e,4g, 4h, 5b, 5c, 5d,5e,5g, 5h SC3.01, PFV2.02, PFV2.10, PFV3.03 CMV1.08 CMV1.11,CMV2.08, CMV3.04, CMV3.05	Knowledge/Understanding Thinking/Inquiry Communication and Application	A reflection on the value and dignity of human work, its spiritual dimensions, the rights of workers and the importance of unions.
5. Christian Service: Learning to Serve, Serving to Learn. Culminating Activity	CGE 4a, 4c, 5c, 6e SC 4.06 PFV1.08, 3.04, 4.04 PSL 1.08, 1.09 CMV 3.06, 4.09	Communication Application	A reflection on the students' progress in their Christian service project. As a culminating activity students will prepare a package helping facilitate service learning for all students.

Activity 1: What is Community: Steps in Building Community

Time: 150 minutes

Description

This Activity assists the students to develop criteria for an ideal community based on Christian models. Students first participate in a ‘community building’ exercise. Then the students explore historical and contemporary Christian communities to create a rubric for evaluating their own school and local communities. This rubric will be used by students to evaluate a community to which they belong.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1A discerning believer formed in the Catholic Faith who g 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.

CGE 4 A self directed, responsible learner who a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 5A collaborative contributor who e Respects the rights, responsibilities and contributions of self and others.

CGE 6A caring family member who c Values and honours the important role of the family in society

CGE 7 A responsible citizen who f Respects and affirms the diversity and interdependence of the world's peoples and cultures

Strands: Scripture, Christian Moral Development, Prayer and Sacramental Life

Overall Expectations

CMV1.02 recognize the role of the Church as a community of disciples called to transform the world

PSL1.09 explain the various forms the call to ministry can take within the Christian community;

Specific Expectations

CMV2.01 demonstrate an understanding that the dignity of human persons is rooted in their being created in the image and likeness of God.

PSL4.04 explain the various forms the call to ministry can take within the Christian community.

SC3.04 support efforts to build Christian community within the class.

Prior Knowledge and Skills

Students should know how to work cooperatively in groups.

Students must be able to research using internet for community based resources.

Planning Notes

This unit uses the jigsaw method of learning with every member of the group becoming an expert in one aspect of the learning. Students begin in a home group (arbitrarily set up by the teacher) and move to specialist groups with a specific focus.

Prepare “human machine” cards for the first part of the activity. In cooperation with the school librarian, ensure that relevant resources are available for the specialist groupings. The teacher prepares examples of rubrics to demonstrate their construction and use.

Teacher/Learning Strategies

Community building activity: Human Machines

- a. **Students** are formed into home groups of five students. Groups are told that they will be preparing a charade depicting a machine. They cannot use words but they can use sounds. In groups students are given cards with the names of machines such as: bulldozer, motorcycle, airplane, forklift, dishwasher, airplane, computer, and sports car. Students are given time to devise and rehearse their machine. When ready, (about ten minutes) students present the human machines to the rest of the class. Other class members are invited to guess what the machine might be.
- b. The **teacher** asks questions of the class designed to elicit characteristics of an effective community (Common vision; commitment; willingness to risk; self-discipline, compassion, effective communication) These questions are most effective if asked after each charade. Concentrate on challenges that the group faced and the skills needed to meet these challenges.

Home group: reflect on what effective community looks like feels like etc. “There have been many effective communities in Christian history. Now let’s research these communities to find out their characteristics.” The home group divides itself into specialist groups.

Specialist groupings

Students identify characteristics of effective communities that are explicitly or implicitly described in these six examples.

- 1) Reign of God ... banquet, beatitudes
- 2) Epistles
- 3) Acts of the Apostles
- 4) Monastic: Rules of St Benedict, St. Francis
- 5) Missionaries of Charity
- 6) Writings of Henri Nouwen & Jean Vanier (include video – The Heart Has Its Reasons)

See Appendix 4.1.1 for Sources of Information for these groups.

Home group:

Develop criteria based on their research into historical & contemporary communities in specialist groups. Develop a rubric for evaluating community. Tell students that this activity will be used in the next class for evaluating local communities.

Eg

Characteristics of Ideal Community	Level 1	Level 2	Level 3	Level 4
Inclusive	Exclusive	Some Inclusion	Most people included	Inclusive (All are welcome)

Individually, students reflect in writing on their own experience of a community to which they belong by using the rubric (eg hockey team, workplace, school club, dance).

Assessment and Evaluation of Student Achievement

The teacher checks the rubric and reflection for completion using a checklist. The categories that are being assessed are inquiry and communication. Knowledge components will be evaluation using a unit test.

Accommodations

Teachers will consult individual student IEPs for specific direction on accommodation for individuals.

Resources

Texts

The NRSV Bible

Catechism of the Catholic Church, CCCB Publications

Community newspapers

Henri Nouwen. *Compassion: A Reflection on Christian Life*. Image Books. 1983

Henri Nouwen. *Finding my Way Home*. Crossroad / Herder & Herder. 2001.

Henri Nouwen. *Return of the Prodigal Son*. Image Books. 1994

Jean Vanier, *Community and Growth*. London: Darton, Longman and Todd, 1979.

Patricia Murphy, Spirituality of L'Arche

Video

The Heart Has Its Reasons: Jean Vanier and L'Arche (Gateway Films - Vision Video)

Christian Catalyst Collection: Henri Nouwen (Gateway Films - Vision Video)

Websites

Rule of St. Francis (see Appendix 4.1.1) <http://www.newadvent.org/cathen/06208a.htm>

Rule of St. Benedict (see Appendix 4.1.1) <http://www.osb.org/rb/>

Rule of Missionaries of Charity <http://www.geocities.com/Athens/2960/mothert.htm>

Jean Vanier & Henri Nouwen

<http://www.larche.org.uk/spirituality.html>

<http://www.chez.com/archeinternationale/publications/larcheGB.html>

<http://www.larchecanada.org/spirit1.html>

Activity 2: The Biblical Call to Justice: The Prophetic Tradition and Prophetic Voices in the Community

Time: 225 minutes

Description: In this activity students focus on the building blocks of community from the perspective of the biblical faith tradition. Students study the role of Biblical prophets and see through them the biblical call to justice in our own communities today.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith who e 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) g 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.

CGE2 An effective communicator who e 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.

CGE3 A reflective and creative thinker who c Thinks reflectively and creatively to evaluate situations and solve problems. d Makes decisions in light of gospel values with an informed moral conscience. e Adopts a holistic approach to life by integrating learning from various subject areas and experience. f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

CGE4 A self-directed, responsible, life-long learner who f Applies effective communication, decision-making, problem-solving, time and resource management skills

CGE7 A responsible citizen who b Accepts accountability for one's own actions. i Respects the environment and uses resources wisely j Contributes to the common good

Strands: Scripture

Overall Expectations

SC1.01 recognize the Scriptures as God's offer to transform their lives (CCC '101-133);

SC1.02 demonstrate knowledge of selected narratives and events in Sacred Scripture, and identify their importance for life decisions.

Specific Expectations

SC2.03 identify the relevance of the scriptural call to be critical of contemporary secular culture, as portrayed in the preaching of the prophets before and during the Exile, and in the challenges of prophetic voices in our time;

SC3.03 appreciate the role of the prophetic stance in both Biblical and contemporary culture;

SC3.06 recognize the responsibility of Christians to work for justice and peace;

SC4.02 compare Biblical prophets with persons who take a prophetic role in society today.

Prior Knowledge and Skills

Students should know how to work cooperatively in groups and be familiar with accessing the Biblical story.

Planning Notes

Ensure that relevant resources are available on modern day prophets and arrange time for Library Resource research. Gather current newspapers, magazines, and other print resources. The teacher will prepare notes setting the historical and biblical context of the role of prophet. The teacher will provide copies of the NRSV Bible.

Teacher/Learning Strategies

The **teacher** will set the historical and biblical context of prophecy in Israelite society at the time of the Major Prophets through a Socratic lesson.

In small groups the **students** will research a prophet from a chart listing the major prophets under the following categories. Key biblical passages will be provided for this research. The **teacher** assigns a specific prophet to each group.

Name of Prophet: Jeremiah, Hosea, First Isaiah, Second Isaiah, Third Isaiah, Micah, Amos, Ezekiel, Elijah, Elisha

Timeline

Historical Context- the problem

Message

Each group will present their prophet (through song, story, or dramatization) with a poster highlighting a key statement of the prophet.

As a class read the call of Jeremiah (1:4-19) and discuss how the students would recognize if they were being called by God today. The teacher will generate a discussion contrasting the characteristics of a true and false prophet (Appendix 4:2:1 provided for this purpose). Some questions to consider include: what does it mean for a student to be prophetic in his/her school community?

As an individual reflection students answer the questions on Appendix 4:2:1.

Assessment and Evaluation of Student Achievement

The teacher checks the group research for completion and accuracy using a checklist. Criterion will be established for group presentation of material and individual research on a modern day prophet.

Accommodations

Teachers consult individual student IEP's for specific directions on accommodations for individuals.

Resources

Path Through Scripture Texas: Tabor Publishing, 1995 (pp. 65-84)
Dreams, Decisions, and Dilemmas. Ottawa: CCCB Publications, 1994
Internet based resources on key contemporary prophets

Video: The Prophets. Arts and Entertainment Biography Series

Websites

http://www.religioustolerance.org/chr_otb4.htm
<http://www.textweek.com/prophets.htm> (after accessing individual prophets, click on general resources)
<http://www.americancatholic.org/Newsletters/SFS/Archive.asp>

Appendix

4:2:1 The True Prophet Versus The False Prophet

Activity 3: The Reign of God in Community: Jesus Sets the Agenda

Time: 225 minutes

Description: This activity assists the students to develop an understanding of the biblical concept of the Reign of God – how we name it and what it looks like in a contemporary context. Students will study the various aspects of the Reign of God in media through the lens of the Beatitudes.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith who c Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures

CGE 2 An effective communicator who e 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.

CGE3 A reflective and creative thinker who d 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. **f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE4 A self-directed, responsible, life-long learner who f Applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE7 A responsible citizen who b Accepts accountability for one's own actions **c** Seeks and grants forgiveness

Strands: Scripture, Profession of Faith

Overall Expectation

SC1.01 recognize the Scriptures as God's offer to transform their lives (CCC '101-133);

SC1.02 demonstrate knowledge of selected narratives and events in Sacred Scripture, and identify their importance for life decisions

PFV1.05 acknowledge that the call to faith includes a call to justice;

CMV1.09 critique the messages and values of the media which run counter to the Gospel vision of life;

Specific Expectations

SC2.04 demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom to demonstrate an understanding God;

SC4.04 Use biblical passages related to the Kingdom of God as criteria for analyzing social justice

PFV2.05 demonstrate an understanding of how the Sacred Scriptures are used within the Catholic Church to analyze and critique contemporary culture;

PFV2.06 identify the role the Beatitudes play in Christian moral decision-making;

PFV4.01 identify and analyze messages, values, and practices in contemporary culture which run counter to the Gospel vision of life and its meaning;

CMV4.05 critique the message and practices of the media, which run counter to the gospel vision of life

Prior Knowledge and Skills

Students should be familiar with accessing the Biblical story.

Planning Notes

In cooperation with the school librarian, ensure that relevant resources are available and arrange time for Library Resource research for culminating activity. Gather current newspapers, magazines, and other print resources. The teacher will prepare notes setting the historical and biblical context of the concept of the Reign of God.

Teacher/Learning Strategies

The **teacher** reviews the differences between a true and false prophet and challenges the class to show how Jesus was a true prophet. The teacher notes that the true prophet lives what she or he teaches and that much of Jesus' teaching can be summarized in the notion of the Reign of God. The teacher leads a discussion on the notion of Reign of God by soliciting responses from students reflecting their understanding of the concept. The teacher provides an overview of the Jewish notion of the Reign of God using the following passages from **the Book of Psalms – 93; 95:1-7; 96:10-13; 97:1-5; 98:4-9; 99:1-5**. In groups **students** are asked to note images, titles or descriptions of God. To demonstrate the different emphasis that Jesus gave to the Reign of God, the teacher will provide students two key texts – **Isaiah 61** and **Mark 12:28-34**. Students are to note and compare their initial understanding of the Reign of God with those reflected in the psalms and the emphasis Jesus gave it. As well, students are expected to access biblical commentaries e.g. **The New Jerome Biblical Commentary** for further research on these passages. To further illustrate Jesus' emphasis on the Reign of God the students watch a segment of a video that shows Jesus' emphasis on the Reign of God (eg. Jesus of Nazareth).

To get a sense of the various emphases that Jesus placed on the Reign of God (interior orientation to the Gospel, life-giving relationships, faith practice and working for the common good) students will examine the Beatitudes.

Students in groups are assigned to examine one of the eight Beatitudes found in Matthew 5:3-12. It is strongly recommended that students access biblical commentaries to enhance their understanding of the specific beatitude. Students are to focus on an art form (painting, sculpture, drama, classical music) to demonstrate the particular lesson of that beatitude from the four emphases (interior orientation to the Gospel, life-giving relationships, faith practice and working for the common good). Students are expected to do a 10-15 minute presentation of their findings. It is recommended that the teacher, by example, bring an art form to model the assignment. The students will be instructed to bring in an art form. The group will decide on the one art form for presentation of the assigned beatitude.

Assessment and Evaluation of Student Achievement

The teacher checks the group research for completion and accuracy using a checklist. Criterion will be established for group presentation of material and individual research on the beatitudes.

Accommodations

Teachers consult individual student IEP's for specific directions on accommodations for individuals.

Resources

Jesus of History, Christ of Faith. Minnesota: Saint Mary's Press, 1999 (Chapters 6,7, and 8)
Path Through Catholicism. Texas: Resources for Christian Living, 2000.(Chapters 4,5, and 6)
Be With Me. Ottawa, CCCB Publications, 1997.
Christ and Culture. Ottawa, CCCB Publications, 2000.

Texts

Path Through Scripture. Texas: Tabor Publishing, 1995.

Jesus of History, Christ of Faith. Minnesota: Saint Mary's Press, 1999 (Chapters 6,7, and 8)

Video: Biography:- Jesus – His Life. (1995) A and E Biography Video.

Jesus of Nazareth (Gateway Films : Vision Video)

Jesus Christ Superstar (Gateway Films : Vision Video)

Activity 4: Principles of Catholic Social Teachings

Time: 150 minutes

Description:

The Ontario Catholic Graduate Expectations contain a section on the responsible citizen that summarizes how Catholic social teaching can be applied to the individual. Students are challenged to discover the Catholic social teachings upon which these expectations are based. They then examine contemporary news media to discern how Catholic social teachings can be applied to key issues in contemporary culture.

Strands and Learning Expectations:

Ontario Catholic School Graduate Expectations

CGE 7. A responsible citizen who a.Acts morally and legally as a person formed in Catholic traditions. b.Accepts accountability for one's own actions. c.Seeks and grants forgiveness.

d.Promotes the sacredness of life. e.Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. f.Respects and affirms the diversity and interdependence of the world's peoples and cultures. g.Respects and understands the history, cultural heritage and pluralism of today's contemporary society. h.Exercises the rights and responsibilities of Canadian citizenship. i.Respects the environment and uses resources wisely. j.Contributes to the common good

Strands: Scripture, Profession of Faith, Christian Moral Development

Overall Expectations:

Specific Expectations

- | | |
|----------------|--|
| SC3.02 | perceive the challenge of God's preferential option for the poor; |
| SC3.05 | acknowledge that the love of God for all people demands justice; |
| PFV1.04 | demonstrate an understanding of the Catholic Church's response to contemporary culture as found in the social teachings of the Church; |
| PFV1.05 | acknowledge that the call to faith includes a call to justice; |
| PFV2.09 | examine contemporary challenges to the Church's teachings on social justice (e.g. technology, poverty, role of the media, violence, racism, gender issues, the environment); |
| CMV2.07 | define key tenets in Catholic social teaching (e.g. human dignity, solidarity, the common good, social sin, and subsidiarity); |
| CMV4.06 | explore the origin and purpose of Catholic social teaching; |
| CMV4.07 | apply the key tenets of Catholic social teachings to key issues in contemporary culture (e.g. racism, use of technology, poverty, respect for life, violence); |

Prior Knowledge and Skills

Familiarity with the CGE's

Planning Notes

The teacher should ensure that there are copies of CGE's for students to use as well as copies and summaries of a variety of Catholic Social Teachings. Articles dealing with related social justice issues from local, regional and or national newspapers or magazines should also be available to the students. Three copies of Appendix 4:4.1 should be copied for each group and one of the CGEs should be highlighted on the top of the page.

Teacher/Learning Strategies

The **teacher** reacquaints students with the CGE's from Unit 1. Section Seven on the responsible citizen is explored while explaining terms such as the "Common Good." Appendix 4:4.1 is distributed and students work in small groups on the CGE that are indicated on the handout..

In small groups, the students use some of the resources listed below on Catholic Social Teaching to find passages that support each of the expectations. This work is placed on a chart. (see Appendix 4:4:1) For each of the CGEs that were assigned to the group, the students explore current newspaper or magazine articles to find examples of how Catholic Social teaching is either being lived out or neglected in our world. The chart is to be completed and submitted.

Assessment and Evaluation of Student Achievement

Students submit this assignment for evaluation for in the categories of knowledge, inquiry, and application. Knowledge is also assessed in the unit test.

Print Resources

Choosing A Government – A statement of the Ontario Bishops. Pentecost 1998. (O.C.C.B.)
McLean's, Newsweek, Time magazines
Community, Regional and or National newspapers

Texts

Pennock, Michael. **Catholic Social Teaching: Learning and Living Justice. Notre Dame: Ave Maria Press, 2000.**
Windley-Daoust, Jerry. **Living Justice and Peace: Catholic Social Justice In Practice. Winona, Saint Mary's Press, 2001.**

On Line Resources:

<http://www.uscatholic.org/cstline/tline.html>

<http://www.christusrex.org/www1/CDHN/commune.html#JUSTICE>

<http://www.shc.edu/theolibrary/cstdocs.htm>

www.networklobby.org (contains an outline of Catholic social justice teachings derived from papal encyclicals, synodal documents and statements from Bishop's conferences0.

<http://www.justpeace.org/>

<http://www.osjspm.org/cst/>

<http://www.mcgill.pvt.k12.al.us/jerryd/cm/cst.htm>

http://www.cccb.ca/english/default_e.htm

Activity 5: The Value, Dignity and Spiritual Dimensions of Human Work

Time: 225 minutes

Description: This activity assists the students' exploration of the notion of work from a Catholic perspective. Students articulate their understandings of the meaning and purpose of work and are challenged to expand this understanding through encounters with Maslow's Hierarchy of Needs and Church teachings on the dignity and value of human work. Students are given a vision of work that expands a functional understanding to include a spiritual appropriation of themselves as people with a vocation.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1 A discerning believer formed in the Catholic Faith who g 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. i Integrates faith with life.

CGE4 A self-directed, responsible, life-long learner who e Sets appropriate goals and priorities in school, work and personal life. g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities. h Participates in leisure and fitness activities for a balanced and healthy lifestyle.,

CGE5 A collaborative contributor who b Thinks critically about the meaning and purpose of work. c Develops one's God-given potential and makes a meaningful contribution to society.

d Finds meaning, dignity, fulfillment and vocation in work, which contributes to the common good. e Respects the rights, responsibilities and contributions of self and others, g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others. h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

Strands: Scripture, Profession of Faith, Christian Moral Development

Overall Expectations:

CMV1.08 explore the Church's teaching on work;

CMV1.11 explain why people have the right to form labour unions.

Specific Expectations:

SC3.01 value the basic dignity of every person as created in the image and likeness of God;

PFV2.02 understand that the dignity of human persons is rooted in their being created in the image and likeness of God;

PFV2.10 explore the Church's teaching on work (CCC '2427-2430);

PFV3.03 appreciate that work is participation in the activity of God;

CMV2.08 demonstrate a knowledge of the Church's teaching on work and the marketplace;

CMV3.04 appreciate that work is participation in the activity of co-creation;

CMV3.05 recognize that people have a right to form labour unions.

Planning

The teacher needs to prepare a presentation of Maslow's Hierarchy of Needs (see pp 201-3 of **Living Justice and Peace**). Resources on the group investigation of Church teachings need to be gathered.

Teacher/Learning Strategies

The **teacher** leads a class discussion on students' experiences of work: what they have done, why they worked, and the benefits and drawbacks of working. The teacher then presents Maslow's hierarchy of needs. **Students** are challenged to classify the different reasons for work into the various levels of Maslow's Hierarchy of Human Needs.

The **teacher** reviews the concept of the common good from activity 4 and discusses with students how work relates to the Common Good. (see pp 13-15 and 85 of **Catholic Social Teaching**)..

The teacher can check for understanding by giving pairs or groups of students a list of occupations and challenging them to explain how that occupation contributes to the common good. **Students** report back to the class. In summarizing findings, the teacher distinguishes between the terms job, career and vocation, so that students can articulate their own experiences using this vocabulary. This should take the form of a short written reflection. (see Faith at Work, MSSB, 1991)

Students individually write a written response defending the thesis: The dignity of work is rooted in the dignity of the human as created in the image of God. Students are given the following resources: the Catechism of the Catholic Church (sections 2427 to 2430); OCCB, *Working and Living in Ontario*; Laborem Exercens and/or various summaries such as Eduardo Crawley, *This is Human Work*.

Students in groups use source material to determine the basic principles of the Church's teaching on work. Students are given a format to present their results: presentation software; science fair display board; a stations of the cross that gives examples of what happens when a principle is violated (e.g. Station 1 -- Jesus is arrested: workers are imprisoned when they attempt to form a trade union); an annotated collection of newspaper/internet articles or popular media or children's stories (e.g. *The Tale of Three Trees*, *Swimmy*) that describe situations where the teachings are being upheld or violated.

Individually, students prepare a one page Vision Statement of what it means to be a Catholic worker. On the second page, students reflect on the benefits and difficulties of living out this vision.

Students conclude this activity by participating in a prayer service that celebrates human work (***More Than Work: A Liturgy on God's Creative Work***) or by participating in the Stations of the Cross prepared previously.

Assessment and Evaluation

The teacher uses a checklist to assess completion and quality of individual and group work. The Vision Statement and accompanying reflection may be evaluated in Communication and Application categories using a teacher developed rubric.

Accommodations

Students requiring support can be directed to group activities that meet their learning styles. These students can also access secondary sources that describe church teaching in a manner compatible with their abilities. For enrichment, students can explore writings on the Spirituality of Work such as Henri Nouwen's *Creative Ministry* and Robert Greenleaf's *Servant Leadership*.

Resources:

Working and Living in Ontario – Ontario Conference of Catholic Bishops

Faith at Work: Religious Education for students participating in a Co-operative Education Program, 1991

Nouwen, Henri. **Creative Ministry**

Greenleaf, Robert. **Servant Leadership**

On Human Work – Laborem Exercens, Pope John Paul 2nd, 1981

Rerum Novarum (Of New Things), Pope Leo 13th

Catholic Catechism (2427-2430)

More Than Work : Four Lessons on Work. Meg Lavin & Elaine Guillemin, Toronto

Catholic DSB

Shaping A New World: A Challenge for the 21st Century

A selection of children's literature ie. **Swimmy** by Leo Lionni or **The Tale of Three Trees** by Angela Elwell Hunt

Texts:

Daoust-Windley, Jerry. **Living Justice and Peace: Catholic Social Teaching in Practice.** St. Mary's Press, 2001

Pennock, Michael. **Catholic Social Teaching: Learning and Living Justice.** Ave Maria Press, 2000.

Dreams, Dilemmas, Decisions: Deciding to be Church in Today's World. Canadian Conference of Catholic Bishops, 1994.

Websites:

www.networklobby.org

<http://web.utk.edu/~gwynne/maslow.HTM> has a description of Maslow's Hierarchy of needs

Working and Living in Ontario is available at <http://www.occb.on.ca/english/working.html>

Activity 6: Christian Service: Learning to Serve, Serving to Learn

Time: 150 minutes

Description:

The class discusses how the social teachings of the Church are related to Christian Service learning and then reflects on their progress in their current projects. The students then are engaged in a project that has them describe different facets of Christian Service learning to help facilitate service learning for all students in this school. Not only are students articulating different aspects of Service Learning but they are actually serving their fellow students in this activity.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE4 A self-directed, responsible, life long learner who a. Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. c. Takes initiative and demonstrates Christian leadership.

CGE5 A collaborative contributor who c. Develops one's God-given potential and makes a meaningful contribution to society.

CGE6 A caring family member who e. Ministers to the family, school, parish, and wider community through service.

Strands: Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life

Overall Expectations

PFV1.08 use an experience of community service work as a lens through which to view the relationship between gospel living and the values of contemporary culture.

PSL1.08 define the Christian notion of service to others as a call to ministry;

PSL1.09 explain the various forms the call to ministry can take within the Christian community;

Specific Expectations

SC4.06 express different ways that Christians can work for justice and peace as essential features of discipleship.

PFV3.04 value the importance of community service as an expression of the call to discipleship;

PFV4.04 engage in community service as an example of the call to discipleship;

CMV3.06 acknowledge the value of community service in relation to the common good;

CMV4.09 assess community service as a vehicle of promotion for the common good.

Planning

To avoid duplication of projects, teachers may allocate students to different geographical areas within their community.

Teacher/Learning Strategies

The **teacher** links the Social Teaching of the Church discussed in the previous activity with Christian Service learning. **Students** discuss their Christian service experiences assessing the benefits and costs of their activity, relating their work with the discussion started in Unit 1, Activity 5 and their continuing theological reflection. The **teacher** also challenges the students to relate their service learning experiences with the notion of the common good discussed in the previous activity.

Students in groups are assigned a pamphlet, poster, or presentation software project which will be used by all students in the school in the upcoming semester to help them prepare for Christian Service work. This presentation will include sections on: the scriptural call to serve; how Christian service can help contemporary culture; places where students can conduct their service learning; and a spiritual reflection on discipleship. Students present their finished product in unit six, activity four.

Assessment and Evaluation

Students are assessed on an ongoing basis for Christian Service. Students will also have an opportunity to make this presentation in Unit 6.

Accommodations

Teachers consult individual student IEP's for specific directions on accommodations for individuals.

Resources

Celebrating an Education for Justice and Peace: A letter to the Catholic Secondary School Students of Ontario from the Catholic Bishops of Ontario

Texts

Pennock, Michael. **Catholic Social Teaching.** Notre Dame: Ave Maria Press, 2000.

Websites

<http://www.occb.on.ca/english/working.html>

Appendix 4.1.1

Characteristics of the Christian Community ...	Source
as found in the Beatitudes	Matthew 5: 3-12
according to the writers of the Epistles/Letters of Paul	<ul style="list-style-type: none"> • 1 Thessalonians 5:11; Hebrews 3:13 • Philippians 2:4 • 1 Peter 4:9 • Galatians 5:13 • Colossians 3:16; Romans 15:14 • James 5:16 • Ephesians 4:32 • Romans 15:13 • Romans 14:1; 15: 7 • Romans 15:13 • Philippians 2:3
according to the book of Acts	<ul style="list-style-type: none"> • Acts 2:42-47 • Acts 4:23-5:16 • Acts 15:1-35
Rule of St Benedict	http://www.osb.org/rb/
Rule of St Francis	http://www.newadvent.org/cathen/06208a.htm
Rule of Missionaries of Charity	http://www.geocities.com/Athens/2960/mothert.htm
Jean Vanier & Henri Nouwen	<p>Videos: <i>Heart Has Its Reasons: Jean Vanier and l'Arche</i> & <i>Christian Catalyst Collection: Henri Nouwen</i> available from Vision Video.</p> <p>http://www.larche.org.uk/spirituality.html http://www.chez.com/archeinternationale/publications/larcheGB.html http://www.larchecanada.org/spirit1.html</p>

Appendix 4:2:1: A True Prophet Versus a False Prophet

The two lists below contrast the characteristics of a true prophet and a false prophet. Examine the lists.

A True Prophet

1. usually is reluctant to speak for God
2. listens to the authentic voice of God within him or her and then communicates God's message.
3. tells people the truth even if it hurts
4. is a realist.
5. conveys a message that is consistent with the faith of Israel, the Sinai Covenant
6. is unpopular, holds no official position, and suffers for telling the truth.
7. offers people hope and a means of surviving suffering and devastation.
8. lives the message preached.
9. has a message that stands the test of time.

A False Prophet

1. eagerly takes on the job of speaking for God.
2. listens to his or her opinions and wishes, communicating those as God's thoughts.
3. says what people want to hear.
4. is an optimist.
5. conveys a message that is consistent with most people's inclinations.
6. is popular, often holds an official Position, and leads a comfortable lifestyle.
7. offers people no way to make sense of suffering and loss.
8. talks a lot without taking action.
9. has a message that does not hold up over time – is not confirmed by historical developments.

Questions for consideration:

- a. Using the characteristics listed above, name some modern day people who could be described as false prophets. Why are they false?
- b. Name some modern day people who could be described as true prophets. Why are they true?
- c. Which modern figure most resembles their prophet?
- d. What is their story and their message?
- e. How do they read the "signs of the times"?

Sample Chart for Catholic Social Teachings – Appendix 4:4:1

CGE	
Catholic Social Teachings that support the CGE (include source)	
Summary of Newspaper/Magazine Article	
Reflection on how Catholic Social teaching is either being lived out or neglected in the Article	

Unit 5: Called to live in the Global Village

Time: 20 hours

Unit Description

In this unit emphasis is placed on the major term paper for this course. The students will be required to complete a Theological paper on a major social justice issue. Each activity is designed to enable the student to research various examples of scripture, church teaching and theological concepts which will enable them to discuss an issue from a theological stance. The paper is to be written from an objective viewpoint. Time is provided in class in order for the students to begin their initial research and Theological thinking. The teacher is to provide guidance and critical appraisal of their research.

Unit Planning Notes

Activity	Time	Expectations	Assessment	Tasks
Unit Five: Called to Live with Justice in the Global Village 1. Called by Scripture in both the Prophetic Tradition and the Gospel Commands	300 minutes	CGE 1 a, c 2 a –e, 3 a, ICE SC 1.01 SC 1.03, SC2.03, SC 3.03, SC 4.01, SC 4.02, SC 4.03	Knowledge/ Understanding/ Thinking/ Inquiry/	Teacher presentation Micah 6 Matthew 25 Modern Day Prophets
2. Called by the teachings of the Catholic Church	375 minutes	CGE 1d, 2 a-e, ICE PFV 1.03, PVF 1.04, PFV 1.05, PFV 1.07, CMV 1.07, PFV 2.03 PFV 2.04	Knowledge/ Understanding/ Thinking/ Inquiry/	
3. Called to live a life with a Preferential Option for the Poor	375 minutes	CGE 1 g, I 2 a-e, 3 b, c, e, f, 4 a-g ICE PVF 1.05, PVF 3.02,PVF 4.03, SC 3.02, SC 3.04, SC 3.06, SC4.01 and SC 4.03	Knowledge/ Understanding/ Thinking/ Inquiry/	
4. Called to reflect on Current Issues of Justice and Peace	375 minutes	CGE 2 a-e, 3 b-f, 4 a-g, 6 e, 7 a-j ICE SC 4.04 SC 4.06, PFV 2.05,	Knowledge/ Understanding/ Thinking/ Inquiry/ Communication and Application	Exploration of current issues Social justice project (volunteer project)

		PFV 2.09, PVF 4.03 CMV 4.09		
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Activity 1: Called to live in the Global Village: the Call from Scripture

Time: 300 minutes

During this activity the students will be given the details of their major research paper for this course. The paper is a Theological presentation of a social justice issue. The students will select the issue he/she wishes to research and begin their initial research. Students will be invited to find, review and select pertinent scripture passages which will assist them in understanding their particular topic

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1a. A discerning believer formed in the Catholic Faith who a. Illustrates a basic understanding of the saving story of our Christian faith. c. actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

CGE 2. An effective communicator who a. Listens actively and critically to understand and learn in light of gospel values. b. Reads, understands and uses written materials effectively. c. Presents information and ideas clearly and honestly and with sensitivity to others. d. Writes and speaks fluently one or both of Canada's official languages.

e. 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.

CGE 3. A reflective and creative thinker who a. Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

Strand(s) Scripture

Overall Expectations

SC 1.03 Explain how the scriptures can be used with the Catholic community of faith to analyze and critique contemporary society.

Specific Expectations

SC2.03 identify the relevance of the scriptural call to be critical of contemporary secular culture, as portrayed in the preaching of the prophets before and during the Exile, and in the challenges of prophetic voices in our time

SC 3.03, appreciate the role of the prophetic stance in both Biblical and contemporary culture

SC 4.01, Locate biblical passages related to human dignity, justice and reconciliation

SC 4.02, compare biblical prophets with persons who take a prophetic role in society today

SC 4.03, evaluate the values found in the Gospel with those of contemporary culture

Prior Knowledge and Skills

Students should have a good knowledge of the Hebrew Scriptures, the Gospels and locating the Letters of Paul.

Planning Notes

The teacher should have available a class set of Bibles, a Biblical Commentary and Concordance

Teaching / Learning Strategies

The teacher begins the lesson by inviting the students to brainstorm major world issues of the day. Using the following questions: What is one major world issue? Why is it an issue? For whom is this an issue? What are your initial reactions to this issue.

Students present their work through class discussion.

The teacher assigns the major essay Written Report

Students are to select from either the list below or one of their own choosing an issue that is to be researched and presented in a theological manner. The essay is to include the following:

- a clear definition/ explanation of the Social Justice issue selected;
- the Catholic Church's teaching on the issue;
- the scriptural basis for the Church's teaching,
- the scope of the issue (local and/or global);
- positive ways of acting on the issue;
- **Challenges from contemporary society on the issue selected**
- consequences for society (local and/or global) of not acting on the issue.

Possible topics:

The environment	Euthanasia	Religious freedom
Union Movements	Women's issues	Healthcare
Capital punishment	Minority groups	Abortion
Protest	Refugees	Human Rights
Education	War	Mental health
Suicide	Homelessness	Poverty
Exploitation	Labour and oppression	

The student is to check with teacher on the suitability of other topics.

Using one of the essay topics, the teacher instructs the students to find one passage from the Hebrew Scriptures, one from the gospels and one from the letters of Paul which may assist in one's understanding of the issue from a theological viewpoint. The students are to do this in pairs

The students present their findings through a class discussion. The teacher summarises helpful hints with the students in how to discern which scripture passages may be more appropriate than others when doing Theology.

The teacher asks students to begin to find scripture passages which may impact on their understanding of the issue using a biblical concordance. The students are also to use a biblical commentary to assist them in their selection.

Assessment and Evaluation of Student Achievement

Students are to present their essay topic for approval. The teacher assesses the students progress in selecting appropriate biblical passages for use in their essay.

Accommodations

Students can do this activity in groups.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991. ISBN: 0195283805 (T, S, K)

Jerome Biblical Commentary Brown, Raymond; Fitzmyer, Joseph; Murphy, Roland eds., Englewood Cliffs NJ: Prentice Hall 1990 (T, K, S)

Oxford Biblical Concordance (with NRSV translation) Computer program

Unit 5

Activity 2: Called by the Teachings of the Catholic Church

Time: 375 minutes

Description:

Students use research skills to access, select and apply Catholic Church teachings to continue to prepare their major research paper for the course. Students will explore text and internet sources for Church teachings and evaluate the source regarding the relevance of the material for their research. Materials are selected according to their significance and relevance to the chosen topic. The next task in this activity consists in applying and integrating the results of the research into the major research paper.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1 A discerning believer formed in the Catholic Faith who d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE2 A Reflective thinker who a Listens actively and critically to understand and learn in light of gospel values. b Reads, understands and uses written materials effectively. c Presents information and ideas clearly and honestly and with sensitivity to others. d Writes and speaks fluently one or both of Canada's official languages. e 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.

CGE7 A responsible citizen who e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society j Contributes to the common good

Strands: Profession of Faith, Christian Moral Development

Overall Expectations

PFV1.03 explore the idea of culture as found in the teachings of the Church (e.g. *Gaudium et Spes, Evangelium Vitae*);

PFV1.04 demonstrate an understanding of the Catholic Church's response to contemporary culture as found in the social teachings of the Church;

PFV1.05 acknowledge that the call to faith includes a call to justice;

PFV1.07 perceive the challenge of how the People of God are called to be a transforming force in relation to contemporary culture;

CMV1.07 examine key tenets of Catholic social teaching;

Specific Expectations

PFV2.03 identify the relationship between religious faith and contemporary culture as found in Church teaching (e.g. *Lumen Gentium* and *Gaudium et Spes*);

PFV2.04 explain key teachings of the Church as they relate to faith and culture;

Planning

The teacher may wish to tell the story of Vatican II using a video. Teachers consult with the Teacher Librarian regarding access to research materials (Internet sites, text and other print materials.)

Teacher/Learning Strategies

The teacher reviews the story of the Second Vatican Council from Unit 6 of the Grade 11 Religion Course. The Documents of the Second Vatican Council and the Catechism of the Catholic Church are introduced. Documents subsequent to and expanding upon Second Vatican Council teachings are also explained. The differences between council documents (constitutions), encyclicals, and pastoral letters are explored. The teacher notes the contributions made by the Ontario and Canadian Conferences of Catholic Bishops. The teacher summarizes by discussing the appropriateness of various sources of information for their research paper, stressing the importance of primary sources over secondary sources. (1 class)

Students explore Church teachings to discern appropriate teachings pertaining to their topic using classroom resources, internet, and/or the library resource centre. (2 classes) The students then apply their research to their chosen topic in producing their major research paper. (2 classes)

Assessment and Evaluation

A rubric evaluating the major research paper will be used. It evaluates the paper in the areas of knowledge/understanding; thinking/inquiry; communication and application.

Accommodations

For enrichment, students can interview a priest, religious or theologian to determine their understanding of the impact of the changes of the Second Vatican Council's teachings.

Resources

Shaping A New World: A Challenge for the 21st Century (An outline of Catholic Social Justice teachings)

Celebrating an Education for Justice and Peace: A letter to the Catholic Secondary Students from the Catholic Bishops of Ontario, 1996.

Texts

Pennock, Michael. *Catholic Social Teaching: Learning and Living Justice*. Notre Dame: Ave Maria Press, 2000.

Windley-Daoust, Jerry. *Living Justice and Peace: Catholic Social Justice In Practice*. Winona: St. Mary's Press, 2001.

Websites

www.networklobby.org (contains an outline of Catholic social justice teachings derived from papal encyclicals, synodal documents and statements from Bishop's conferences.

Access to Catholic Social Justice Teachings <http://www.justpeace.org/>
Catholic Social Teaching <http://www.osjspm.org/cst/>
Catholic Social Teaching <http://www.mcgill.pvt.k12.al.us/jerryd/cm/cst.htm>
Canadian Conference of Catholic Bishops http://www.cccb.ca/english/default_e.htm
Ontario Conference of Catholic Bishops <http://www.occb.on.ca/english/working.html>

Activity 3: Called to Live a Life with a Preferential Option for the Poor

Time: 375 minutes

Description

The students are introduced to the Church's "Preferential Option for the Poor". Through reading, research and discussion the students consider ways to live out this teaching. The differences between providing charity and justice in assisting the poor and marginalized in society. The students are given time to continue with their major research paper.

Strands and Learning expectations Ontario Catholic School Graduate Expectations

CGE 1 A Discerning believer who g) 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.

CGE 2 an effective communicator who: a) listens actively and critically to understand and learn in light of gospel values, b) reads, understands and uses written materials effectively c) presents information and ideas clearly and honestly and with sensitivity to others e) 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

CGE 3 A reflective and creative thinker who b) creates, adapts, evaluates new ideas in light of the common good, c) thinks reflectively and creatively to evaluate situations and solve problems, e) adopts holistic approach to live by integrating learning from various subject areas and experience and f) examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.,

CGE 4 A self-directed, responsible, life long learner who: a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others, b) demonstrates flexibility and adaptability, c) takes initiative and demonstrates Christian leadership, d) responds to, manages and constructively influences change in a discerning manner, e) sets appropriate goals and priorities in school, work and personal life, f) applies effective communication, decision-making, problem-solving, time and resource management skills and g) examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Overall expectations

PVF 1.05, Acknowledge that the call to faith includes a call to justice

Specific expectations

PVF 3.02 recognize that the teachings of Jesus and the Church guide believers in their moral choices

PVF 4.03, critique social, political and economic structures in light of the Church's social teachings

SC 3.02, perceive the challenge of God's preferential option for the poor
SC 3.04, support efforts to build a Christian community within the class
SC 3.06, recognize the responsibility of Christians to work for justice and peace
SC 4.01, locate biblical passages related to human dignity, justice and reconciliation
SC 4.03, evaluate the values found in the Gospel with those of contemporary culture

Strands

Scripture, Profession of Faith

Prior knowledge and skills

The students should be aware of the role of the Biblical Prophet in the Judeo-Christian tradition as well as the significance of Jesus' teachings in the life of Christians today.

Planning notes

Prepare handouts on a Preferential Option for the Poor, (see appendix 5:3-1) what one can do for the poor and the differences between justice and charity. Arrange for a VCR and a copy of video selected. A class set of the NRSV Bible should be available. Have copies of worksheets printed in advance.

Teaching/ learning strategies

The students reflect on what it means to be poor, who they think the poor are in our society/global village and why people are poor.

The teacher leads a discussion on the above topics to get a sense of where the students are in their understanding of this topic. The teacher distributes an article that focuses on the Church's teaching on giving preference to the poor and marginalized. (see *Living Justice and Peace: Catholic Social Teaching in Practice* pp 64-68 or *Catholic Social Teaching: Learning and Living Justice*. Pp. 71-73 or gather information from <http://www.uscatholic.org/1997/11/option.html>)

The students read the article and complete an activity that reviews and clarifies the content. The Teacher leads a discussion on 'who the poor are in the global village?' Does poverty also include people who are marginalized or placed on the fringes of society? Emphasis should be placed on the belief that being poor includes more than just financial status. The students discuss what they can do for the people who are poor and then reflect on if they think it is easier to give of their time or money when helping the poor? The students read an article on what they can do to help those who are poor. (see *Catholic Social Teaching: Learning and Living Justice*. P. 72)

The teacher asks the students what the difference is between the terms "justice" and "charity". A discussion ensues and then the teacher distributes an article that distinguishes between the terms "justice and charity." (see <http://www.osjspm.org/charjust.htm>)

The teacher The students watch a video that relates what it means for a Christian to give priority to the poor and marginalized. (suggestions include :*Dead Man Walking, Entertaining Angels, Romero*. Ensure that the necessary performance permission has been obtained), The students complete worksheets / reflection activities (appendix 5:3-1) . Part of the questions involves the students locating biblical passages that relate to the content of the video. The teacher reviews with the students

The students are given some class time to work on their essay.

Assessment and evaluation

The teacher examine the students' reflection / journal on who the poor are etc. Worksheets that have been assigned should be evaluated.

Accommodations

The Good News Bible may be an alternate reading source for students with reading difficulties.

Resources

Text:

Pennock. Michael. *Catholic Social Teaching: Learning and Living Justice*. (Chapters 3 and 7)

Windley-Daoust. Jerry. *Living Justice and Peace: Catholic Social Teaching in Practice*. (Chapters 3 and 7.)

Inter-net Sites

<http://www.uscatholic.org/1997/11/option.html>

<http://www.osjspm.org/charjust.htm>

http://www.osjspm.org/cst/q_poor.htm

Unit 5

Activity 4: Preparation for major essay, with a focus on Christian teaching concerning the spirit of God as the central essence of the human life.

Time: 75 min.

Description:

In this activity, as each student prepares for his/her major essay on a social justice issue, methods of objective research are to be applied to the part played in regard to this issue by each human being. In unit 2 a study of the power and responsibility of each person created by God and endowed with God's spirit led beyond the secular focus on individualism. In this activity, research of the religious role for each person helps to expand an understanding of the topic of the essay.

Strands and Learning Expectations:

1.A DISCERNING BELIEVER FORMED IN THE CATHOLIC FAITH COMMUNITY WHO:

- (a.) Illustrates a basic understanding of the saving story of our Christian faith. (c.) Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures. (d). Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. g. 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.

2. AN EFFECTIVE COMMUNICATOR WHO:

- (b) Reads, understands and uses written materials effectively.

3. A REFLECTIVE AND CREATIVE THINKER WHO:

(f)Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Overall Expectations

- SC1.02** demonstrate knowledge of selected narratives and events in Sacred Scripture, and identify their importance for life decisions
- SC1.03** explain how the Scriptures can be used within the Catholic community of faith to analyze and critique contemporary society
- SC1.04** evaluate the various uses of scriptural genres as expressions of God's activity in the world and the religious use of these genres in Sacred Scripture.
- PFV1.03** explore the idea of culture as found in the teachings of the Church (e.g. *Gaudium et Spes, Evangelium Vitae*);
- PFV1.04** demonstrate an understanding of the Catholic Church's response to contemporary culture as found in the social teachings of the Church;
- PFV1.05** acknowledge that the call to faith includes a call to justice;
- PFV1.07** perceive the challenge of how the People of God are called to be a transforming force in relation to contemporary culture;
- CMV1.06** examine principles of Catholic moral teaching;
- CMV1.07** examine key tenets of Catholic social teaching;
- CMV1.10** analyze social structures in light of the Church's social teachings;

Specific Expectations

- SC2.01** demonstrate an understanding of the biblical meaning of the creation narratives, especially the notion of humanity as God's co-creators; **SC2.04** demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God;
- SC2.05** summarize the values and lifestyles of the early Church community, as described in the letters of Paul and the Acts of the Apostles;
- SC4.01** locate biblical passages related to human dignity, justice, and reconciliation;
- SC4.03** evaluate the values found in the Gospel with those of contemporary culture;

Strands: Scripture, Profession of Faith, Christian Moral Values

Planning Notes

This is a student activity based on individual research for their major essay.

Teaching/Learning Strategies

Each student creates a series of research notes on their chosen social justice issue based on an objective understanding of religious and secular teachings concerning the responsibility that he/she has in regard to such an issue.

Some areas of research (unit 2) are:

Scripture:

creation accounts of the person in relation to the rest of the created universe
the teaching of Jesus in relation to the goal of each person's life (the Beatitudes)
the creation and growth of the early Church

Catholic Church Teachings

Encyclicals, pastoral letters, the work of theologians and Church councils which seek to clarify and understand the challenges of the social issue

The Church's Focus on the Preferential Option for the Poor

Teachings, which encourage each person to move beyond self-interest to compassion, courage and confidence in the ability to help bring about the Reign of God

Secular Sources

cultural and historic sources of knowledge which advance understanding but with a critical eye – an awareness of the power of a worldview in the west which tends to reject religious insight in favour of an extreme secular approach

Assessment and Evaluation of Student Achievement

The teacher monitors the work of the students to assess the achievement of the task goals.

Accommodations

Where necessary the teacher may meet with students who are experiencing difficulties in order to help facilitate research.

Appendix 5:3-1

Preferential Option for the Poor:

Six things you can do

You may wonder, what might a preferential option for the poor mean in our own lives? Father Jon Sobrino writes that there are two classes of people in the world: rich and poor. The rich do not worry about whether they will eat tomorrow. The poor do. So we must accept that most of us are rich. Given our privileged status, how do we make a preferential option for the poor? Here I will try to be as practical as possible.

1. It is important to be directly connected to the poor

I didn't care a thing about the world's poor until I cared about one poor person. And I only came to care about one poor person because I put myself in a place where that could happen. In my case, it happened at a day shelter for the homeless. Tom and I played cards, drank coffee (I hate coffee), and just talked (I love to talk).

After a month or so, I stopped being scared of Tom and started to like him. And, despite my 30 pairs of shoes, Tom seemed to like me. I actually gave him hesitantly, I admit some of my shoes. I swear that's true. And, more important, I heard Tom's story. I heard the story of his cruel, broken life, and it changed me some.

So, spend some time with an abandoned old person at a nursing home or serve and eat lunch with the guest of a soup kitchen. Become a big brother or big sister to a child growing up in inner-city poverty or in a rural shack with only one parent. That's step one.

2. Ask questions and search for answers

After the first step, our face-to-face contact may stimulate an appetite for some kind of information or education. As I continued to visit the soup kitchen, I started to ask myself, "Why are half the men here Vietnam vets?" (I still don't know the full answer to that.) I wanted to know why a great many of the visitors to the soup kitchen were mentally ill, and I wanted to know what opportunities were available to them.

These are simply the questions that come to us when we care about somebody else. And perhaps they stimulate associated questions about poverty: Why are some people unable to escape the projects? Why are the people of El Salvador unable to feed themselves? Why do Third World countries export food when their own people are dying of hunger?

For some good ideas about things you can read, connect with your diocesan parish social ministry office for materials. Or just talk to the people who are already veterans of this stuff. They'll be your biggest help.

3. Start to advocate

It is very important that we become advocates for the healing of the political and economic relationships and policies that are broken. We can spend all the time we want at soup kitchens, but unless something changes, the one thing that we will probably notice is that there are more and more people showing up every day.

We need to ask ourselves, "So what's going on that makes the soup kitchen such a popular place these days? How are we going to fix it? How can I help? And how can nonprofit groups, businesses, the church, and the government help?"

4. Work with the poor as they help themselves

This is what we might call solidarity work. It's a mixture of the first three, and it involves working side by side with the poor as they negotiate the solutions to their own poverty.

I have been involved for years with soup-kitchen work and giving talks and writing letters; it's only recently that I've become acquainted with this work. It is exciting and downright inspiring to work with the poor as they consider and strategize and organize

for their recovery from neglect and voicelessness. I have been connected with both an urban and a rural version of this work. For a lead, you might call your local diocesan Campaign for Human Development office. But do steps one, two, or three before tackling this.

5. Watch your money.

I suppose you might be familiar with the story of Harry Wu, the Chinese Catholic who returned to his native country under the threat of death to document the forced child-labor camps producing, of all things, stuffed toys. Well, besides reading up on labor-rights abuses, trying to educate congregations, and possibly

writing letters to the Chinese government, it strikes me that we're not going to want to buy products made by young slaves. Even if they're cheaper.

A mature, well-considered dedication to the poor also will probably result in a simpler life, with less things and less preoccupation with money and possessions. It's tougher to care too much about another pair of shoes when you've met people who have none. And there is something freeing about having less stuff. Saint Francis lived a life of great poverty.

6. Give money.

Remember to give a good bit of your money away. The early Christian definition of so-called disposable income is that it is the rightful possession of the poor. Like all things, the key is just to get started.

Let me suggest that you earmark some money for local causes, some for international causes, and some for person-to-person support. Some may question this last suggestion, but I think it's important to know people well enough to trust them with regular assistance and well enough for them to trust you. In the words of Saint Vincent de Paul, "The poor will forgive your gifts of food only by feeling your love."

Conclusion

If possible, do all these things with a friend or with family. It is great to have someone else who is having the same experience to talk with. My most stubbornly held dream is that one day entire parishes will evolve to the point where every member will be formed and encouraged in the tradition of a preferential love for the poor. I'd like to be at their liturgies.

Remember that at the heart of the preferential option for the poor is a faith that love, generosity, compassion, and justice are the values dearest to God's heart and our own hearts. Remember, too, that our faith tradition tells us that we discover our lives only as we give them away.

A preferential option for the poor simply reminds us who we are: a people who, when we are honest and awake, would do anything to end one another's suffering.

Adapted from US Catholic

- 1) Outline each of the six things in your own words. (6 marks)**
- 2) What would you say is the easiest thing that you can do? Why? (2 marks)**

- 3) What would you say is the most difficult thing to do and why? (2 marks)**
- 4) Why do you think the Catholic Church sees giving preference to the poor as in important thing? Answer in about six lines. (5 marks)**

Unit 6

Unit 6: Called to Time: 20 hours

Unit Description:

The emphasis in this unit is to provide students time to review and embrace those ideas, concepts and Christian Life Skills which will assist them in their ongoing faith journey. Each Activity looks at one of the previous Units and invites the students to review the unit with a particular focus. The Unit ends with a liturgy of commissioning.

Unit Planning Notes

<p>Unit 6: Called to be a Discerning Believer - Christ's Witness to the World A</p>	<p>CGE 1-j, 2a-e, 3a-f, 4a-h, 5a-h, 6a-d, 7a-j SC1.01, PFV1.01, PFV1.05, CMV1.01, CMV1.02, CMV1.03, CMV1.08, CMV1.09, CMV1.10, PSL1.01, PSL1.08, PSL1.09, FLE1.06, FLE1.09, FLE1.11, SC3.06, SC4.05, PFV3.01, PFV3.05, CMV3.06, CMV4.05, PSL4.01, FLP2.01, FLR2.02</p>	<p>Thinking/Inquiry Communication/Applic ation</p>	<p>The introduction of the student A Faith Journey Portfolio@ the student's collection of skills, knowledge, attitudes covered in this course which are needed in order to continue demonstrate the CGE in the student's faith journey.</p>
<p>2. Review for Unit 2: Called to be True to God's Spirit; Called to be You</p>	<p>CGE 1GI,2AC,3BC,4ABG, 5DEG,7FG ICE SC1.02 ,SC2.01, SC3.01, SC4.03, PFV1.01 PFV 1.07 PFV2.02 05, PFV3.01, PFV4.01, CMV2.03, CMV4.01 FLP2.01</p>	<p>Knowledge/ Understanding Communication/ Application</p>	<p>.</p>
<p>3. Discerning Believers: Called to Be Community</p>	<p>CGE4a , CGE4c le CGE5c , CGE6e PFV1.08 , PSL1.08 PSL1.09, SC4.06 PFV3.04 ,PFV4.04;</p>	<p>Knowledge/ Understanding Communication/ Application</p>	<p>.</p>

	CMV3.06		
4. Witnessing to Christ	CGE1b,c,f; CGE2a,b,e; CGE3a,e; CGE4c,g; CGE6d; 7a, g,j CMV4.09,PFV2.05,PFV2.09, PFV2.11, PFV3.02, PFV 4.03, PSL1.01, SC3.02, SC3.03, SC3.06, SC4.02.SC 4.03, SC4.06	Communication/Application	Reviewing the lives of Christian witnesses and their own volunteer work.
5 You are Being Sent Culminating Activity: A Class Commissioning Liturgy	SC3.04 PSL3.01, SC2.04, PFV3.05 PFV4.04, PSL4.01, PSL4.05, PSL4.07, FLS2.01, FSL2.02	Communication/ Application	Class celebration of commissioning and personal commitment to living out the gospel in one's life

Activity One: Good Teachers: This is what we Must Do

Time 225 minutes

Description: This review activity is designed to focus on the Catholic Graduate Expectations studied in Unit 1. The students will be invited to reflect on which ones they are demonstrating presently, which ones they are working on and which ones will emerge as they journey further in their faith life.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1.A discerning believer formed in the Catholic Faith community who: a.illustrates a basic understanding of the saving story of our Christian faith. b.Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story. c.actively reflects on God's Word as communicated through the Hebrew and Christian scriptures. d.develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. e.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) f.seek intimacy with God and celebrates communion with God, others and creation through prayer and worship. g.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. h.respects the faith traditions, world religions and the life-journeys of all people of good will. i.integrates faith with life. j.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)

CGE2. An effective communicator who: a. listens actively and critically to understand and learn in light of gospel values. b. reads, understands and uses written materials effectively. c. presents information and ideas clearly and honestly and with sensitivity to others. d. writes and speaks fluently one or both of Canada's official languages. e. 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.

CGE3. A reflective and creative thinker who: a. recognizes there is more grace in our world than sin and that hope is essential in facing all challenges; b. creates, adapts, evaluates new ideas in light of the common good; c. thinks reflectively and creatively to evaluate situations and solve problems; d. makes decisions in light of gospel values with an informed moral conscience. e. adopts a holistic approach to life by integrating learning from various subject areas and experience ; f. examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE4. A self directed, responsible, life-long learner who: - a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; b. demonstrates flexibility and adaptability; c. takes initiative and demonstrates Christian leadership; d. responds to, manages and constructively influences change in a discerning manner; e. sets appropriate goals and priorities in school, work and personal life; f. applies effective communication, decision-making, problem-solving, time and resource management skills; g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities; h. participates in leisure and fitness activities for a balanced and healthy lifestyle.

CGE5. A collaborative contributor who: a. works effectively as an interdependent team member. b. thinks critically about the meaning and purpose of work; c. develops one's God-given potential and makes a meaningful contribution to society; d. finds meaning, dignity, fulfillment and vocation in work which contributes to the common good; e. respects the rights, responsibilities and contributions of self and others; f. exercises Christian leadership in the achievement of individual and group goals; g. achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others; h. applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

CGE6. A caring family member who: a. relates to family members in a loving, compassionate and respectful manner; b. recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended; c. values and honours the important role of the family in society. d. values and nurtures opportunities for family prayer; e. ministers to the family, school, parish, and wider community through service.

CGE7. A responsible citizen who: a. acts morally and legally as a person formed in Catholic traditions; b. accepts accountability for one's own actions; c. seeks and grants forgiveness. d. promotes the sacredness of life; e. witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; f. respects and affirms the diversity and interdependence of the world's peoples and cultures; g. respects and understands the history, cultural heritage and pluralism of today's contemporary society; h. exercises the rights and responsibilities of Canadian citizenship; i. respects the environment and uses resources wisely. j. contributes to the common good

Strands: Scripture, Profession of Faith, Christian Morality, Prayer, Sacramental Life, Family Life

Overall Expectations

SC1.01, recognize the Scriptures as God's offer to transform their lives (CCC '101-133);

- PFV1.01**, demonstrate an understanding of the relationship between religious faith and contemporary culture;
- PFV1.05**, acknowledge that the call to faith includes a call to justice;
- CMV1.01**, examine the human search for meaning and purpose in the context of Christian anthropology;
- CMV1.02**, recognize the role of the Church as a community of disciples called to transform the world;
- CMV1.03**, appreciate that humans are created with the ability to discern right from wrong, and with the freedom to choose between them (CCC ' 1730-1756);
- CMV1.08**, explore the Church's teaching on work;
- CMV1.09** critique the messages and values of the media which run counter to the Gospel vision of life;
- CMV1.10** analyze social structures in light of the Church's social teachings;
- PSL1.01**, identify and describe the role of sacraments in the life journey of Catholics with special emphasis on the sacraments of vocation;
- PSL1.08** define the Christian notion of service to others as a call to ministry
- PSL1.09** explain the various forms the call to ministry can take within the Christian community;
- FLE1.06** examine the role of chastity in the expression of sexuality in relationships and marriage;
- FLE1.09** demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- FLE1.11** demonstrate an understanding and an appreciation of the role Church encyclicals play in providing teaching and guidance in Family Life issues.

Specific Expectations

- SC3.06**, recognize the responsibility of Christians to work for justice and peace;
- SC4.05**, develop and implement strategies for community building based on the values and lifestyle of the early Church community;
- CMV3.06**, acknowledge the value of community service in relation to the common good;
- CMV4.05**, critique the message and practices of the media, which run counter to the gospel vision of life;
- PFV3.01**, value the religious quest for meaning in the contemporary world;
- PFV3.05**, appreciate that humans are rational, emotional, physical, social, esthetic, moral and spiritual in nature;
- PSL4.01**, locate biblical passages related to human dignity, justice, and reconciliation;
- FLP2.01**, realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;
- FLR2.02** articulate a Christian understanding of the family and the manner in which it participates in and contributes to a healthy and just society;

Planning notes: Students are required to have their notes form Unit 2. Copies of the Catholic Graduate Expectation Stations are required.

Teaching/Learning Strategies

The teacher begins the review by playing the Catholic Graduate Expectation "Jeopardy" Game. The teacher provides the students with the clues and they in turn answer which Catholic Graduate Expectation is being described in a form of a question.

Students are divided into groups to discuss the following: Which of the CGE's are we presently demonstrating? How do you know? Which ones have you began to demonstrate? and, Which ones need to be worked on in the future? They are to chart their answers

The teacher reconvenes the class and takes up the answers to the questions.

Individually the students are to answer the above questions in the form of a personal letter to themselves. They will be invited to read every six months in the future to discern how they are doing in their demonstrating the CGE's in their lives.

Assessment

Teacher monitors groups progress. Teacher checks the completion of the letter

Modification

Students may wish to write their letter in groups or to tape record their message to themselves

Resources

ICE Catholic Graduate Expectations

Activity 2: Review for Unit 2: Called to be True to God's Spirit; Called to be You

Time: 225 min.

Description: This activity is meant to focus on and review the Christian affirmation of the person living in the world. How does awareness of the unconditional love of God built into the center of each human life allow the Christian to walk with confident courage in a post-modern world?

Strands and Learning Expectations:

Ontario Catholic Graduate Expectations

CGE 1 A discerning believer who g.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. i.Integrates faith with life.

CGE 2. An effective communicator who a.Listens actively and critically to understand and learn in light of gospel values. c.Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3. A reflective thinker who :b.Creates, adapts, evaluates new ideas in light of the common good.

c.Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4.A self directed, responsible, life-long learner who a.Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. b.Demonstrates flexibility and adaptability. g.Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE 5.A collaborative contributor who: d.Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good. e.Respects the rights, responsibilities and contributions of self and others. g.Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 7. A responsible citizen who: f.Respects and affirms the diversity and interdependence of the world's peoples and cultures. g.Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strands: Scripture, Profession of Faith, Christian Morality, Family Life,

Overall Expectations

SC1.02 demonstrate knowledge of selected narratives and events in Sacred Scripture, and identify their importance for life decisions

PFV1.01 demonstrate an understanding of the relationship between religious faith and contemporary culture

PFV1.07 perceive the challenge of how the People of God are called to be a transforming force in relation to contemporary culture

Specific Expectations

SC2.01 demonstrate an understanding of the biblical meaning of the creation narratives, especially the notion of humanity as God's co-creators;

SC3.01 value the basic dignity of every person as created in the image and likeness of God;

SC4.03 evaluate the values found in the Gospel with those of contemporary culture;

PFV2.02 understand that the dignity of human persons is rooted in their being created in the image and likeness of God

PFV2.05 demonstrate an understanding of how the Sacred Scriptures are used within the Catholic Church to analyze and critique contemporary culture

PFV3.01 value the religious quest for meaning in the contemporary world;

PFV4.01 identify and analyze messages, values, and practices in contemporary culture which run counter to the Gospel vision of life and its meaning

CMV2.03 understand the meaning of the term 'culture'

CMV4.01 examine the human search for meaning and purpose in the context of Christian anthropology;

FLP2.01 realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

Prior Knowledge and Skills

This activity requires a review of unit 2 and the ability to use the Christian teaching on the role of the human person to construct an artistic presentation on the Christian person in the post-modern world.

Planning Notes

The students, in groups are to develop and present to the class a creative activity, which exemplifies the Catholic teaching on the worth of the person, made in God's image. (unit 2)

The presentation must affirm the path walked by the contemporary Christian as he/she strives to find "the way, the truth and the life" of Jesus in the challenges of post-modern, western culture.

Teaching/Learning Strategies

The students, in groups of 3-4 create a contemporary, artistic presentation based in the story of the rich young man in Mark 10:22. In the presentation instead of walking away, the young adult finds the power and wisdom to walk as Jesus would have walked in the challenging reality of the western world of the 21st century. The essential elements studied in unit 2 should inform the presentation.

Each group presents to the class. At the end of the presentations, the students create a list of what human and cultural realities studied in unit 2 help to define a true Christian life.

Assessment and Evaluation of Student Achievement

The teacher monitors the group presentations and class discussions in order to assess areas of strength and weakness in understanding unit 2.

Accommodations

Where necessary areas of weakness can be addressed in a review of the main elements of the unit through teacher/discussion

Resources

Notes from unit 2

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991

Jerome Biblical Commentary Brown, Raymond; Fitzmyer, Joseph; Murphy, Roland eds.,

Englewood Cliffs NJ: Prentice Hall 1990

Unit Six

Activity 3 Discerning Believers: Called to Be Community

Time: 225 minutes

Description

Students review major concepts from Unit 4 and then find a popular song to summarize the main themes in groups. After rehearsing the presentation prepared in Activity 6, Unit 4 with the summarizing song, they present to the whole class.

Strands and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4c Takes initiative and demonstrates Christian leadership.

CGE5c Develops one's God-given potential and makes a meaningful contribution to society.

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

Strands: **Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life**

Overall Expectations

PFV1.08 use an experience of community service work as a lens through which to view the relationship between gospel living and the values of contemporary culture.

PSL1.08 define the Christian notion of service to others as a call to ministry;

PSL1.09 explain the various forms the call to ministry can take within the Christian community;

Specific Expectations

SC4.06 express different ways that Christians can work for justice and peace as essential features of discipleship.

PFV3.04 value the importance of community service as an expression of the call to discipleship;

PFV4.04 engage in community service as an example of the call to discipleship;

CMV3.06 acknowledge the value of community service in relation to the common good;

CMV4.09 assess community service as a vehicle of promotion for the common good.

Planning

Teacher requests students to bring in songs with lyrics in preparation for the first part of the activity.

Teacher/Learning Strategies

The teacher summarizes or leads a discussion of the major themes of Unit 4.

Students assemble in the same groups as activity 6, unit 4. They select a popular song that reflects the major themes of the unit. Students find the lyrics and decide how they will present the song to the class (overhead projector, poster, presentation software) In the second class students rehearse the presentations made in activity 6, unit 4 with another group, which will also include the song prepared in the first part of this activity. The other group presents to them. Students make suggestions for improvement. The final part of the activity consists of presentations to the whole class.

Assessment and Evaluation

The teacher will design a rubric based on Communication and Application categories.

Accommodations

For enrichment, the presentation is converted into a website.

Resources

Celebrating an Education for Justice and Peace: A letter to the Catholic Secondary School Students of Ontario from the Catholic Bishops of Ontario

Texts:

Pennock, Michael. *Catholic Social Teaching*. Notre Dame: Ave Maria Press, 2000

Activity 4: Witnessing to Christ

Time: 225 minutes

Description

This activity enables the students to review the lives of some Christian witnesses as well as to reflect on their own volunteer work experiences that were completed during the course.

Strands and Learning Expectations

CGE 1: A discerning believer formed in the Catholic Faith Community who:

- b-participates in the sacramental life of the church and demonstrates an understanding of Centrality of the Eucharist to our Catholic story;
- c-actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- f-seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;

CGE 2: An Effective Communicator who

- a -listens actively and critically to understand and learn in light of gospel values;
- b -reads, understands and uses written materials effectively;
- e -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.

CGE 3: A Reflective and Creative Thinker who

- a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE 4: A Self-Directed, Responsible, Life Long Learner who

c -takes initiative and demonstrates Christian leadership;
g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE 6: A Caring Family Member who

d -values and nurtures opportunities for family prayer;

CGE 7: A Responsible Citizen who

a -acts morally and legally as a person formed in Catholic traditions;

g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

j -contributes to the common good.

Strands:

Scripture, Profession of Faith and Prayer and Sacramental Life

Overall expectations

PSL1.01 identify and describe the role of sacraments in the life journey of Catholics with special emphasis on the sacraments of vocation

Specific expectations

CMV 4.09 - assess community service as a vehicle of promotion for the common good

PFV 2.05, demonstrate how an understanding of how the Sacred Scriptures are used within the Catholic Church to analyze and critique contemporary culture

PFV 2.09 examine contemporary challenges to the Church's teachings on social justice (eg. Technology, poverty, role of the media, violence, racism, gender issues and the environment)

PFV2.11 demonstrate an understanding of the role of the sacraments in the life journey of Catholics and in the life of the Church, with special emphasis on the sacraments of vocation (CCC 1533-1658)

PFV 3.02 recognize that the teachings of Jesus and the Church guide believers in their moral choices

PFV 4.03 critique social, political and economic structures in light of the Church's social teaching

SC 3.02, perceive the challenge of God's preferential option for the poor

SC 3.03, appreciate the role of the prophetic stance in both Biblical and contemporary culture

SC 3.06, recognize the responsibility of Christians to work for justice and peace

SC 4.02, compare biblical prophets with persons who take a prophetic role in society today

SC 4.03, evaluate the values found in the Gospel with those of contemporary culture

SC 4.06 express different ways that Christians can work for justice and peace as essential features of discipleship

Prior Knowledge and Skills

The students need to have completed their volunteer hours that were assigned in Unit 2 of this course. In addition they will need to look over one of their theological reflection activities on this volunteer work.

Planning Notes

Make sure that the VCR is booked, that the copy of the Video is available and that the students have copies of their Theological Reflections. There should be a list of student volunteer

placements and chart paper to keep track of common experiences, scripture passages and the ways in which the 'Hand of God' is present in the student work.

Teaching / Learning Strategies

The students review what it is that all Christians are called to do with their lives and the four main ways of living out this vocation. (Brother / Sister, Married, Priesthood and the Single Life.)

The teacher shows a video to the class that highlights the lives of some people who have made choices in their lives to become witnesses to the Good News. (an example would be Witness to the Gospel) The students answer review questions and discuss any main points in a large group discussion. Individually, the students give a five-minute presentation on one of the theological reflections they completed on their volunteer work. (see Appendix 6:4-1)

The teacher distributes a handout so the students can summarize the main points of the ensuing discussion and then leads the class in an examination of the types of work that was completed, the ways in which the "Hand of God" was present in their work, the scripture passages that seemed to speak to the class, difficulties that occurred etc. (see Appendix 6:4-2)

The students end the activity with, a simple prayer for the people that they encountered during the completion of their volunteer work.

Assessment and Evaluation

The Class Presentation is evaluated as part of the Volunteer Assignment. The completed questions can also be evaluated.

Accommodations

If a student is not able to complete their volunteer hours due to special circumstances, then the teacher may provide an alternative research assignment that could be presented in class. Teachers will consult individual students IEP for specific directions on accommodations for individuals.

Resources

Video: *Witness to the Gospel*. (National Coalition of Church Vocations. 2002)

Activity Six - You are Being Sent Culminating Activity: A Class Commissioning Liturgy

This activity enables the student's to prepare a Class celebration of commissioning and personal commitment to living out the gospel in one's life. The students are to select scripture, prayers, songs and gesture to plan the celebration. This celebration may take the form of a Eucharist or a Liturgy of the Word The letters written in the first Activity are to be brought to this celebration for personal reading and reflection.

Catholic Graduate Expectations

1. A discerning believer formed in the Catholic Faith community who:
 - a. Illustrates a basic understanding of the saving story of our Christian faith.
 - b. Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
 - c. Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

- d. Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- e. 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)
- f. Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
- g. 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.
- i. Integrates faith with life.

Strands:

Scripture, Profession of Faith and Prayer and Sacramental Life

Overall expectations

Specific expectations

- SC3.04 support efforts to build Christian community within the class;
- PSL3.01, recognize that Christians depend on the transforming wisdom of the Holy Spirit in their search for authenticity and peace of heart;
- SC2.04, demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God;
- PFV3.05 appreciate that humans are rational, emotional, physical, social, esthetic, moral and spiritual in nature
- PFV4.04 engage in community service as an example of the call to discipleship,
- PSL4.01, identify and describe the role of sacraments in the life journey of the Catholic with special emphasis on the sacraments of vocation;
- PSL4.05 explain the various functions of ordained ministers;
- , PSL4.07 participate in the liturgical life of the Church (e.g. as lectors, hospitality ministers).
- , FLS2.01 define the skills needed to build healthy relationships;
- , FSL2.02 articulate a Christian understanding of the family and the manner in which it participates in and contributes to a healthy and just society;

Planning Notes

The teacher ensures that bibles, hymnals (such as the CBWIII, Gather or Glory and Praise) and an outline for preparing a Eucharist/Liturgy of the Word is provided for the students

Teaching/Learning Strategies

The teacher invites the students to recall any liturgy that they found to be meaningful for them. The teacher asks them to list those elements of the liturgy that made it meaningful.

The teacher tells the students that the course will end with a Commissioning Liturgy. The students are to plan this liturgy including the selection of readings, songs, prayers, gestures etc. The students are to ensure to include those elements that they identify in the above discussion to ensure that the liturgy is meaningful for them. The teacher describes the elements of a commissioning liturgy.

Through a class discussion the students 1) determine what kind of liturgy they wish to celebrate and 2) identify what they wish to say and do during the commissioning part of the service.

The teacher divides the students into groups for each of the above components. It is the student's responsibility to connect with each of the groups to see what ideas are being.

The teacher suggests that the letters from Activity One be incorporated into the service.

Following the preparation the class gathers in the school chapel to celebrate the commissioning

Assessment

The teacher assesses the student's progress as they prepare their part of the liturgy through observation during the group work sessions

Modifications

Ensure that the groups are mixed in abilities

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991.

Catholic Book of Worship III CCCB Ottawa 1994

Jerome Biblical Commentary Brown, Raymond; Fitzmyer, Joseph; Murphy, Roland eds., Englewood Cliffs NJ: Prentice Hall 1990

Oxford Biblical Concordance (with NRSV translation) Computer program

Appendix 6:4-1

Theological Reflection: Grade 12 Religion

Select one thing that happened during your Volunteer placement. Using the space provided, answer each of the questions based on this situation.

Step 1: Gather information

What happened?

Who was involved?

What were the effects or consequences of the experience?

Step 2: Putting it in Context

How did you feel during this situation?

What was the key issue?

Step 3: Discover Meaning

How was God present in this situation?

What stories in scripture seem relevant to this situation?

Step 4: Take Action

What did you learn from this situation?

What is one additional thing that you can do about this situation?

