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*Catholic District School Board Writing Partnership*

# Course Profile **Religious Education**

Grade 9  
Open

• *for teachers by teachers*

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## Unit 3: Covenant: Called to Love

**Time:** 22 hours

### Unit Developer(s)

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**Development Date:** March 4, 1999

### Unit Description

This unit explores the biblical foundations of covenant. Students are encouraged to apply the Ten Commandments and Beatitudes to their own lives. The theme of relationships provides the focus for a discussion of covenant in the lives of students. 1 Corinthians 13 is used as the framework for examining healthy and broken personal relationships. Students explore the importance of healing and reconciling broken relationships.

### Strand(s) and Expectations

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

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

**Overall Expectations:** SCV.01, SCV.03, SCV.02, SCV.05, PFV.02, PFV.05, PFV.06, MDV.01, MDV.11, MDV.09, MDV.08, MDV.04, MDV.06, MDV.10, MDV.07, PSV.06, PSV.08, PSV.09, PSV.01, PSV.07, PSV.02, PSV.03, PSV.01, FLV.01, FLV.06, FLV.07, FLV.02, FLV.05, FLV.12, FLV.09, FLV.10, FLV.11, FLV.12.

**Specific Expectations:** SC1.06B, SC1.04B, SC2.02B, SC2.03B, SC3.01B, PF1.01, PF1.07B, PF2.02B, PF3.01B, MD2.06B, MD1.07B, MD1.03B, MD1.06B, MD4.01B, MD1.01B, MD1.05B, MD2.07B, MD2.03B, MD2.04B, MD2.02B, MD2.05B, MD1.02B, MD4.02B, MD3.03B, MD4.03B, MD1.04B, MD4.06B, PS1.04B, PS1.03B, PS3.01B, PS1.01B, PS2.02B, PS4.06B, PS3.02B, PS4.07B, PS1.06B, FL2.03B, FL1.02B, FL4.02B, FL2.05, FL1.06B, FL1.06B, FL2.04, FL4.04B, FL2.03B, FL1.03B, PF1.03B, PF2.03B, PF4.01B.

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## Activity Titles

Activity 1	What is Covenant?	180 minutes
Activity 2	Covenant in Scriptures	60 minutes
Activity 3	Ten Commandments/ Value Statements	120 minutes
Activity 4	Personal Covenants	120 minutes
Activity 5	Dating	120 minutes
Activity 6	Sexual Decision Making	240 minutes
Activity 7	Broken Relationships, When Love Goes Wrong	120 minutes
Activity 8	Levels of Discrimination	120 minutes
Activity 9	Jesus as the Model of Inclusivity	120 minutes
Activity 10	Healing and Reconciliation	120 minutes

## Planning Notes

Students come to Grade 9 with a diversity of experiences and the teacher needs to be conscious of this throughout the unit. By the time they reach Grade 9 some students will have already been involved in early sexual activity and others will not yet have begun to date. Others still will have personal knowledge of the pain of broken relationships, both in their personal lives and in their families. It is important for the classroom to be a truly safe environment in which students are able to openly and honestly discuss many of the issues in this unit.

## Prior Knowledge Required

Group work guidelines and expectations, components of the tri-part Portfolio, components of Liturgy, Church teachings on the dignity of each person

## Teaching /Learning Strategies

Brainstorming carousel, socratic, small group (think/pair/share), reflective activities, role-playing/scenarios/case studies

## Assessment/Evaluation

**Formative Assessment:** observation, reflection, performance assessments, paper and pencil tests

**Summative Evaluation:** Students plan, lead, and participate in a liturgy on the themes of covenant, broken relationships, and reconciliation. Assessment of this liturgy will include observation, checklists.

## Accommodations

For students with special needs and ESL students, the teacher is to consult with school Special Education and ESL teachers, and refer to each student's IEP to meet the needs of specific students. It is also suggested that the teacher consult with the parents (when possible) concerning reinforcement of learning expectations and appropriate study conditions at home. Teachers may also consider making contact with organizations in their communities that assist new Canadians (e.g., welcoming centres, multicultural agencies) for suggestions and resources. ESL students may also benefit by being partnered with other students with similar linguistic and/or cultural backgrounds when possible. Many of these suggestions for accommodations as well as many others are from the OSS policy document, Appendix 6, and the Ministry Special Education and ESL Guidelines.

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## Resources

### Texts

*Be With Me*

*Turning Points*

*Path Through Scriptures*

### Computer Software

*NRSV Bible*

*Catechism of the Catholic Church*

### Videos

*Moses: Prince of Egypt*

*The Ten Commandments*

*Now and Then*

## Activity 1: What is Covenant?

**Time:** 180 minutes

### Description

Through an examination of types of agreements, contracts and covenants that students see in everyday life, they begin to investigate the qualities and characteristics of a covenant. In this activity students are introduced to some of the biblical and personal covenants with God and human beings.

### Strand(s) and Expectations

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

**Strand(s):** Scripture, Profession of Faith

**Overall Expectations:** SCV.01, SCV.06 ❖; PFV.06 ❖.

**Specific Expectations:** PF1.03B, PF2.03B.

PF1.03B - describe how searching and questioning may be avenues to intellectual growth in the area of religious faith;

PF2.03B - summarize how followers of Jesus are called to love self and others;

### Planning Notes

The teacher needs to preview the video *Now and Then*, or another appropriate video that demonstrates the ideals and components of covenant, and create a worksheet for students.

### Prior Knowledge Required

Students need to be aware of the process for think/pair/share.

### Teaching/Learning Strategies

1. **Whole Group:** Teacher reviews unit expectations and assessment strategies with students, and students set appropriate goals for their own learning.
2. **Small Group:** Think/pair/share, students: define agreement, identify people they make agreements with, and define informal and formal agreements (i.e., contracts and friendships)
3. **Whole Group:** Students view the video *Now and Then* to identify ways we enter into covenants in our lives, how covenants may be broken, and how we reconcile broken relationships.

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4. **Whole Group:** The teacher discusses the difference between agreement or contract and covenant, and discusses our baptism as the initial covenant with God. The teacher introduces the newspaper covenant assignment that asks students to collect five newspaper and/ or magazine articles that deal with agreements or covenants.

### **Assessment/Evaluation**

1. Formative - performance assessment rubric for Newspaper article assignment (SCV.06)
2. Formative - performance assessment: *Now and Then* video assignment (PFV.06)

### **Resources**

*Now and Then* video (Directed by Leslie Linka-Glatzer, Newline Cinema, 1996).

### **Accommodations**

Some students require assistance in understanding and completing the video assignment. Peer mentoring is an effective way to accomplish this. Teachers should consult students' IEPs to make necessary modifications to the newspaper assignment. Reasonable modifications may include limiting the number of articles required, having students verbally answer the questions either through conference or tape recordings, and pairing students with peer models to complete assignment.

### **Appendices**

None

## **Activity 2: Covenant in Scripture**

**Time:** 60 minutes

### **Description**

In this activity students explore the scriptural roots of God's covenants with humanity through the stories of Noah, Abraham and Sarah, Moses, and Mary. Students further discuss the invitational nature of God's covenants and the importance of humanity's accepting the invitation. This learning takes on personal relevance when the student writes a reflection paper.

### **Strand(s) and Expectations:**

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

**Strand(s):** Scripture, Profession of Faith

**Overall Expectations:** SCV.01, SCV.03, SCV.02, SCV.05 ❖ PFV.02, PFV.05.

**Specific Expectations:** SC1.06B ❖; SC1.04B ❖, PF1.01B ❖.

SC1.06B - locate key Scriptural passages (e.g. the Ten Commandments, the Beatitudes);

SC1.04B - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

PF1.01B - recognize discipleship as the call to follow Jesus in word and deed;

### **Planning Notes**

Time required to complete this assignment will vary from class to class. Teacher creates a biblical covenant worksheet.

### **Prior Knowledge Required**

Group work guidelines, Bible skills

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## Teaching/Learning Strategies

1. **Whole Group:** The teacher reviews covenant as sign of God's love and desire to be with humanity and then introduces the carousel activity
2. **Small Group:** Students participate in a carousel activity, in which they investigate four biblical covenants (Noah, Abraham and Sarah, Moses, and Mary) and complete teacher-provided worksheets. An optional activity may be to show segments of *Prince of Egypt* to supplement understanding of the Moses story.
3. **Whole Group:** The teacher discusses covenant as God's invitation to humanity to enter into a personal relationship and humanity's acceptance of this invitation.
4. **Individual:** Students write a reflection paper about the risks and benefits involved in entering into a covenant with God, and review how a covenant differs from a contract. This assignment could be completed for homework.

## Assessment/Evaluation

1. Formative - Performance Assessment: 'Biblical Covenant worksheets' (SC1.06B, SC1.04B, SCV.05, PF1.01B)
2. Formative - Performance Assessment Rubric for reflection paper (SC1.04B, PF1.01B)

## Resources

Bibles

*Path Through Scripture*, pp. 36-40, 56-60,

Teacher-made reflection assignment and rubric

## Accommodations

Modifications of assignments should be made to accommodate students' IEPs. Peer mentoring during the carousel activity may be helpful for some students. Internet or Computer software versions of Bibles may also be used in this activity if resources are available. For some students probe statements may be suggested to guide student reflection. As well, reflections may be completed using a variety of mediums such as video or audio tapes, through conferencing or in pictorial form.

## Appendices

None

## Activity 3: The Ten Commandments/ Value Statements

**Time:** 120 minutes

### Description

In this activity students complete an investigation of the Mosaic covenant in relation to modern day society. They begin by examining the Ten Commandments and identifying the underlying message that each Commandment has for today's society. Once students have explained the values found in each commandment, they complete the Values Statements assignment in which they reframe the Ten Commandments into ten value statements and then apply these values to today's culture.

### Strand(s) and Expectations

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

**Strand(s):** Scripture, Profession of Faith

**Overall Expectations:** SCV.03, SCV.02, SCV.06 ❖, PFV.01B❖ PFV.02, PFV.05.

**Specific Expectations:** SC3.01B ❖, PF1.07B ❖.

SCV.06 - express connections between the relationships described in biblical events and their own life experiences.

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SCV.02 - demonstrate knowledge of major stories and events in Scripture (the Sermon on the Mount, the Sinai covenant), and discuss the Christian faith with reference to these passages;  
SCV.03 - explain how the message of Scripture informs and challenges society (CCC §1878-1939);  
PFV.01 - describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);  
PFV.02 - articulate the Christian call to take on the attitude of Christ (CCC §1701-1709, 1716-1724);  
PFV.05 - understand the Christian call to life in the community of faith, the Church (CCC§166-175).

### Planning Notes

The Value Statements activity should be introduced using class time to ensure understanding and then students complete it on their own time (due three to four days later). The Value Statements assignment should be entered into their portfolios.

### Prior Knowledge Required

- Ability to locate scripture passages from Unit 1

### Teaching/Learning Strategies

1. **Small Group:** Students review as many of the Ten Commandments as possible and then report the results of their brainstorming to the whole class.
2. **Individual:** Students locate one of the passages containing the Ten Commandments (Exodus 20:1-17), and make corrections to class list as needed. Segments of the video *The Ten Commandments* may be shown to supplement understanding of the Exodus scripture passage.
3. **Small Group:** (10 groups are required) Students participate in a brainstorming carousel in which they provide examples of what each commandment looks like/sounds like (papers rotate through each group - no repeats on a page). At the end of the activity, the last group reports the answers to the whole class.
4. **Individual:** Students write a brief summary of each commandment.
5. **Whole Class:** The teacher introduces the Values Statements assignment (Appendices 3.1, 3.2).
6. **Individual:** Students reframe the commandments, changing them from commandments to value statements.

### Assessment/Evaluation

1. Formative - informal teacher observation/roving conference during the carousel activity (SC3.01B, SCV.06)
2. Formative - performance assessment: Value Statements assignment (SC2.01B, SC3.01B, PFV.01B, PF1.07B)

### Resources

Bibles

*The Ten Commandments* video (if desired)

### Accommodations

Peer mentoring may be useful to some students during the carousel activity. Modifications should be made to assignments following the recommendations of students' IEPs. Some modifications may include completing the Value Statements assignments with partners or alone with fewer statements to complete. They could also be completed pictorially, or through various media elements (e.g., home videos).

### Appendices

3.1 – Value Statements

3.2 – Value Statements Evaluation Rating Scale

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## Appendix 3.1: Value Statements

The Ten Commandments are called ‘commandments’ because they call us to live in a certain way. In each Commandment there are specific values that underlay the message. This assignment involves rewriting the commandments to truly make them *value statements*.

### Part A

Rewrite each of the Commandments listed below as value statements. An example is provided. Your statement should be written only in positive language (i.e., there should not be: do not, don’t, should not, etc.).

The following is an example of how to complete this part of the assignment:

**You shall not have any other gods besides me.**

Value statement: *There is only one God.*

### Part B

Your task in this part is to present your value statements in a modern meaning that will illustrate the statements using examples from today’s society. Remember, the Commandments were given as guidelines on how the Israelites should live their lives in loving, covenantal relationships with each other and with God.

For **each** of your value statements:

- Write your value statement clearly and neatly on your page.
- Find or draw a picture that represents this statement.
- Explain in 3-5 sentences why this is an important message for today’s world. (Use an example to support your answer.)
- Explain why this message is a challenge to today’s culture and values.

If you wish you may use the following sentence prompts:

This picture represents.....

This is an important message for today’s society because.....

Your assignment should be put together into a booklet format when it is submitted.

Each value statement will be evaluated on completeness of value statements, neatness and creativity of the picture, your explanation on the importance and challenges of this message for today’s world, and communication of ideas.

## Appendix 3.2: Value Statements Evaluation Rating Scale

Name: \_\_\_\_\_

	<b>Level 1 2.5 marks</b>	<b>Level 2 3 marks</b>	<b>Level 3 3.5 marks</b>	<b>Level 4 4 - 5 marks</b>
Value Statements	- few statements are rewritten as values	- some statements are rewritten as values	- most statements are rewritten as values	- all statements are rewritten as values
Pictures/ Appearance	- few illustrations are included - illustrations are not always appropriate - work is messy, limited use of colours, borders, etc.	- some illustrations are included - illustrations are often appropriate - work is neat, some use of colours, borders, etc.	- most statements include illustrations - illustrations are usually appropriate - work is neat, most include colour, borders, etc.	- all statements included illustrations - all pictures are appropriate - work is neat, all include colour, borders and extra attention is given to details to enhance quality
Message of Value Statement	- few messages are identified - few challenges of these messages are identified	- importance of messages is clearly identified and some explanation is provided - some of the challenges to these messages are identified	- importance of messages is clearly identified and clearly explained - many of the challenges of these messages are identified and explained	- importance of the messages is clearly identified and explained; examples are used to expand upon ideas - the challenges of following these messages are clearly identified and solutions are suggested
Communication of Ideas	- limited use of appropriate or creative language - serious errors in spelling and/or punctuation - several run on or fragmented sentences - many sentences are unclear	- language is used appropriately and creatively some times - many errors in spelling and/or punctuation - some run-on or fragmented sentences - some sentences are unclear	- language is used appropriately and creatively most times - some errors in spelling and/or punctuation - many sentences are complete and correct - most sentences are clearly written and easy to understand	- language is appropriate and creatively used to enhance ideas - few or no errors in spelling and/or punctuation - complete sentences all of the time - sentences are clearly written and easy to understand

**Overall Level for this assignment:** \_\_\_\_\_

**Overall Mark for this assignment:** \_\_\_\_\_

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## Activity 4: Personal Covenant

**Time:** 120 minutes

### Description

In personal covenants students focus on the fourth commandment as they investigate the family and the various covenants that are implicitly present within the family structure. Students explore the reality that if we say we love someone, there are responsibilities and necessary actions that go with this love. Through this understanding, students create a covenant between themselves and other members of their family. These family covenants are signed by these family members.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1i, 4g, 6a

**Strand(s):** Scripture, Christian Moral Development, and Family Life

**Overall Expectations:** SCV.01, SCV.02, MDV.11, PFV.01 ❖; PFV.06 ❖; PSV.06, FLV.06 ❖ FLV.07.

**Specific Expectations:** PS1.03B, PS1.04B ❖, SC3.01B ❖; MD2.07B ❖; MD2.03B ❖; MD1.03B ❖; FL1.03B, FL2.03B.

PS1.03B - understand the role of bodily posture and gesture in prayer;

PS1.04B - understand the role of sign and symbol in sacramental expression;

SC3.01B - communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;

MD2.03B - explore and express the qualities of relationships they want to have;

MD2.07B - explain and interpret the fourth commandment as it applies to families;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;

FL2.03B - describe the Christian family as the basis of society and as domestic Church.

### Planning Notes

The teacher (or students as an expanded opportunity) may wish to contact a local family counselor to come in as a guest speaker to discuss the role of families in modern society. Family covenants are introduced during class time, but completed primarily at home, and are to be added to the tri-part portfolios. It is important that the teacher be sensitive to the differing family structures and family member's willingness to be engaged in the family contract assignment.

### Prior Knowledge Required

- Knowledge of the Ten Commandments from Activity 3

### Teaching/Learning Strategies

1. **Whole Class:** Teacher reviews the fourth commandment as a loving relationship and then discusses how this commandment supports the idea of covenant with God (i.e., loving parent, trust filled relationship, etc.). See *Be With Me*, theme 5.2, and *Turning Points*, pp. 18-20, 22-24.
2. **Individually:** Students brainstorm and list 10 loving family relationships down the left side of a page. Then students insert "if" in front of each statement, and "then I will..." after the statement and finally, complete statements by filling in what you will do to demonstrate that you love this person (i.e. "If I love... then I will...").

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3. **Whole Class:** Students brainstorm answers for the following: “What are the signs/symbols of our relationships with our parent(s)”
  4. **Individual:** Students create a covenant between themselves and members of their families. These covenants should be neatly prepared and decorated and signed by both the student and members of his/ her family.

### Assessment/Evaluation

Summative - Family Covenant Performance Assessment rubric (SC3.01B, SCV.06, PFV.01B, PFV.06, MD2.07B, MD2.03B, MD1.03B, PSV.06, PS1.04B, FL2.03B, FLV.06, FL2.03B, FLV.06)

### Resources

*Turning Points*, pp. 18-20, 22-24

*Be With Me*, Chapter 5.2

*Catechism of the Catholic Church*, paragraphs 2197 - 2257

### Accommodations

Some students may have reservations in completing this covenant assignment if they are living in abusive or broken relationships at home, or not living at home. They may be encouraged to find examples of covenant in other areas of their lives (e.g., friends, extended family, etc.) Modifications should be made to assignments following the recommendations of IEPs. ESL students may be encouraged to complete the covenant in both their native language and English and to facilitate parental involvement. Some students may benefit by creating their covenants using visual images to depict loving relationships through the use of family photographs, drawings, etc.

### Appendices

None

## Activity 5: Dating

**Time:** 120 minutes

### Description

Dating relationships, as covenants are the theme of this activity. Students investigate the various aspects of love relationships, focussing on the distinction between love and infatuation. 1 Corinthians 13 is used to inform this discussion.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:**

**Strand(s):** Christian Moral Development, Family Life

**Overall Expectations:** FLV.05, FLV.12, FLV.09, FLV.11 ❖.

**Specific Expectations:** FL1.03B, FL1.06B, MD1.05B ❖, MDV.07, MDV.08.

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;  
FL1.06B - know the meaning of responsible sexual expression in the light of the virtue of chastity;  
MD1.05B - explore the Christian concept of love, *agape*, as distinct from popular notions of love;  
MDV.07 - explain how the Christian concept of society is radically inclusive (CCC §1928-1942);  
MDV.08 - explore the Christian dimensions of love of God and neighbour within the context of popular notions of love (CCC §1604, 1622-1629, 2448);

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## Planning Notes

Understanding of the scriptural notion of love as commitment and covenant is important, as students begin to examine issues regarding early sexual activity in the next activity. “Love Prayers” should be placed into the student’s portfolio. Different cultures may have different beliefs and ideals in defining love and infatuation and it is important for the teacher to encourage all students to share their ideas.

## Prior Knowledge Required

Students should have an understanding of the dimensions of covenant and how we make covenants in our lives. When discussing the differences between love and infatuation, it is important for the teacher to reinforce that the qualities of infatuation are good and are a natural part of all relationships.

## Teaching/Learning Strategies

1. **Whole Class:** The teacher leads a class brainstorming session on trying to define love and its characteristics and qualities. Building on the activity Personal Covenants, the teacher helps the class to restate connections between covenants and loving relationships. (*Be With Me*, pp. 72-75)
2. **Small Group:** Students brainstorm how dating can grow from being more ‘contractual’ to ‘covenantal’. These discussions are shared with the class.
3. **Whole Class:** Students read 1 Corinthians 13 and identify the qualities of love as found in this scriptural passage.
4. **Individual:** Students create their own ‘Love Prayer’ by re-writing the 1 Corinthians 13 passage and inserting their names whenever ‘love’ is stated. The teacher helps students to make connections between this prayer and the gift and call to be loving, covenantal people. Optional: Prayers could be decorated and displayed in the classroom.
5. **Whole Class:** Students brainstorm and define the qualities of love in comparison to the qualities of infatuation. The teacher leads the class in an examination of love as seen through the eyes of the media. Students discuss whether ‘popular love’ is more often like infatuation or scriptural love. (*Be With Me*, teacher’s manual p. 120, *Turning Points*, pp. 217-218)
6. **Small Group:** Optional: In triads, students create a collage poster depicting the differences between scriptural love and infatuation. Posters are displayed in the classroom.

## Assessment/Evaluation

Formative - Performance Assessment Rubric for love and infatuation posters (MDV.08, MD1.05B, FL1.06B, FLV.11)

## Resources

*Be With Me*, theme 4.1

Bibles

*Be With Me* (teacher’s manual), p.120

*Turning Points*, pp.217-218

## Accommodations

Modifications should be made to assignments following the recommendations of IEPs. Some students may benefit from the use of computers to complete the ‘Love Prayers’.

## Appendices

None

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## Activity 6: Sexual Decision-Making

**Time:** 180 minutes

### Description

Often when adolescents are involved in dating relationships they are faced with many important questions and decisions, particularly regarding early sexual activity and sexual abstinence. As a result, this activity reviews the Decision-Making Model (See, Judge, Act, Evaluate) in connection with sexual decision making. Students are provided with a variety of case studies and scenarios about dating, sexual activity, and moral decision making.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

**Strand(s):** Scripture Christian Moral Development, Family Life

**Overall Expectations:** SCV.03, SCV.02, FLV.12, FLV.09, FL1.03B, FLV.12, FLV.05 ❖; FLV.11, MDV.01, MDV.11, MDV.10, MDV.09 ❖.

**Specific Expectations:** SC4.02B ❖; MD2.06B ❖; MD1.07B ❖; MD1.06B ❖; MD2.02B, MD2.05B, MD4.01B ❖; FL2.05 B❖; FL1.06B ❖; FLV.12, FL4.04B❖, FL1.02B.

SC4.02B - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

MD2.06B - explain the relationship between Christian moral decision-making and love;

MD1.07B - define chastity and understand why it is a Christian virtue;

MD1.06B - demonstrate an understanding of the role of the magisterium in moral decision-making;

MD2.02B - perceive the challenge of God's preferential option for the poor;

MD2.05B - review the decision-making model of see, judge, act and evaluate;

MD4.01B - value the sacredness of the human body, regardless of appearance;

FL1.02B - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL2.05B - appreciate the relational meaning of God's gift of sexuality;

FL1.06B - know the meaning of responsible sexual expression in the light of the virtue of chastity;

FL4.04B - develop decision-making and assertiveness skills which protect and promote chastity;

FLV.12 - analyze sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);

### Planning Notes

In each class there will be a variety of student experiences concerning dating and early sexual activity. It is important for the teacher to be aware of and sensitive to this fact as the activity proceeds.

### Prior Knowledge Required

Students should have an understanding of the decision-making model from Unit 1, as well as an understanding of the importance of respecting the sacredness of each person (human dignity) from Unit 2. An understanding of the difference between scriptural love and infatuation is important in this decision-making process.

### Teaching/Learning Strategies

1. **Whole Class:** The teacher reviews with the class the differences between scriptural love and infatuation, as well as the qualities associated with love.
2. **Small Group:** Students brainstorm some of the possible decisions a teenager may have to make in a dating relationship. Issues that are likely to surface may include early sexual activity, sexually transmitted infections, forced sexual activity, pregnancy, contraceptive use, etc. Brainstormed issues are shared with the class and recorded for further use. In this activity, the class focusses on early sexual activity.

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3. **Whole Class:** The teacher reviews the decision-making model of see, judge, act, evaluate, including the role of the magisterium (*Be With Me*, theme 4.2, *Turning Points*, p. 90) Before introducing the next step in this activity, it would be wise to ensure that students understand the difference between chastity and abstinence.
  4. **Small Group:** In a think/ pair/ share, using a ‘T-Chart’ students brainstorm some of the possible reasons why young people may choose to engage in early sexual activity and some reasons why young people decide not to engage in early sexual activity (i.e., the pros and cons). This teacher may choose to reinforce this strategy by having students read theme 4.3 from *Be With Me* and/or selections from *Turning Points*, pp. 233-246.
  5. **Individual:** Students investigate what scriptures say regarding issues of sexual activity by reading various passages that reaffirm the sacredness of the body (e.g., 1 Corinthians 6:15- 19, Ephesians 2:10, as well refer to Unit 2 and the discussion on the sacredness of the body from Genesis)
  6. **Whole Class:** Using the information provided from the think/pair/share, the teacher leads the class through the process of the decision-making model, providing information as needed (e.g. what does the Catechism say, Church teachings, explanations of the concepts of intimacy, mutuality, and commitment).
  7. **Small Group:** Students choose one other issue from the list generated in Strategy 2 and apply the decision-making process to that issue (the teacher needs to ensure that all issues are investigated). The teacher should act as a ‘roving reference’, providing background information, Church teachings, etc., where needed. Students share their work with the class.
  8. **Individual:** Students complete a quiz on the decision-making model as it applies to early sexual activity.
  9. **Individual:** Students create a brochure demonstrating the value and importance of sexual abstinence. Brochures may need to be completed outside of class time. (Appendix 3.3)

### Assessment/Evaluation

1. Formative - Paper and pencil quiz (SC4.02B, FLV.11, FL2.05, FL1.02B,FLV.05, FL1.06B, FLV.12, FL4.04B, MD2.06B, MD1.07B, MD1.06B, MD2.02B, MD2.05B, MDV.09, MD4.01B)
2. Summative - Performance Assessment: Abstinence brochure (Appendix 3.3), teacher- and self-evaluation using a rating scale (SC4.02B, MD2.06B, MD1.07B, MD4. 01B, FLV.11, FL2.05, FLV.05, FL1.06B, FLV.12, FL4.04B)

### Resources

*Be With Me*, Chapter 4.2

*Turning Points*, p.90

*Be With Me*, 4.3

*Turning Points*, pp. 233- 246

*Catechism of the Catholic Church* 2337-2362, 2390-2391

Bibles

### Accommodations

Modifications should be made to assignments following the recommendations of IEPs. Peer mentoring may be beneficial to some students during the decision-making activities to help ensure understanding. Some students may complete brochures with a partner. Some students may require a scribe when writing the quiz or may have reduced questions on the quiz. Since many of the same expectations are covered in the quiz and brochure, it may be beneficial to have some students complete only one of these assignments.

### Appendices

3.3 – Abstinence Brochure Evaluation

### Appendix 3.3: Abstinence Brochure Evaluation

Name: \_\_\_\_\_

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Church Teachings on abstinence	- limited references to Church teachings are included	- some references to Church teachings are included	- many references to Church teachings are included and explained creatively	- many references to Church teachings, including the use of Scriptures, are included and explained creatively
Societal Reasons for Abstinence	- limited references to societal reasons for abstinence are included	- some references to societal reasons for abstinence are included	- many references to societal reasons for abstinence are included and explained creatively	- many references to societal reasons for abstinence are included and explained creatively, using specific references and examples
Sexuality as a Gift	- limited references to the understanding that sexuality is a gift are included - limited references to the importance of commitment, intimacy, and mutuality in relationships are included	- some references to the understanding that sexuality is a gift are included - some references to the importance of commitment, intimacy, and mutuality in relationships are included	- many references to the understanding that sexuality is a gift are included and explained so teens can understand - references to the importance of commitment, intimacy, and mutuality in relationships are included in an interesting way, aimed at teens	- many references to the understanding that sexuality is a gift are included and explained creatively, aimed at teens - references to the importance of commitment, intimacy, and mutuality in relationships are clearly explained in a creative and interesting way, aimed at teens
Communication	- serious errors in spelling and grammar - many sentences are unclear	- many errors in spelling and grammar - some sentences are unclear	- some errors in spelling and grammar - most sentences are clearly written and easy to understand	- few or no errors in spelling or grammar - uses complete sentences that are clearly written and flow with ease
Design	- design of brochure makes limited use of space effectively - limited variety in use of materials	- design of brochure makes some use of space effectively - some variety in use of materials	- design of brochure makes good use of space effectively and creatively - good variety in use of materials	- design of brochure is effective and creative, and aids in the understanding of the topics presented - excellent variety in use of materials, choice of materials helps to expand on message presented

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## Activity 7: Broken Relationships

**Time:** 120 minutes

### Description

Students investigate the causes and effects of broken relationships (this could include family, dating, divorce or friendship). Students again refer to 1 Corinthians 13 as the ‘rubric’ for evaluating love relationships. Using *Be With Me*, early warning signs of ‘love gone wrong’ are investigated and applied to role-playing skits and students are encouraged to suggest solutions and ways to repair or end these broken relationships.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1i, 2b, 2c, 5e, 5g.

**Strand(s):** Profession of Faith, Christian Moral Development, and Family Life

**Overall Expectations:** PFV.05, MDV.11, MDV.10, FLV.01, FLV.02, FLV.06, FLV.07, FLV.12, FLV.09, FLV.05❖.

**Specific Expectations:** PF2.02B❖, PF4.01B, MD1.01B❖, MD4.03B, MD1.04B❖, MD4.02B, FL2.04B❖, FL1.03B, FL2.03B.

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PF4.01B - respect physical change as integral to God’s creation of the human person;

MD1.01B - know that each person has been created with the freedom to shape his or her own relationships.

MD1.04B - explain how the Christian concept of society is radically inclusive;

MD4.02B - respect physical change as integral to God’s creation of us;

FL2.04B - compare the signs of healthy and unhealthy relationships;

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;

FL2.03B - describe the Christian family as the basis of society and as domestic Church.

### Planning Notes

Sensitivity will have to be shown as there may be students in your class who have been involved in painful broken relationships. The teacher (or students as an expanded opportunity) may wish to invite the youth care worker, or local youth counselor into class to discuss some of the effects broken relationships have on adolescents.

### Prior Knowledge Required

- Definition of covenant
- Qualities of loving relationships (i.e., 1 Cor.13)

### Teaching/Learning Strategies

1. **Individual:** Students complete the following reflective questions. They identify: a person with whom they had a covenant that was broken. What was the situation, covenant, expectations of the other person, expectations of themselves, signs and symbols, how was it broken, what happened, how did they feel?
2. **Small Group:** Students think/pair/share some of the ways covenant relationships are broken, and some of the reasons they are broken (focus on personal covenants, i.e. dating, family relationships, friendships). Students report their answers to class.

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3. **Individual:** Students read and analyse early warning signs of ‘love gone wrong’. (*Be With Me*, theme 4.4, pp. 104-105, Teacher’s Manual, p. 154)
  4. **Small Group:** Students prepare and present short skits depicting scenarios of love gone wrong. Classmates analyse the skits in light of love gone wrong, and suggest solutions either to repair or to end the relationship. (*Be With Me* Teacher’s Manual p. 158)

### Assessment/Evaluation

Formative - Performance Assessment: Role play (PF2.02B, MD1.01B, MD4.03B, MD1.04B, FL1.04B, FLV.08, FLV.05, FL2.04)

### Resources

*Be With Me*

*Be With Me*: Teacher’s manual

*Be With Me*: Teacher’s manual, p.158 (scenarios)

### Accommodations

Modifications should be made to assignments following the recommendations of IEPs. The reflective questions may require some modifications such as answering them orally or using a tape recording, and using a computer. ESL students may benefit by being partnered with a student of similar linguistic and/or cultural background when possible. Some students may require assistance in the analysis of ‘Love Gone Wrong’. Peer mentoring may be useful during this activity as well as the presentations of the role plays. Expanded opportunities may include making presentations on broken relationships to younger students (in connection with Strategy 4).

### Appendices

None

## Activity 8: Levels of Discrimination

**Time:** 120 minutes

### Description

In this activity and the following one, students investigate the covenants we have with our society and the communities we live in. Students first investigate some of the covenants that we have in our society, as well as the ways that some of these covenants are broken. The Levels of Institutional Discrimination is examined and then applied to issues of discrimination against various groups within our society.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1c, 1d, 2c, 2c, 5e, 7e.

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

**Overall Expectations:** PFV.02, PFV.05, MDV.07.

**Specific Expectations:** PF2.02B ❖, PF3.01B ❖, MD1.03B ❖, MD4.03B ❖, MD1.04B ❖.

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PF3.01B - acknowledge that the love of God for all people demands justice;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God’s plan;

MD1.04B - explain how the Christian concept of society is radically inclusive;

MD4.03B - value the basic dignity of every person within relationships.

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## Planning Notes

The topic of same sex orientation (homosexuality) is a sensitive one. Ensure the class atmosphere is one of trust and safety before dealing with this issue. It is important for teachers to have knowledge of the Church's teaching regarding the treatment of same-sex oriented people (i.e., Ontario Catholic Conference of Bishops' Pastoral Letter) which calls all people to treat homosexual persons with dignity and respect. The teacher should also be sensitive to the possibility that some students may choose to 'come out' as a result of this activity and therefore must ensure that appropriate support systems are available before beginning. Throughout this activity many students may have a variety of opinions and questions dealing with this issue. It is important that the teacher answers them honestly and sensitively ensuring students are properly informed with correct information.

Optional strategy: The teacher (or students) may wish to invite a local law enforcement officer to the class to discuss issues concerning hate crimes, particularly relating to people who are gay and lesbian.

## Prior Knowledge Required

- The sacredness of each person
- Elements of a covenant

## Teaching/Learning Strategies

1. **Small Group:** In groups of 3-4 students discuss the following questions and then report back to the whole class: (a) what are some of the covenants we have in society? (i.e. some rules, written or unwritten, that promote loving, equitable relationships), and (b) What are some of the ways that covenants are broken? (Teacher may need to lead students through these questions.)
2. **Small Group:** Students identify situations when they have witnessed discrimination (either against themselves or happening to another person). Students then brainstorm how discrimination is an example of a broken covenant and report findings to the class.
3. **Whole Group:** The class brainstorms groups in society that are discriminated against (e.g., teens, gays and lesbians, work place discrimination, black people, women, Muslims, mentally or physically challenged). Then the class suggests some of the myths associated with these groups.
4. **Whole Class:** In a socratic lesson the teacher explains the 'Levels of Institutional Discrimination' (stereotyping, prejudice, discrimination, institutional discrimination) and provides definitions and examples for each level using same sex orientation as an example. The teacher shows how stereotypes can lead to prejudice, discrimination and institutional discrimination. At this point the teacher should include a discussion on what the Catholic Church says regarding same sex orientation and the treatment of people who are same sex oriented. (*Be With Me*, pp. 92-93, *Turning Points*, pp. 219-220)
5. **Pairs:** Students apply the 'Levels of Institutional Discrimination' to one of the groups (assigned or monitored by the teacher to ensure all groups are analyzed).

## Assessment/Evaluation

Formative - Students hand in worksheets on the "Levels of Institutional Discrimination" to ensure understanding and completion.

## Resources

*Catechism of the Catholic Church*, 1928-1942

*Be With Me*, pp. 92-93

*Turning Points*, 219-220

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## Accommodations

Modifications should be made to assignments following the recommendations of IEPs. Some students may require peer mentoring in order to complete Levels of Institutional Discrimination strategy, as well as the readings and the strategy involving identifying issues regarding marginalization and discrimination. Some Special Needs or ESL students may have experienced discrimination and/or marginalization and this may provide a good opportunity for these students to share their stories with the class, if they are comfortable. As an expanded opportunity students could complete further research on the topic of discrimination using the resource center.

## Appendices

None

## Activity 9: Jesus As The Model Of Inclusivity

**Time:** 120 minutes

### Description

Students continue to investigate issues of discrimination and broken covenants. Drawing from Gospel examples and focussing on the Beatitudes, students examine how Jesus modeled loving covenantal relationships for us, and then use this model to critique contemporary values.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 2b, 2e, 5e, 7e.

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

**Overall Expectations:** SCV.03, PFV.02, MDV.01, MDV.07, MDV.04, MDV.06.

**Specific Expectations:** SC2.02B, SC2.03B ❖, PF2.02B ❖, PF3.01B, MD1.03B ❖, MD2.04B ❖, MD1.02B ❖, MD3.03B ❖, MD4.03B, MD1.04B ❖.

SC2.02B - critique contemporary values with the teachings found in the Gospels;

SC2.03B - compare the teachings of the Beatitudes towards living with others with the attitudes of contemporary culture;

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PF3.01B - acknowledge that the love of God for all people demands justice;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD2.04B - summarize stories where Jesus models how to live and challenge society;

MD1.02B - identify ways that the Beatitudes help us understand the Christian attitude toward being with others;

MD1.04B - explain how the Christian concept of society is radically inclusive;

MD4.03B - value the basic dignity of every person within relationships.

### Planning Notes

The teacher needs to select appropriate Gospel passages illustrating the message of inclusivity as taught by Jesus. There may be some students in the class who are members of a group that has been discriminated against and it is important that the teacher and students show sensitivity during this activity. Ticket out the Door is an assessment strategy in which students provide brief written feedback in order to demonstrate their understanding of the expectations.

### Prior Knowledge Required

Students should know how to locate biblical passages (Unit 1), and have a sound understanding of the Levels of Institutional Discrimination. (Activity 8)

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## Teaching/Learning Strategies

1. **Small Group:** Students investigate stories where Jesus taught about acceptance and inclusivity towards those who are ‘different’ (i.e., Zacheus, the woman who sinned, the Publican, the Good Samaritan, the little children, the woman at the well). Groups have one story to read and analyse, then report their findings to the whole class. The teacher may wish to include a reading of theme 2.4 from *Be With Me* to reinforce scriptural learnings.
2. **Whole Class:** Students read the Beatitudes and discuss their meaning for modern society.
3. **Small Group:** Divide the class into eight groups with each group being assigned a Beatitude to analyse. The group discusses what this Beatitude ‘looks like/ sounds like’ when people are following it, and how this Beatitude can be used as a model for including those who are discriminated against in our communities, and then uses this model to critique contemporary values within our society. Groups present the fruits of their discussions to the class in poster and presentation format.
4. **Individual:** Students create a pictorial reflection in which they demonstrate their understandings of the destructiveness of exclusions and the love created through inclusion. (Appendix 3.4)
5. **Individual:** Students complete a Ticket out the Door for the questions “One important thing I have learned about the call to be inclusive is...”, and “One thing I can do to include someone who is discriminated against is...”

## Assessment/Evaluation

1. Formative - Performance Assessment tools for the Beatitude posters and presentations (SC2.02B, SC2.03B, PF3.01B, MD1.03B, MD2.04B, MDV.04, MD1.02B, MD4.03B, MD1.04B)
2. Formative - Observation on the ‘Ticket out the Door’ (MDV.06, MD3.03B)
3. Summative - Performance Assessment for pictorial reflection rubric (SC2.02B, SC2.03B, PF2.02B, PF3.01B, MD1.03B, MDV.04, MD1.02B)

## Resources

Bibles

*Be With Me*, theme 2.4,

## Accommodations

Modifications should be made to assignments following the recommendations of IEPs. Some Special Needs or ESL students may have experienced discrimination and/or marginalization and this may provide a good opportunity for these students to share their stories with the class if they are comfortable. Peer mentoring may be a useful strategy to employ when selecting groups for the Beatitudes strategy to ensure that ESL and Special Needs students receive assistance during this activity. The Ticket out the Door could be pre-printed to assist students in completion, or it could be completed orally. The Reflection and poster address many of the same expectations and therefore students may complete only one if appropriate.

## Appendices

3.4 – Pictorial Reflection Evaluation Rating Scale

### Appendix 3.4: Pictorial Reflection Evaluation Rating Scale

Name: \_\_\_\_\_

	<b>Level 1 5-5.5 marks</b>	<b>Level 2 6-6.5 marks</b>	<b>Level 3 7-7.5 marks</b>	<b>Level 4 8-10 marks</b>
Communication of thoughts and insights	- few thoughts or insights are clearly portrayed	- some thoughts or insights are clearly portrayed	- most thoughts or insights are clearly portrayed	- all thoughts or insights are clearly portrayed
Use of images	- many of the images are not appropriate to the topic	- some of the images are not appropriate to the topic	- most images are appropriate to the topic and help to clarify thoughts/ insights	- all images are appropriate to the topic and provide clarity to thoughts/ insights
Design	- utilizes little of the space effectively - little evidence of design or structure	- utilizes some of the space effectively - some evidence of design or structure	- utilizes most of the space effectively - design and structure are clear and well planned	- utilizes all of the space effectively - design and structure contribute to the impression of the reflection
Creativity	- shows limited signs of creativity through the use of materials, colours, and/or images	- shows some signs of creativity through the use of materials, colours, and/or images	- shows many signs of creativity through the use of materials, colours, and/or images	- excellent evidence of creativity through the use of materials, colours, and/or images

**Overall Level for this assignment:** \_\_\_\_\_

**Overall Mark for this assignment:** \_\_\_\_\_

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## Activity 10: Reconciliation

**Time:** 120 minutes

### Description

In the final activity students explore how our wholeness as persons is affected by broken relationships, both in our personal lives and in our lives in the community. If one person is broken, so are we all, and as a result, we must all strive for forgiveness and reconciliation. Students investigate the importance and benefits of forgiveness and reconciliation as well as some of the challenges. The unit concludes with a reconciliation liturgy on the theme of covenant, broken relationships, and the need for healing.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1c, 1f, 1j, 5g, 7c.

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

**Overall Expectations:** PFV.05, PSV.08, PSV.09, PSV.07, PSV.02, PSV.03, PSV.01, FLV.01, FLV.02, RFLV.06, FLV.07, FLV.02, FLV.05, FLV.12, FLV.09, FLV.10.

**Specific Expectations:** PF4.01B, FL4.02B, FL2.03B, FL1.02B, FL1.03B, PS3.01B, PS1.01B, PS2.02B, PS4.06B, PS2.06B, PS1.06B, PS3.02B, MD4.01B, MD4.02B, MD4.06B.

PF4.01B - respect physical change as integral to God's creation of the human person;

FL4.02B - demonstrate a respect for the human body, in light of the sacredness of human life created by God;

FL2.03B - describe the Christian family as the basis of society and as domestic Church;

FL1.02B - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

PS3.01B - listen prayerfully to the call to be loving;

PS3.02B - share their faith with others in the context of religious celebration;

PS1.06B - demonstrate an understanding of Christian hope and its role in Christian living;

PS1.01B - demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;

PS2.02B - recognize how reconciliation and forgiveness heals relationships;

PS2.06B - explain how the Church enables and facilitates reconciliation;

PS4.06B - give examples of how reconciliation restores people to the community and heals relationships;

MD4.01B - value the sacredness of the human body, regardless of appearance;

MD4.02B - respect physical change as integral to God's creation of us;

MD4.06B - identify people who model Christian hope.

### Planning Notes

- If possible the teacher books the school chapel for the liturgy service as well as inviting members of the school community to participate. The teacher (or students as an expanded opportunity) may wish to invite a local priest or other parish pastoral team member to discuss the Sacrament of Reconciliation
- The reflection in this activity should be added to the tri-part portfolio.

### Prior Knowledge Required

- S.P.I.E.S.
- Liturgy components and expectations from Unit 1

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## Teaching/Learning Strategies

1. **Whole Class:** Students discuss how broken relationships affect our wholeness (i.e., spiritual wholeness and the need to develop all parts of self). Students discuss how it is possible to return to wholeness after a broken covenant through forgiveness/reconciliation. Students identify some of the obstacles to forgiveness.
2. **Individual:** Students complete reflective questions on a time in their lives when they either needed forgiveness or needed to forgive someone else. What was the situation? What did he or she do? Was forgiveness granted? How is forgiving different from forgetting? Why is it important?
3. **Small Group:** Students brainstorm why we should forgive and the benefits of forgiveness. Students then report findings to the whole class.
4. **Individual:** Students read the Prodigal Son (Luke 15:11-32) and complete questions on what Jesus taught about forgiveness.
5. **Whole Class:** The teacher leads the class in a discussion about the difference between reconciliation and forgiveness. (*Be With Me*, themes 9.1, 9.2, *Turning Points*, pp. 181-187)
6. **Small Group:** Using forgiveness scenarios in the *Be With Me* Teacher's Manual (p. 257), students apply the decision-making model of See, Judge, Act.
7. **Individual:** Students complete a reflection on reconciliation and forgiveness in which they discuss the importance of each and the differences between them. They also reflect upon how Jesus calls us to model a generous attitude toward others.
8. **Small Group:** Students prepare and present a reconciliation liturgy on the themes of covenant, broken covenants, and forgiveness.

## Assessment/Evaluation

1. Formative - Observation of small group participation in scenarios (PS1.06B, PSV.01, MD1.03B, MD4.01B, MD4.02B, MD4.06B, FLV.01, FLV.02, FL1.02B, PF4.01B, PF3.01B)
2. Summative - Reflection rubric for student's writing (PSV.01, PS1.06B, PSV.07, PSV.02, PSV.03, PS3.01B, PS1.01B, PS2.02B, PS4.06B, PS2.06B, MD4.01B, MD4.02B, MD4.06B, MD1.03B, FLV.01, FLV.02, FLV.10, FL4.02B, FL1.02B, PF3.01B, PF4.01B.
3. Student prepared liturgy: Liturgy assessment tools (PS2.06B, RPS1.06B, PS3.02B, MD4.06B)

## Resources

*Catechism of the Catholic Church*, 1422-1498

Bibles,

*Be With Me*, chapter 9.1, 9.2,

*Turning Points*, pp. 181-187

*Be With Me*, teacher's manual p. 251,

Liturgy planner

## Accommodations

Modifications should be made to assignments following the recommendations of IEPs. Students with difficulty using written expression may have the option of using artwork to convey their thoughts for the reflection paper. As well the option of using audio tapes or conferencing to express themselves may be made available.

As an expanded opportunity students may wish to research the history of the sacrament of reconciliation in the Catholic tradition. Students may also wish to invite members of the school's peer mediation team into the class, or to start a peer mediation program if one does not exist.

## Appendices

None

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## Unit 4: Called to Freedom

**Time:** 19 hours

### Unit Developer(s)

Bob Anderson, Waterloo Catholic DSB  
Peter Bruder, Waterloo Catholic DSB  
Sandy Collins, Waterloo Catholic DSB  
Jim Deighan, Waterloo Catholic DSB  
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Joni Grundy, Waterloo Catholic DSB  
Sue Morrison, Waterloo Catholic DSB  
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Bruce Rodrigues, Waterloo Catholic DSB  
Carla Santomero, Waterloo Catholic DSB

**Development Date:** June 17, 1999

### Unit Description

This unit examines the journey, both personal and societal, from slavery to liberation. Students explore the scriptural journey of Exodus and identify God, who is active in human history and desires to be known both personally and communally. Jesus' temptations poignantly show how life-affirming choices lead to freedom. Globally the students examine the issue of poverty, culturally they examine the issue of consumerism, and personally they examine the influence of peer pressure. Students understand the importance of the formation of conscience and legitimate authority in making choices that liberate. Students investigate negative societal messages that can limit personal freedom and development. Body image and eating disorders are examined as concrete examples.

### Strand(s) and Expectations

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

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

**Overall Expectations:** SCV.01, SCV.03, SCV.02, SCV.05, SCV.06, PFV.02, PFV.09, PFV.06, MDV.01, MDV.11, MDV.10, MDV.07, MDV.09, FLV.01, FLV.06, FLV.07, FLV.02, FLV.05, FLV.12, FLV.08, FLV.09, FLV.03, PSV.10, PSV.01, PSV.02, PSV.03.

**Specific Expectations:** SC1.06B, SC1.04B, SC2.02B, SC2.03B, SC2.01B, SC3.01B, SC4.02B, SC4.04B, PF1.01B, PF1.07B, PF1.08B, PF1.04B, PF1.03B, PF2.02B, PF2.03B, PF3.01B, PF4.01B, MD1.03B, MD2.06B, MD4.02B, MD2.04B, MD1.06B, MD1.01B, MD2.01B, MD3.03B, MD2.07B, MD2.03B, MD2.05B, MD4.01B, MD2.02B, MD4.06B, MD1.09B, MD4.03B, MD1.04B, PS1.06B, PS3.01B, PS1.01B, FL2.01B, FL1.02B, FL2.04, FL1.04B, FL1.01B, FL4.02B, FL2.03B, FL1.03B.

### Activity Titles

Activity 1	Exodus: The Desert Experience	240 minutes
Activity 2	Legitimate Authority	180 minutes
Activity 3	Challenged by Poverty	180 minutes
Activity 4	Challenged by Culture	180 minutes
Activity 5	Challenged by Eating Disorders (optional)	180 minutes
Activity 6	The Way and the Truth and the Life	180 minutes

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## Planning Notes

While it is intended that this unit take 19 hours to complete, the teacher should provide time for the culminating activity in the form of a class liturgy based on the enslavement/liberation theme. This liturgy should encompass the themes expressed in the unit description. This may require telescoping some of the activities. The teacher should also be aware that some assessments need to have accompanying rubrics to clarify expectations for students. Sensitivity has been noted for some of the activities dealing with body image and eating disorders; therefore, some teachers may wish to consult with the Family Life or Religion consultant for guidance. Teachers acquire and preview all resources. Resources that teachers think are more appropriate or assessable for their needs are to be considered as substitutes for those resources.

## Prior Knowledge Required

Teachers need an understanding of the parallels and differences between the covenant as handed down through Moses (i.e., Ten Commandments) and the new covenant through Christ. Students need facility with designing and publishing a pamphlet using computer technology.

## Teaching/Learning Strategies

The following teaching/learning strategies are used: jigsaw, brainstorming, guided meditation, focus question – discussion, guided reading, computer-assisted design, homework, journal writing, think/pair/share.

## Assessment/Evaluation

Students are assessed diagnostically, formatively, and summatively using the following: performance-assessment, paper and pencil formative testing, reflection journal, and self-assessment and peer assessment.

## Accommodations

For students with special needs and ESL students, the consult the school Special Education and ESL teachers, and refer to the student's IEP to meet the needs of specific students. It is also suggested that the teacher consult with parents (when possible) concerning reinforcement of learning expectations and appropriate study conditions at home. Teachers may also consider making contact with organizations in their communities that assist new Canadians for suggestions and resources (e.g., welcoming centres, multicultural agencies). ESL students may also benefit by being partnered with other students of similar linguistic backgrounds, whenever possible. Many of the accommodations are from the OSS policy document, Appendix 6, and the Ministry Special Education and ESL Guides.

## Resources

### Print

*New Revised Standard Version Bible*. Oxford: University Press, 1989.

CCCB. *Be With Me*. Ottawa: Publications Service, 1997.

OCCB. *Turning Points*. Toronto: Prentice Hall Ginn, 1997.

Link, M. *Path Through Scripture*. Allen, Texas: Tabor Publishing, 1987.

Newland, Mary Reed. *The Hebrew Scriptures*. Winona, Minnesota: St. Mary's Press, 1990.

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## Video

*Moses*. Dir. Giofranco De Bosio. MCA Home Video, 1992.

*Real People: Coping with Eating Disorders*. Sunburst Communications, 1989.

*The Ten Commandments*. Dir. Cecil B. De Mille. Paramount, 1956.

## Activity 1: Exodus: The Desert Experience

**Time:** 240 minutes

### Description

In this activity students explore the desert experience through guided-meditation prayer and a desert survival problem. This understanding enables them to examine the events of the Exodus Story: God acts in human history through the person of Moses to lead the Hebrew people out of slavery. Moses is presented as a prophetic leader who responds to the call from God, and challenges us to recognize how we are called.

### Strand(s) and Expectations

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

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

**Overall Expectations:** SCV.02, SCV.05❖, PSV.01.

**Specific Expectations:** SC1.06B, SC1.04B❖, SC2.01B❖, PF1.08B, PS1.06B, MD4.06B, MD1.09B❖.

SC1.04B - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SC1.06B - locate key Scriptural passages (e.g. the Ten Commandments, the Beatitudes);

SC2.01B - summarize key stories found in Scripture;

PF1.08B - define hope as a virtue which keeps us searching for true happiness and which sustains us in times of abandonment and struggle;

PS1.06B - demonstrate an understanding of Christian hope and its role in Christian living;

MD4.06B - identify people who model Christian hope.

MD1.09B - define hope and its role in Christian living;

### Planning Notes

It is intended that this activity takes four class periods. The first class would be devoted to Teaching/Learning Strategies 1 and 2. The second and third class would involve viewing the film and setting up the jigsaw format. The last class would involve completing Strategy 4. It is important that the teacher preview and select appropriate video material relevant to the biblical story. Showing the whole video is not necessary.

### Prior Knowledge Required

It is important that the teacher be familiar with both guided meditation as well as using a jigsaw group work strategy.

### Teaching/Learning Strategies

1. **Whole Class:** The teacher leads the students through a guided meditation incorporating a desert motif (see Appendix 4.1).
2. **Individual/Group/Class:** The teacher presents a desert survival activity. Students brainstorm a list of 15 – 20 items that would be helpful if they were stranded in a desert environment. After a usable list has been compiled, students rank their importance to survival individually, getting consensus first in a small group and finally with the whole class. The teacher then debriefs the experience with the class.

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3. **Whole Group:** Students view a video (*Moses, Prince of Egypt*, or sections of *The Ten Commandments*) in order to extend biographical information about the great man, leader, and prophet called Moses.
  4. **Small Group:** Jigsaw the Exodus experiences with eight story parts using primary and secondary sources (e.g., eight groups with three students per group).
    - i) Early Life of Moses (Exodus 1:6-22; 2:1-15)
    - ii) The Burning Bush (Exodus 3:1-22; 4:1-17)
    - iii) Moses Challenges the Pharaoh (Exodus 4:27-31; 5:1-23; 6:1)
    - iv) The Plagues (Exodus 6:28-30; 7:1-25; 8:1-10)
    - v) The Tenth Plague (Exodus 11:1-10; 12:1-14)
    - vi) Departing Egypt and Crossing the Red Sea (Exodus 12:29-42; 13:17-22; 14:1-31)
    - vii) Wandering in the Desert (Exodus 15:22-27; 16:4-15; 17:1-6)
    - viii) Moses at Sinai (Exodus 19:1-11; 16-19)

### Assessment/Evaluation

1. Reflection Activity: Following teaching/learning strategies one and two, the students complete the reflective questions on the Desert Experience worksheet (see Appendix 4.2). (PF1.08B, MD1.09B)
2. Paper and Pencil Evaluation: Following teaching/learning strategies three and four, the teacher will create a random series of Exodus events which the students must in turn, place in the proper sequence. (SC1.04B, SCV.05, SC2.01B)

### Resources

Bible - Moses and the Exodus (Exod 1-19)

Link, M. *Path Through Scripture*. pp. 50-55

Newland, Mary. *The Hebrew Scriptures*. pp. 49-57

*Moses*. Videotape. Dir. Giofranco De Bosio. MCA Home Video, 1992

*The Ten Commandments*. Videotape. Dir. Cecil B. DeMilles. Paramount, 1956

*Prince of Egypt*. Videotape (animated - to be released in late 1999 to video)

### Accommodations

In the jigsaw strategy, partner higher needs students with peer mentors. Encourage these peers to read some of the difficult sections of the Bible. Teach those who need it to use hi-lighting to capture the main facts and ideas of Biblical passages. High needs students could be allowed to use their Bible in the paper and pencil sequencing activity.

### Appendices

4.1 – Guided Meditation – Desert Motif

4.2 – Desert Experience – Reflection Activity (Please Note: The five questions in this activity reflect the five levels of Maslow’s hierarchy of needs.)

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## Appendix 4.1: Guided Meditation – With a Desert Motif

- With lights low, students are asked to sit up straight with their feet on the floor and with arms and hands in a relaxed position for meditation.
- Meditative music may be used throughout or for just the silent prayer at the end.
- Ask students to close their eyes, as they are lead through the exercise.
- Say, "Concentrate on your breathing. As you breathe in, recall your own creation as God breathed life into you." Pause briefly.
- Say, "Know that you are loved by God."
- Say, "As you breathe out, know that you share creation with others and that you are called to love and care for others," Pause briefly.
- Say, "Feel the tension in your feet. Tighten them then relax them." Pause briefly.
- Say, "Feel the weight of your legs. Tighten them then relax them." Pause briefly.
- Say, "Feel the tension in your hips. Tighten them then relax them." Pause briefly.
- Say, "Feel the weight of your shoulders and arms. Relax them." Pause briefly.
- Say, "Imagine yourself in the desert, with its barren, inhospitable landscape. Feel the scorch of the sun. Feel the pain of the sun's brightness in your eyes." Pause briefly.
- Say, "Imagine that you take off your shoes and socks and begin to walk in the desert. As you walk be aware of the jagged rocks and the thorny plants." Pause briefly.
- Say, "You carefully proceed. As you continue you notice a figure on a nearby hill." Pause briefly.
- Say, "As you approach the hill you recognize the figure as Christ. You climb the hill and make your way to Jesus."
- Say, "He welcomes you. Be with Him - He is your refuge."
- Allow for three to five minutes of silent prayer at this point.
- Say, "Slowly come out of your meditation. Open your eyes and let them get accustomed to the light. Stretch your body and bring your attention back to those around you."
- Ask students to take a moment to jot down memories of their experience with Christ. (Allow about five minutes for this.)



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## Activity 2: Legitimate Authority

**Time:** 180 minutes

### Description

In this activity, the students examine the Ten Commandments and understand the nature of freedom and legitimate authority. The covenant is viewed as a loving document from God, through Moses, to his people, that both binds us to the common good and through our obedience frees us to be truly happy. Since the dignity of the human person requires the pursuit of the common good, then restrictions to personal license are necessary. Human society requires that some of its people be vested with legitimate authority to work and care for the good of all.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1g, 1j 3a, 3f, 4g, 5a, 7c.

**Strand(s):** Scripture and Christian Moral Development

**Overall Expectations:** SCV.01, SCV.06, FLV.08, MDV.11.

**Specific Expectations:** SC1.04B, SC3.01B❖; SC4.04B, MD1.06B❖, MD2.01B, MD3.03B❖, MD2.07B❖, MD1.03B❖, PF1.07B, PF1.04B, FL1.04B.

SC1.04B - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SC3.01B - communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;

SC4.04B - listen to Scripture in order to view realities and events in terms of their eternal significance.

MD1.06B - demonstrate an understanding of the role of the magisterium in moral decision-making;

MD2.01B - recognize legitimate authority within various sectors of society: school, civic, community, Church;

MD3.03B - express the value of obedience and name the challenge of and limits to the Christian call to obedience;

MD2.07B - explain and interpret the fourth commandment as it applies to families;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

PF1.04B - identify how faith means developing a relationship with God;

PF1.07B - identify true happiness as being faithful to God and true to oneself;

FL1.04B - recognize authentic authority as worthy of honour and respect;

### Planning Notes

Students need access to a number of old magazines to do the collages on the Ten Commandments.

Students can bring these from home and/or the school librarian might set some aside for the teacher.

### Prior Knowledge Required

Students must understand the artistic techniques involved and qualities of a collage.

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## Teaching/Learning Strategies

1. **Whole Class:** The teacher leads students in a review of the Ten Commandments. The teacher poses the focus question: "Why do you believe God gave the Ten Commandments to Moses? Elicit from the students ideas that illustrate the loving nature of God and how these commandments guide us to do God's will in loving Him and each other.
2. **Whole Class:** Brainstorm the pros and cons of following the commandments. Following this, the teacher directs students to read the case study of Trevor on pages 116-119 in *Be With Me* and answers the reflective questions in a discussion format.
3. **Individual:** The teacher assigns Activity 21 (page 176) in the *Be With Me* manual to be completed by the students, and handed in to the teacher for assessment. (See Assessment 1.)

## Assessment:/Evaluation

Teacher assesses student comprehension of the articles in Activity 21 in *Be With Me* (page 176 of the manual). This work refers to readings on pages 119-122 of the student text.

## Resources

Bible - The Ten Commandments (Exod 20)

CCCB, *Be With Me*, pp. 116-122

CCCB, *Be With Me*, p. 176

## Accommodations

Co-operative groups should be designed to include higher needs students partnered with peer mentors. Some students may need direct assistance from the teacher or a paraprofessional with regard to the written assignments. These students may find answering in point form more achievable. Highlighting to get the main ideas may also be employed.

## Appendices

None

## Activity 3: Challenged by Poverty

**Time:** 180 minutes

### Description

In this activity the students examine the interconnectedness between wealth and poverty. Students gain insights into the pervasive lure of wealth both locally and globally. The Church, through its social justice teaching, informs us and challenges us to promote the preferential option for the poor as modeled by Christ. Christians are called to respond to God's love by making changes to address injustice in the world (Craig Kielberger).

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1g, 1j, 3a, 3f, 4g, 5a, 7c.

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

**Overall Expectations:** MDV.01, PFV.09❖, PFV.02.

**Specific Expectations:** PF3.01B❖, MD2.06B❖; MD1.06B❖; MD1.03B❖, MD2.02B❖.

PF3.01B - acknowledge that the love of God for all people demands justice;

MD2.06B - explain the relationship between Christian moral decision-making and love;

MD1.06B - demonstrate an understanding of the role of the magisterium in moral decision-making;

MD2.02B - perceive the challenge of God's preferential option for the poor;

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## Planning Notes

As an option, the teacher may invite in a guest speaker (e.g., Development and Peace) to do a presentation on poverty in the world today. In addition, other guest speakers from social justice groups could also be invited in to the class. A number of videos are also available on this topic. In that case, the teacher could choose to spend more time on this activity, based on student interest.

## Prior Knowledge Required

The teacher/students may also choose to be involved in a petition/letter-writing campaign if interest/time is available. Techniques in good letter writing would have to be taught and/or reviewed if that was the case. Additional written materials are available on the Internet at:

<http://www.summersault.com/~agj/clr/alerts>

<http://www.sweatshopwatch.org>

## Teaching/Learning Strategies

1. **Small Group:** The teacher divides the class into groups of three or four, and provides each group with a copy of Activity Pages 23 A and B "How Much is Enough?" pp. 192-193 in the *Be With Me* manual. Students respond to the questions and report to the class the reasons for their choices. The teacher should guide the discussion so that students become more aware of the various issues and perceptions around wealth and poverty.
2. **Small Group:** The teacher uses the same groups as in the previous Activity 2 (six groups of three or four) and has the students jigsaw the Church's teaching on wealth and poverty using six statements of the Catechism of the Catholic Church. (These statements can be found in the *Be With Me* manual pp. 188-195 #1947, #2401, #2407, #2443, #2446, #2459)
3. **Paired Teaching:** Students explore the challenge of God's preferential option for the poor using the strategy as outlined on page 189 of the *Be With Me* manual. (See Assessment 2.)
4. **Whole Class:** The teacher has the students do a guided reading of the letter of Craig Kielberger "Free the Children" dealing with his efforts to eliminate child labour (i.e., slavery). (See Assessment 1.) The teacher leads a discussion on the evidence of slavery in the modern world, referred to in the letter, and invites the students to embrace Craig's call to action. (See Assessment 3.)

## Assessment/Evaluation

1. Students complete an organizer on the jigsaw strategy regarding statements by the Church on poverty and wealth. (MD1.06B)
2. Students complete the exercises on the pages titled, "Preferential Option for the Poor" pp. 194-195 of the *Be With Me* manual. (PFV.09, PF3.01B, MD1.03B, MD2.02B)
3. Students write a reflective journal describing an occasion in which they participated in some area of social justice (they might draw on their ministry-mandated hours of community involvement or perhaps some community service they were involved in for their Confirmation in Grade 8). They might comment on what type of community service they chose and why they chose it. In addition, they might discuss what they learned by the experience, and how this experience may have changed some of their perceptions. Finally they might comment about what aspects they found difficult. (MD2.06B, MD1.03B)

## Resources

CCCB. *Be With Me*, pp. 132-138

CCCB. *Be With Me*, Manual pp. 188-195

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## Accommodations

Arrange the students in heterogeneous groups to facilitate the learning of those with learning disabilities. In Assessment 2, the teacher should clarify definitions, terms, and vocabulary and ensure understanding by asking students to retell or paraphrase instructions. Assessment 3 allows high needs students to relate real-life situations and the format of the assignment can be altered to suit their ability level.

## Appendices

None

## Activity 4: Challenged by Culture

**Time:** 180 minutes

### Description

In this activity, students understand the positive and negative aspects of youth culture. They become aware of the nature of personal enslavement resulting from negative peer pressure. Issues relevant to Grade 9 students are explored to illustrate the nature of the enslavement. Students are called to value and trust those loving individuals in their lives who best guide them to become fully integrated members of the community. Students are also called to trust an informed moral conscience that reflects the will of God in understanding the challenge of the first commandment.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 2c, 3c, 3d, 4a, 4g, 5a, 7a.

**Strand(s):** Christian Moral Development and Family Life

**Overall Expectations:** MDV.01, MDV.10, MDV.07, FLV.02, FLV.01, FLV.06, FLV.07, , FLV.05, FLV.12, FLV.09, PFV.06, PSV.10, PSV.02, PSV.03.

**Specific Expectations:** MD4.02B, MD1.01B❖; MD1.03B, MD2.01B, MD3.03B, MD2.03B, PF4.01B, PF3.01B, FL1.01B, FL1.03B, FL2.03B, FL2.01B❖; FL2.04B, PS3.01B, PS1.01B.

MD4.02B - respect physical change as integral to God's creation of us;

MD1.01B - know that each person has been created with the freedom to shape his or her own relationships;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD2.01B - recognize legitimate authority within various sectors of society: school, civic, community, Church;

MD3.03B - express the value of obedience and name the challenge of and limits to the Christian call to obedience;

MD2.03B - explore and express the qualities of relationships they want to have;

PF4.01B - respect physical change as integral to God's creation of the human person;

PF3.01B - acknowledge that the love of God for all people demands justice;

FL1.01B - recognize that a wide range of emotions influence personal decisions, actions, and relationships;

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;

FL2.03B - describe the Christian family as the basis of society and as domestic Church;

FL2.01B - describe and analyze aspects of intellectual growth;

FL2.04B - compare the signs of healthy and unhealthy relationships;

PS3.01B - listen prayerfully to the call to be loving;

PS1.01B - demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;

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## Planning Notes

The teacher should know that Activity 5 (Challenge of Eating Disorders) is an optional example of how we are specifically challenged by one aspect of youth culture. This is provided as an optional activity in cases where some boards have not mandated a Grade 9 Physical Education and Health program in which eating disorders would be dealt with. The teacher should have researched a list of web sites that students can access on the broad topic of peer pressure (e.g., smoking, underage drinking and abuse of alcohol, gang violence, etc.).

## Prior Knowledge Required

In this activity, it is important that the teacher deepen the students' understanding of enslavement and freedom so that they perceive negative peer pressure as a form of idolatry and therefore conflicting with the first commandment. In addition, it is necessary that students know how to research with various media - text, articles, Internet, microfiche, etc.

## Teaching/Learning Strategies

1. **Whole Class:** The teacher does a guided reading with the class on the article titled "Peer Pressure" in *Turning Points* pp. 201-202. (See Assessment 1.)
2. **Whole Class:** Students brainstorm around the focus question, "What enslaving behaviours and activities might Grade 9 students feel pressured into by peers?" Students are challenged to narrow the focus to about six issues that are most relevant to their local situation.
3. **Small Group:** The teacher divides the class into about six groups (three or four to a group). Each group chooses one of the issues to be researched and reported. The text *Turning Points* has relevant articles dealing with a number of these issues (see examples).
  - Alcohol abuse: "DeGrassi Talks: Alcohol" pp. 139-141
  - Gang violence: "Letting Go of the Gang" pp. 196-198
  - Drug Abuse: "What Drugs Did to our Family" pp. 181-183Other issues that could be researched as part of this activity are: gender stereotyping, responsible use of technology, smoking, discrimination based on fads and fashions, etc. The groups research their issue using various resources including the Internet, and report to the class detailing the nature of the enslavement, how teens become enslaved by it, and how teens can free themselves from it. (See Assessment 2.)

## Assessment/Evaluation

1. The teacher debriefs the article on "Peer Pressure" in *Turning Points* using the ideas and questions from the *Turning Points Resource Book* on p. 70. (FL1.01B, FL2.01B)
2. The teacher and/or class design a rubric to assess the group presentations of research. (MD1.01B)

## Resources

OCCB. *Turning Points* (text and resource book) pages as indicated above

Internet web sites

## Accommodations

Students work in heterogeneous groups so those students who need assistance can get it through peer mentoring. By using experiential, concrete examples, students with special needs better grasp the nature of peer pressure. Less research might be a practical expectation for students with learning disabilities. The teacher might also allow opportunities for alternatives to writing (e.g., graphic representations, drama, media presentations, etc.).

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## Activity 5: Challenged by Eating Disorders

**Time:** 180 minutes

### Description

Youth culture presents many pressures to adolescents today. One of the most challenging is the pressure to conform to the ideal body image. Students become aware of their own body image and how body image is influenced by our consumer culture as reflected in media magazines. Students understand how limiting these idealized images are on both men and women and how enslaving they can be as they narrowly define gender physique. By studying the behavioral, emotional, and physical characteristics of anorexia nervosa, bulimia, and compulsive overeating, students understand the possible consequences of enslavement to a distorted ideal body image. A respect for the person and the inestimable value of all persons created in the image of a loving God is shown to be the attitude that frees us from this cultural gender stereotyping.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 2b, 4e, 4f, 4g.

**Strand(s):** Scripture, Christian Moral Development, and Family Life

**Overall Expectations:** SCV.01, MDV.01, FLV.05, FLV.12, FLV.09, FLV.03, FLV.02, FLV.01.

**Specific Expectations:** MD4.02B, MD4.06B ❖, FL2.02B ❖, FL2.04B ❖, FL4.02B ❖, FL2.01B ❖; PF4.01B ❖.

MD4.02B - respect physical change as integral to God's creation of us;

MD4.06B - identify people who model Christian hope.

FL2.01B - describe and analyze aspects of intellectual growth;

FL2.02B - discern their personal values and reality in relationship to the love revealed by Jesus;

FL2.04B - compare the signs of healthy and unhealthy relationships;

FL4.02B - demonstrate a respect for the human body, in light of the sacredness of human life created by God;

PF4.01B - respect physical change as integral to God's creation of the human person;

### Planning Notes

This activity is optional. It could be utilized by the teacher in cases where the board has not mandated Grade 9 Physical Education and Health. If the Physical Education and Health program is taught to all students, then the teacher might use the allotted time to more deeply explore another issue (e.g., the responsible use of technology).

The teacher previews video and reading materials. Guest speakers, alternate video and print resources may be substituted for those referenced. Sensitivity around the issue of body image in the first activity is essential so that students can evaluate their own body image comfortably and safely. The teacher should also plan to have a variety of at least eight current magazines for Strategy 3, which could possibly be obtained from the school library/resource centre.

### Prior Knowledge Required

Students need to have an understanding of pamphlet design and a familiarity with computer software that includes a pamphlet design feature. In addition, a variety of pamphlets could be brought in as models or exemplars of effective pamphlets.

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## Teaching/Learning Strategies

1. **Individual:** Students complete the questionnaire, "Body Image - A Reflection of You" (see Appendix 4.3). The teacher provides the answer key allowing the students to evaluate their own body image.
2. **Whole Class:** The teacher debriefs the questionnaire to elicit the definition of body image and the sources of body image - particularly the media. The teacher, in order to provide students with information about adolescents and their body images, must do relevant research on body image, healthy weight, eating disorders (anorexia nervosa and bulimia), body image pressures, etc. The teacher relates this information to the enslavement theme by asking how this information is evidence of enslavement to an ideal body image.
3. **Small Group:** Students examine a variety of current magazines from the point of view of someone outside of the culture e.g., an alien. Each group of students examines one magazine by listing characteristics, qualities, values, etc. for each gender, based on the images presented of males and females in the magazine.
4. **Whole Class:** The teacher has each group report its findings and compiles a class list with each group adding new ideas. The teacher further debriefs the activity by focusing on the differences between male and female images, and what that suggests about cultural stereotyping of the male and female body ideal.
5. **Whole Class:** The teacher introduces eating disorders by asking the students about the possible consequences of a distorted body image. The teacher should use background information on anorexia nervosa, compulsive overeating, and bulimia. Students view the video, *Real People Coping with Eating Disorders* and/or read the selection from *Turning Points*, pp. 142-146 - "Teenagers and Eating Disorders: Looking Good". Students complete a blank chart similar to those in Appendix 4.4 on bulimia, compulsive overeating, and anorexia nervosa.
6. **Individual:** The teacher assigns the students a paper and pencil test to assess their knowledge about eating disorders.
7. **Pairs:** The teacher assigns the students to design a pamphlet on the computer, which would highlight the concepts learned in this activity that would be helpful for students in a Grade 8 class to know about body image and eating disorders. The teacher and the students would design a rubric to help assess the pamphlet. These could actually be sent to a Grade 8 classroom that is in a feeder school of the Secondary School to be assessed by the class.

## Assessment/Evaluation

1. Reflection Activity: Students complete a questionnaire on body image. (FL1.02B, MD4.01B)
2. Performance Assessment: Students make a list of characteristics of males and females from the photos in magazines. (FL2.04)
3. Performance Assessment: Students complete a graphic organizer for eating disorders. (FLV.02, FL2.01B)
4. Paper and Pencil Test: Students complete "Test Your Knowledge About Eating Disorders" (MD4.02B, FLV.01, FLV.02, PF4.01B)
5. Performance Assessment: Students design a pamphlet for a Grade 8 audience based on a teacher-student designed rubric. (MD4.03B, MD1.04B,
6. FL4.02B)

## Resources

OCCB. *Turning Points*. pp. 142-146

*Real People Coping with Eating Disorders*. Videotape. Sunburst Communications, 1989.

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### **Accommodations**

The teacher could make use of peers, volunteers, or aides to assist with various aspects of the activity (e.g., pamphlet design using the computer). Students should be encouraged to ask for assistance and/or any accommodations that he/she desires.

### **Appendices**

4.3 – Body Image – A Reflection of You

4.4 – Behavioral, Emotional, and Physical Characteristics associated with Anorexia Nervosa, Bulimia, and Compulsive Overeating

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### Appendix 4.3: Body Image – A Reflection of You

Body Image is how you feel about your body. Having a positive body image reflects self-acceptance, high self-esteem and caring about your body and your health.

Your body image is influenced by many external and internal factors including personal values, rate of growth, friends, peers, siblings, parents, teachers, coaches, advertisers, fashion trends, sports stars, and society as a whole.

Complete this quick quiz to test you body image:

#### BODY IMAGE - A REFLECTION OF YOU

	Agree	Disagree
1. I feel I am at least ten pounds over or underweight.	_____	_____
2. I weigh myself at least once per week.	_____	_____
3. I think about food all the time.	_____	_____
4. I don't exercise as much as I should.	_____	_____
5. I'd give anything to be two clothes-sizes larger or smaller.	_____	_____
6. I think my diet meets my nutritional needs.	_____	_____
7. I like myself.	_____	_____
8. I generally like the way I look.	_____	_____
9. I am within the healthy weight range.	_____	_____
10. I'm happy about being me.	_____	_____

#### Scoring:

Questions 1-5 give yourself:

- one point for every disagree
- zero for every agree.

Questions 6-10 give yourself:

- one point for every agree
- zero for every disagree.

#### Your Score:

8-10 points - You have a good body image.

5-7 points - You have an average body image; look at where you lost points and try to make changes where you can.

1-4 points - You would be happier if you improved your body image. Look at where you lost points; try to make realistic and attainable goals. Be easier on yourself and try to accept who you are.

(Sincere thanks to Red Deer Regional Health Unit for permission to reprint material from *The Best You Can Be*)

## Appendix 4.4

### Behavioral, Emotional, and Physical Characteristics Associated with Bulimia

BEHAVIORAL CHARACTERISTICS OF BULIMIA	EMOTIONAL CHARACTERISTICS OF BULIMIA	PHYSICAL CHARACTERISTICS OF BULIMIA
<ul style="list-style-type: none"> <li>• impulsive</li> <li>• uncontrollable eating patterns</li> <li>• leaves table immediately after finishing a meal</li> <li>• frequent weighing</li> <li>• chronic exercise</li> <li>• attempts to hide behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• fear of fatness</li> <li>• slow self-esteem; needs approval from others</li> <li>• depressed</li> <li>• feels out of control</li> </ul>	<ul style="list-style-type: none"> <li>• vomit smell on breath</li> <li>• damage to tooth enamel and mouth from acid in vomit</li> <li>• sore, acid-burned throat</li> <li>• electrolyte imbalances which may lead to irregular heartbeats</li> <li>• constipation following laxative abuse</li> <li>• stomach and/or rectal bleeding</li> </ul>

### Behavioral, Emotional, and Physical Characteristics Associated with Compulsive Overeaters

BEHAVIORAL CHARACTERISTICS OF COMPULSIVE OVEREATERS	EMOTIONAL CHARACTERISTICS OF COMPULSIVE OVEREATERS	PHYSICAL CHARACTERISTICS OF COMPULSIVE OVEREATERS
<ul style="list-style-type: none"> <li>• eats continuously or in binges</li> <li>• perceives extreme overweight as a normal state</li> </ul>	<ul style="list-style-type: none"> <li>• eats for comfort</li> <li>• feels they cannot cope with a complex life</li> <li>• is sensitive to societal value on thinness</li> </ul>	<ul style="list-style-type: none"> <li>• weight gain; may occur in cycles with weight loss if bingeing</li> </ul>

### Behavioral, Emotional, and Physical Characteristics Associated with Bulimia

BEHAVIORAL CHARACTERISTICS OF ANOREXIA NERVOSA	EMOTIONAL CHARACTERISTICS OF ANOREXIA NERVOSA	PHYSICAL CHARACTERISTICS OF ANOREXIA NERVOSA
<ul style="list-style-type: none"> <li>• is secretive</li> <li>• prefers to eat alone</li> <li>• is a perfectionist or high achiever</li> <li>• displays unusual eating habits (eats very small or only certain foods)engages in prolonged intense exercise</li> <li>• frequently weighs him/herself</li> <li>• has an obsession with food, recipes, and calories</li> <li>• has an obsession with body weight and looking "fat"</li> </ul>	<ul style="list-style-type: none"> <li>• an extreme fear of fatness</li> <li>• displays a distorted perception of their own body weight/fat</li> <li>• has trouble recognizing he/she is ill</li> <li>• may fear becoming an adult; wants to maintain childlike body</li> </ul>	<ul style="list-style-type: none"> <li>• extreme weight loss</li> <li>• loss of hair</li> <li>• dull eyes</li> <li>• pasty skin</li> <li>• low body temperature; sensitive to temperatures</li> <li>• excessive fine downy body hair</li> <li>• amenorrhea (period stops)</li> <li>• nutrient deficiencies</li> </ul>

(Sincere thanks to the Red Deer Regional Health Unit for permission to reprint material from *The Best You Can Be*)

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## Activity 6: The Way and the Truth and the Life

**Time:** 240 minutes

### Description

In this activity, the students understand how the human condition predisposes us to build a society based on wealth, status, and the abuse of power. Through an understanding of Jesus' temptations in the desert, we are challenged to reject these notions of success and replace them with the gospel of love. In order to know what the loving thing to do is, students review moral decision-making (see, judge, act, evaluate) and apply it to a case study which highlights the enslaving aspects of adolescent violence.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1c, 1i, 2c, 3c, 4f, 4g.

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

**Overall Expectations:** SCV.01, SCV.03, PFV.02, MDV.01, MDV.09❖, MDV.07, FLV.05, FLV.12, FLV.09.

**Specific Expectations:** FL1.03B, PF1.07B❖; PF1.01B, PF2.02B, PF2.03B, PF3.01B, PF2.01B❖; MD2.04B❖; MD1.03B, MD1.06B❖; MD2.02B❖, MD2.05B❖, SC4.02B❖; SC4.04B❖; SC2.02B, SC2.03B.

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;

PF1.01B - recognize discipleship as the call to follow Jesus in word and deed;

PF1.07B - identify true happiness as being faithful to God and true to oneself;

PF2.01B - consider the relationship between intellect and faith;

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PF2.03B - summarize how followers of Jesus are called to love self and others;

PF3.01B - acknowledge that the love of God for all people demands justice;

MD2.04B - summarize stories where Jesus models how to live and challenge society;

MD2.05B - review the decision-making model of see, judge, act and evaluate;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD1.06B - demonstrate an understanding of the role of the magisterium in moral decision-making;

MD2.02B - perceive the challenge of God's preferential option for the poor;

SC4.02B - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

SC4.04B - listen to Scripture in order to view realities and events in terms of their eternal significance.

SC2.02B - critique contemporary values with the teachings found in the Gospels;

SC2.03B - compare the teachings of the Beatitudes towards living with others with the attitudes of contemporary culture;

### Planning Notes

The culminating activity for this unit is a student-led liturgy focussing on the enslavement/freedom theme. Elements of the liturgy (readings, petitions etc.) need to reflect the desert motif, the challenge of global, cultural and personal slavery, and the freeing unconditional love of Christ as expressed in the gospel. When assigning the journal activity, the students need to be assured of privacy and confidentiality. Anecdotal comments would be appropriate in assessing this activity.

### Prior Knowledge Required

None

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## Teaching/Learning Strategies

1. **Whole Class:** Students brainstorm around the focus question, "How would you describe a successful person? What phrases come to mind?" The teacher debriefs and categorizes the responses under three main headings - those that relate to wealth, those that relate to status, and those that relate to power.
2. **Whole Class:** The teacher guides the class through the biblical reading Matt 4:1-11 and relates the three temptations of Jesus to the three categories of success. The teacher guides the students to understand that our call is to be like Jesus and seek God's wisdom when confronted with important decisions in our lives. The teacher also guides the students to complete a blank organizer on the temptations of Jesus. See the completed organizer for teacher use in Appendix 4.5.
3. **Whole Class:** The teacher leads the students to an understanding that Jesus clearly rejects the enslaving aspects of wealth, abuse of power, and status and embraces a gospel of love. The teacher directs the students to a reading of Matt 22:34-40, where Jesus articulates the greatest commandment. We are called to make our decisions based on the loving thing to do
4. **Small Group:** The teacher directs the students to utilize the diagram on page 80 of *Be With Me* and apply it to case study 4 on p. 140 (Activity 14b) of the *Be With Me* manual. The groups formulate responses to the three questions on p. 139 of the manual (Activity 14a). Students should also apply the church teachings from the Catechism to the case study. These are found on pp. 142-143 of the manual (see Assessment 1). Debrief the small group case study and illustrate how making decisions based on doing the loving thing liberates us.
5. **Individual:** The teacher assigns a reflection journal activity that requires the students to recall an incident in which they had to make an important decision. Have them answer the following questions: Describe the circumstances that led you to having to make this decision. What decision did you make? How did you make it? What impact did it have on your life? What has this unit taught you about the importance of making good decisions that are moral, loving and healthy?

## Assessment/Evaluation

1. Group Reflection Activity: A reporter in the small group shares the group responses to the probe questions. (SC4.02B, PF1.07B, MD2.04B, MD1.06B, MD2.02B, MD2.05B, MDV.09)
2. Journal Reflection: Students write a response based on an important decision they have had to make in their life. This would be placed in their portfolio as a culmination of this unit. (SC4.04B, PF1.03B)

## Resources

Bible - The Temptations of Jesus (Matt 4:1-11)

The Greatest Commandment (Matt 22:34-40)

CCCB. *Be With Me*. p. 80

CCCB. *Be With Me*. Manual, pp. 140-143

## Accommodations

Peer mentoring is a possibility in the group work strategy. The focus of the journal, because of its personal nature, should be assessed and responded to anecdotally.

## Appendices

4.5 – The Temptations of Jesus

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### Appendix 4.5: The Temptations of Jesus

<b>TEMPTATIONS OF JESUS</b>	<b>FOCUS OF THE TEMPTATION</b>	<b>WHY DOES JESUS REJECT IT?</b>	<b>HOW DID JESUS LIVE OUT HIS CONVICTIONS?</b>
Turning stones into bread	Wealth	The concern of Jesus is focused on spiritual hunger	Jesus decides to lead a simple life and focuses on service to all
Throwing himself off the top of the temple	Status	God will not be tested – we do not will God, but do God’s will	Jesus befriends the lowly – the outcasts and the sinners
To have power over all the kingdoms of the world	Power	The concern of Jesus was not for political domination	Jesus chooses nonviolent resistance

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## Unit 5: Called to Action

**Time:** 19 Hours

### Unit Developer(s)

Bob Anderson, Waterloo Catholic DSB  
Peter Bruder, Waterloo Catholic DSB  
Sandy Collins, Waterloo Catholic DSB  
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Carla Santomero, Waterloo Catholic DSB

**Development Date:** June 1999

### Unit Description

This unit establishes Baptism and Confirmation as the sacramental basis for discipleship. Students understand that discipleship follows from Christian vocation; it is a call to take on the attitude of Christ and a moral imperative for action. A scriptural examination of the prophets, the call of the Apostles, the parables, the washing of the feet, Jesus' instruction to Peter to "feed my lambs" and other related accounts leads to a thorough understanding of the concept of discipleship. Mary is examined as an important model of discipleship. Students examine a modern day call to discipleship by responding with care and compassion to the issues surrounding the elderly, the poor, and people with STIs/HIV/AIDS. These issues include the transmission and the prevention of these diseases and the care given to people living with them.

### Strand(s) & Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 1f, 2a, 4c, 5c, 5d, 6e, and 7e.

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

**Overall Expectations:** SCV.03, SCV.02, SCV.06, MDV.01, MDV.10, MDV.04, MDV.07, PSV.09, PSV.01, PSV.02, PSV.03, FLV.02, FLV.01, FLV.06, FLV.07, FLV.13, FLV.14, FLV.05, FLV.12, FLV.09, PFV.08, PFV.02, PFV.05, PFV.09.

**Specific Expectations:** SC1.04B, SC4.01B, SC4.03B, PF3.01B, PF1.01B, PF1.07B, PF1.04B, PF4.01B, PF2.02B, MD1.03B, MD1.03B, MD4.06B, MD4.02B, MD1.01B, MD2.04B, MD1.02B, MD4.03B, MD1.04B, PS1.01B, PS3.01B, PS1.06B, PS3.02B, FL1.07B, FL1.06B, FL2.03B, FL1.03B.

### Activity Titles

Activity 1	Called to Action through Baptism and Confirmation	60 minutes
Activity 2	Prophecy	120 minutes
Activity 3	Servant Leadership: Jesus Washes the Feet	240 minutes
Activity 4	Modern Day Servant Leaders – Research Project	240 minutes
Activity 5	Serving the Marginalized	240 minutes
Activity 6	STIs/HIV/AIDS	180 minutes
Activity 7	Celebrating the Call to Action	60 minutes

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## Unit Planning Notes

The quizzes in Activities 3 and 6 can be combined into one unit test after Activity 6, or left as they are, depending on the needs of each class. Please note that if they are combined, it may be beneficial for ESL and Special Needs students to complete them in two or more sections. There is a great deal of organization required for this unit, so it would be wise for the teacher to begin well in advance to arrange for Community Service Representatives to come to the school. It should also be noted that Units 5 and 6 may be done in reverse order if that would better suit the needs of the students.

## Prior Knowledge Required

Research methods and library skills would be beneficial prior to the library visit. Students should also be familiar with S.P.I.E.S., and how to prepare and participate in a liturgy from Unit 1, human fertility and the dignity of all from Unit 2, and the Beatitudes and chastity from Unit 3.

## Teaching/Learning Strategies

socratic, small group (think/pair/share), research projects, group presentations, reflective activities

## Assessment/Evaluation

**Formative Assessment:** Observation, Reflection, Performance Assessments

**Summative Evaluation:** Paper and pencil test or quizzes, Performance Assessment for Service Action Plan, and Performance Assessment for the Liturgy planning and preparation (for some students)

## Accommodations

For students with special needs and ESL students, the teacher needs to consult with school Special Education and ESL teachers, and refer to each student's IEP to meet the needs of specific students. It is also suggested that the teacher consult with the parents (when possible) concerning reinforcement of learning expectations and appropriate study conditions at home. Teachers may also consider making contact with organizations in their communities that assist new Canadians (e.g., welcoming centres, multicultural agencies) for suggestions and resources. ESL students may also benefit by being partnered with other students with similar linguistic and/or cultural backgrounds when possible. Many of these suggestions for accommodations as well as many others are from the OSS policy document, Appendix 6, and the Ministry Special Education and ESL Guidelines.

## Resources

### Texts

*Be With Me*, student text and teacher's manual

*Turning Points*, teacher's manual

*Path Through Scripture*

Bibles

### Computer Software

*NRSV Bible*

*Catechism of the Catholic Church*

### Videos

*Romero* (Directed by John Duigan, Vidmark, 1990.)

*Philadelphia* (Directed by Jonathan Demme, Tristar, 1994.)

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## Activity 1: Called to Action through Baptism and Confirmation

**Time:** 60 minutes

### Description

This activity introduces the Call to Action through service as mandatory for all Christians. Students examine how the sacraments of Baptism and Confirmation call them to serve others and how the Beatitudes are the models of service.

### Strand(s) and Expectations

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

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

**Overall Expectations:** MDV.07, MDV.04, PFV.08❖; PFV.02.

**Specific Expectations:** PF1.01B❖; MD1.02B❖.

PF1.01B - recognize discipleship as the call to follow Jesus in word and deed;

MD1.02B - identify ways that the Beatitudes help us understand the Christian attitude toward being with others;

### Planning Notes

The teacher prepares information on Baptism as the call to action. Information on the Beatitudes should be made available to students. Not all students may have been baptized or confirmed, so the teacher needs to be sensitive to this fact.

### Prior Knowledge Required

- The Beatitudes as models for living (see Unit 3)

### Teaching/Learning Strategies

1. **Whole Class:** In a socratic lesson, the teacher reviews the call to action through the rite of Baptism. 1 Peter 2 describes the Baptized as the ‘cornerstone’ that Jesus has laid. Students discuss this image and what it means to them. Option: Invite senior students in to discuss how they live out their baptismal call.
2. **Pairs:** With a partner, students brainstorm how baptism is a call to follow Jesus in service to others and then how confirmation renews/reaffirms the call to action.
3. **Small Group:** Review the Beatitudes “looks like/sounds like” activity from Unit 3. Add the following question - For each Beatitude what does the call to action/to serve “look like”?
4. **Small Group:** Identify a group or organization in society (local) that is practicing one of these Beatitudes as their call to action. How are they doing this? On the board list groups and activities and have each group of students explain why they chose these agencies.
5. **Individual:** “Ticket out the Door”. Before leaving class, students complete three reflective questions:
  - How is baptism and confirmation the call to follow Jesus?
  - How does faith in Jesus call us to love and respect others?
  - What is one beatitude that you have followed in serving others?

### Assessment /Evaluation

Formative Observation: “Ticket out the Door” (PF1.01B, PFV.08, MD.03B)

### Resources

None

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## Accommodations

- Modifications to support students' IEPs may be required.
- Not all students may be baptized or confirmed. This provides an opportunity to invite students of other faiths to share their "initiation" rites and how they are called to serve others. The questions for the "Ticket out the Door" may need to be modified in number or language for some students.

## Appendices

None

## Activity 2: Prophecy

**Time:** 120 minutes

### Description

In this activity students examine the call, role, and response of the prophet, both in biblical times and in modern day situations. Students examine their own context to discover who is prophetic in their lives and how they, too, are called to be prophets. Examples of the Church as prophet are examined.

### Strand(s) and Expectations

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

**Strand(s):** Profession of Faith, Scripture

**Overall Expectations:** PFV.02, SCV.03, SCV.02.

**Specific Expectations:** SC1.04B ❖; SCV.06 ❖; PF2.02B ❖.

SC1.04B - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SCV.06 - express connections between the relationships described in biblical events and their own life experiences.

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

### Planning Notes

The teacher chooses prophets to be examined and appropriate background information and scriptural passages demonstrating the call of the prophets, their messages, and the reactions of the people around them. The teacher needs to be aware of the ways the Church is prophetic and have appropriate student resources (e.g., social justice issues). A copy of the students' letter to a school prophet, and their reflective answers on their own call to prophecy may be added to the tri-part portfolio. It is important that the teacher have a good understanding of the difference between biblical prophets (proclaiming the word of God, challenging people to return to the ways of God, and to heed God's word) versus contemporary understandings of prophet (one who sees into the future, predicts the future, such as Nostradamus). The teacher may wish to contact CCODP for further resources for this Activity.

### Prior Knowledge Required

- List of agencies from Activity 1.

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## Teaching/Learning Strategies

1. **Whole Class:** Using the list of organizations and agencies from Activity 1, students identify the common elements of the organizations (i.e., non-profit, usually servicing the marginalized or oppressed, calling society's attention to issues of injustice that result in the need for these organizations).
2. **Whole Class:** The teacher leads students in a discussion of prophets. Included in the discussion is a brainstorming session on who/what is a prophet? (refer to *Path Through Scripture*, chapter 39), what are the characteristics of a prophet? etc. (Be sure to differentiate between biblical and contemporary understandings of prophets.)
3. **Small Group:** In triads, students examine some of the biblical prophets (e.g., Isaiah, Micah, Jeremiah, Amos, Ezekial) in order to understand the following:
  - Who is the prophet?
  - What did he do?
  - How did people react to the prophet?
  - How do the actions, and situations of the prophet compare to modern day situations?
4. **Whole Class:** The teacher leads the class in a discussion on how the Catholic Church is prophetic, especially in the area of social justice.
5. **Pairs:** In a "think/pair/share" students identify some of the people in their community and school who are prophetic. Why do they believe these people are prophetic?
6. **Individual:** Students write an anonymous letter to a school prophet identifying his/her prophetic dimension, explaining how their being a prophet is beneficial to the community, and how his/her prophecy calls all people to action in service of the whole community.
7. **Individual:** Students reflect upon and answer the following:
  - What are some of the injustices I have witnessed?
  - In what way am I called to be prophetic?
  - In what way am I already prophetic?

## Assessment /Evaluation

1. Formative Performance assessment: charts on biblical prophets (SC1.04B)
2. Formative Reflective questions on personal call to be prophetic (SCV.06, PF2.02B)

## Resources

*Path Through Scripture* (Chapter 39)

Bibles

CCODP materials

## Accommodations

- Modifications to support students' IEPs may be required.
- Peer monitoring during group activities may be beneficial for some students
- Some students may require a scribe and guidance through the use of sentence starters to help them write their letters.
- ESL students may benefit from first writing the letter in their native language, then translating it or illustrating it (if required).

## Appendices

None

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## Activity 3: Servant Leadership: Jesus Washes the Feet

**Time:** 240 minutes

### Description

This activity focusses on the connection between the call of the prophets and servant leadership. Students investigate models of leadership, including Jesus' model of service through the washing of the feet. Archbishop Oscar Romero is examined as a model of modern day prophecy and servant leadership.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 2a, 4c, 7e.

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

**Overall Expectations:** PFV.02, PF1.04B, MDV.07.

**Specific Expectations:** SC1.04B ❖; SCV.06 ❖; PF1.01B ❖; PF1.07B ❖; PF2.02B❖, PFV.08 ❖, PF3.01B, MD1.03B ❖; MD2.04B ❖, MDV.04, MD1.02B ❖.

SC1.04B - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SCV.06 - express connections between the relationships described in biblical events and their own life experiences.

PF1.01B - recognize discipleship as the call to follow Jesus in word and deed;

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PFV.08 - describe how faith in Jesus Christ challenges his disciples to love and respect others;

PF3.01B - acknowledge that the love of God for all people demands justice;

MD1.02B - identify ways that the Beatitudes help us understand the Christian attitude toward being with others;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD2.04B - summarize stories where Jesus models how to live and challenge society;

MDV.04 - identify ways that the Beatitudes help us understand the Christian attitude toward being with others (CCC §1716-1724);

### Planning Notes

The teacher needs to be familiar with the models of leadership and servant leadership (see Resources).

Role play scenarios for models of leadership. Gospel passages for servant leadership need to be selected and prepared. The video *Romero* contains scenes of violence that students should be warned about prior to viewing the movie.

### Prior Knowledge Required

- Attributes of a prophet (see Unit 5, Activity 2)

### Teaching/Learning Strategies

1. **Whole class:** Students review: a) ways we are called to be prophets and b) some of the social issues that were identified in which we are called to be prophets (e.g., racism, sexism, poverty, etc.).
2. **Small Group:** Using a T-chart, students identify ways they can create change in these areas (e.g., how can the call to be prophet be put into action?).
3. **Pairs:** Using "think/pair/share", students investigate Mary as the model of discipleship. Using gospel stories (the visitation of Gabriel, Mary's acceptance of her calling, the Magnificat), students complete a worksheet on Mary's discipleship, and how she is a model for each of us.
4. **Whole Class:** Students brainstorm the leaders they are aware of and the qualities of leadership. The teacher leads the class in a discussion on the "Models of Leadership"

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5. **Small Group:** Students role-play leadership scenarios and models. Classmates identify which model was most appropriate for each situation. (The class needs to be divided into nine groups. The teacher provides three scenarios and has each scenario presented using each of the leadership models. For example, during class there is a fire alarm. Have the scenario presented using the authoritative model, another one with the consultative model, and a third with the facilitative model.)
  6. **Whole Class:** Students examine Jesus as a model of servant leadership by reading John’s Gospel story of the washing of the disciple’s feet. The teacher leads students in a discussion of the story, focusing on the following questions: What is happening? How is Jesus a leader? How is this a new model of leadership? The teacher then leads the class in a discussion on servant leadership and how this is a new model. Included in this discussion would be a comparison of Jacob’s Ladder and Sarah’s Circle versions of leadership.
  7. **Pairs:** Students investigate Gospel passages in which the concept of servant leadership is presented (e.g., Peter feed my lamb; the Harvest is plenty the labourers are few; various parables calling the Apostles).
  8. **Whole Class:** Students view the video *Romero* in light of the call to be both a prophet and a servant leader, answering the call, and the “price” of being “counter-cultural” and prophetic.
  9. **Small Group:** Students compose a eulogy for Oscar Romero following the video (see Appendix 5.1).
  10. **Individual:** Students complete a paper and pencil test on prophecy, discipleship, and the leadership models.

### Assessment /Evaluation

1. Formative Performance Assessment rubric for group “Romero” Eulogy (PF1.07B, PF2.02B, PF3.01B, MD1.03B)
2. Summative Paper and pencil quiz (SC1.04B, SCV.06, PF1.01B, PFV.09, PF1.07B, PF2.02B, PFV.08, MD2.04B, MDV.04, MD1.02B, MDV.06, MD3.03B)

### Resources

Teacher Resources: WCDSB “Living Our Mission” pp. 8-9, Servant Leadership (appendix 5.2)

*Servant Leadership*, by Robert Greenleaf

*Romero* video

### Accommodations

- Modifications to support students’ IEPs may be required.
- Some students who come from either Central America or El Salvador or who have relatives living there may find viewing this movie difficult and appropriate accommodations should be made for them.

### Appendices

5.1 – Romero Eulogy

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## Appendix 5.1: Romero Eulogy

Names of Group Members:

A eulogy is a speech or writing in praise of a person, usually expressed at a funeral or wake. In a eulogy the person who has died is remembered for the life that the person lived, for the things that the person accomplished, and for the impact that the person had on the lives of others. The person delivering the eulogy usually emphasizes the positive contributions that this person has made to society. When a famous person dies, quite often the eulogy contains some of that person's famous quotes.

In your group, create a eulogy for Oscar Romero. Use a word processor to give a professional look to your eulogy and mount it on coloured paper. A simple decoration can adorn the writing, but be sure it is in good taste and neatly produced.

Your eulogy should contain the following points:

1. an appropriate title;
2. an introduction to the person of Oscar Romero;
3. a brief statement as to how and why Romero died;
4. a brief description of the important events in the life of Romero, including ways that he challenged his society based on the model of Jesus, and how the love of God for all people demanded that Romero work toward justice;
5. an outline of the accomplishments of Romero, including a discussion on how his faithfulness to God lead him to happiness;
6. an explanation of the impact that Romero had on the people of El Salvador and the world in general;
7. one or more relevant quotes from Romero with a brief explanation as to why the quote is important.

Evaluation:

<b>Evaluation Criteria</b>	<b>Evaluation Scale</b>
1. The title of the eulogy is appropriate	4 3 2 1
2. The audience is introduced to Romero in a creative and interesting manner	4 3 2 1
3. There is a clear explanation of Romero's death	4 3 2 1
4. Important life events of Romero are described, including how he challenged society and how he demanded justice	4 3 2 1
5. Romero's important accomplishments are outlined, including how his faithfulness to God led him to happiness	4 3 2 1
6. Romero's impact on people is explained	4 3 2 1
7. There is at least one relevant quote, with explanation	4 3 2 1
8. Grammar, spelling, and design are all of high quality	4 3 2 1

Overall Level for this activity: \_\_\_\_\_

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## Activity 4: Modern Day Servant Leaders – Research Project

**Time:** 240 minutes

### Description

Students choose and investigate the call to prophecy and action and service through the completion of a research project on a modern day servant leader.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 1f, 2a, 4c, 5c, 5d, 6e, 7e.

**Strand(s):** Profession of Faith, Christian Moral Development, Prayer and Sacrament

**Overall Expectations:** PFV.02, MDV.07, PSV.09, PSV.01, PS1.06B, MD4.06B.

**Specific Expectations:** MD4.06B, PF1.07B❖, PF2.02B❖; PF3.01B, MD1.03B❖; PS3.01B, PS1.01B❖, PS1.06B.

MD4.06B - identify people who model Christian hope.

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

PF1.07B - identify true happiness as being faithful to God and true to oneself;

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PF3.01B - acknowledge that the love of God for all people demands justice;

PS3.01B - listen prayerfully to the call to be loving;

PS1.01B - demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;

PS1.06B - demonstrate an understanding of Christian hope and its role in Christian living;

### Planning Notes

- Teachers are encouraged to try to steer students away from the typical/obvious servant leaders in our society (e.g., the Pope, Mother Teresa) and have them focus on the lesser known servant leaders listed when possible. Book the library/resource centre for one to two days for students to complete their research.
- The teacher may wish to have resources available in the classroom, if timelines are tight, as a way of facilitating the research part of this activity.
- Reflection papers should be placed in tri-part portfolio.

### Prior Knowledge Required

If students have not been introduced to the library usage and rules, this should be done before students begin their research. Students need to understand the expectations regarding use of research material and research presentations prior to beginning this activity.

### Teaching/Learning Strategies

1. **Whole Class:** The teacher leads the class in a discussion on modern day servant leaders. Students brainstorm a list of modern day servant leaders. Lists may include local leaders (such as the organizer of the Walk Against Male Violence, local soup kitchen co-ordinator) or global leaders (such as Mother Teresa, the Pope)
2. **Whole Class:** The teacher introduces the group research project (Appendix 5.3, 5.4). In groups, students research a modern day servant leader and prepare a presentation for their classmates.

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3. **Small Group:** In groups of three or four, students prepare and deliver a ten-minute presentation on a servant leader.
  4. **Individual:** Students complete a reflection on the servant leader they researched, explaining how he or she models discipleship for them. Their reflection should include examples of how we are called to God to be responsible for one another and how living a life of prayer in this culture may be challenging.

### **Assessment/Evaluation**

1. Formative Performance assessment rubric for group presentations. (PF1.07B, PF2.02B, MD1.03B)
2. Performance assessment rubric for reflection paper. (PF3.01B, MD1.03B, MD1.03B, PSV.02, PSV.03, PS3.01B, PS1.01B)

### **Resources**

School library/resource centre resources.

Newspapers such as the *Catholic New Times*, etc.,

### **Accommodations**

- Modifications to support students' IEPs may be required.
- When grouping students for this assignment, attention should be given to placing students with special needs or ESL in a group that provides them with peer mentoring or modelling.
- Reflection paper may be completed using alternative media such as audio tape or pictorial presentation.

### **Appendices**

5.2 – Servant Leaders

5.3 – Modern Day Servant Leaders

5.4 – Modern Day Servant Leaders: Group Research Project

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## Appendix 5.2: Servant Leaders

There are five key aspects to servant leadership.

First, servant leaders realize that leadership is a calling from God and that they must trust in God absolutely if they are to fulfill their role as leaders. They know that leadership is a gift from God's spirit given for the good of the community and not to enhance their own status.

Second, servant leaders always keep before them the fundamental vision of the community as expressed through the beliefs and mission. They know the vision well and are able to articulate it and defend it when necessary. They strive to deepen their understanding of the vision through dialogue, study reflection and prayer.

Third, servant leaders facilitate communion by fostering an atmosphere of love, compassion, and harmony. They also facilitate communion through direct service to the members of the community much as Jesus did when he washed the disciples' feet at the last supper. They recognize that in order to facilitate communion they must be servants, brothers, and sisters to one another. Such leaders work for the deepening of the covenant that the community has with Christ and each other.

Fourth, servant leaders recognize that all persons are called to be co-creators with God and Christ in the ongoing process of achieving God's intention for creation. As stewards of this creation, servant leaders nurture and tend lovingly and gently in imitation of our God. This requires that they be clear about their own moral intentions and ethical decisions to ensure that their actions are constructive and assist the community to do the same. This leadership fosters collaboration and shared goals with a belief in the "power to" rather than "power over".

Fifth, servant leaders are open to the unknown. They recognize that nothing we do is complete and no set of goals includes everything because the Kingdom of God always lies beyond us.

## Appendix 5.3: Modern Day Servant Leaders

### Group Research Project

Group Members:

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Introduction of Leader and description of life events	- limited information is presented	- some information is presented	- information presented is complete and appropriate	- information presented in complete, appropriate, and interesting
Explanation on how being faithful and true to oneself has lead this person to happiness	- few or no connections are made between this expectation and the leader's life	- some attempt is made to make connections between the expectation and the leader's life	- explanation of the expectation is clear, and connections are relevant and appropriate	- explanation of the expectation is clear, and connections are relevant, appropriate, and interesting - connections are made between this person's life and the lives of teens today
An evaluation on how to live in and challenge society based on the life of this person	- few or no connections are made between this expectation and the leader's life	- some attempt is made to make connections between the expectation and the leader's life	- explanation of the expectation is clear, and connections are relevant and appropriate	- explanation of the expectation is clear, and connections are relevant, appropriate, and interesting - connections are made between this person's life and the lives of teens today
Overall presentation	- only one or two members of the group participated - presentation did not capture attention of 'audience' - creativity was limited in presentation	- two to three members of the group participated - presentation occasionally captured attention of 'audience' - some creativity was noticeable in presentation	- all members of the group participated - presentation captured attention of 'audience' throughout the presentation - presentation was creative and interesting	- all members of the group participated presentation equally - audience's attention was held throughout presentation, presentation was interactive - presentation was creative, interesting, and helped to enhanced classmate's understanding of servant leadership

Overall Level for this assignment: \_\_\_\_\_

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## Appendix 5.4: Modern Day Servant Leaders Group Research Project

In this assignment, students work in small groups to investigate a modern day servant leader and create a presentation for their classmates. In the presentation students should include the following information:

- an introduction of the leader and a description of his/her life events
- an explanation on how being faithful and true to oneself has led this person to happiness
- an evaluation on how to live in and challenge society based on the life of this person

As well, the presentation should be creative and interesting for classmates and all group members should be involved in presenting.

Possible choices for Servant Leader to complete research on:

- Jean Vanier – works with mentally and physically challenged adults in L'Arche
- Jean Donovan – missionary in El Salvador, murdered in 1980
- Dorothy Day – co-founder of the Catholic Worker Movement
- Peter Maurin - co-founder of the Catholic Worker Movement
- Mary Jo Leddy – co-founder and worker at Romero House in Toronto
- Jimmy Carter – international spokesperson for Habitat for Humanity
- Henri Nouwen – connected to L'Arche Houses, and Day Break in Toronto
- Thomas Merton – Catholic monk and author
- Mohandas Gandhi – proponent of non-violence and leader of India's struggle for Independence

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## Activity 5: Serving the Marginalized

**Time:** 240 minutes

### Description

In this activity students learn about local service agencies and how they provide support and aid to the marginalized. Students interview representatives from various agencies, prepare a public relations advertisement for them, and present this information to their classmates. Students then begin to consider and complete their own “Service Action Plan”.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 2a, 4c, 5c, 6e.

**Strand(s):** Profession of Faith, Christian Moral Development, Prayer and Sacrament

**Overall Expectations:** PFV.02, MDV.10, PSV.09, PSV.01, PS1.06B, MD4.06B.

**Specific Expectations:** PS1.06B, PS3.01B, PS1.01B❖, PF1.01B, PF3.01B❖; MD4.06B, MDV.06, MD3.03B❖; MD2.02B❖; MD4.03B❖; MD1.04B.

PS1.06B - demonstrate an understanding of Christian hope and its role in Christian living;

PS1.01B - demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;

PS3.01B - listen prayerfully to the call to be loving;

PF1.01B - recognize discipleship as the call to follow Jesus in word and deed;

PF3.01B - acknowledge that the love of God for all people demands justice;

MD4.06B - identify people who model Christian hope.

MDV.06 - interpret table fellowship, as used by Jesus Christ, for their own lives;

MD3.03B - express the value of obedience and name the challenge of and limits to the Christian call to obedience;

MD2.02B - perceive the challenge of God’s preferential option for the poor;

MD4.03B - value the basic dignity of every person within relationships;

MD1.04B - explain how the Christian concept of society is radically inclusive.

### Planning Notes

Well ahead of time, the teacher makes contact with a variety of approved community service organizations to arrange for representatives on the selected community service day. Teachers may also wish to invite senior students to class to talk to students about their own community service work and how they have benefitted from helping others. It is important to include an AIDS/HIV organization in order to prepare for Activity 6 on HIV/AIDS. Some of the organizations may include those mentioned by students in Activity 1. It should be noted that issues related to HIV/AIDS are distinct from gay and lesbian issues.

### Prior Knowledge Required

- How to conduct an interview.
- Jesus as the model of inclusivity (Unit 3)

### Teaching/Learning Strategies

1. **Whole Class:** Read together “Who Will Sit at the table” and “Inclusivity Leads to Peace” on pp. 47-48 of *Be With Me*, and discuss its meaning with the class. Refer to Unit 3 activity on “Jesus as the model of inclusivity” in your discussion.
2. **Individual:** Students read “Who Is The Rich Man?” on pp. 132-134 in *Be With Me* and the story of Lazarus and the rich man in Luke 16:19-31 and complete the reflection questions from the student text.

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3. **Pairs:** Students individually complete Activity pp. 23a and b, 24a and b from the *Be With Me* teacher’s manual and then discuss their answers. Students read “Give Generously” and “Preferential Treatment” on pp. 134-137 of *Be With Me* and together write a 5-minute “presentation” on what God’s preferential option for the poor challenges us to do. This presentation should include four to six points based on Church teachings they have read, include examples or issues from stories or from their own experience, and be motivational.
  4. **Whole Class:** The teacher leads the class in a lesson on vocations and the belief that we are all called through our baptism. Each person has a different calling.
  5. **Small Group:** In triads, students are assigned (or may choose) a community service organization to research. The objective is for the students to be “hired” as “promotional representatives for the organization” within the school (or the larger community, but with the focus aimed at teenagers). Students spend the first class learning how to conduct an interview, learning about the organization, and creating a series of questions for the community service representative that they interview. (Literature about the organization should be made available to students at this time.)
  6. **Small Group:** In triads, students interview the community service representative and continue to gather information about this organization. Note: due to the busy schedules of many of these representatives, some may not be able to come to the school so alternative interviews may be required (such as phone interviews). In this case, be sure to prepare students for these types of interviews.
  7. **Small Group:** Students prepare a presentation and advertisement for the community service organization, to be presented to classmates. Advertisements may include poster campaigns, video commercials, radio commercials, print advertisements, power point presentations, web sites, etc.
  8. **Whole Class:** The teacher leads the class in a discussion and review of the various organizations. Students are asked to reflect upon how the organizations serve the marginalized and how this is following Jesus through discipleship. *Note: This is a good opportunity to make connections for students between discipleship and the community service that is required to graduate.*
  9. **Individual:** Students begin to consider their own “Service Action Plans” (Appendix 5.5).

### Assessment /Evaluation

1. Formative Performance Assessment rubric for Option for the Poor ‘presentation’ (MD1.03B, MD2.02B)
2. Formative Performance Assessment rubric for group presentations about Community Service Organizations (PF1.01B, PF3.01B, MD1.03B, MD4.03B, MD1.04B, PSV.02, PSV.03, PS3.01B, PS1.01B)

### Resources

*Be With Me*, pp. 47-48

*Be With Me*, pp.132-134

Bibles

*Be With Me*, teacher’s manual, pp. 192-195

*Be With Me*, pp. 134-137

### Accommodations

- Modifications to support students’ IEPs may be required.
- Teachers may wish to have peer mentors read with special needs or ESL students or to provide audio formats for the text. Assignments could be completed with peer mentoring or modeling or through the use of audio tapes or conferencing. When placing students into groups, students with special needs or ESL students should be placed with students where peer mentoring or modeling may be facilitated.

### Appendices

5.5 – Service Action Plan

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## Appendix 5.5: Service Action Plan

Name \_\_\_\_\_

### I) BACKGROUND INFORMATION REGARDING CHRISTIAN BELIEFS.

The following questions will help you to reflect upon, and understand how and why we are called to serve other people as a result of our baptism and confirmation.

- a) I can follow Jesus' model to love and respect all people in the following ways...
- b) I can respond to Jesus' model to have a generous attitude towards others in the following ways...
- c) I can demonstrate how the love of God demands justice and equity for all people by doing the following...
- d) I can respond to Gods' preferential option for the poor by caring for others in the following ways...
- e) Some of the challenges involved in living a life of prayer and service would be...

### II) PERSONAL BACKGROUND REFLECTION

Complete the following, to help you begin selecting what kind of service you may wish to be involved in.

- In the past, I have volunteered in the following ways:
- List your hobbies, interests:
- List the group with which you would be interested in volunteering: young children (under 5), 6-8, 9-12, elderly, disabled, ill/injured, others...

### III) FIRST STEPS

Identify at least two to three Community Service Organizations you might be interested in volunteering with. (Can include groups that came into our class, or other groups that you are aware of.) Complete the chart:

Organization	Contact person and phone number	Why?	What would you like to do with them?

### IV) MY COMMITMENT TO ACTION

I \_\_\_\_\_ (name) am committed to serving the needs of my community by volunteering at \_\_\_\_\_ .

I will contact this organization by \_\_\_\_\_ (date) to set up an appointment to discuss my volunteering with them.

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

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## Activity 6: STIs/HIV/AIDS

**Time:** 180 minutes

### Description

This activity allows students to investigate the symptoms, treatment, and prevention of sexually transmitted infections (STIs) including HIV/AIDS. Students examine the Christian response to people living with HIV/AIDS and the call to be people of compassion, care, and service. Students continue working on their Service Action Plans. Sexually transmitted infection (STI) is the currently favoured alternative term for sexually transmitted disease (STD).

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 6e, 7e.

**Strand(s):** Profession of Faith, Christian Moral Development, Family Life

**Overall Expectations:** MDV.10, MDV.07, MD4.02B, FLV.01, FLV.06, FLV.07, FLV.01, FLV.02, FLV.05, FLV.12, FLV.02, FLV.09, FL103B, FLV.05, FLV.12. PFV.02, PF4.01B.

**Specific Expectations:** PF4.01B, PF3.01B, MD1.03B ❖; MD1.01B ❖; MD1.04B ❖; MD4.02B, FL1.07B, FL1.06B ❖; FL1.03B, FL2.03B.

PF3.01B - acknowledge that the love of God for all people demands justice;

PF4.01B - respect physical change as integral to God's creation of the human person;

MD1.01B - know that each person has been created with the freedom to shape his or her own relationships;

MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD1.04B - explain how the Christian concept of society is radically inclusive;

MD4.02B - respect physical change as integral to God's creation of us;

FL1.06B - know the meaning of responsible sexual expression in the light of the virtue of chastity;

FL1.07B - describe symptoms, treatments and prevention of major sexually-transmitted diseases including HIV/AIDS, and their effect on human fertility and life;

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;

FL2.03B - describe the Christian family as the basis of society and as domestic Church.

### Planning Notes

If someone from HIV/AIDS community service groups did not participate earlier in this unit, it is recommended that the teacher invite someone in to talk to the class about living with HIV/AIDS. The teacher selects an appropriate 20-minute clip from the video of choice. Be aware that many students may have family or friends currently living with HIV/AIDS and of their needs to be responded to with sensitivity and compassion. Due to the critical nature of this topic, it is important that the teacher ensures all students clearly understand the sources of transmission and prevention of STI/HIV/AIDS

### Prior Knowledge Required

Familiarity with S.P.I.E.S. (from Unit 1), human fertility (from Unit 2), and chastity (from Unit 3).

### Teaching/Learning Strategies

1. **Individual:** Students complete a diagnostic questionnaire on HIV/AIDS (see *Turning Points*, teacher's manual pp. 23-24, for example).
2. **Whole class:** Teacher generates discussion, clarifies answers, and addresses myths and facts by taking up the questionnaire. The teacher should be sure to review the Christian call to responsible moral decision-making, as well as the medical information around STI prevention.

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3. **Small group:** Students review chart on STIs (see *Turning Points*, teacher's manual p 25 for example). Groups are assigned one STI and create a one-page awareness poster for that STI. (The flyer should include symptoms, treatment, prevention, and the effects of the STI on human fertility and life.) Groups present information to peers.
  4. **Whole class:** Students view a video clip from the video *Philadelphia* (or another appropriate video clip dealing with the treatment of people with HIV/AIDS), which illustrates how society may treat people who have HIV/AIDS. The teacher then leads a brief discussion around the video and the discrimination experienced by people with HIV/AIDS. The teacher highlights the position of the Catholic Church that we respond with awareness and compassion to the HIV/AIDS crisis.
  5. **Small group:** Students choose one aspect of an AIDS hospice and prepare a proposal around how we (as a school community or class) can support these organizations (e.g., entertainment at the hospice, visiting people, making meals, writing letters or cards, helping with the maintenance of the building, donate blankets, take people into the community, financial donation fund raising). Students prepare a detailed proposal outlining how each task may be completed. Proposal should consider the Spiritual, Physical, Intellectual, Emotional and Social aspects of the people.
  6. **Individual:** Students complete a paper and pencil test on symptoms, treatment, prevention and the effects of the STI on human fertility and life.

### Assessment /Evaluation

1. Formative Assessment of STI flyers (MD1.01B, FLV.13, FLV.14, FL1.06B, FL1.07B)
2. Formative Performance Assessment for HIV/AIDS support proposals (PFV.09, PFV.08, PF3.01B, MD1.03B, MD4.03B, MD1.04B, FLV.05)
3. Summative paper and pencil test on symptoms, treatment, prevention and the effects of the STI on human fertility and life (MD1.01B, FL1.07B, FLV.14, FL1.06B, FLV.05, FLV.05, FLV.13)

### Resources

*Turning Points*, teacher's manual

*Philadelphia* video (or other choice that is appropriate for your students e.g., *And the Band Played On*)

### Accommodations

Modifications to support students' IEPs may be required. Some students may require assistance such as scribes to completing quizzes. As well, some students may complete the quiz orally through conferencing or using audio tapes.

### Appendices

None

## Activity 7: Celebrating the Call to Action

**Time:** 60 minutes

### Description

Students plan and participate in a liturgy celebrating the call to action and service that many people in the community are already fulfilling, while others are beginning to answer.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1f, 2a, 4c, 5d, 6e.

**Strand(s):** Scripture, Profession of Faith, Prayer and Sacramentality

**Overall Expectations:** SCV.02, PFV.05, PFV.09, PSV.01, PSV.02, PSV.03.

**Specific Expectations:** SC4.01 ❖; SC4.03B ❖; PF3.01B, MD1.03B ❖; MD4.03B, MD1.04B ❖; MD4.06B ❖; PS1.01B ❖; PS3.01B, PS1.06B, PS3.02B ❖.

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SC4.01B - show reverence for Christian belief in Scripture as God’s living word;  
SC4.03B - appreciate Scripture as a spiritual source of strength and prayer for believers;  
PF3.01B - acknowledge that the love of God for all people demands justice;  
MD1.03B - explain how humans are social beings responsible for the care of one another in accordance with God’s plan;  
MD4.03B - value the basic dignity of every person within relationships;  
MD1.04B - explain how the Christian concept of society is radically inclusive;  
PS1.01B - demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;  
PS1.06B - demonstrate an understanding of Christian hope and its role in Christian living;  
PS3.01B - listen prayerfully to the call to be loving;  
PS3.02B - share their faith with others in the context of religious celebration;

### **Planning Notes**

The chapel should be booked for the liturgy if possible. As this is a liturgy celebrating our call to action students are encouraged to invite those from the school community who they believe serve others (e.g., secretaries, custodians, administrators, other teachers, student council members, etc.), as well as the community service representatives involved earlier in the unit, to the class liturgy. The summative evaluation for this unit, the Service Action Plan, should be submitted by each student as part of the liturgy and should be kept in their portfolios.

### **Prior Knowledge Required**

How to plan, lead and participate in liturgy from Unit 1.

### **Teaching/Learning Strategies**

1. **Individual:** Students complete their Service Action Plans prior to the celebration of the liturgy. As a part of the liturgy students are encouraged to present their Service Action plans as a sign of their commitments to follow the example of Jesus.
2. **Whole Class:** Students prepare and participate in a student-led liturgy celebrating our call to discipleship through action and service. Students may also wish to provide invited guests with small gifts of gratitude for the services they provide to others.

### **Assessment/Evaluation**

1. Summative Performance Assessment for Service Action Plans (PFV.09, PF3.01B, , MD1.03B, MD1.03B, MD2.02B, MD4.03B, MD1.04B, PSV.02, PSV.03, PS3.01B, PS1.01B)
2. Summative Performance Assessment tools for students leading the liturgy (SC4.01S, SC4.03B, PSV.02, PSV.03, PS3.01B, PS1.06B, PS3.02B, MD4.06B)

### **Resources**

*Preparing to Celebrate in Schools*, Margaret Bick, Novalis, 1996

### **Accommodations**

Modifications to support students’ IEPs may be required. Some students require assistance in completing the Service Action Plan. Peer mentoring to complete this assignment would be beneficial for some students. Assisting or peer mentoring special needs or ESL students could be included in some student’s Action Plans.

### **Appendices**

None

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## Unit 6: Called to Transformation

**Time:** 18 hours

**Unit Developer(s)**

Bob Anderson, Waterloo Catholic DSB  
Joni Grundy, Waterloo Catholic DSC  
Peter Bruder, Waterloo Catholic DSB  
Sue Morrison, Waterloo Catholic DSB  
Sandy Collins, Waterloo Catholic DSB  
Ann O'Donnell-Beckwith, Waterloo Catholic DSB  
Jim Deighan, Waterloo Catholic DSB  
Bruce Rodrigues, Waterloo Catholic DSB  
Mary Gallo, Brant Haldimand Norfolk CDSB  
Carla Santomero, Waterloo Catholic DSB

**Development Date:** June 1999

### Unit Description

This unit identifies the Paschal Mystery as the basis of the Christian faith. Through an examination of the elements of youth culture, students identify the value of making choices of life over death. Students critique societal messages, which encourage them to embrace consumerism and objectify human persons, using the Beatitudes as the framework. Students examine the challenges in various relationships, including adolescent male/female relationships and the pressure to become sexually active. Personal values and belief systems and effective communication skills are developed as students evaluate the importance of relationships that are honest, respectful, and equitable.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1a, d, f, j, 2a, 3a, 4a, 5e, 6b, 7b, d.

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

**Overall Expectations:** SCV.02, PFV.02, PFV.05, MDV.06, MDV.01, MDV.10, MDV.07, PSV.06, PSV.08, PSV.09, PSV.01, FLV.01, FLV.02, FLV.06, FLV.07, FLV.05, FLV.12, FLV.09.

**Specific Expectations:** MD3.03B, MD2.05B, MD4.06B, MD4.02B, PS1.03B, PF4.05B, PF4.01B.

### Activity Titles (Time + Sequence)

Activity 1	Called to Love	360 minutes
Activity 2	Called to Live	75 minutes
Activity 3	Called to "Die"	260 minutes
Activity 4	Called to Rise	240 minutes
Activity 5	Called to Hope	200 minutes

### Planning Notes

In planning to teach this unit, teachers need to be aware that this unit is an important link to the Grade 10 course. It is also necessary that teachers treat the life, death, and resurrection of Jesus in a unified manner. The three events have been isolated for learning purposes but need to be integrated in the end for the purpose of understanding and transformation.

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## Prior Knowledge Required

This unit requires students to synthesize information from the previous units, particularly adolescent development in the areas of sexuality and relationships. Students are required to use co-operative/collaborative group skills and communication skills in a variety of ways.

## Teaching/Learning Strategies

The following teaching/learning strategies are used: note making; discussion; brainstorming, think/pair/share, jigsaw, direct reading-thinking activity, designing and creating, journal writing, role-playing; case studies.

## Assessment/Evaluation

- Observations (Informal), reflective journal writing, summative evaluations

## Accommodations

For students with special needs and ESL students, the teacher consults with school Special Education and ESL teachers, and refers to the students' IEPs to meet the needs of specific students. It is also suggested that the teacher consult with parents (when possible) concerning reinforcement of learning expectations and appropriate learning conditions at home. Teachers may also consider making contact with organizations within their communities that assist new Canadians for assistance and resources (e.g., welcoming centres, multicultural agencies). ESL students may also be partnered with other students with similar linguistic backgrounds whenever possible. Many suggestions for accommodations are from the OSS policy document, Appendix 6, and the Ministry of Special Education and ESL Guides.

## Resources

### Print

CCCB. *Be With Me*. Ottawa: Publication Service, 1997.

CCCB. *Catechism of The Catholic Church*. Ottawa: Publication Service, 1994.

OCCB. *Turning Points*. Toronto: Prentice Hall Ginn, 1997.

*New Revised Standard Version Bible*. Oxford: University Press, 1986.

Zanzig, T. *Jesus of History, Christ of Faith*. Winona, Minnesota: St. Mary's Press, 1986.

### Computer Software

*WinWin*, Video: Peace Foundation, fax (305) – 576-3106

McIntyre Media Ltd. 1-800-565-3036

Stanfield (a wide variety of resources for students with challenges) 1-800-421-6534

### Videotapes

**Note:** Resources are to be screened for appropriateness

*Communication: The Person-To-Person Skill*, Gr. 7-12, Sunburst, 1-800-431-1934

*Real People: Teens Who Choose Abstinence*, Gr. 7-12, Sunburst, 1-800-431-1934

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## Activity 1: Called to Love

**Time:** 300 minutes

### Description

The achievement of identity during adolescence occurs in the context of human relationships. The Christian vision of persons is one of interdependence; we have responsibility toward each other. Students examine the various types of relationships that impact them and review the qualities of healthy relationships. Through an exploration of the adolescent male/female relationship, students identify the joys and the challenges and clarify their own personal values in the quest for healthy relationships. Students compare the pros and cons of early sexual involvement and apply assertive communication techniques and decision-making skills that reflect their personal value statements regarding relationships.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 2a, e, 3d, 4a, f, 5e, 6b, 7a, d.

**Strand(s):** Family Life, Christian Moral Development

**Overall Expectations:** SCV.02, PFV.02, PFV.05, MDV.06, MDV.01, MDV.10, MDV.07, PSV.06, PSV.08, KPSV.01, FLV.01, FLV.02, FLV.06, FLV.07, FLV.02, FLV.05, FLV.12, FLV.09.

**Specific Expectations:** FL1.02B, FL1.03B, FL4.03B, FL2.03B, MD4.01B, MD1.01B, MD2.03B, PF4.01B.

FL1.02B - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL1.03B - understand the importance of personal freedom in shaping interpersonal relationships;

FL4.03B - appreciate the value of forgiveness and the reconciliation that heals relationships;

FL2.03B - describe the Christian family as the basis of society and as domestic Church;

MD4.01B - value the sacredness of the human body, regardless of appearance;

MD1.01B - know that each person has been created with the freedom to shape his or her own relationships;

MD2.03B - explore and express the qualities of relationships they want to have;

PF4.01B - respect physical change as integral to God's creation of the human person.

### Planning Notes

Select popular music videos (edit if necessary), and/or current popular teen magazines that demonstrate attitudes and values in the area of sexuality and relationships. Prepare a list of real life situations that may pose problems and challenges in relationships. The teacher appreciates that the subject matter may be sensitive and shows care and sensitivity in presenting the variety of student/family issues regarding sexuality and relationships. Encourage students to respect individual feelings and opinions and show sensitivity to class dynamics regarding attitudes, values, and group process.

### Prior Knowledge Required

Students are asked to recall what have been the major influences in their understanding of self as described in Unit 2 as well as to review concepts of chastity, abstinence, and decision making.

### Teaching/Learning Strategies

1. **Whole Class:** The teacher reviews the concept of the nature of relationships. Recall that relationships, especially primary relationships within our family, form the fabric of our lives and come in many forms. Relationships involve all aspects of our personality and influence all areas of our development: spiritual, physical, social, emotional, and intellectual. The following key concepts should emerge: Relationships are essential for human emotional well-being and development; relationships are the source of people's greatest joys and most significant personal growth; and the Christian vision is that we are created for interdependence and community.

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2. **Brainstorm:**
    - What types of relationships are there? (start with the mother/father relationship)
    - What are the positive characteristics of a mother/father relationship? (trusting, loving, caring, nurturing, warm, contented etc.)
    - What other kinds of relationships are there? (acquaintance, close friendships, working relationships, intimate relationships, boyfriend/girlfriend, etc.)
  3. **Small Group:** Teacher divides the class into five or six groups and assigns one type of relationship to each group. Provide chart paper and markers. Students list the characteristics or qualities that they would look for in that relationship. Students place chart paper around the room. Teacher facilitates as they highlight the common qualities found in relationships that are positive. (honesty, respect, equality, trust, patience, kindness, easy-going, sensitive, thoughtful, etc.)
  4. **Whole Class:** Read student text *Be With Me*, pp. 8-14: “A Christian Perspective on Being With Others” and “Learning to Be”. Discuss reflection questions on p. 8.
  5. **Optional activity:** “Friendship Trading Cards”; Refer to Activity 1 on p. 36 of *Be With Me* Teacher’s Manual. Work through activity. As a class develop a “top ten” list of traits that students look for in a friend. Prioritize the list. (Reflection Activity: Explain why you would want friends to have certain traits)
  6. **Group Work:** In groups of three, assign a recorder and discuss the following questions:
    - How can teens demonstrate respect for each other in a relationship?
    - List reasons why one person would not respect the rights and needs of another and then, try to pressure them into doing something they want them to do?
    - What do individuals need to be clear about in order to ensure the relationships reflects honesty, respect, and equity?
    - Share findings with the class.
  7. **Whole Class:** We looked at the qualities of good relationships, knowing that relationships may present some challenges. We are now going to look at some challenges that may arise in relationships, particularly in adolescent male/female relationships. What might some of these challenges be? Elicit responses:
    - breaking up – when things go wrong or we grow in different directions;
    - betrayals;
    - tarnished reputations;
    - pressure for sex;
    - jealousy and possessiveness;
    - drinking and drugs.
  8. **Think/pair/share:** Let’s look more closely at the pressure to become sexually active. Why is sexual decision making so difficult in today’s society? Give examples. Students share responses with the class.
  9. **Whole Class:** Teacher facilitates and draws conclusions; e.g., Messages in the media, advertising, music, etc., give the impression that “everyone’s doing it”. Everything is sexualized. What is the purpose of this?
  10. **Small Groups:** Students examine music videos (or choose one or more popular T.V. shows) for messages about male/female sexuality and sexual intimacy. Refer to *Be With Me* Teacher’s Manual, p. 148, Option#2. Divide the class into groups of 3-4. Provide groups with current music videos (edited if necessary), or clips from popular T.V. shows. Each group appoints a recorder and answers the following questions:
    - How are men portrayed in the video/program?
    - How are women portrayed in the video/program?
    - Why are they portrayed in this way?
    - What values/attitudes are reflected in these images?
    - Are these values contrary to our Christian values? If so, why?

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11. **Whole Class:** Teacher debriefs the activity above, recalling the work done on stereotypes in Unit 2, and leads the class in the following discussion:
    - Do you think our society “pushes” young people to be sexually active? If so, why and how?
    - Is there a lot of peer-pressure forcing young people to be sexually active? If so, why and from where?
    - Do you think there are many 13-14 year olds who are sexually active in our society? If so, why?
  12. Teacher presents some current statistics on teen sexual activity. (Refer to *Turning Points* student text, p. 238) Discuss. Put the following headings on the board:
    - Reasons frequently given by teens to be sexually active
    - Reasons for postponing sexual involvement (saying no)
    - Unexpected results (consequences)Elicit responses from students. Compare the responses with those presented in “Postponing Sexual Involvement” from *Turning Points* text, pp. 244-246, (Teaching Manual, p. 80). Discuss.
  13. **Whole Class:** Teacher writes the following statement on the board. “If you don’t stand for something, you’ll fall for anything”. What do you think is meant by this? Allow students to react and record their responses. The concept of “values” will emerge. As a class, come up with a definition of “Values”, e.g., something that is important, worthwhile, guides our behaviour and attitudes. Determine, as a class, a list of standards or criteria for determining if something is a value.
  14. **Individual:** Where do you stand? Students prioritize a list of values on worksheet, “What are My Sexual values?” Develop a *Personal Belief/Value statement*. (See Assessment 1.)
  15. **Whole Class:** Teacher introduces the next concept: Effective Communication. Now that you have developed your personal belief statement, you have identified what is important to you in a relationship. This is the first step necessary to help you deal with some of the challenges that may be present in your relationships with others. (Help students recall what some of those challenges were: sexual pressures, betrayal, breaking-up, etc.) How we *communicate* who we are, and what we believe become very important. When we communicate, only 7% is heard; 93% of the message is communicated through gestures, tone of voice, how we act, and body language. We are going to investigate the skills required to effectively support and communicate our personal beliefs.
  16. **Brainstorm:** What are some problems associated with communication? Write responses on the board (e.g., not really listening; interrupting; put-downs, sarcasm, etc.). These are roadblocks to good communication. How can we transform these into more effective responses? Students complete worksheet on communication.
  17. The teacher writes the three types of communication on the board: Assertive; Non-Assertive; Aggressive. Provide handout to describe the difference between the three. Engage students in a role-play situation to model the process.
  18. **In Pairs:** Using examples of various challenging or pressure situations, students take turns practising the use of assertive techniques. Refer to *Turning Points*, text pp. 245-246 for examples of pressure lines and assertive responses. Students are reminded to apply the three simple Assertive Techniques, as well as those found on student worksheet.
  19. **Whole Class:** Teacher debriefs and brings closure to this session. Assertive persons are able to state what is on their mind in a calm direct way without hurting others. If people do not invest time in forming their own belief /value statements, and practising effective communication skills, what happens to them in relationships? Discuss. Recap with original statement: If you don’t stand for something, you’ll fall for anything.

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## Assessment/Evaluation

1. Develop a Personal Belief/Value Statement. Students may display or present this Belief Statement in a variety of forms: computer imaging/enhancing; framed for their room; calligraphy; a card for their wallet which may be laminated; plasticene and paint, etc. (work with the art department) (FL1.02B, MD4.01B)
2. Reflection/journal entry: Write a reflection to address the following questions:
  - Why do you think it would be important to spend time being clear about your values?
  - What do you say to a friend who seems to be moving towards becoming sexually active?
  - What values/beliefs would you share with a young person today regarding abstinence and chastity?
  - What was the most important thing you learned in this activity as you developed your personal value/belief statement? (FL1.02B, MD4.01B)

**Note:** this may be entered into the culminating course portfolio

## Resources

*Be With Me:* Student Text, pp. 8-14; Teacher's manual, p.36, 148

*Turning Points:* Buscaglia: "Loving each other: The challenge of human relationships" text pp. 162-165; Teacher's manual, p. 58

*Turning Points:* "Postponing Sexual Involvement", Text, pp. 238; 244-246; Teacher's manual, p. 80

*Turning Points:* Varenhorst, "Real Friends", Text, pp. 149-151; Teacher's manual, p. 53

*Turning Points:* "Being a Friend" Youth Talk, Text pp. 189-190; Teacher's manual p. 65

*Turning Points:* Auer, "Confronting a Friend", Text pp. 193-195; Teacher's manual, p. 67

*Turning Points:* Malotky, "Family Communication" Text pp. 169-172; Teacher's manual, p. 60

*WinWin:* (magazine) Conflict Managers of Canada, 1161 Kingsholm Dr., Mississauga, ON, L4Y 2H1.  
Att: Anthony Vivone, (905) 276-8070

*Seven Habits of Highly Effective Teens:* Sean Covey, pp. 81-84 (directions regarding decisions for creating mission/value statements)

*Relating Sexually:* pamphlet, Diocesan Office of Family Ministry, Hamilton Ont.

## Accommodations

Care should be taken in the selection of groups to ensure that the strengths, weaknesses, and learning styles of students are considered. Students may need the assistance of a peer mentor or the Special Educational Resource Teacher to help them communicate their thoughts and feelings in reflective journals and in the creation of their belief/value statement. Tape recorders or computer technology may facilitate this. Vocabulary lists, dictionaries, and simplified language may be useful for some students in comprehending activities and assignments. Teachers may implement others strategies as recommended in students' IEPs.

## Appendices

None

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## Activity 2: Called to Live

**Time:** 75 minutes

### Description

Culture is a pervasive influence on one's self-image and self-development. Certain aspects of culture are positive and life giving, while others may have a negative impact and lead to a "death" of self if adopted. An understanding of self demands an understanding of the impact of culture on our relationships and decisions. This activity engages students in an examination of the dominant values evident in youth culture and allows them to critique those values based on the Beatitudes and the promise and transforming nature of life lived fully in Jesus.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 2a, e, 3d, 4a, f, 5e, 6b, 7a, d.

**Strand(s):** Family Life, Scripture, Profession of faith, Christian Moral Development

**Overall Expectations:** SCV.02, PFV.02, PFV.05, MDV.01, MDV.10, MDV.07, MDV.04, PSV.06, PSV.08, PSV.04, FLV.05, FLV.12.

**Specific Expectations:** SC2.02B, SC2.03B; PF2.02B; MDV.04, MD1.02B ❖.

SC2.02B - critique contemporary values with the teachings found in the Gospels;

SC2.03B - compare the teachings of the Beatitudes towards living with others with the attitudes of contemporary culture;

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

MDV.04 - identify ways that the Beatitudes help us understand the Christian attitude toward being with others (CCC §1716-1724);

MD1.02B - identify ways that the Beatitudes help us understand the Christian attitude toward being with others;

### Planning Notes

Prepare charts for group work. Write out each Beatitude on an individual sheet of chart paper and number 1-8.

### Prior Knowledge Required

- Review the Beatitudes.

### Teaching/Learning Strategies

1. **Whole Class:** In the previous activity we have examined personal values and the joys and challenges of being in relationship with others. We have discovered that we have the freedom to shape our relationships and determine what kind of persons we want to be with others. We are going to have a closer look at ways the Beatitudes help us understand the Christian attitude of being with others.
2. Together read the section "Virtues and Beatitudes- A Review" on pp. 206-210 of text *Be With Me*. (Refer to Teacher's manual, p. 280 for additional options.)
3. **Small Group:** Teacher assigns a number from 1-8 to each student. The Beatitudes, written on chart paper, are hung around the room. Instruct the students to form same number groupings (three to four per group) as assigned. Each group moves to the Beatitude with the same number. In your group, provide an example to illustrate how individuals may demonstrate that Beatitude in real life. Allow one to two minutes and then have groups rotate through all the charts until each group has had an opportunity to input.
4. **Whole class:** Teacher debriefs the activity as groups examine their work.
5. **Individual:** Have students write a *Letter to a Friend*, identifying one attitude that they believe that person has which is a "Beatitude –attitude". Write about how they see that attitude being of value in their relationship.

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6. **Whole Class:** We have examined the Christian attitudes of being with others. As we know, this is not always easy to do. As we have seen in the previous activity, certain messages and images in our culture go against what we are called to be as Christians. We examine this more closely.
  7. **Individual:** Complete the “What are your Be-“Attitudes?” survey. (Appendix 6.1)
  8. **Small Group:** In-groups of two or three complete the discussion questions at the bottom of the survey sheet. Share findings with the class.
  9. **Group Work:** Music, more than any other medium, represents the values of young people. Develop a list of five questions a listener might ask him/herself regarding popular songs, so that a listener can become his/her own best critic.

### **Assessment/Evaluation**

Collage: In groups of four or five develop a bulletin board collage around the phrase: “Happy Are You When...” The collage may be created out of pictures or words. They must depict some quality of relationships that reflects the Christian attitude of being with others and must include at least two of the Beatitudes.

### **Resources**

*Be With Me:* Text, p.8-15 and 206-210; Teacher’s manual, p. 39 and 280.

*What’s Right? What’s Wrong?:* Kieran Sawyer, Ave Maria Press, 1997

### **Accommodations**

Care must be taken in the selection of groups to ensure that strengths, weaknesses, and learning styles are considered. The teacher implements strategies as recommended in students’ IEPs. Peer mentors and Special Educational resource teachers may be engaged to assist students in communication skills. The use of audio tapes and computer technology may be useful.

### **Appendices**

6.1 – What Are Your Be “attitudes”?

## Appendix 6.1: What Are Your Be “attitudes”?

Examine the values in each of the following pairs. Judge which one in each pair is more dominant in your life. Circle the number that most reflects this according to the following scale:

- 1 - This cultural value is very important to me**
- 2 - This cultural value is important to me to me**
- 3 - I have not yet decided which one is more important to me**
- 4 - This gospel value is important to me**
- 5 - This gospel value is very important to me**

1..... 2..... 3.....4 .....5

CULTURAL VALUE	RATING	JESUS' GOSPEL
1. Blessed are the rich and comfortable	1 2 3 4 5	Blessed are the poor in spirit. (I put my trust in God)
2. Blessed are the tough	1 2 3 4 5	Blessed are the gentles. (I am able to express anger in appropriate ways)
3. Blessed are those whose every want is satisfied	1 2 3 4 5	Blessed are they who hunger and thirst for righteousness. (When I see an unfair situation, I try to change it.)
4. Blessed are they who get even	1 2 3 4 5	Blessed are the merciful (I try to forgive others when they hurt me)
5. Blessed are you when they accept you and pamper you	1 2 3 4 5	Blessed are you when they insult you and persecute you. (I am not afraid to stand up for what I believe)
6. Look out for yourself; nobody else will	1 2 3 4 5	Blessed are the poor in spirit. (I am able to give and share what I have)
7. Avoid pain and suffering at all costs	1 2 3 4 5	Blessed are they who mourn, for they shall be comforted. (I am aware of all the good and bad that is around me)

Adapted from *Forming a Catholic Conscience*: Michael Pennock, Ave Maria Press, 1991

### DISCUSSION:

Give examples from the media (advertising and films) for each of the values “sold” by the culture.

As a group, list persons who illustrate each of the gospel values by how they live.

In what area(s) do you believe adolescents are most influenced by cultural values? Give examples to support your answer. What would have to change in our culture (media, music, attitudes, etc.) to promote more Christian values?

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### Activity 3: Called to “Die”

**Time:** 260 minutes

#### Description

If this unit invites students to understand the Paschal Mystery, then this activity invites them to investigate the events in the Gospels that lead to Jesus’ death. Students then apply their knowledge by making connections between the death of Jesus and ‘death’ in their own personal stories. Students understand the transformative element in making the choice to promise to “die”.

#### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1a, 1b, 1c, 1i, 1j, 2a, 3a, 3e.

**Strand(s):** Scripture, Profession of Faith, Prayer and Sacramentality

**Overall Expectations:** SCV.01, SCV.03, MDV.06, PSV.09, PSV.01.

**Specific Expectations:** SC1.04B; SC1.05B, SC2.01B ❖; SC4.02B ❖; SC1.03B, SC2.02B, PF2.02B, PF4.05B, PS3.02B.

SC1.04B - demonstrate knowledge of Scripture as a saving history of God’s activity in the life of the people of Israel and of the early Christian community;

SC1.05B - understand that Scripture deals with the ultimate questions of life and offers a religious understanding of these questions based on the formative events in the history of God’s people;

SC2.01B - summarize key stories found in Scripture;

SC4.02B - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

SC1.03B - identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

SC2.02B - critique contemporary values with the teachings found in the Gospels;

PF2.02B - evaluate how to live in and challenge society based on the model of Jesus;

PF4.05B - examine the Christian affirmation of hope for their own lives in the light of the death and resurrection of Jesus.

PS3.02B - share their faith with others in the context of religious celebration;

#### Planning Notes

This activity is intended to lead students to an understanding of the death/resurrection of Jesus as the ultimate expression of the Kenosis as embodied in Jesus’ living and teaching. The purpose of this activity is to link the Paschal Mystery with the daily lives of the students in the context of their relationships.

Should students bring to the fore their own experiences of death and loss the teacher must be prepared to respond by acknowledging the feelings of the students, affirming their risk to share, assessing their own ability to deal with what is raised, and making appropriate arrangements for timely referral for what they cannot deal with in the classroom context. Activities 1 and 2 in this unit examined relationships, youth culture, and sexual pressure. The teacher can use some of the examples elaborated on in Activities 1 and 2 to help name and frame ‘death’ experiences.

#### Prior Knowledge Required

None

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## Teaching/Learning Strategies

1. **Whole Group:** Brainstorm with students examples of selflessness (loving service) that they have witnessed, experienced, or initiated themselves. List the examples on the board.
2. **In Groups:**
  - Provide students with sections of Scripture which relate stories of the selflessness of Jesus and/or his followers (women and men).
  - Have students identify the examples and express the cost (what did it take?) for the person serving.
3. **Whole Group:**
  - Students view the Gethsemane scene in the video *Jesus of Nazareth*.
  - Students listen to the recording of ‘Gethsemane’ from the production *Jesus Christ Superstar*. (Frame the Gethsemane experience and Jesus’ death as the culmination of his orientation/commitment to acts of loving service.)
4. **In Pairs:**
  - Students compare the scriptural story of Gethsemane with the video and song.
  - Students identify times in their own lives when they have struggled to do what was right/loving in spite of their desire/temptation to not do the right/loving thing.
5. **In Groups:**
  - Students choose two songs from different genres of music, preferably accompanied by the video of the song. These songs would be chosen on the basis that their music/lyrics express the struggle between selfish and unselfish action; between fulfilling immediate gratification and letting go of our own desire for the sake of loving service of another. Students present their song and accompanying video to the class and explain how the video speaks to what has been noted above.
  - An example of a death song is Mike and the Mechanics “In the Living Years”.
6. **Whole Group:** The teacher leads students through the meditation entitled “At the Last Supper” from *Guided Meditations for Children* by Jane Reehurst, Brown/ROA 1986.
7. **Individual:** Students read the scriptural accounts of the Last Supper and the Washing of the Feet.
8. **Whole Group:** The teacher leads students to an understanding of the significance of the Last Supper as Sacrament and as service.
9. **Whole Group:**
  - The teacher or someone from the community can lead the students through a Seder meal. The class will help in the preparation of the meal.
  - Debrief the Seder experience and have students make notes about the symbolic meaning of the foods and the experience of the Jewish people.
  - Students write a journal entry about their experience of the Seder.
10. **Individual:** Students read the remainder of the passion narrative which includes the betrayal, denial, appearance before Pilate, scourging, and crucifixion.
11. **In Groups:** Students create a modern day Stations of the Cross that depicts the reactions of society/family/friends when an individual chooses loving service over the selfish values of the majority.
12. **Whole Group:** Have students brainstorm various styles of crosses they have seen either in church, as jewellery, at home, in pictures etc.
13. **In Pairs:** In light of Jesus’ example of selflessness what is the day-to-day present meaning of Jesus’ request ‘take up your cross and follow me’? Where in your home, school and Church would you place a cross as a reminder of this meaning? What might a cross look like that would be a personal reminder to you of its meaning? (Describe how it would be designed.)

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## Assessment/Evaluation

1. Students write a one-page reflection on a personal experience that they believe contains at least three elements that characterize the Gethsemane experience [e.g., it was night, I was sweating, I was alone (sleeping in my room in July) etc.]. (SC2.01, SC3.02)
2. Artistic condensed version of the Stations of the Cross. (outlined above) (SC1.05, SC2.01)
3. Have students create a cross and, using symbols, place on the cross the people, places, and events that they associate with their experience of loving service. (SC4.02, SC4.05)

## Resources

*Be With Me: Appendix 7 Teacher's Manual*

Video: *Jesus of Nazareth*

Album: *Jesus Christ Superstar*

*Jesus of History, Christ of Faith* by Thomas Zanzig

*Guided Meditations for Children* by Jane Reehurst

*Virtual Faith* by Tom Beaudon

## Accommodations

Students may need a scribe to help write the reflection or the reflection activity may be completed using visual or audio representation. When viewing the video it may be useful to provide a viewing sheet to help identify key points.

## Appendices

None

## Activity 4: Called to Rise

**Time:** 240 minutes

### Description

Resurrection is the central mystery of our Christian faith. Students understand that the resurrection of Jesus differs from all other restorations to life. Matthew's assertion at the end of his gospel that Jesus will be with us until the end of time is the promise we have from our God that we will rise and we will be with God. The biblical stories of the resurrection of Jesus affirm our profession of faith that Christ has died, Christ has risen, and Christ will come again.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1a, 1e, 3a.

**Strand(s):** Scripture, Profession of Faith

**Overall Expectations:** SCV .03, RSCV.02, RPFV.02, RPFV.05, RPF4.05B, RMDV.06, RMD3.03.

**Specific Expectations:** SC4.02B ❖; SC1.03B, PF1.05B ❖.

SC4.02B - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

SC1.03B - identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

PF1.05B - explain how God desires all to know the truth – especially religious truth – and God's desire to be known through Jesus Christ in the Holy Spirit;

### Planning Notes

The teacher leads students to a well grounded understanding of the resurrection of Jesus. It is this mystery of our faith that will aid in their understanding of future concepts in Religion and Family Life education.

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## Prior Knowledge Required

- An understanding of Activity 3

## Teaching/Learning Strategies

1. **Individual:** Students choose any two resurrection accounts in the gospels and write a summary of one account and draw a picture of the other.
2. **Whole Group:**
  - Students view the part of the video *Jesus of Nazareth* that depicts the resurrection of Jesus.
  - Students reflect on the differences between their image of the resurrection and the image presented in the video *Jesus of Nazareth*.
3. **In Pairs:**
  - Students investigate the meaning of the resurrection from the standpoint of the Church and through their investigation they gain an appreciation of the resurrection as the *raison d'être* of the Christian faith.
  - Students examine the Catechism of the Church; the Creed; and possibly Christian artists, poets, and authors.
  - Students are encouraged to pay particular attention to the threefold scriptural message of the resurrection – he is risen, peace be with you, go tell/serve the others.
4. **In Groups:**
  - Students discuss why it was important that Jesus rose from the dead and what resurrection means.
  - Students draw a cross in the middle of a piece of chart paper and create a collage of new life experiences from nature and relationships. They should be able to identify this concept as ‘Paschal Mystery’. At the centre of the collage the students place a picture of their group as a sign of their understanding of resurrection as an event that calls us to be a community of believers.
5. **Whole Group:** Students will examine the song by Amy Sky entitled “I will take care of you”, or any other song that provides a life, death, resurrection message. Students need to identify the theme of resurrection presented in their music.
6. **Individual:** Students write a one-page reflection on how they envision the ‘end times’.

## Assessment/Evaluation

1. The summary of the scriptural account and the drawing of the scriptural account is not evaluated but is a formative assessment through a teacher created rubric. (SC3.02)
2. The collage is a performance-based assessment using a teacher created rubric. (SC4.02, SC4.05)
3. The one-page reflection is a formative assessment using a teacher created rubric. (PF1.05)

## Resources

*Be With Me* Teacher’s Manual Appendix 7

Video: *Jesus of Nazareth*

*Jesus of History, Christ of Faith* by Thomas Zanzig

*Guided Meditations for Children* by Jane Reehurst

*Virtual Faith* by Tom Beaudon

## Accommodations

Students who experience difficulty with writing may be able to provide an oral summary for one of the scriptural accounts or draw both accounts. The student may need a scribe for the one-page reflection or they may do the reflection in the form of a diary.

## Appendices

None

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## Activity 5: Called to Hope

**Time:** 200 minutes

### Description

This activity closes the unit. The intent of the activity is to have students reflect on their journey through the course and what lies ahead of them. The activity is intended to be a springboard that propels students forward with an optimism to continue to live and discover their faith—the substance of things hoped for, the evidence of things not yet seen. (Hebrews 11:1)

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, 1f, 1I, 3a, 3e, 3f, 4g.

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

**Overall Expectations:** SC1.04B, SCV.03, SCV.02, PFV.02, PFV.05, MDV.07.

**Specific Expectations:** SC2.02B ❖; SC1.03B, SC1.04B, PF1.05B ❖.

SC2.02B - critique contemporary values with the teachings found in the Gospels;

SC1.03B - identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

SC1.04B - demonstrate knowledge of Scripture as a saving history of God’s activity in the life of the people of Israel and of the early Christian community;

PF1.05B - explain how God desires all to know the truth – especially religious truth – and God’s desire to be known through Jesus Christ in the Holy Spirit.

### Planning Notes

The contents for this activity have been taken solely from *Be With Me* Unit 10.

### Prior Knowledge Required

- An understanding of Activities 3 and 4

### Teaching/Learning Strategies

1. **Whole Class:** The teacher creates a web with his/her class around the concept of “hope”. Students are invited to explore the different meanings and experiences of hope.
2. **In Pairs:** Students respond to the following question:
  - What keeps us going? What guidance do you think the Church would give you in answering this question?
3. **Individual:** Students read “He Won’t Wake Up” on pp. 200-202 of *Be With Me* and respond to the reflection questions in their notebooks.
4. **In Groups** (optional activity): The teacher may want to explore the activity presented in the Teacher’s Manual of *Be With Me* on page 263.
5. **In Groups:** Drama—Students think of situations in which they would have no control (e.g., AIDS, divorce) and dramatize the Christian response to their situation.
6. **Individual:** Students think of a person who they believe needs hope. Students then brainstorm ways that they may bring hope to that person and follow through.
7. **Whole Group:** The teacher provides the group responsible for the liturgy in this unit the information in the Teacher’s Manual of *Be With Me* found on pp. 281-283. The group plans a liturgy for the whole class that encompasses the theme of hope.

### Assessment/Evaluation

The teacher does a performance assessment for the drama using a teacher-created rubric. (SC2.02, PF1.08)

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**Resources**

*Be With Me*

**Accommodations**

Students may require a reading partner. For the ‘jigsaw exercise’, if a student experiences a great deal of difficulty he/she could be paired with another student for support.

**Appendices**

None