

Unit 2: Why, Us?

Time: 25 hours

Unit Description

This unit is organized into four clusters of activities: Responding to Gifts of Creation and Redemption, Being a Prophet, Being Free & Responsible, and Being of Service. The first cluster involves the students in a variety of investigations of the role of the Church and its members in the co-creating work of God. Students review the creation story and develop an understanding of their own role as cooperators in the work of co-creation. The second cluster explores what it means to be a prophet. Students analyze the role of prophets in the Bible, and develop an understanding of the prophetic role of the Church in the modern world. As well, students examine the prophetic role to which they themselves are called as members of the Church. In the third cluster, students reflect on the basic concepts of Freedom and Responsibility, the Biblical roots for each and the ecclesial foundations for an informed understanding of the role each plays in our work in the world. The last cluster leads the students through a process of discernment calling them to connect the concepts they are studying with their Christian Service experience.

The title of this Unit “Why Us?” addresses one of the basic questions asked by many students, “Why should I care?” The unit attempts to answer this with a clear presentation that our “caring” is part of who we are as created beings and members of the Catholic Church.

In the culminating activities in this unit, students interview a person in their Christian Service placement, and deliver an oral presentation to the class (with visuals) presenting the concepts of the unit as they relate to each student’s Christian Service Placement.

Throughout this unit, students continue to reflect in their journals on the implications of the themes covered for their own lives. Students will continue to compile material for their final portfolio and presentation to be held at the end of the course. It is recommended that teachers monitor these reflections by assessing a few students after each activity.

Unit Planning Notes

Internet sites are used frequently in this unit. Ensure that students have signed the school or boards ethical code of conduct form for Internet use where applicable. When films or documentaries are recommended, be sure the appropriate copyright permission is obtained.

Unit Synopsis Chart

Unit 2: Why, Us?

Activity 1	Introduction to the Bible	3.45 hrs
Activity 2	Created to Live, Love and Serve	2.3 hrs
Activity 3	Prophets In the Bible	2.3 hrs
Activity 4	The Church as Prophet	2.3 hrs
Activity 5	Modern Prophets	2.3 hrs
Activity 6	We Are Prophets	1.15 hrs
Activity 7	The Story of Exodus	2.3 hrs
Activity 8	Slavery and Oppression Today	1.15 hrs
Activity 9	Liberation: Freedom with Responsibility	6.95 hrs
Activity10	Serving As Witnesses	2.3 hrs

Expectations originating from the **Institute for Catholic Education** are indicated after the heading **(ICE)**. The **Ontario Catholic School Graduate** expectations are indicated after the heading **CGE**.

Activity	Time	Expectations	Assessment	Tasks
1. Introduction to the Bible	3.45 hrs	CGE: 1a (ICE) PFV2.01, SC1.01, SC1.04	Knowledge & Communication	Article Work; The Bible Library; and Review of Biblical Referencing; Timed Test and Matching Genres.
2. Created to Live, Love and Serve	2.3 hrs	CGE: 1c, 1f, 1j (ICE) CMV3.04, SC3.01, CMV1.03, CMV2.01, CMV3.01 FLP2.01, PFV2.02 CMV3.03	Understanding and Communication.	Play Dough Creations; Think Pair Share; Creation Stories (Socratic lesson)
3. Prophets In the Bible	2.3 hrs	CGE: 1c, 1d, 2a, 7e (ICE) PSL3.01, SC1.03, SC2.03, SC3.03, SC3.05 SC4.01	Knowledge/Understanding, and Application.	Introduction of Prophet/ Viewing of a Video, Summary Chart of Prophets and Impact on Society
4. The Church as Prophet	2.3 hrs	CGE: 1d, 5a, 7e (ICE) PFV3.05, FLP1.01, FLP2.01	Knowledge, Thinking, Communication and Application	Models & Marks of Church Presentation; Newspaper Assignment
5. Modern Prophets	2.3 hrs	CGE: 1d, 1h, 1i, 3a (ICE) FV1.06 PSL3.0, SC1.03, SC3.03, SC3.05, SC3.06, SC4.02, PFV1.07	Knowledge, Thinking, Communication and Application	Being Challenged by the Beatitude People/ Poster Activities
6. We Are Prophets	1.15 hrs	CGE: 1d, 1h, 1i, 3a. (ICE) PFV1.06, PSL3.01, SC1.03, SC3.03, SC3.05, SC3.06, SC4.02, PFV1.07	None	Prayer Service
7. The Story of Exodus	2.3 hrs	CGE: 1a, 1c (ICE) SC2.02, CMV1.05, CMV2.05	Thinking and Inquiry and Communication	Exodus Time Line- Group Work/ Story Telling
8. Slavery and Oppression Today	1.15 hrs	CGE: 1d, 4a, 7b (ICE) FLE1.01 CMV3.03, FLP2.01, SC3.02	Knowledge, Inquiry, Communication and Application.	Article Analysis and Summary (oppressor, oppressed, why it exists, solution)
9. Liberation: Freedom with Responsibility	6.95 hrs	CGE: 1d, 4e, 4g, 5b, 5c, 5e, 7b (ICE) FLP3.03, FLE1.01, FLP3.03	Knowledge, Inquiry, Communication and Application.	Presentation on Freedom (Freedom Vs License)/ Threats to Freedom/ Internal – External Freedoms- Shawshank Redemption / Max

10. Serving As Witnesses	2.3 hrs	CGE: 1d,1e 1g 1i, 3a, 3b, 3c, 3d,3e, 4a 4c,4f ,4g,5b,5c, 5d, 5e, 6e, 7d,7e,7j (ICE) SC3.02, SC3.06,PFV1.05, PSL1.08,PSL1.09,PS L4.04, PSL4.06, SL4.07, FLP2.01, PFV1.08,PFV3.04,P FV4.04,CMV3.06,C MV4.09	Communication and Application.	Video or Read Story / (Journaling). Questionnaire (related to all activities in this unit)/Visual Representation- Report of Service Related to Discipleship/Oral Presentation
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Unit 2: Why Us?

Activity 1a: Introduction to the Bible

Time: 1.15 hrs

Description

Students examine the relationship between God and the inspired authors of the Bible. In this activity, students explore a brief history of the Bible to understand how and why the Bible is divided into: the Old and New Testaments, books, chapters and verses.

Strand(s) & Learning Expectations:

Strand(s): Profession of Faith; Scripture

Ontario Catholic School Graduate Expectations

CGE1a actively reflects on God’s Word as communicated through the Hebrew and Christian Scriptures;

Overall Expectations:

PFV2.01 identify Divine Revelation as God’s plan for humanity;

Specific Expectations:

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

Prior Knowledge & Skills

Students must be familiar with how to use a table of contents.

Planning Notes

The teacher prepares a note defining the following terms: God, inspiration, author and Bible. The teacher prepares a transparency outlining a brief history of the Old and New Testament using a time line to organize the information. The teacher prepares a student worksheet with a blank time line and room for students to fill in content. A class set of bibles should be available. Encourage students with Bibles to bring them in for this lesson. The teacher also prepares a handout for students which outlines the basic principles of Bible referencing.

Teaching/Learning Strategies

The teacher discusses God’s influence on the inspired works of biblical authors by defining on an overhead or the chalkboard: God, inspiration, author and Bible.

Students copy the definitions into their notes. **The teacher** distributes a student worksheet containing a blank time line. **The teacher** discusses key dates and events that contributed to the development of the inspired works contained in the Bible. **The teacher** guides the learning by referring to the dates and events outlined on the transparency. **Students** copy the information onto their timelines. **The teacher** asks the students to analyze their bibles and record how the bibles are organized and divided. **Students** individually record their answers. **Students** share and cross- reference their answers with a partner. **The teacher** randomly selects pairs to share one item from their list. The items are recorded on the chalkboard or a transparency. **The teacher** highlights the following divisions while students copy them into their notes: *The Bible is divided into: The Old and New Testament (also known as; Hebrew Scriptures and Christian Scriptures) -- Books, Chapters, Verses*

The teacher presents the handout on Bible referencing and reads through it with the students.

Assessment & Evaluation of Student Achievement

The teacher checks student notes and their time lines for completion.

Accommodations

The time line content can also be reproduced in its entirety with the exception of key words or dates that students fill in during the lesson. This accommodates for students or classes that have problems copying notes.

Resources

Bell, Jim and Campbell, Stan. *The Complete Idiot's Guide to the Bible*. New York: Alpha Books; 1999. ISBN 0-02862728-8 Pages 293-294; Farrell, Father Melvin L.. *Getting To Know the Bible*. Milwaukee, WI: HI-TIME Publishing Corp., 1993. pp. 3-23 ISBN: 0-937997-01-3; The Diagram Group. *Religions on File*. New York: Facts on File; 1990. ISBN 0-8160-2224-0 page 6.03 & 04 ;

Internet Resources

Catholic.Net: www.catholic.net ; *Christianity Today.Com*: www.christianity.net;
Crosswald.com www.goshen.net; *Cybergrace Christian Network* www.cybergrace.com ; *The Talking Bible* www.talkingbible.com; The Encyclopedia Britannia www.eb.com

Activity 1b: The Bible Library

Time: 1.15 hrs

Description:

Students appreciate the different literary forms found in the Hebrew Scriptures (law, history, stories/poetry/wisdom and prophecy) and the Christian Scriptures (Gospels, history, letters and prophecy). Students compare and appreciate the similarities and differences between the Catholic and Protestant Bibles by reviewing the books in the Apocrypha. Students create a Catholic Bible library that is colour coded to distinguish between the Testaments, and the books within each Testament according to their literary forms. Students complete a timed test to practice the Bible referencing skills they have acquired.

Strand(s) & Learning Expectations:

Strand(s): Scripture

Ontario Catholic School Graduate Expectations

CGE1a actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures;

Overall Expectations:

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

Specific Expectations:

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

Prior Knowledge & Skills

Students must be familiar with the structure of the Bible specifically the Hebrew and Christian Scriptures. Students must be familiar with using table of contents.

Planning Notes

A class set of Bibles should be available. Try to find a mixture of Bibles that include the Apocrypha and others that do not. Encourage students with Bibles to bring them in for this lesson. Prepare a matching quiz with literary terms and definitions (myth, list, legend, sermon, parable, drama, fable, letter, prophecy, story, poetry, gospel, law etc.). Prepare a brief note defining the Apocrypha. Prepare a list of the books in the Bible and their literary forms. Bring in colouring materials. The teacher prepares a biblical referencing/literary forms quiz. A class set of bibles should be available.

Teaching/Learning Strategies

The teacher administers the literary forms quiz. Individually, or in pairs, students match the terms to their corresponding definitions. **The teacher** facilitates the correction of the quiz while teaching the content related to the literary forms. **The teacher** directs the students to underline or highlight the literary forms pertinent to their study of the Bible and future activities on its divisions – law, history, poetry, prophecy, letters/epistles, and Gospels.

*History	
Myth	
List	
Legend	
Sermon	
Parable	
Drama	
Fable	
*Letter/Epistles	
*Prophecy	
Story	
*Poetry	
*Gospel	
*Law	

*Indicates the literary forms that will be highlighted for future reference

The teacher asks pairs of students to count books of specifically the Hebrew and Christian Scriptures located in the Bibles provided for them in the classroom and those brought in by the students. **Each group** records their findings. **The teacher** facilitates the sharing of each group’s findings. **The teacher** distinguishes the differences and similarities between the Catholic and Protestant Bibles. **The teacher** provides a definition of the Apocrypha while the students copy the definition into their notes.

Working Definition: Apocrypha

Books accepted as scripture by the Catholic Church, but not part of the Protestant Bible. The Catholic Bible has seven (7) more books than the Protestant Bible: Tobit, Judith, Sirach, Baruch, I and II Maccabees, along with parts of Esther and Daniel. (Septuagint)

Students create a Catholic Bible library using a list prepared by the teacher that contains the grouping of the specifically the Hebrew and Christian Scriptures books according to their literary forms (refer to the suggested resources below). **Students** divide their library by the specifically the Hebrew and Christian Scriptures and their corresponding books. **Students** colour code the law books, history books, poetry books, prophecy books, letters and the Gospels.

The teacher administers a quiz listing short biblical references containing all the literary forms studied in activity 1b. **Students** use Bibles provided by the teacher or their own to complete the quiz in a prescribed amount of time set by the teacher.

Assessment & Evaluation of Student Achievement

The teacher assesses the *Bible Library* assignment for Knowledge and Communication. Referencing skills and literary form identification is assessed in the quiz results. The assessment falls under the knowledge and application categories.

Accommodations

The assignment can be done in pairs. The teacher can match students with organizational strengths with students who experience difficulty in this area. A letter or legal sized diagram of the Bible Library can be prepared by the teacher for students to fill in and colour code. This would assist students with organizational and spatial difficulties. For the timed test, some students cannot function with time restraints due to anxiety or learning difficulties; the teacher must use their discretion when setting time limits.

Resources

Bell, Jim and Campbell, Stan. *The Complete Idiot's Guide to the Bible*. New York: Alpha Books; 1999. ISBN 0-02862728-8 Pages 293-294; Farrell, Father Melvin L.. *Getting To Know the Bible*. Milwaukee, WI: HI-TIME Publishing Corp., 1993. pp. 3-23 ISBN: 0-937997-01-3; The Diagram Group. *Religions on File*. New York: Facts on File; 1990. ISBN 0-8160-2224-0 page 6.03 & 04 ;

Internet Resources

Catholic.Net: www.catholic.net ; *Christianity Today.Com*: www.christianity.net;
Crosswald.com www.goshen.net; *Cybergrace Christian Network* www.cybergrace.com ; *The Talking Bible* www.talkingbible.com; The Encyclopaedia Britannia www.eb.com

Activity 2: Created to Live, Love & Serve

Time: 1.15 hrs.

Description

In this activity, teacher and students reflect upon the First Creation Story: God made us Male and Female equal in dignity. Teachers and students reflect on the Second Creation Story; humans were created for friendship with God, however through the Original Sin of Adam and Eve, humans became subject to sin. Our human condition limits our ability to see the “larger picture” and hence we sin. Only God’s grace can enable us to transcend this limitation. In order to understand the friendship with God and the role as co-creators, the students engage in a play-dough activity.

Note to Teacher: It is important to keep in mind that in *Dei Verbum* we are instructed by the Church to be contextualists in our understanding of and approach to the stories of the Bible. Hence, the story of Adam and Eve are to be presented in a Mythological Framework, as opposed to a Literalist Framework.

Strands(s) & Learning Expectations

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

Ontario Catholic School Graduate Expectation

CGE1c Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.

CGE1j. Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

Specific Expectations (ICE)

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

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

CMV1.03 appreciate that humans are created with the ability to discern right from wrong, and with the freedom to choose between them (CCC § 1730-1756);

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

CMV3.01 appreciate that humans are created with free will and with the ability to discern right from wrong;

FLP2.01 realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

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

CMV3.03 acknowledge sin as a failure in genuine love for God and neighbour;

Prior Knowledge & Skills

Students have knowledge of the Creation Stories; to know that they were created as humans and to value human dignity and respect. Teacher reviews with the students the importance of understanding that when they fail to model respect for human dignity, it is a commission of sin.

Planning Notes

The teacher reviews the Creation Stories referring to Genesis, Chapter 1 & 2, and the Catechism of the Catholic Church. The teacher provides each student with play dough. The students are instructed to create anything they wish with the playdough, while they listen to a reading of one of the Creation stories.

Note to Teacher:

You may wish to offer precise instructions as to what they can create (Favourite plant, animal, etc.) This would help avoid the opportunity for students to make inappropriate objects.

Teaching/Learning Strategies

Socratic Lesson: Teacher presents a dramatic/comprehensive reading of both Creation stories from Scripture. The teacher may enhance the experience with background music or by preparing a slide show or PowerPoint Presentation.

Individual students respond to the Creation story by creating something with the playdough.

The teacher leads a discussion with the students in which they are invited to share what they have made and why. **The teacher** ensures that the students are made aware of the fact that each item made is a reflection of some personal interests, likes, or dislikes they have. In short, the creation contains the creator. **The students** are directed to reflect upon the statement; 'As you are in what you have made, so too is God in you. As God is a creator, you are creative.'

Students are encouraged to connect their innate creativity with their role as co- creators with God.

Students share the play dough creations with the class and individually record descriptions of how their creations are self-reflective. In their journals, students write a prayer to reflect upon their role in creation.

Assessment & Evaluation of Student Achievement

Assess student-journal activity for Application/Making connections.

Accommodations

Journals could be recorded using a tape recorder for students who experience difficulty with written communication. Students may also be encouraged to make the playdough for use in the class.

Resources

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991.
ISBN: 0195283805 ; *Catechism of the Catholic Church*. Publications Service, Canadian Conference of Catholic Bishops, Ottawa, 1994. ISBN: 0-88997-281-8

Internet Resources

Kids' Page – How to Make PlayDough --
<http://www.sclutheran.org/BEGINNING%20PAGE/playdough.htm>

Activity 3: Being a Prophet – Biblical Prophets

Time: 2.3 hrs

Description

In this activity the students explore the nature of being a prophet. Through reading the writings of selected Biblical prophets, the students come to an understanding of the role of a prophet in Biblical times. Through dramatization, students explore the need for prophetic voices in our contemporary cultural context.

Strands & Learning Expectations

Strand(s): Prayer and Sacramental Life, Scripture

Ontario Catholic School Graduate Expectations

CGE1.c actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures

CGE1.d develops attitudes and values founded on Catholic social teachings and acts to promote social responsibility, human solidarity and the common good

CGE2.a listens actively and critically to understand and learn in light of Gospel values.

CGE7.e witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Overall Expectations (ICE)

PSL3.01 recognize that Christians depend on the transforming wisdom of the Holy Spirit in their search for authenticity and peace of heart

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

Specific Expectations

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

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

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

SC4.01 locate Biblical passages related to human dignity, justice and reconciliation

Prior Knowledge & Skills

The students should have an understanding of how to locate Biblical passages given a Biblical reference.

Planning Notes

The teacher ensures each student has access to a Bible. The teacher prepares a work sheet that asks students to look up Biblical passages from prophetic books in the Bible. In this work sheet, students will be asked to identify:

- (a) to whom each prophet was speaking
- (b) the basic message of each prophet
- (c) the general context in which the prophetic message was delivered

The work sheet could include Biblical references such as the following pertaining to prophecies

Micah 1:1-7, 5:10-14,6:12

Isaiah 1:11-17, 40:1-10,58

Ezekiel 2, 5, 34

Amos

Teaching/Learning Strategies

The teacher introduces the notion of a prophet using a clip from a film such as Romero. The scene where Romero makes a radio broadcast demanding that the soldiers stop the repression in the name of God is a particularly good example of a prophetic statement. If a commercial video is used, teachers should check copyright restrictions on the use of videos.

After the video, **the teacher** can introduce the concept of a Biblical prophet as one who brought God's message to the people of Israel and who called the People of Israel to a greater faithfulness to God. Biblical prophets had the role of reminding the people to obey God's laws.

The students complete a work sheet on Biblical prophets using the Bible as a resource. After the students have completed the work sheet on Biblical prophets, the teacher, in a class discussion, leads the students to identify the key characteristics of a Biblical prophet and draw parallels with the contemporary prophet(s) shown in the introductory video. **The teacher** summarizes the qualities of a prophet in a note for the students.

The students create and perform dramatizations and/or tableau's that addresses situations in their school community where students and/or staff can be reminded of and called to a greater faithfulness to the values of Jesus.

After the dramatizations/tableau's are completed, the students reflect on the role of the prophet in the contemporary context (i.e. where the prophetic voice is most needed today) in a journal entry.

Assessment and Evaluation

The work sheet on Biblical prophets and the journal entries are checked for completion using a checklist. The nature of a Biblical prophet and place of the prophetic voice in contemporary society may be assessed in a test/quiz. The performance of the dramatization/tableau may be

assessed using a rubric. Application of the notion of the prophetic stance is assessed in the dramatizations/tableau's.

Accommodations

Students who have difficulty looking up Biblical passages or in reading comprehension may be paired with a partner in Biblical referencing. Students with varying amount of skills in acting may be placed together in a group. Students who are physically challenged may be given roles that are less active in the dramatizations.

Resources

Textbook Resources

Link, Mark. Path Through Scripture (New Interactive Edition), Tabor Publishing, Allen Texas. 1995, pp. 80-102. ISBN 0-7829-0470-X

Video Resources

Romero, Vidmark Entertainment, 1989.

Activity 4: The Church as Prophet

Time: 2.3 Hrs.

Description

In groups, the students identify what the Catholic Church challenges and what the Catholic Church defends in our contemporary culture. Students locate articles from various newspapers regarding the Church stance on a number of issues; these are summarized in one-page posters, complete with illustrations and text. Each group must present two articles to the class.

Note to teacher:

Be prepared for some moral debate as the students present their findings. Consult with the school chaplain or chaplaincy team and/or invite them to be present in the classroom to answer questions and assist in the debates.

Strands(s) & Learning Expectations

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

Ontario Catholic School Graduate Expectations

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

CGE5a Works effectively as an interdependent team member.

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

Specific Expectations(ICE)

PFV3.05 appreciate that humans are rational, emotional, physical, social, esthetic, moral and spiritual in nature;

FLP1.01 describe how human persons are relational, emotional, physical, social and spiritual in nature, and how these dimensions develop throughout the life span;

FLP2.01 realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

Prior Knowledge & Skills

Students should be able to work cooperatively in a group.

Planning Notes

The teacher reviews the four marks of the Catholic Church. The teacher provides the students with newspapers, scissors, and glue and chart paper. The teacher consults with the teacher-librarian for appropriate periodicals and magazines.

Teaching/Learning Strategies

The teacher reviews the four marks of the Catholic Church; the church is one, holy, catholic and apostolic. (See Unit 1 Activity 7) The teacher could refer to the Nicene Creed and the Catechism of the Catholic Church (Pp. 866-870). The nature of the Catholic Church is not something that can be changed to suit the wishes of different people at different times.

The teacher assigns groups of four and distributes appropriate materials. In groups, students read through a selection of newspapers and choose two articles delving into issues that the Catholic Church condemns or supports in its doctrinal teachings.

Students summarize the articles, complete a poster, and present their posters to the class.

Special Note

The poster created in this activity will be used in Activity 8 of this unit. The teacher should make sure they are displayed in the classroom.

Assessment & Evaluation of Student Achievement

Students are assessed for their individual research, group interaction process skills and oral presentation using a checklist. The poster and oral presentation are evaluated with a rubric in the categories of Knowledge, Thinking, Communication and Application.

Accommodations

Group students to ensure a mix of learning styles and ability levels. Provide alternate opportunities for students who demonstrate difficulties with oral communication to participate in the presentation by pointing to areas on the poster as another student speaks. Students with limited reading, writing, and comprehension skills can present a poster collage.

Resources

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops. Ottawa: CCCB Publications Service, 1994, pp. 866-870. ISBN: 0-88997-281-8; Pennock, Michael. *Catholic Social Teaching*. Ave Maria, Notre Dame, Indiana 2000 pp. 9-32 ISBN 0-87793-698-6 (T,S, K); Stoutzenberger, Joseph M. *Celebrating Sacraments*. Winona, MN: Saint Mary's Press, 1993 pp. 78-100 ISBN 0-88498-279-4 (T,S); Zanzig, Thomas. *Understanding Catholic Christianity*. Winona, MN: Saint Mary's Press, 1997. Pp. 134-162 ISBN 0-88489-372-3 (T,S,K)

Activity 5: Contemporary Prophets: Being Challenged by Beatitude People

Time: 2.30 hrs

Description

This activity allows the students to reflect on the prophetic influences that exist in their own lives. Students are asked to identify a modern prophetic figure, who exemplifies Christian faith & values, and prepare either: a class banner or "quilt" that presents the prophetic figures, or individual T-shirts which have the image of the figure on the front, and commentary on the back. The students present their creations to the class. This activity helps the student to make connections between the Biblical prophets and modern people who both comfort and challenge us as we move forward on our life path.

Strand(s) & Learning Expectations

Strand(s): *Scripture, Prayer & Sacraments, Family Life*

Ontario Catholic School Graduate Expectations

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

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE1i Integrates faith with life.

CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

Overall Expectations (ICE)

FV1.06 demonstrate an understanding of the Holy Spirit as God's love alive in the world (CCC §733-736);

Specific Expectations (ICE)

PSL3.01 recognize that Christians depend on the transforming wisdom of the Holy Spirit in their search for authenticity and peace of heart;

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

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

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

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

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

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

Prior Knowledge & Skills

Students have an understanding of the role of a prophet from previous activities in the course.

Planning Notes

The teacher gathers community newspapers and magazines. The teacher also acquires a bristol board for each student, and gathers the necessary supplies (fabric paint, T-shirts, fabric, markers, scissors, etc.) that are needed to complete the project. In consultation with the teacher librarian, the teacher researches various modern prophetic people to present to the students. (Dorothy Day, Oscar Romero, Mother Theresa, Martin Luther King Jr., Terry Fox, Jean Vanier, Mohandis K. Gandhi, Pope John Paul II, Pope John XXIII, Pope Paul VI, Rev. Martin Royackers, Naomi Klein, Noam Chomsky, Bernard Lonergan, Sr. Joan Chittister, Thomas Merton, Craig Kielberger, Sr. Helen Prejean, Rev. John Dear, Rev Daniel Berrigan etc.).

Teaching/Learning Strategies

The teacher begins by reviewing the concept of Prophet. The teacher explains that prophets filled two roles in the Bible; to comfort those who were afflicted and to challenge those who were comfortable. The prophet reminded both the afflicted and the comfortable of God's love and law. The teacher further notes that we often think of prophets as only the people in the Bible, yet the Catholic Christian understanding is that God sends people to us to comfort and challenge us on a daily basis. These people are the prophets of our own life.

Individual students are asked to create a T-Chart. In one column they are to list 5 (five) people in their personal lives (friends, family, teachers) who comfort them and understand them no matter what. In the other column they are to list the 5 (five) people who challenge them to be better or to make wise choices.

Note to teacher

Students may present the same persons as challengers and comforters in their lives.

Next, the students are asked to list 3 people in the world who bring words of comfort, or words of challenge. These can be political figures, community leaders, musicians, actors, etc. Students may also choose a figure presented in the articles studied of Activity 4.

The teacher leads a brief discussion in which students offer their reflection on some of the people they view as prophetic. The teacher introduces examples of prophetic people in the modern era (Dorothy Day, Oscar Romero, Mother Theresa, Martin Luther King Jr., Terry Fox, Jean Vanier, Mohandis K. Gandhi, Pope John Paul II, Pope John III, Pope Paul VI, Rev. Martin Royackers, Naomi Klein, Noam Chomsky, Bernard Lonergan, Sr. Joan Chittister, Craig Kielberger, Sr. Helen Prejean, Rev. John Dear, Rev Daniel Berrigan, etc.).

Individual students are asked to create a T-Shirt or quilt panel presenting a modern prophetic figure. They may use newspapers and/or magazines to find contemporary examples. This prophetic figure may be from any of the following categories:

1. Personal Life – Family, Friends, Teachers, etc.
2. Media Figure – Musician, Actor
3. Political Figure
4. Modern Religious Figure
5. Local Community Figure – Activist, Politician, etc.
6. A figure mentioned in the articles presented in Activity 4.

Students are to draw or paste an image of the person in the center of the panel or front center of the T-shirt. The person's name and dates must be clearly identified. On the panel, or on the back of the T-shirt, the students identify ten prophetic beliefs or actions related to this person. For five of these beliefs or actions students are to record which person or group(s) is/are comforted. For five of these beliefs or actions students are to record which person or group(s) is/are challenged.

Special Note

Students may be able to acquire computer-generated images, or scan their own pictures/drawings with a scanner, and print these images on iron-on transfer paper. Text can also be computer generated and printed on iron-on transfer paper.

Consultation with the Visual Arts teacher, the Technology Department teacher, and/or Family Studies teacher would be helpful here.

Students are to present their T-shirt or panels to the class.

Special Note

Students may be encouraged to profile a person who works at their Christian Service Placement. Teachers monitor the appropriateness of the figure selected. Students are to articulate the Christian values represented by the student's choice.

The individual panels may be combined into a "Justice Quilt" or attached to a larger piece of fabric to create a class "Justice Banner."

Individual students complete a journal entry responding to the question: "For whom am I a prophet in our world? Whom do I challenge to be better? Whom do I comfort?"

Assessment & Evaluation of Student Achievement

The poster is evaluated with a rubric assessing Knowledge/Understanding. The oral presentation is assessed for Communication. Journal entry is assessed for Understanding and Application.

Accommodations

Students requiring accommodation can complete a collage representing examples of comfort and challenge in people's relationship.

Resources

Ahlers, Julia, Allaire, Barbara and Koch, Karl. *Growing in Christian Morality*. Winona, MN: Saint Mary's Press, 1996. Pp. 26-45; 135-153 ISBN 0-88489-387-1 (T,S,K)

Internet Resources

Famous Catholics Web Page <http://www.smc.qld.edu.au/famecath.htm>
The Social Edge Magazine <http://www.TheSocialEdge.com>

Activity 6: We are Prophets

Time: 1.15 hrs

Description

In this activity, the students develop a class prayer service that invites them to reflect on the prophetic roles they play in their own community.

Strand(s) & Learning Expectations

Strand(s): *Scripture, Prayer & Sacraments, Family Life*

Ontario Catholic School Graduate Expectations

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

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE1i. Integrates faith with life.

CGE3a. Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

Overall Expectations (ICE)

FV1.06 demonstrate an understanding of the Holy Spirit, as God's love alive in the world (CCC §733-736);

Specific Expectations (ICE)

PSL3.01 recognize that Christians depend on the transforming wisdom of the Holy Spirit in their search for authenticity and peace of heart;

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

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

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

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

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

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

Prior Knowledge & Skills

Students have an understanding of the role of Biblical and Modern prophets.

Planning Notes

The teacher may book the chapel for the class prayer service. The prayer service can also be a class mass, planned by the students, which commissions them to be prophets in the world.

Teaching/Learning Strategies

The teacher sets up a worship space with candles, incense, and gentle music. A central display is prepared which presents symbols of prophets: Bible, sandals (shoes), drift wood, stones. The class “Justice Quilt” or “Justice Banner” from Activity 5 may be used to decorate the prayer space. Students are encouraged to wear the “Justice T-Shirts” they created in Activity 5. Students sit in a circle around the central display. Each student is given two small pieces of paper and a pencil.

The teacher begins the prayer service by encouraging the students to be comfortable, and to relax. Outline the overview of the prayer service so students know what to expect.

The teacher explains the basic meaning of the symbols in the center of the room. The teacher also refers to some of the posters and figures that have been presented in the unit to date. The students are reminded that they too are prophets in their own school and community.

Students are asked to record on a small piece of paper the names of people they know who need comfort in their lives, and people they know who need to be challenged to be better. They are to hold on to these names until the appropriate time of offering.

The Prayer Service can follow the following basic format:

1. Opening Song: “Hands” by Jewel
2. Opening Prayer – Invocation of the Holy Spirit
3. Reading 1: Scripture – Samuel 3:1-4 *The Call of Samuel*
4. Psalm or Song – “I Wish for Peace” by Michelle Tumes
5. Reading 2: Scripture – Isaiah 58: 6-11 *The Pleasing Fast*
6. Gospel Reading: John 13: *Jesus Washes His Disciples’ Feet*
7. Reflection
8. Litany of Holy people... Mary, Mother of God...Pray for Us; St. Paul...Pray for Us...etc
9. Symbolic Activity: Students bring forward the names written on the piece of paper and leave them in the center.
10. Prayers of Intercession
11. Closing Prayer

Individual students are asked to create a T-Chart. In one column they are to list 5 (five) people in their personal lives (friends, family, teachers) who comfort them and understand them no matter what. In the other column they are to list the 5 (five) people who challenge them to be better or to make wise choices.

Next, **the students** are asked to list 3 people in the world who bring words of comfort, or words of challenge. These can be political figures, community leaders, musicians, actors, etc.

The teacher leads a brief discussion in which students offer some of the people. **The teacher** introduces examples of prophetic people in the modern era (Dorothy Day, Oscar Romero, Mother Theresa, Martin Luther King Jr., Terry Fox, Jean Vanier, Malcolm X, Mohandis K. Gandhi, Albert Einstein, Steven Hawking, Pope John Paul II, Pope John III, Pope Paul VI, Rev. Martin Royackers, Naomi Klein, Noam Chomsky, Bernard Lonergan, Sr. Joan Chittister, Sr. M. Kane, etc.).

Individual students are asked to create a poster presenting a modern prophetic figure. They may use newspapers and/or magazines to find contemporary examples. This prophetic figure may be any of the following categories:

7. Personal Life – Family, Friends, Teachers, etc.
8. Media Figure – Musician, Actor
9. Political Figure
10. Modern Religious Figure
11. Local Community Figure – Activist, Politician

Students are to draw or paste an image of the person in the center. **The students** identify ten prophetic beliefs or actions related to this person. For five of these beliefs or actions students are to record which person or group(s) is/are comforted. For five of these beliefs or actions students are to record which person or group(s) is/are challenged. **Students** present their poster to the class.

Assessment & Evaluation of Student Achievement

None

Accommodations

None.

Resources

Singer-Towns (ed.) *Vibrant Worship with Youth*. Winona, MN: Saint Mary's Press, 2000
ISBN 0-88498-488-6

Activity 7: The Story of the Exodus

Time: 2.3 hrs

Description

In this activity the students learn about the Exodus story by viewing a contemporary video about this Biblical event. The students fill in a work sheet as they are viewing the film. This work sheet is used to facilitate a class discussion that produces a plot summary of the Exodus story. The teacher uses the plot summary to point out to the students how God acted to save the Hebrews from slavery in Egypt and how God gave the Ten Commandments to the Hebrews as moral guides for living.

Strands & Learning Expectations

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

Ontario Graduate Expectations

CGE1a illustrates a basic understanding of the saving story of our Christian faith

CGE1c actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

Overall Expectations

CMV1.05 understand that the Ten Commandments arise out of the experience of the Hebrew people and are imperatives in making moral decisions

Specific Expectations

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

CMV2.05 understand that the Ten Commandments arise out of the experience of the Hebrew people and are imperatives in making moral decisions

Prior Knowledge and Skills

None

Planning Notes

The teacher acquires a contemporary video (*Prince of Egypt* – See resource below) depicting the story of the Exodus and prepares a work sheet that the students can fill out as they are watching the film. This work sheet, when completed, leaves the students with a plot summary of the Exodus story. The teacher ensures that a TV/VCR is available for the viewing of the film.

Teaching and Learning Strategies

The teacher gives each student a copy of the work sheet for the film and instructs him or her to complete the work sheet as they are watching the film. The teacher informs the students that when they complete the work sheet they will have a plot summary of the film.

The teacher shows the class a contemporary film such as *The Prince of Egypt* that tells the Exodus story.

At the conclusion of the film, **the teacher** leads a class discussion where the students, as a class, create a plot summary of the film on the chalkboard. The teacher may place the plot summary on the board himself/herself or have a student do it.

Using the plot summary, **the teacher** points out to the students how God acted to save the Hebrews in the Exodus story and of how God gave the Hebrews the Ten Commandments to live by.

The students conclude with a journal entry where they are asked to describe situations or people that are in need of God's liberation today.

Assessment and Evaluation

The work sheet on the film and the journal entry are evaluated for completion using a checklist. Thinking and Inquiry and Communication are assessed in this activity.

Accommodations

Students with weak writing skills may be paired with students who have stronger writing skills when working on the work sheet. Visually impaired students may listen to an audio book about the story of the Exodus.

Resource

Video Resource: *The Prince of Egypt*, Dreamworks Pictures, 1998.

Activity 8: Being Free and Responsible – Slavery and Oppression Today

Time: 1.15 hrs

Description

In this activity the students clarify their understanding of the nature of slavery and oppression. They develop a greater awareness of the nature of slavery and oppression in contemporary society by creating a collage depicting slavery and oppression using newspapers/magazines that reflect the contemporary context. Through class discussions the sinful nature of slavery and oppression is underlined and the Church's preferential option for the poor is defined.

Strands & Learning Expectations

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

Ontario Catholic School Graduate Expectations

CGE1d develop attitudes and values founded on Catholic social teachings and acts to promote social responsibility, human solidarity and the common good.

CGE4a develops a confident and positive sense of self and respect for then dignity and welfare of others.

CGE7b witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

Overall Expectations

FLE1.01 examine the meaning and value of human freedom and commitment, values and conscience and personal and social responsibility in light of the Catholic faith tradition

Specific Expectations

CMV3.03 acknowledge sin as a failure in genuine love for God and neighbour

FLP 2.01 realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others

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

Prior Knowledge and Skills

Students should have an awareness of the nature of the role of prophets

Planning Notes

Acquire a video that illustrates slavery and oppression today. For example, the story of Craig Kielberger, the founder of Free the Children, "It Takes a Child" – an organization dedicated to the eradication of child slavery around the world could be used. Ensure the students have the materials they will need to create a collage (i.e. chart paper, scissors, glue, and coloured markers)

Teaching/Learning Strategies

The teacher brainstorms with the class as to the nature of slavery and oppression. **Students** may be asked to give specific examples of modern day slavery and oppression to illustrate their definitions of slavery and oppression. **The teacher** leads the class in discovering that slavery is a loss of freedom where a person is compelled to act against their will while oppression is the act of taking away the rights and dignity of a person. The definitions of slavery and oppression may be summarized in a note.

The teacher presents the video about Craig Kielberger "It Takes a Child", or another video that exemplifies the theme.

Students are divided into groups of three or four. **Each student** is asked to circulate around the classroom and view the posters presented in Activity 4. **Students** record examples of slavery and oppression they see in the posters. **Each group** then prepares a list of ten

examples of slavery and/or oppression in the world today. **Each group** is asked to reflect on how slavery and oppression affects the lives of people who are victims of slavery and oppression as they create their list. **Each group** is to choose one example of slavery/oppression to present to the class. The teacher negotiates with each group to prevent overlap or repetition. Each group presents their example to the class responding to following:

1. Briefly summarize the situation. (Identify the type of Oppression).
2. Who is being oppressed/enslaved? How?
3. Who is oppressing/enslaving? How?
4. How can this problem be solved? How can liberation be possible? (Is there a Moses figure?)

The teacher reminds the students that

- (a) Sin is a failure to love God and neighbour so that both slavery and oppression are sinful acts.
- (b) God calls all each and every person to care for the poor of the world just as Jesus did because all human beings have dignity and value in God's eyes
- (c) the preferential option for the poor as the choice to act on behalf of the poor in all instances is a prophetic call to be just

Assessment & Evaluation

The oral presentations are evaluated using a rubric in the areas of Knowledge, Inquiry, Communication and Application.

Accommodations

Students with limited language skills can participate in the oral presentation by pointing to things on the collage and verbalizing a small amount of information.

Resources

Textbook Resources

Ahlers, Julia, Allaire, Barbara, Koch, Carl. *Growing in Christian Morality*. Winona, Minn.: St. Mary's Press, 1996 ISBN 0-88489-387-1 pages 108-134.; Gustafson, Janie. *Building Catholic Character – Developing Christian Life Skills*. Notre Dame, Ind.: Ave Maria Press, 1998. ISBN 0-87793-642-0 pg. 181-210; Craig Kielberger, "It Takes a Child"; Pennock, Michael. *Catholic Social Teaching – Learning and Living Justice*, Notre Dame, Ind.: Ave Maria Press, 2000. ISBN 0-87793-698-6; Zanzig, Thomas & Allaire, Barbara. *Understanding Catholic Christianity* Winona, Minn.: St. Mary's Press, 1997 ISBN 0-88489-372-3 pages 304-307.

Video Resources

Craig Kielberger, "It Takes a Child" Video Product ID: CKVIDEO
Cry Freedom, Universal, 1987.
The Power of One, Director - John G. Avildsen , 1992
Mississippi Burning, Orion, 1988.

Internet Resources

Canadian Catholic Organization for Development and Peace www.devp.org; The Vatican www.vatican.va; The Catechism of the Catholic Church <http://www.christusrex.org/www1/CDHN/ccc.html>;
Canadian Conference of Catholic Bishops www.cccb.ca; Free the Children International <http://www.freethechildren.org/main/> ;
Amnesty International <http://www.amnesty.org/>; Justice Net <http://www.justicenet.org/>; The Human Rights Web <http://www.hrweb.org/>

Activity 9: Liberation: Freedom with Responsibility

Time: 4.95 hrs

Description

Students explore their present position in life by analyzing their current individual and social responsibilities along with their freedoms. Students compare their current responsibilities and freedoms to their childhood responsibilities and freedoms. Students identify areas where their responsibilities and freedoms may change as they graduate and make life-altering choices about education, career and relationships. Students identify benchmarks of freedom according to age and maturity that are governed by license in society (driving, drinking, marriage, political participation, career qualifications, etc.) and to a certain extent family (chores, curfew, dating etc.). Students contemplate events or situations in their life (past, present or future) that may have, or will, threaten or restrict their freedom. Students investigate character responses through film or case study analysis on situations and events that externally threaten or restrict the character(s) in question. Analysis of movie or case studies guide student learning to the concept of internal freedom that governs how the character(s) in question respond(s) to the event or situation that restricts freedom. Based on the personality testing done in Unit One, students review their personality type and how they respond to restrictions of their internal and external freedoms. Students analyze their future goals and assess whether their current choices liberate their path to achieving their goal or restrict them in their pursuit of the goal they have set for themselves.

Strand(s) & Learning Expectations

Strand(s): *Family Life Education*

Ontario Catholic School Graduate Expectations

CGE1d develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE4e sets appropriate goals and priorities in school, work and personal life;

CGE4g examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5b thinks critically about the meaning and purpose of work;

CGE5c develops one's God-given potential and makes a meaningful contribution to society;

CGE5e respects the rights, responsibilities and contributions of self and other;

CGE7b accepts accountability for one's own actions;

Overall Expectations

FLP3.03 demonstrate an understanding that with the gift of free will, human beings can discern and choose right from wrong;

Specific Expectations

FLE1.01 examine the meaning and value of human freedom and commitment, values and conscience and personal and social responsibility in light of the Catholic faith tradition;

FLP3.03 demonstrate an understanding that with the gift of free will, human beings can discern and choose right from wrong;

Prior Knowledge & Skills

Students must be familiar with the results of their personality tests from Unit One.

Planning Notes

Prepare definitions for the following concepts: individual responsibility, social responsibility, internal freedom, external freedom and free will. Select a film, case study or story that illustrates the threat or restriction of an individual's external freedom, and their internal

freedom to respond in a way that challenges the oppression. Create guiding questions related to the film or case study that lead students to this understanding.

Teaching/Learning Strategies

The teacher draws a lifeline on the board with 5-year increments from birth to age 20. The teacher plots the class's average age on the lifeline. The teacher divides the class into groups of three, or allows students to choose their own groups.

For each age category, **the students** brainstorm and list age appropriate responsibilities and freedoms on a scrap paper. (Students can refer to the Children's Book they created in Unit 1). A group representative records at least one responsibility or freedom that has not been listed on the board. Once all groups have contributed, the teacher reviews the class findings. The class discusses the reasons for the changes in responsibilities and freedoms while the teacher lists the student contributions. As a class, based on the lifeline and the subsequent class analysis, the teacher guides the students in creating definitions of; individual responsibility, social responsibility, external freedom, internal freedom, and free will. Students record the definitions in their notes. Students journal on their own life line detailing how their responsibilities and freedoms have changed with time, and how these may change after they graduate from high school. Students also journal about the threats and restrictions to their freedom past, present and future.

The teacher shows a film (for example, *Shawshank Redemption* or *Life is Beautiful*) or analyzes a story (for example the story about Maximilian Kolbe) to investigate character responses to situations and events that externally threaten or restrict the character's freedoms. The teacher poses questions that guide student learning to the concept of internal freedom that governs how the character(s) in question respond(s) to the event or situation that restricts their freedoms. The teacher facilitates the student take up and clarification of the questions and the answers after the film or story analysis.

Based on the personality testing done in unit one, **students** review their personality type(s) and reflect on how they respond to restrictions to their internal and external freedoms.

Students list their future goals and assess whether their current choices liberate their path to achieving their goal or restrict them in their pursuit of the goal they have set for themselves. **Students** refer to their journal entry and contemplate the events or situations in their life (past and present) that may have threatened or restricted their freedom. **Students** create a life map that leads them to where they would like to realistically see themselves in the future. Each map must consist of at least two goals or expectations for each of the following categories: education, career and relationships. For each goal or expectation, the student must also identify a restriction or obstacle (personal or social) that may impede them from their ultimate goal. **Students** will attach a brief reflection on how free they feel in choosing their future path and why they feel this way.

Assessment & Evaluation of Student Achievement

The teacher can evaluate student and group contributions to the initial life line board activity for Inquiry, Communication and Application. The character analysis questions can be assessed for Knowledge, Application and Communication. The individual life maps can be evaluated for Inquiry, Application and Communication. The reflection can be assessed for Knowledge, Communication and Application.

Accommodations

Students may find difficulty in starting their life map. The teacher can explain the assignment by outlining a life map on the board using his/her own life story. The teacher can prepare a flow chart for students with special learning needs to facilitate the mapping of their goals.

Resources

Text Resources

Pennock, Michael. *Your Life in Christ: Foundations of Catholic Morality*. Indiana: Ave Maria Press; 2001. ISBN 0-87793-949-7 pages 79-101 Law as a guide to freedom
Drane, John. *Introducing the New Testament*. San Francisco: Harper San Francisco; 1990. ISBN 0-06-062073-0 pages 339-355 Letters from prison ; 378-389 Freedom and Fellowship

Video Resources

Life is Beautiful, Miramax, 1997.
Shawshank Redemption, DISCscribe Ltd, 1984.
**Dead Man Walking*, Metro Goldwin Mayer, 1995. (Recommended)
The Green Mile, Warner Bros., 1999

Activity 10: Serving As Witnesses

Time: 2.3 hrs

Description

In this activity students complete a generic questionnaire/inventory touching on each of the concepts studied in this unit, and that apply to the Christian Service placements. Students select a cause or a person they have helped through their placement by reflecting on, and writing about, all of their contributions to the cause or the person they have selected to analyze. As well, students reflect on the contributions the person or cause has made to them and their view on life. Students prepare a visual representation of their work in the form of pictures of their placement; brochures or informational pamphlets and any other visual that supports the work and interactions experienced by the student. Students share their experience of discipleship by giving an oral presentation on their contribution to the cause or the person they have selected, while sharing the visuals they have collected. The questionnaire, the visual and written work are added to the student's Christian Service Portfolio.

Special Note

Some organizations do not allow pictures to be taken. Students must be aware of the policies of the organization with which they work.

Strand(s) & Learning Expectations

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

Ontario Catholic School Graduate Expectations

CGE1d develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1e speaks the language of life...”recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it;”

CGE1g understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE1i integrates faith with life;

CGE3a recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b creates, adapts, evaluates new ideas in light of the common good;

CGE3c thinks reflectively and creatively to evaluate situation and solve problems;

CGE3d makes decisions in light of gospel values with an informed conscience;

CGE3e adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4a demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4c takes initiative and demonstrates Christian leadership;
CGE4f applies effective communication, decision-making, problem solving, time and resource management skills;
CGE4g examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5b thinks critically about the meaning and purpose of work;
CGE5c develops one's God-given potential and makes a meaningful contribution to society;
CGE5d finds meaning, dignity, fulfillment and vocation in work that contributes to the common good;
CGE5e respects the rights, responsibilities and contributions of self and others;
CGE6e ministers to the family, school, parish, and wider community through service;
CGE7d promotes the sacredness of life;
CGE7e witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
CGE7j contributes to the common good

Overall Expectations:

SC3.02 perceive the challenge of God's preferential option for the poor;
SC3.06 recognize the responsibility of Christians to work for justice and peace;
PFV1.05 acknowledge that the call to faith includes a call to justice;
PSL1.08 define the Christian notion of service to others as a call to ministry;
PSL1.09 explain the various forms the call to ministry can take within the Christian community;
PSL4.04 explain the various forms the call to ministry can take within the Christian community;
PSL4.06 examine contemporary approaches to ministry as a call to service;
PSL4.07 participate in the liturgical life of the Church (e.g. as lectors, hospitality ministers).
FLP2.01 realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

Specific Expectations:

PFV1.08 use an experience of community service work as a lens through which to view the relationship between gospel living and the values of contemporary culture.
PFV3.04 value the importance of community service as an expression of the call to discipleship;
PFV4.04 engage in community service as an example of the call to discipleship;
CMV3.06 acknowledge the value of community service in relation to the common good;
CMV4.09 assess community service as a vehicle of promotion for the common good.

Prior Knowledge & Skills

Students should be familiar with the concepts previously presented in this unit: the Inspiration of the Word; Creation; Prophet; Marks of Church; Beatitude People; Holy Spirit; the Exodus Experience; Slavery and Oppression; Freedom and License. Knowledge in these areas is required to connect the content covered in class to the Christian Service experiences.

Planning Notes

The teacher prepares a generic questionnaire and/or checklist inventory that touches on each of the concepts studied in this unit. The teacher prepares a worksheet or questions that guide the student to reflect on how they have been a disciple in supporting a cause or a specific person. The teacher prepares a brief note defining the word "disciple." The teacher prepares a rubric for the oral presentation. Students bring in pictures from their placement. If pictures cannot be taken, students can use a drawing, bring in pamphlets or brochures and any other visual supports that represent the placement and their experience.

Teaching/Learning Strategies

Individual students fill in a questionnaire and/or a checklist inventory related to their Christian service placement. The questionnaire/inventory connects the concepts from unit two to the role the student plays in their service.

The class discusses the effects that their contributions have on the people and the placement they are helping while the teacher lists their answers on the board.

The teacher defines the word “disciple” in a note on the board.

The students answer questions prepared by the teacher that guide them in selecting a cause or a person they would like to analyze. The questions lead the students from listing personal contributions to a cause or person, to reflecting and writing about how their actions make them a disciple.

Students prepare a visual representation of their work in the form of pictures of their placement; brochures or informational pamphlets and any other visual that supports the work and interactions experienced by the student. The questionnaire, guided questions and the visuals culminate to create a student discipleship booklet. Students share their experience of discipleship by giving an oral presentation on their contribution to the cause or the person they have selected. The students display their booklets and the visuals they have collected. The discipleship booklet is added to the Christian Service Portfolio.

Assessment & Evaluation of Student Achievement

The questionnaire and/or the check list inventory is a formative assessment of how the students have contributed to their placement along with their level of involvement and commitment. Communication with parents regarding student progress should be made at this point in time. The visuals and the answers to the guided questions can be assessed for Inquiry, Communication and Application.

Accommodations

The teacher can prompt the presentation by asking questions that students have answered in advance. This relieves the pressure from students who have difficulty organizing and presenting information to peers.

Resources

Text Resources

Ahlers, Julia, Allaire, Barbara and Koch, Karl. *Growing in Christian Morality*. Winona, MN: Saint Mary's Press, 1996. Pp. 214-227 ISBN 0-88489-387-1 (T,S,K); Gustafson, Janie. *Building Catholic Character: Developing Christian Life Skills*. Ave Maria, Notre Dame, Indiana 1998 pp. 143-152 & 197-210 ISBN 0-87793-642-0 (T,S,K); Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1996 pp. 122-141 ISBN 0-88489-358-8 (T,S,K);