



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

SOCIAL STUDIES 1

2013

“Revealing Christ In All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

“The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community.” (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the “Revealing Christ in All We Teach” resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and objectives of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church’s teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.



Saskatchewan Catholic Schools Curriculum Permeation

Social Studies 1 Faith Permeation Essential Connections

Because the Social Studies curriculum is not divided into units of study, the Faith Permeation lessons are based on the four broad goals for K-12 Social Studies and on the outcomes and indicators for each of these goals.

In Social Studies at the Grade 1 level, students will explore the cultural diversity and interdependence of families. They will also explore their identity within the family as well as in any other groups to which they may belong.

K-12 Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

Catholic Faith Focus for Learning:

In these lessons, students will explore the holy family and compare it to their own families. They will learn about Catholic traditions and how they vary in different cultures and in different families. Students will discover how the church community helps to meet their spiritual needs.

Catholic Faith Big Ideas (answers to the essential questions):

The Catholic traditions are diverse.

1202 The diverse liturgical traditions have arisen by very reason of the Church's mission. Churches of the same geographical and cultural area came to celebrate the mystery of Christ through particular expressions characterized by the culture in the tradition of the "deposit of faith", in liturgical symbolism, in the organization of fraternal communion, in the theological understanding of the mysteries, and in various forms of holiness. Through the liturgical life of a local church, Christ, the light and salvation of all peoples, is made manifest in the particular people and culture to which that Church is

sent and in which she is rooted. The Church is catholic, capable of integrating into her unity, while purifying them, all the authentic riches of cultures. (Catechism of the Catholic Church)

The family is part of God's plan.

2203 In creating man and woman, God instituted the human family and endowed it with its fundamental constitution. Its members are persons equal in dignity. For the common good of its members and of society, the family necessarily has manifold responsibilities, rights and duties. (Catechism of the Catholic Church)

2206 The relationships within the family bring an affinity of feelings, affections and interests, arising above all from the members' respect for one another. The family is a privileged community called to achieve a "sharing of thought and common deliberation by the spouses as well as their eager co-operation as parents into the children's upbringing". (Catechism of the Catholic Church)

The Church aids us in our knowledge of God.

36 "Our holy mother, the Church, holds and teaches that God, the first principle and last end of all things, can be known with certainty from the created world by the natural light of human reason". Without this capacity man would not be able to welcome God's revelation. Man has this capacity because he is created "in the image of God". (Catechism of the Catholic Church)

Catholic Faith Essential Skills:

- Students will understand that the Catholic Church has many traditions.
- Students will understand that these traditions vary because of cultural diversity.
- Students will appreciate that all families are unique, yet they have many similarities.
- Students will learn that the church community is important in meeting their spiritual needs.

Catholic Faith Essential Questions:

- a. What are the Catholic traditions, when do they occur and how are they celebrated?
- b. How are our families different from Jesus' family and how are they the same?
- c. How does the church meet our spiritual needs?

Lesson 1: Catholic Church Traditions/Celebrations

Description: In this lesson, students will learn what the Catholic traditions/celebrations are. They will be able to mark the dates for the applicable celebrations on the calendar. Then, they will be able to compare and contrast cultural and familial ways of observing each celebration.

Teacher Note:

Some important celebrations to include are:

- Feast of the Holy Family – the Sunday after Christmas or Dec. 31
- New Year's Day (Mary, Mother of God) - Jan. 1 (holy day of obligation)
- Epiphany - Jan. 6
- Pentecost - 50th day after Easter
- All Saints Day - Nov. 1
- All Souls' Day - Nov. 2

Also include the celebrations that the children will be most familiar with like Christmas, Easter, Advent, Lent etc.

Liturgical colours are:

Advent - purple

Christmas - white

Ordinary time - green

Lent - purple

Triduum - red

Marion Mutala, a Catholic teacher from Saskatoon, has written a series of three books that tell us about Ukrainian customs. They are picture books suitable to use at the Grade 1 level. Titles include:

Baba's Babushka: A Magical Ukrainian Christmas

Baba's Babushka: A Magical Ukrainian Easter

Baba's Babushka: A Magical Ukrainian Wedding (available soon).

If students have never attended a baptism, there are several that can be found on YouTube.

Provincial Curriculum Outcomes and Indicators Addressed:

IN 1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.

- a. Generate questions about family traditions and celebrations (e.g., Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?).
- b. Describe behaviours, actions, or activities that are part of students' family traditions or celebrations.
- c. Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources (e.g., family members, Elders teachers, neighbours, library books, video clips).
- d. Re-tell stories about traditions and celebrations of members of the classroom (e.g., How do families spend free time? How are weddings, birthdays, anniversaries, or family reunions celebrated?).
- e. Compare how families recognize important family events (e.g., What is the same about how a student and a friend/classmate recognize family birthdays, weddings, deaths? What is different?).

Materials needed:

- A yearly calendar on which dates can be recorded

Instructional Procedure:

1. Brainstorm church celebrations. Students will be able to come up with Christmas and Easter quite easily, but will need assistance adding some others (e.g., Advent, Ash Wednesday, Good Friday, Easter, Feast of the Holy Family, Pentecost, Epiphany, etc.). Put the dates of these feasts onto a calendar. Sacramental celebrations will be talked about in a later lesson.
2. As the date for each celebration comes up, discuss the traditions associated with it. How is it celebrated? Are there special symbols for the celebration? Do we wear special clothing? Are there special songs or music associated with it? What liturgical colour is used? Do we eat special food? Does the priest wear special vestments? Do we say special prayers?
3. Discuss how the celebrations may vary in different cultures (e.g., compare Roman Catholic Christmas and Easter traditions to those of Ukrainian Catholics. How is the sign of the cross made in each tradition? How does the Chinese New Year differ from the Roman Catholic New Year?

Choose one of the following activities to do for each Catholic celebration.

- a. As you deal with each celebration/tradition, have each child draw a picture of the celebration showing what their family does.
- b. You could make a “Catholic Celebrations” booklet. Draw a picture of each celebration and write a phrase/sentence about it. Each celebration gets its own page. When you are finished, each student will have a complete booklet of Catholic celebrations that they can share.

Lesson 2: The Holy Family

Description: In this lesson, students will learn about the uniqueness and sameness of families. They will also learn about the important people in Jesus’ family. Students will understand how Jesus’ family is the same as and different from their own.

Teacher Note:

If you are using photos of the students' families, ask them to bring these photos ahead of time.

Provincial Curriculum Outcomes and Indicators Addressed:

IN 1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.

- a. Describe positive attributes of the individual students' families.
- b. Recognize that families are varied and diverse.
- d. Identify ways in which families are similar and ways in which families are different.

Instructional Procedure:

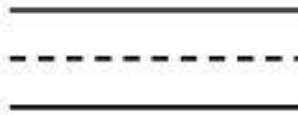
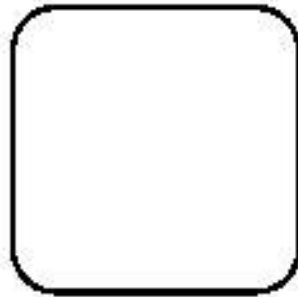
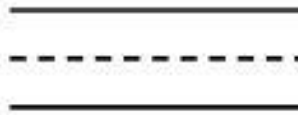
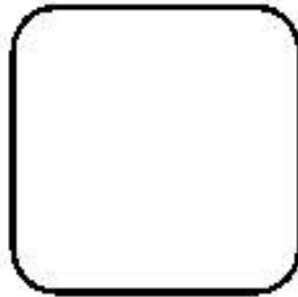
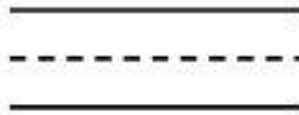
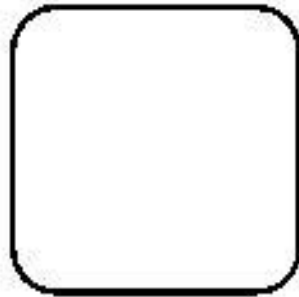
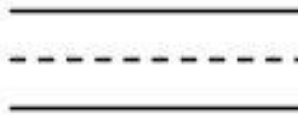
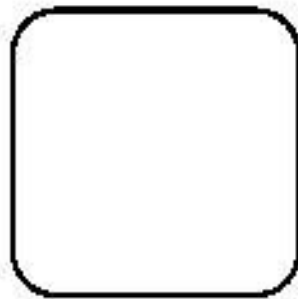
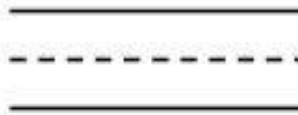
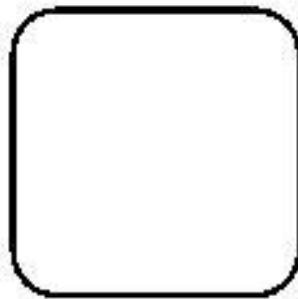
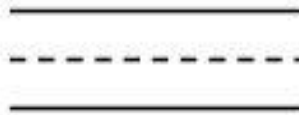
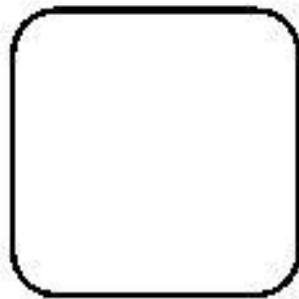
1. Have the students create a visual representation of their families (e.g. photos, drawings, finger puppets, thumbprint family, etc.).
2. Have each student introduce their family to their classmates. Teachers, principals, and other school staff may be invited to share their families as well.
3. Share Jesus' family with the students - God is father, Joseph is stepfather, Mary is mother, St. Anne and St. Joachim are grandparents. Worksheets showing the Holy Family have been included at the end of the lesson.
4. Identify how their families are the same and different from other families and from the family of Jesus. Discuss how diverse the families are. Describe the positive attributes of all families (including the Holy Family). Display these attributes (in words) along with their family pictures and a picture of Jesus' family.





My Special Family

Write the proper names of the members of your family on the lines below, then draw their picture in the spaces provided.



Name: _____ Date: _____

Jesus' Family

Using the word bank, write the common names of the members of Jesus' family on the lines below. Look at the names and pictures for a clues.

St. Joseph



The Virgin Mary



St. Anne



St. Joachim & St. Anne



St. John the Baptist



father (on earth ☺)
mother
grandmother
grandparents
cousin

"Lord Jesus Christ, I put my trust in You."

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Lesson 3: Spiritual Needs are Met through the Church Community

Description: In this lesson, students will be able to identify spiritual needs. They will learn that the church community is one of many who can help them meet these needs.

Instructional Procedure:

1. As human needs are identified, make sure to include spiritual needs. Identify the ways that our spiritual needs are met through the church community (e.g., the mass, youth groups, prayer, etc.).
2. Make a relationship web that shows the various ways our needs are met. Put “ME” in the middle of the web, surrounded by family, faith/church community, school community and civic community. The web can be done using words, pictures or a combination of both.
3. Ask the following question: Can other relationships meet our needs in a way similar to the way our family meets our needs?

APPENDIX 1

Table of Correlations

Teacher Note:

Fully Alive will be referenced as FA.

We Belong to God will be referenced as WBTG.

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/ Church documents and encyclicals	Christian Ethics Resources
Lesson 1: Catholic Church Traditions/Celebrations	IN 1.1 a, b, c, d, e	1202		FA Theme 2 -Living in Relationship Topic 2 – Families are for Love WBTG Unit 1 Welcome! Theme 3 – We Celebrate Unit 4 God Dwells Among Us Theme 12 – We Celebrate Advent Unit 5 I’ll Always be with You Theme 13 – God is With Us Unit 7 Your Will Be Done Theme 19 – Jesus Invites his Friends to a Meal Unit 8 We Belong to God’s Family Theme 24 – God Gives His Life for Us
Lesson 2: The Holy Family	IN 1.2 a, b, d	2203 2206	Matthew 1:16	FA Theme 2 – Living in Relationship Topic 1 – Meet My Family WBTG Unit 1 Welcome! Theme 3 – We Belong to a Family
Lesson 3: Spiritual Needs are Met through the Church Community	IN 1.3 a, b, c, d	36		FA Theme 1 – Created and Loved by God Topic 1 – Creation is a Gift from God

K-12 Goal: To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

Catholic Faith Focus for Learning:

In these lessons, students will focus on their place in the family and discover where they are in their faith journeys. They will also discover that many people, as well as the Church community, help them develop spiritually.

Students will begin to understand the concept of Catholic stewardship.

Students will learn that Jesus grew up in Israel and that it is much smaller in size than our country, Canada.

Catholic Faith Big Ideas (answers to the essential questions):

1113 The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the sacraments. There are seven sacraments in the Church: Baptism, Confirmation or Chrismation, Eucharist, Penance, Anointing of the Sick, Holy Orders and Matrimony. (Catechism of the Catholic Church)

34 The world, and man, attest that they contain within themselves neither their first principle nor their final end, but rather that they participate in Being itself, which alone is without origin or end. Thus, in different ways, man can come to know that there exists a reality which is the first cause and final end of all things, a reality “that everyone calls God”. (Catechism of the Catholic Church)

Catholic Reflections on Food, Farmers and Farmworkers Care for God’s creation is a central calling for believers. Agricultural and food policies should reward practices that protect human life, encourage soil conservation, improve water quality, protect wildlife and maintain the diversity of the ecosystem. An essential measure of agricultural and food policies is whether they protect the environment and its diversity and promote sustainable agricultural practices in the United States and abroad. (United States Conference of Catholic Bishops)

2456 The dominion granted by the Creator over the mineral, vegetable, and animal resources of the universe cannot be separated from respect for moral obligations, including those toward generations to come.

Luke 2:4 And so Joseph went from the town of Bethlehem – because he was of the house and lineage of David . (NRSV)

Catholic Faith Essential Skills:

- Students will learn that there are seven sacraments given to us by God and that many of them have received the sacrament of Baptism.
- Students will learn that the Church community and the people in their lives (parents, grandparents, teachers, etc.) are important in helping them to meet their spiritual goals.
- Students will learn how plants are part of God’s creation and that we must use them responsibly to meet some of our needs.

Catholic Faith Essential Questions:

- a. What family events/sacraments occur in the church and which of these sacraments have they experienced?
- b. Who or what aids us in our spiritual journeys?
- c. What is Catholic stewardship, and why do we need to protect the plant life?
- d. In what country was Jesus born?

Lesson 1: Family Events in the Church (Sacraments)

Description: In this lesson, students will be introduced to the sacraments. They will understand that, at their age, they will have only received Baptism.

Students will also understand that Jesus’ life as a child was very different from theirs because of where He lived, the time He lived in and because He was God’s son.

Provincial Curriculum Outcomes and Indicators Addressed:

DR 1.1 Relate family events and stories of the recent or distant past to the student's place in present day family life.

- a. Construct representations of the passage of time, as related to the family (e.g., I was born, my siblings were born, family member moves away from, or into, the family home).

- c . Relate events and stories in chronological order, using comparisons (e.g., old and new, younger and older, before and after) relative to student ages.

Instructional Procedure:

1. Make a time line of family events that occur in the Church (e.g. baptisms, first reconciliations, first communions, confirmations, marriages, deaths).
2. Have the students mark where they would be on this time line (at Baptism for most of them).
3. Tell the students that these events are known as sacraments.
4. Make a corresponding time line of Jesus' life (e.g. birth, first teaching, Baptism, continued teachings, death etc.).
5. Ask the question: How does Jesus' life compare to my life?

Lesson 2: Contributions to Spiritual Life

Description: Students will learn that they are just beginning their faith journeys. The Church is there for guidance, as are the many important people in their lives. They will understand that their elders can help them because they have experienced more in their own spiritual faith journeys.

Provincial Curriculum Outcomes and Indicators Addressed:

DR 1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).

- b. Recognize the stages of life, and that some cultures associate the stages with the teachings of the Medicine Wheel (e.g., the four directions of the Medicine Wheel correspond with the stages of life: south - infancy and childhood, west - adolescence, north - adulthood, and east - old age/death).
- c. Describe the functions served by various family relationships by comparing family and kinship structures with the classroom (e.g., What makes all families special? What are the benefits of living in a family? What are the roles of family members? What contributions are made by each member of the family?).
- d. Identify people who are connected to the basic family group through hereditary or cultural family relationships (e.g., grandparents, parents, aunts, uncles, other significant adults).

Instructional Procedure:

1. Show how our Catholic circle of life relates to our spiritual development. Draw a large circle and divide it into quarters. Label the top left corner “Infancy”, the top right corner “Childhood”, the bottom right corner “Adolescence” and the bottom left corner “Adulthood”.
2. In the Infancy quarter add the steps made in their faith journey so far – getting their name, being baptized. Have the students identify the steps before putting them on the circle.
3. In the Childhood quarter add the step they are currently in – learning about Jesus. Have the students identify this step before putting it on the circle.
4. Stress how the church contributes to our spiritual development (e.g., shows us love, teaches us about Jesus, teaches us the meaning of God’s word, gives us the sacraments etc.).

5. Also discuss how our extended family (grandparents, aunts, uncles, cousins) help us in our faith journeys.
6. You can compare this Catholic circle relating to their life to the four directions of the Medicine Wheel.

Lesson 3: Catholic Stewardship of God's Creation - Plants

Description: In this lesson, students will appreciate how plants are used to meet some of their needs. They will learn about responsible Catholic stewardship of God's creation - plants.

Provincial Curriculum Outcomes and Indicators Addressed:

DR 1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.

- a. Identify sources of food common in students' meals (e.g., plants, mammals, fish, birds, animal products like milk, cheese, and eggs).
- d. Explain the contribution of the natural environment to the satisfaction of basic human needs.
- f. Identify ways in which use of resources to meet needs and wants of individuals affects the natural environment, and recognize individual and group responsibility towards responsible stewardship of the natural environment.

Instructional Procedure:

1. Once students are aware of how important plants are in meeting our physical needs,

you can plant a “faith” garden. If the weather is suitable to planting, you can plant an outdoor garden. If not, you can have each child plant a seed in a styrofoam cup of soil.

2. A variety of seeds could be used. Seeds such as peas can be planted to show how vines grow. Relate this to John 15:5 – Jesus is the vine and we are His branches. Or, you can plant some biblical seeds (e.g., a mustard seed and relate it to the parable of the mustard seed in Matthew 13:31-32). You could plant wildflower seeds as in Matthew 6:28. In this gospel, Jesus refers to a lily, but when translated into Greek, a lily means a wildflower. True lilies didn’t grow in ancient Palestine or Israel.
3. As you nurture the seeds, the plants begin to grow. This is just like our faith. As it is nurtured, it also grows.
4. Rain or water from rivers, lakes or wells is needed in order for the plants to grow.
5. Since plants are so important to us, and since they are part of our environment, we must take care of them. Discuss how we can be responsible stewards of our environment and what the Church teaches us about stewardship.
6. Together, write a prayer thanking God for giving us plants and asking Him to help us to use them wisely and to protect them.

Lesson 4: Israel – the Country of Jesus

Description: Students will learn that Jesus grew up in the land of Israel. They will learn that Israel is far away (across the ocean) from Canada and that it is much smaller in size.

Provincial Curriculum Outcomes and Indicators Addressed:

DR 1.4 Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.

- b. Identify general characteristics of maps and globes as models of all or parts of the earth, including reasons why certain colours are used to depict particular physical features.

DR 1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

- a. Identify Saskatchewan as our province and Canada as our country, and give examples of other provinces and other countries.
- b. Locate Canada, and the relative location of Saskatchewan, on a globe.
- e. Use relative terms to describe location (e.g., above, below, near, far, left, right, front, back, in, out).

Instructional Procedure:

1. When naming other countries around the world, make sure to include Israel – the name of Jesus' country. Show students where Saskatchewan, Canada and Israel are on the globe and on a map.
2. Describe where Israel is in relation to Saskatchewan and Canada (e.g., far away across the ocean).
3. Give students a simple map of Canada and one of Israel. Discuss the differences in size and in climate. Have them colour the land green and the water blue.

CANADA



ISRAEL



APPENDIX 2

Table of Correlations

Lesson Documents	Outcomes and Indicators Faith Permeation	Catechism of the Catholic Church	Gospel/biblical references/ Church documents and encyclicals	Christian Ethics Resources
Lesson 1: Family Events in the Church (Sacraments)	DR 1.1 b, c	1113	Matthew 3: 13-17 – Jesus’ Baptism	WBTG Unit 9 God Wants a World of Friends Theme 26 – We are Born of the Spirit
Lesson 2: Contributions to our Spiritual Life	DR 1.2 b, c, d	34		FA Theme 1 - Created and Loved by God Topic 6 – We are Growing and Changing WBTG Unit 5 God is With Us Theme 15 – God Takes Care of the World WBTG Unit 9 The Holy Spirit Gathers us into God’s Circle of Friends Theme 25 – Praise God for New Life
Lesson 3: Catholic Stewardship of God’s Creation – Plants	DR 1.3 a, d, f		Catholic Reflections on Food, Farmers, and Farmworkers Luke 13:15 John 15:5 Matthew 6:28 Matthew 13:31-32	FA Theme 1 – Created and Loved by God Topic 1 – Creation is a Gift from God Theme 5 – Living in the World Topic 2 – God’s World is Our Home
Lesson 4: Israel – the Country of Jesus	DR 1.4 b DR 1.5 a, b, e		Luke 2:4	WBTG Unit 2 Jesus Welcomes Children Theme 5 – We Meet Jesus’ Friends

K-12 Goal: To Investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)

Catholic Faith Focus for Learning:

In these lessons, students will learn about the golden rule of doing unto others as you would have them do unto you. (Matthew 7:12).

Students will understand that there are many actions that can cause disharmony in their lives. They will learn different ways of restoring harmony by answering the question, “What would Jesus do?”.

Catholic Faith Big Ideas (answers to the essential questions):

Matthew 7:12 – “In everything do to others as you would have them do to you; for this is the law and the prophets. (NRSV)

1718 ... We all want to live happily; in the whole human race, there is no one who does not assent to this proposition, even before it is fully articulated. (Catechism of the Catholic Church)

Letter Deus Caritas Est – Encyclical of Pope Benedict XVI – (on Christian Love) – ... Jesus united into a single precept this commandment of love for God and the commandment of love for neighbour found in the book of Leviticus: “You shall love your neighbour as yourself” (19:18; cf. Mark 12:29-31). Since God has first loved us (cf. 1John 4:10), love is now no longer a mere “command”; it is the response to the gift of love with which God draws near to us.

Catholic Faith Essential Skills:

- Students will be able to express the golden rule.
- Students will be able to tell why Jesus gave us the golden rule – that He wants us to be able to live peacefully.
- Students will be able to recognize actions that can cause disharmony.
- Students will be able to express and practice ways of restoring harmony to their lives, at home, at school and in the community.

Catholic Faith Essential Questions:

- a. What is the golden rule and why did Jesus teach us this rule?
- b. How can we use the golden rule to restore harmony when disharmony occurs in our lives?

Lesson 1: The Golden Rule

Description: In this lesson, students will learn what the golden rule is and what it means. They will discover various ways of following the golden rule.

Provincial Curriculum Outcomes and Indicators Addressed:

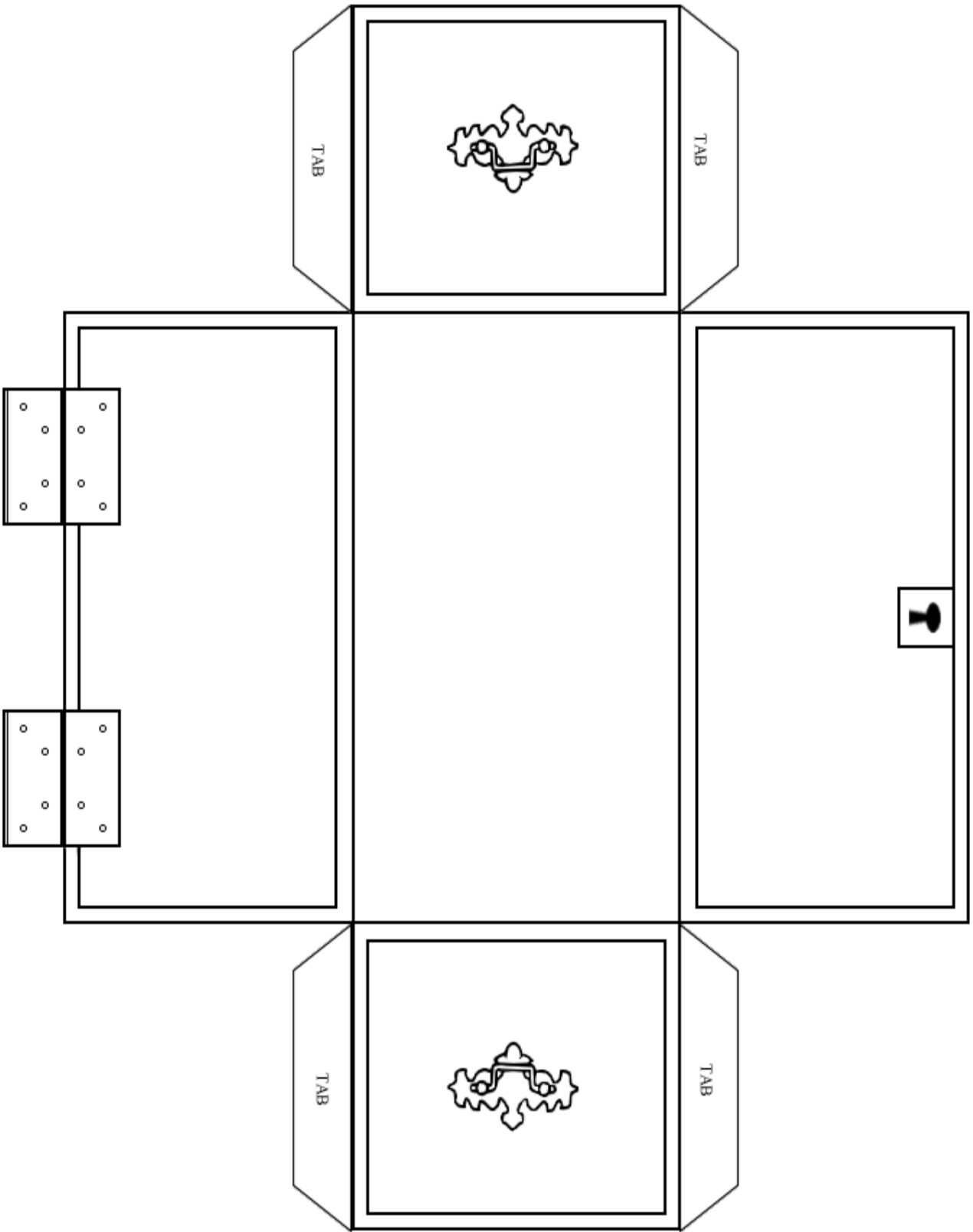
PA 1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.

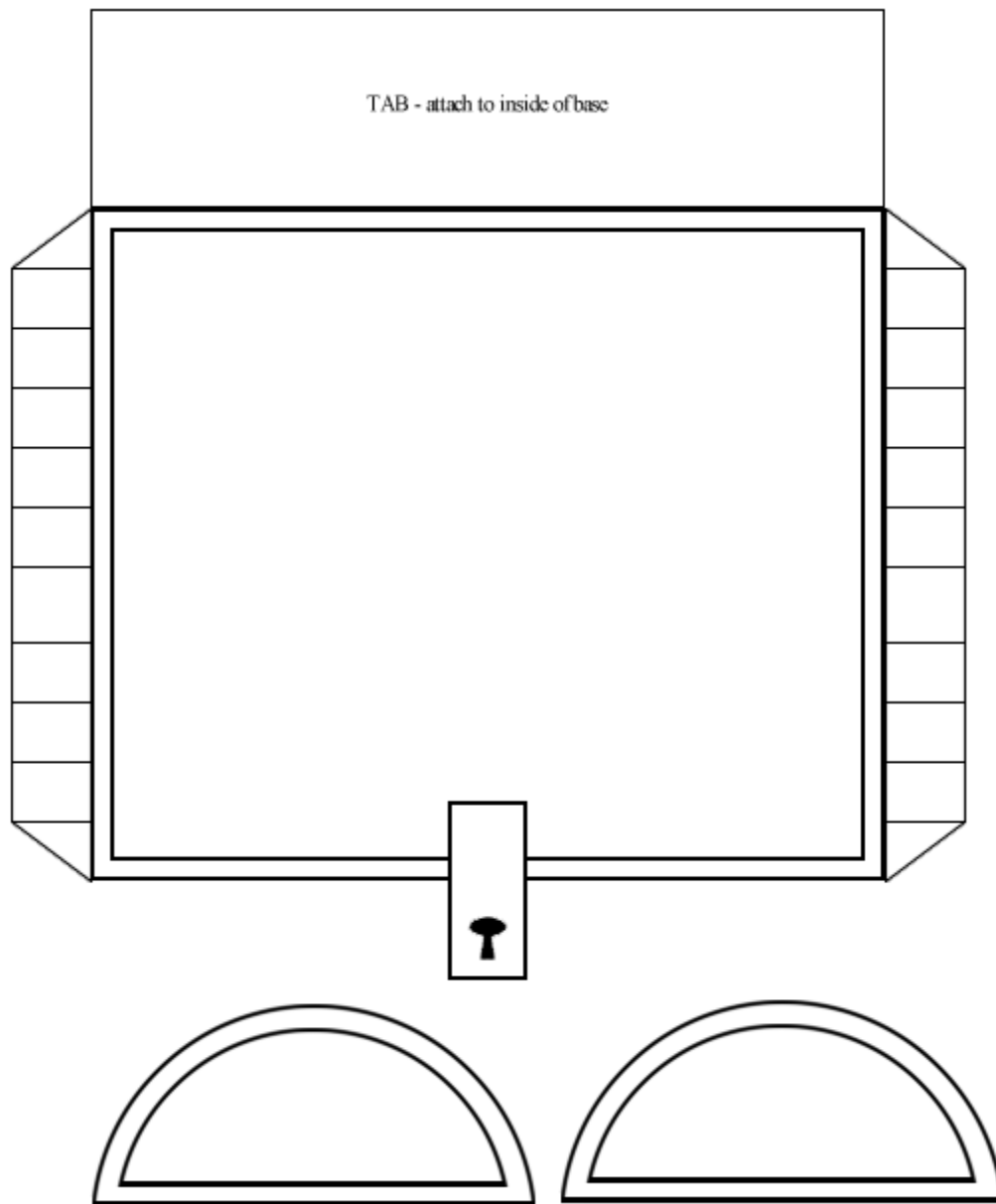
- a. Represent situations depicting peace and harmony in students' daily lives.
- b. Describe personal actions in the family and classroom that promote peace and harmony (e.g., sharing, taking turns, using sensitive word choices).
- c. Describe ways in which people may influence the students' lives at home and at school, and ways in which each student may influence the lives of others.

Instructional Procedure:

1. Discuss rules and why we have them (so people can live in harmony). Read a story to the students about the golden rule (e.g., The Berenstain Bears and the Golden Rule by Stan and Jan Berenstain)
2. Jesus wanted peace and harmony for everyone. He taught us not to judge people (John 8:4-11 - let you without sin cast the first stone). He also taught us how to live together peacefully by giving us the golden rule (Matthew 7:12).

3. Discuss ways in which we can follow Jesus' golden rule. Have students do an activity that will help them to remember the golden rule. Some activities could be:
 - a. Good Behavior Book – Give students several squares of construction paper and staple them together. Put a title on the cover (e.g., “Golden Rule Ideas”). On each page, have students draw a picture of one nice thing they can do for their friends and family every day (e.g., share a toy, pick up toys etc.). Write a phrase or sentence to describe the kind act for each drawing. Students will then have a book that they can share.
 - b. Give each student a set of paintable beads. Have them paint each bead a different colour. Blue could be for helping, red for sharing, green for friendship, etc. String the beads onto a piece of elastic. Plain beads can be used to finish the bracelet. Each time the student looks at his/her bracelet, he/she is reminded to follow the golden rule. The bracelet could also be used to aid discussion in times of disharmony. (Coloured beads could also be used.)
 - c. Have a classroom treasure chest or have each child make their own. Give each student several 10 cm yellow circles (coins). Write words on the coins (e.g., respect, love, kindness, etc.) that represent ways they can live by the golden rule. Put the coins into the treasure chest. When there are periods of disharmony in the classroom, have the students choose a coin from their treasure chests that will help them to restore peace. See template for making a treasure chest on the next 2 pages.





- Cut out pieces. For a stronger box attach pieces to cereal box card and cut out.
- Decorate with gold paper, gold pen/crayon or glitter.
- Fold along lines to make a chest shape
- Base - put a little glue on tabs (or use double-sided tape) and attach to sides to form box. Hint - use pegs to hold sides together as it dries.
- Lid - cut along 'teeth' lines in tab. Fix both ends of chest lid to this rounded shape with glue or double-sided tape.
- Attach lid to base by attaching tab of lid to inside of base (hinged side). Hinges should attach to back of chest lid.

Lesson 2: Restoring Peace When Disharmony Occurs

Description: In this lesson, students discover that many of their actions can bring about disharmony in their lives. They will learn to recognize what these actions are and what they can do to restore harmony.

Provincial Curriculum Outcomes and Indicators Addressed:

PA 1.2 Analyze the causes of disharmony and ways of returning to harmony.

- c. Gather examples of causes of disharmony in the classroom, the playground, and the family.
- d. Discuss examples of solutions to disharmony in the family, classroom, and the playground.
- e. Describe reasons for recognizing those people and events designed to work for harmony (i.e., veterans and soldiers on Remembrance Day, conflict managers in the community and school).

Instructional Procedure:

1. All students will experience disharmony at some point in their lives. Discuss some of the things that may cause disharmony (e.g., not taking turns, not sharing, calling names, taking things from others, hitting each other, saying bad things about each other, not listening to their parents, etc.). You can give these negative actions a name (e.g., rascals).
2. Discuss solutions that can restore harmony. Remind students of the golden rule. A good question to ask could be: “What would Jesus do?”. Stress that forgiving others is an important part in bringing back harmony (Matthew 18:21-22).

3. Talk about the people who can help us (e.g., parents, extended family, teachers, priests, nuns, etc.). Why are these people important? They are important because they teach us about Jesus’s teachings and show us how to use these teachings to bring harmony into our lives.

4. Brainstorm ways that they can restore harmony. Role play ways that can restore harmony, stressing kind, loving, respectful behaviour.

APPENDIX 3

Table of Correlations

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/ Church documents and encyclicals	Christian Ethics resources
Lesson 1: The Golden Rule	PA 1.1 a, b, c		John 8:4-11 Matthew 7:12	WBTG Unit 7 Jesus Invites His Friends to a Meal Theme 20 – Jesus Invites us to Love Others as He Loves Us
Lesson 2: Restoring Peace when Disharmony Occurs	PA 1.2 c, d, e	1718	Matthew 8:21-22 Letter Deus Caritas Est – Encyclical of Pope Benedict XVI	FA Theme 2 – Living in Relationship Topic 4 – Each Child has a Place WBTG Unit 8 We Belong to God’s Family Theme 22 – God Wants a World of Friends Unit 8 We Belong to God’s Family Theme 23 – Jesus Invites us to Forgive

K-12 Goal: To examine various world views about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)

Catholic Faith Focus for Learning:

In these lessons, students will learn about their wants and needs and the difference between them. They will discover ways of meeting all their needs, including their spiritual needs.

Students will learn about paid and unpaid work and the importance of both. They will learn that, at their young age, there are still many ways of helping out at home and in their church community.

Children have likely experienced a parent's displeasure when they have missed doing a chore. They will learn that their parents forgive them and still love them (just as Jesus forgives and loves us when we sin).

Catholic Faith Big Ideas (answers to the essential questions):

The Vocation and Mission of the Lay Faithful in the Church and in the World

“The Council, then, makes an earnest plea in the Lord's name that all lay people give a glad, generous and prompt response to the impulse of the Holy Spirit and to the voice of Christ, who is giving them an especially urgent invitation at this moment. Young people should feel that this call is directed to them in particular, and they should respond eagerly and magnanimously... (Encyclical by Pope John Paul II).

181 “Believing” is an ecclesial act. The Church's faith precedes, engenders, supports and nourishes our faith. The Church is the mother of all believers. “No one can have God as Father who does not have the Church as Mother”. (St. Cyprian) (Catechism of the Catholic Church)

Catholic Faith Essential Skills:

- Students will understand that all human beings have needs and wants and they will learn the difference between the two.
- Students will understand how important God is in helping them to meet their needs and wants.
- Students will understand that we have various ways of meeting our spiritual needs.
- Students will appreciate all the work that is carried out in their church community.
- Students will discover ways in which they can help out (volunteer) in their church community.

Catholic Faith Essential Questions:

- a. What are wants and needs? What is the difference between them?
- b. How do we meet our needs, especially our spiritual needs?
- c. What unpaid work needs to be done in our church community and what can we do to help?

Lesson 1: Meeting our Needs

Description: In this lesson, students will learn about wants and needs. They will find ways of meeting all of their needs – intellectual, physical, emotional and spiritual. They will discover that one action may “feed” more than one need.

Provincial Curriculum Outcomes and Indicators Addressed:

RW 1.1 Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.

- c. Share oral stories or traditional narratives on the theme of meeting various types of needs and wants (i.e., physical, spiritual, social/emotional, intellectual).
- d. Represent various ways in which families meet their physical, spiritual, emotional, and intellectual needs and wants.

- f. Identify ways in which respecting others' needs and wants helps classrooms and homes function effectively.

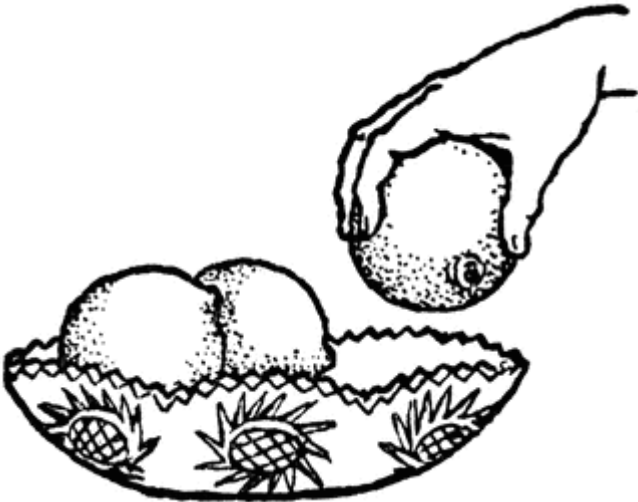
Teacher Note:

Before class, put up four charts - one chart for each part of a person. You can use the words intellectual, physical, emotional and spiritual to identify each chart. Or, you can have a symbol that represents each word (e.g., intellectual - brain, physical - body, emotional - heart, spiritual - Jesus). These charts will be used for the gallery walk that the students will take part in during the lesson.

Instructional Procedure:

1. Discuss the difference between needs and wants. Brainstorm ways in which we meet our needs. How do we “feed” our intellectual, physical, emotional, spiritual needs?
2. Have students draw symbols of ways in which they meet their needs or you can give them the sample symbols from the idea sheets following these instructions. Divide the students into three or four groups. Have the students do a gallery walk. Have them place each symbol on the chart that shows which need is being “fed”.
3. Bring the groups back together. Discuss. Why did you put the symbol there? Could one symbol be placed on more than one chart?
4. Relate this to how the Trinity – Father, Son and Holy Spirit – “feeds” our spiritual needs. Discuss how this helps us to function together peacefully.

Symbols for Meeting Physical Needs



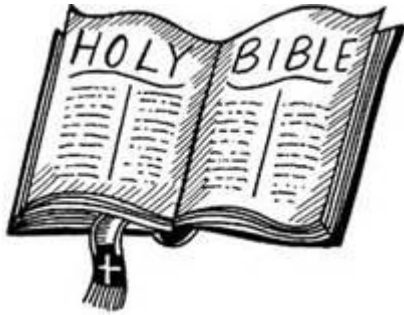
Symbols for Meeting Intellectual Needs



Symbols for Meeting Emotional Needs



Symbols for Meeting Spiritual Needs



Church



Lesson 2: Helping Our Church Community

Description: In this lesson, students will learn about paid and unpaid work in their church community. They will discover ways in which they can be helpful in their homes and in their church community.

Provincial Outcomes and Indicators Addressed:

RW 1.2 Discuss ways in which work may be managed and distributed in families, schools, and groups.

- a. List a variety of paid and unpaid work, and identify those people who undertake this work (e.g., parent gets paid to work outside the home but not for coaching the soccer team; parent who volunteers to make hotdogs for the hotdog sale is not paid, person who runs the hotdog stand at the park is paid).
- b. Identify various domestic tasks that might contribute to operating and maintaining a home, and identify individuals who take primary responsibility for those tasks in students' families.
- c. Suggest ways in which tasks may be shared in families.

Instructional Procedure:

1. Make a list of tasks – both paid and unpaid – that are necessary to maintain a family's home. Which ones can they share?
2. What chores do you think Jesus had as a child? Brainstorm possible answers.
3. Make a list of tasks necessary to maintain the Church. Decide which ones are paid and which are unpaid (e.g., parish council – unpaid; priest – paid; secretary – paid; choir members – unpaid; youth group leader – may be paid or unpaid; readers, ushers, communion ministers etc. – unpaid; caretaker – paid; decorating committee members – unpaid etc.). Then decide which tasks they could help out with.
4. Divide a piece of paper in half. On one half write the title "Home" and on the other half write "Church". Draw a picture of one thing they will try to do to

share tasks at home and at church.

5. Discuss what happens if they miss their chores?

6. Read the story of the prodigal son to them (Luke 15:11-24). Discuss the father’s reaction (forgiving) to how their parents react when they forget or don’t do their chores. If we miss doing our chores, we are still loved. Jesus forgives and so do parents.

APPENDIX 4

Table of Correlations

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Catholic Church	Gospel/biblical references/ Church documents and encyclicals	Christian Ethics resources
Lesson 1: Meeting our Needs	RW 1.1 c, d, f		The Vocation and Mission of the Lay Faithful in the Church and in the World – encyclical of Pope John Paul II	FA Theme 5 – Living in the World Topic 3 – All Kinds of Work
Lesson 2: Helping our Church Community	RW 1.2 a, b, c	181	Luke 15:11-24	FA Theme 4 – Growing in Commitment Topic 1 – We Depend on Our Families