



Saskatchewan Catholic Schools Curriculum Permeation

# REVEALING CHRIST IN ALL WE TEACH

## SOCIAL STUDIES 2

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 2 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 2 level, students will explore the meaning of community. They will focus on themselves as members of various communities and explore the diversity found in each community. They will discover how decision making occurs in different communities and will explore their rights and responsibilities as a member. Students will learn how the natural environment influences individual communities.

**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:**

These Faith Permeations lessons will enable students to explore the characteristics of their Catholic school community and of their parish. They will discover many similarities and differences. Students will come to understand that the school and church depend on each other.

Students will also explore the places of worship from different religions. They will discover that they are all devoted to God and have members who minister to others. Students will come to understand that they, too, can minister to others.

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

**Address by Pope John Paul II** “It is the school’s task to cultivate in students the intellectual, creative and aesthetic faculties, of the individual; to develop in students the ability to make correct use of their judgment, will and affectivity; to promote in them a sense of values; to encourage just attitudes and prudent behaviour; to introduce them to the cultural patrimony handed down from previous generations; to prepare them for their working lives, and to encourage the friendly interchange among students of diverse cultures and background that will lead to mutual understanding and love. ( Sept. 12, 1987 - New Orleans, U.S.A.)

**Gravissimum Educationis #9** This Sacred Council of the Church earnestly entreats pastors and all the faithful to spare no sacrifice in helping Catholic schools fulfill their function in a continually more perfect way, and especially in caring for the needs of those who are poor in the goods of this world or who are deprived of the assistance and affection of a family or who are strangers to the gift of Faith. (Second Vatican Council).

**2447** The “works of mercy” are charitable actions by which we come to the aid of our neighbour in his spiritual and bodily necessities. Instructing, advising, consoling, comforting are spiritual works of mercy, as are forgiving and bearing wrongs patiently. The corporal works of mercy consist especially in feeding the hungry, sheltering the homeless, clothing the naked, visiting the sick and imprisoned and burying the dead. Among all of these, giving alms to the poor is one of the chief witnesses to fraternal charity: it is also a work of justice pleasing to God. (Catechism of the Catholic Church)

**Address by Pope John Paul II** Both Muslims and Christians prize their places of prayer as oases where they meet the All Merciful God on the journey to eternal life, and where they meet their brothers and sisters in the bond of religion. When, on the occasion of weddings and funerals or other celebrations, Christians and Muslims remain in silent respect at the other’s prayer, they bear witness to what unites them, without disguising or denying the things that separate. (May 6, 2001)

**Ecclesia in Medio Oriente** In the context of the Christian faith, “ communion is the very life of God which is communicated in the Holy Spirit, through Jesus Christ”. It is a gift of God which brings our freedom into play and calls for our response. It is precisely because it is divine in origin that communion has a universal extension. While it clearly engages Christians by virtues of their shared apostolic faith, it remains no less open to our Jewish and Muslim brothers and sisters, and to all those ordered in various ways to the People of God. The Catholic Church in the Middle East is aware that she will not be able fully to manifest this communion at the ecumenical and interreligious level unless she has first revived it in herself, within each of her Churches and among all her members: Patriarchs, Bishops, priests, religious, consecrated persons and lay persons. Growth by individuals in the life of faith and spiritual renewal within the Catholic Church will lead to the fullness of the life of grace and theosis (divinization). In this way, the Church’s witness will become all the more convincing. (Pope Benedict XVI )

### **Catholic Faith Essential Skills:**

- Students will be able to compare/contrast their school community and their parish community.
- Students will understand that there is diversity in churches according to faith traditions.

- Students will appreciate the need to respect other churches and other religions.
- Students will learn that all churches have members who are devoted to God and who minister to the needs of others.
- Students will understand that they are called by God to minister to others.

### **Catholic Faith Essential Questions:**

- a. How are school communities and parish communities interdependent?
- b. How are churches of other religions similar to the Roman Catholic Church? How are they different? Why do we show respect for them?
- c. Why do parish members minister to others?
- d. What can young parish members do to minister to others less fortunate than themselves?

### **Lesson 1: School and Church are Interdependent**

**Description:** In this lesson, students will explore the similarities and differences between their school community and church community. They will discover that these two communities depend on each other.

Students will learn how, as members of each community, they contribute to each one's well-being.

### **Provincial Curriculum Outcomes and Indicators Addressed:**

IN 2.1 Determine characteristics of a community.

- a. Identify and record characteristics common to the school community (e.g., who leads the school community? Who keeps the school community clean and physically pleasant? What kinds of special events happen in the school community?).
- c. Compare characteristics of other communities to which students belong with those of the school community, identifying the similarities in meeting needs and achieving common purpose.
- d. Identify needs met by the local community that cannot be met independently or individually, and describe the concept of interdependence.
- e. Create an inventory of ways in which individuals and groups contribute to the well-being of the school and local community.

## **Materials Needed:**

- Large poster paper
- Colouring materials (markers, pencil crayons, crayons, paints, pastels)

## **Instructional Procedure:**

1. Brainstorm the characteristics of a Catholic school community (e.g. led by a principal and school community council, caretaker keeps the school clean, has teachers, special events occur, etc.). List them on the board. Discuss their membership in the school community and what contributions they make.
2. Brainstorm the characteristics of a Catholic Church community (e.g., led by priest and parish council, caretaker keeps the church clean, has special events, has teachers for things like children's liturgy, youth groups and vacation bible schools, etc.). List them on the board. Discuss their membership in the parish community and what contributions they make.
3. Discuss how the school and church communities are the same and how they are different. You can show this by using lists or by using a Venn diagram.
4. Have representatives from various Church groups (e.g. youth group, Parish Council, CWL, K of C, etc.) come to speak to the students about their role in the Church and how they make decisions. Have them discuss ways in which the school community can help them in their work for the church.
5. Discuss ways in which the church helps out the school (e.g., priest comes to school for celebrations, school masses, Bible study classes, etc.).
6. Divide the students into groups of three or four. Give each group a large piece of poster paper. Title the poster "We Depend on Each Other" (or a title of your choice). Have each group make a poster of how the school and the church depend on each other.

## **Lesson 2: We are Called to Minister to Others**

**Description:** In this lesson, students will discover that places of worship are very diverse, but similar in their love for God.

They will focus on ways in which their priest and parish contribute to the local community and will explore ways in which they can "minister" to others.

## **Provincial Curriculum Outcomes and Indicators Addressed:**

IN 2.2 Create a representation of the diversity of cultural groups in the local community.

- a. Describe diverse characteristics within the school and local communities, and describe similarities within and between diverse groups.
- c. Identify the significance of a variety of cultural traditions, festivals and celebrations in the school and local communities.
- d. Describe ways in which diverse individuals and groups contribute to the well-being of the local community (e.g., storekeepers, medical practitioners, law enforcement personnel, school support workers, spiritual or faith leaders, artisans, trades people, bus drivers, community maintenance workers).

### **Materials Needed:**

- Religion journal

### **Instructional Procedure:**

1. If possible, have students visit a temple, synagogue, mosque, and Ukrainian Catholic Church. Before going into another place of worship, talk to the students about respect. Have them describe how each place of worship is similar to a Roman Catholic Church and how it is different. Make a list of the comparisons. Stress that even though the places of worship are diverse, they are all the same in their love for their God. If you are unable to visit various places of worship, you can compare them by reading books on the topic to the students (e.g., Sacred Places by Philemon Sturges).
2. Brainstorm ways in which the priest and church contribute to the well-being of the local community (e.g., visit the sick, raise money for charity through fall suppers and the Bishop's Appeal, Food Bank drives for the hungry, etc.). Jesus gave us His son to cleanse us of our sins and He asks us to give what we are able. Discuss how we are called to minister to others less fortunate through our words and our actions. Read the Bible verse from Acts 20:35 to them. Give them some examples of people who have dedicated their lives to helping others (e.g., Mother Theresa, Mary Jo Leddy, Jean Vanier etc.). Check the website [catholicregister.org](http://catholicregister.org) for information on these people.

3. Have the students journal about one way they can minister to others. The journal entry may be in words or in pictures.

## APPENDIX 1 Table of Correlations

**Teacher Note:**

Fully Alive will be referenced as FA.

We Belong to the Lord Jesus will be referenced as WBLJ.

Faith Permeation Lesson Documents	Outcomes and Indicators	Catechism of the Church	Gospel/biblical references/Church documents and encyclicals	Christian Ethics Resources
<b>Lesson 1:</b> School and Church are Interdependent	IN 2.1 a, c, d		Acts 20:35 Gravissimum Educationis #9 - Second Vatican Council Address by Pope John Paul II - Sept. 12, 1987	WBLJ Unit 2 - Let's Come Together Theme 6 - We Belong
<b>Lesson 2:</b> We are Called to Minister to Others	IN 2.2 a, c, d, e	2447	Address by Pope John Paul II - Sept. 12, 1987 Address by Pope John Paul II - May 6, 2001	FA Theme 1 - Created and Loved by God Topic 4 - Sharing Our Gifts WBLJ Unit 9 - Let's Eat and Drink Theme 27 - Jesus is Our Food and Drink Unit 10 - Let's Go Forth Theme 28 - With God's Blessing We Go Forth



**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:**

These Faith Permeation lessons will enable students to explore the changes in churches over the years. They will learn about the history of their own parish.

Students will explore ways of experiencing God/Jesus in the natural environment (e.g., grottoes, outdoor prayer, etc.). They will look at various images of Jesus and discover that in all of them He looks like we do - human.

Students will discover that people have used the natural environment to create objects of beauty. They will learn that these creations can often be found in the stained glass windows or murals of Catholic Churches.

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

**1180** When the exercise of religious liberty is not thwarted, Christians construct buildings for divine worship. These visible churches are not simply gathering places but signify and make visible the Church living in this place, the dwelling of God with men reconciled and united in Christ. (Catechism of the Catholic Church)

**1179** The worship “in Spirit and in truth” of the New Covenant is not tied exclusively to any one place. The whole earth is sacred and entrusted to the children of men. What matters above all is that, when the faithful assemble in the same place, they are the *living stones*, gathered to be *built into a spiritual house*. For the body of the risen Christ is the spiritual temple from which the source of living water springs forth incorporated into Christ by the Holy Spirit, “we are the temple of the living God”. (Catechism of the Catholic Church)

**Psalm 19:1-2**

To the leader. A Psalm of David.

The heavens are telling the glory of God;

And the firmament proclaims his handiwork (NRSV)

**Address by Pope Benedict XVI** “Some artistic expressions are real highways to God, the supreme Beauty; indeed they help us to grow in our relationship with him, in prayer. These are works that were born from faith and express faith”. (August 31, 2011)

**1157** God speaks to man through the visible creation. The material cosmos is so presented to man’s intelligence that he can read there traces of its Creator. Light and darkness, wind and fire, water and earth, the tree and its fruit speak of God and symbolize both his greatness and his nearness. (Catechism of the Catholic Church)

### **Catholic Faith Essential Skills:**

- Students will discover how churches have changed over the years and why they have changed.
- Students will explore the history of their local parish.
- Students will understand that art, created using the natural environment as inspiration, is one way we use to help us in the development of our relationship with God.
- Students will learn that there are many different images of Jesus, but in all of them he appeared human.

### **Catholic Faith Essential Questions:**

- a. How have churches changed over the years? How are they the same?
- b. How has the local parish grown and changed over the years?
- c. How is art, using the natural environment, used for the glory of God?
- d. What did Jesus look like when he lived here on Earth?

### **Lesson 1: Churches Past and Present**

**Description:** In this lesson, students will learn about the changes in Roman Catholic Churches over the years and will understand why these changes occurred. They will study their own parish and discover the changes that have occurred in its development from when it was first built until the present.

## **Provincial Outcomes and Indicators Addressed:**

DR 2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.

- a. Research and represent the history of the local school and the local community (e.g., events, people).
- b. Describe events of the past in the local community that affect life today. (e.g., Why was the current location chosen for the school? Other buildings? Why are streets or buildings named as they are?).
- c. Represent ways in which life in the local community has changed over time (e.g., change of place names, demographics, services, industries, businesses, transportation networks).

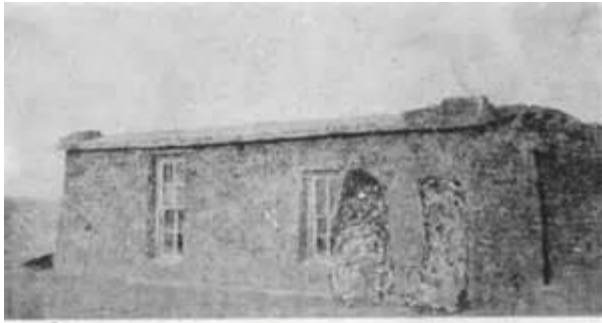
## **Teacher Note:**

Contact the parish office to see if a written or pictorial history of the parish exists. (Communities in the Archdiocese of Regina can find information about their parish in the book Faith Alive! Celebrating our Past: Hope for our Future which was put out by the Archdiocese). Obtain the names of people who are knowledgeable about the parish and its history.

## **Instructional Procedure:**

1. Discuss the changes in the church over the years – from the time when masses were held in someone's home to small rural churches, to larger urban churches to cathedrals. Discuss why these changes occurred (e.g., freedom of religion, urban growth, demographic changes, more money etc.). How has technology changed the church buildings? (It allows for more elaborate designs and buildings). Discuss Matthew 18:20 - "For where two or three are gathered in my name, I am there among them"). It doesn't matter what the church looks like, it is the gathering of the faithful in God's house that is important.
2. Have the students place the pictures of the churches in the order they think they were built. Include a picture of the local parish church. Answers may vary.

## Pictures of Churches for the Time Line



THE 300 CHURCH - BUILT BY CYRIL ARCHER IN 1840







3. Plan a visit to the parish church. Before going, create a KWL chart (K - what do I know about the church already, W- what do I want to learn about the church, L- what did I learn about the church). Complete the chart after the visit.
4. Discuss how the parish church differs from the small, early churches and from present day cathedrals.

## **Lesson 2: Art and the Image of Jesus**

**Description:** In this lesson, students will discover various ways of experiencing God in the natural environment. They will illustrate how they experience God/Jesus in their favourite outdoor spot. They will be able to express why this spot is special to them and why they would take Jesus there.

### **Provincial Curriculum Outcomes and Indicators Addressed:**

DR 2.2 Analyze the influence of the natural environment on the local community.

- c. Inventory ways in which the natural environment influences lifestyles of local community.
- d. Identify ways that technology has been and is used to enable people to adapt to the natural environment (e.g., building technology, clothing, industrial equipment, personal care).
- e. Illustrate ways in which the natural landscape shapes daily life in the local community.

### **Materials:**

- We Belong to the Lord Jesus teacher guide – page 101

### **Teacher Note;**

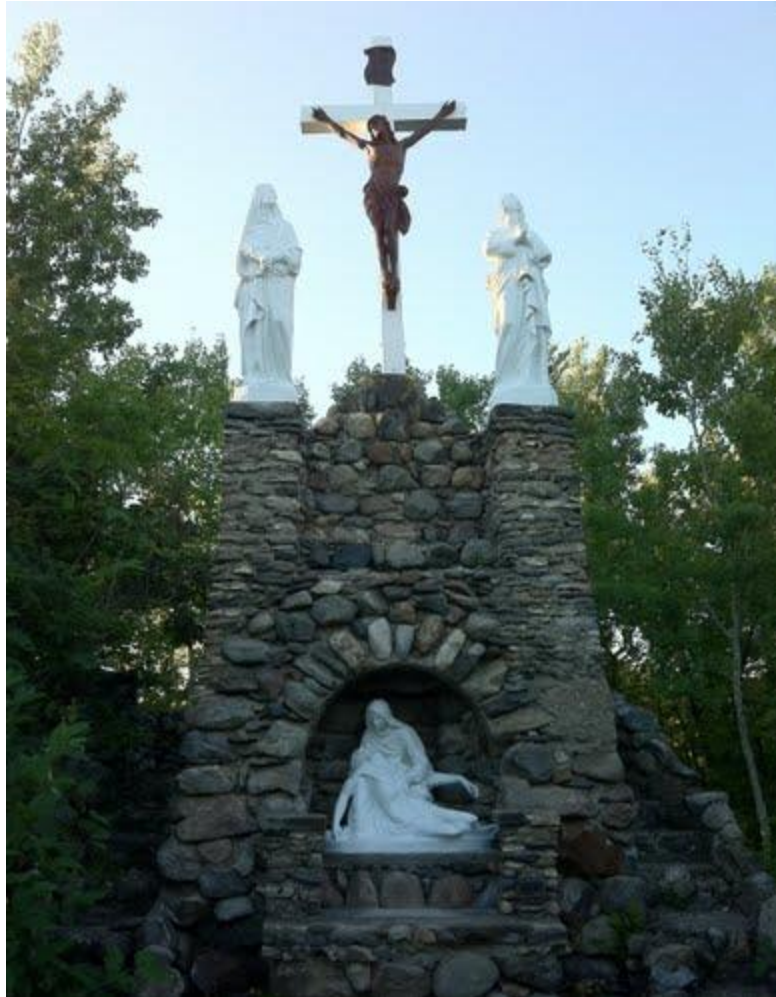
An interesting story about Jesus' appearance is found in the book Heaven is For Real by Todd Burpo. ([www.heavenisforreal.net](http://www.heavenisforreal.net))

## **Instructional Procedure:**

1. Discuss some of the ways in which people use the natural environment to experience God (e.g., grottoes, outdoor statues, the monastery in Muenster, outdoor statues, etc.). Examples of some of these places are included at the end of the lesson. Have students brainstorm why we like to experience God in this way.
2. Look at various pictures of Jesus. What do they notice about each depiction? (Draw out that he looks like us - He looks human). Various images of Jesus are included at the end of this lesson. You could also use the image found in Heaven is for Real.
3. Do a guided meditation with the students. (Page 101 of the teacher's guide for We Belong to the Lord Jesus has a meditation that you can use).
4. Have the children draw a picture of themselves with Jesus in their favourite outdoor spots. Write a phrase/sentence telling why they chose this spot.

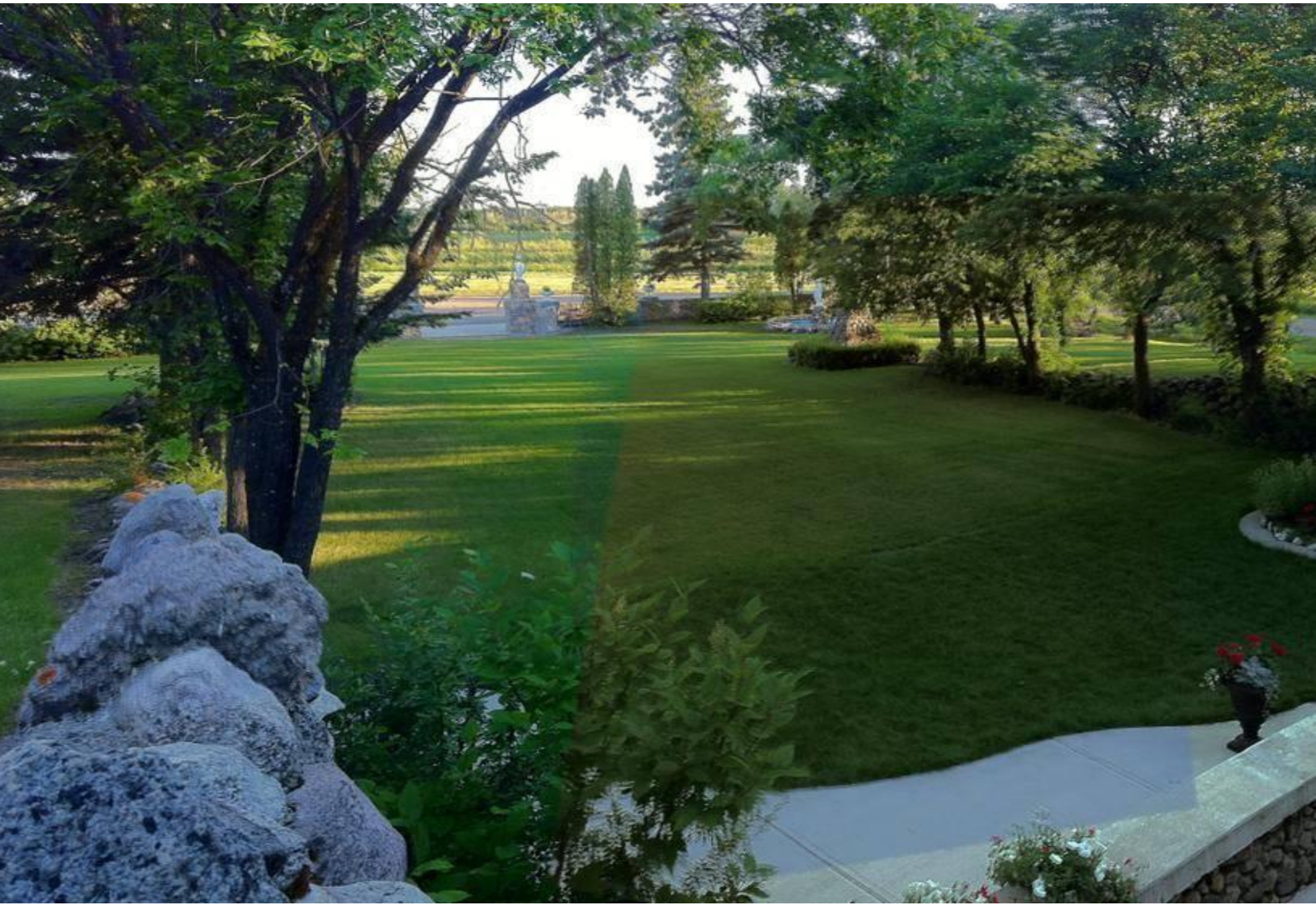


**IMAGES OF**



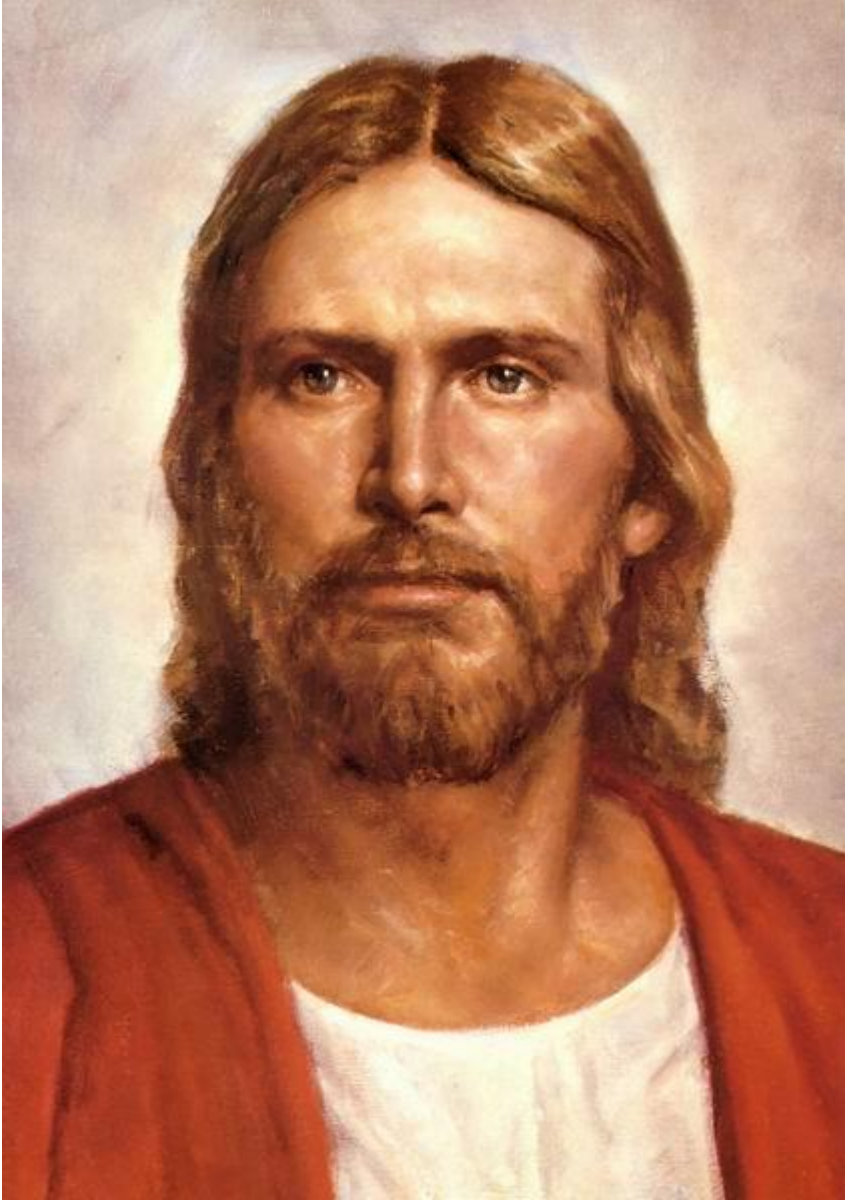
**NATURAL**

**ENVIRONMENT TRIBUTES TO GOD**

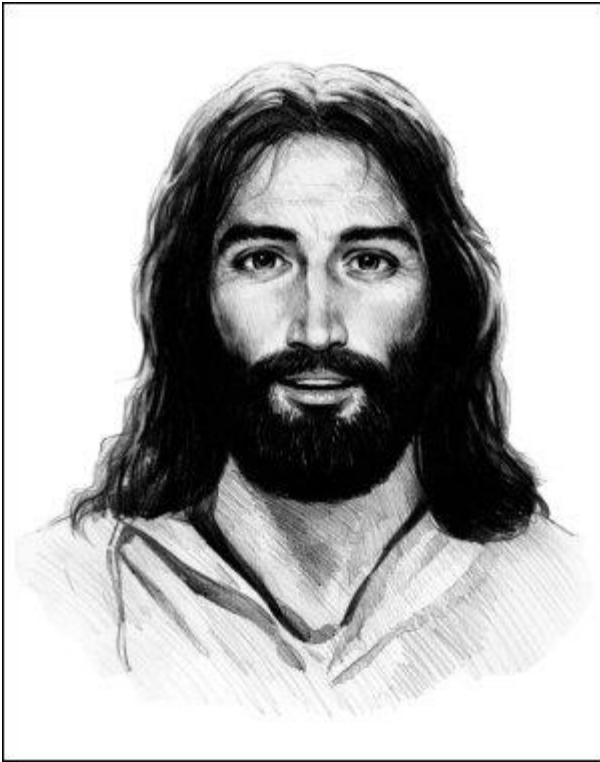




## IMAGES OF JESUS







### **Lesson 3: Using Art and the Natural Environment to Glorify God**

**Description:** In this lesson, students will explore how we use representations of the natural environment to glorify God. They will discover ways in which representations of the natural environment have been used in their local community. They will be able to design their own representation using the environment in and around their local community.

#### **Teacher Note:**

An excellent resource to show examples of artists using the natural environment is the book printed about the Cathedral of the Holy Family in Saskatoon. It is titled Transfiguring Prairie Skies: Stained Glass at Cathedral of the Holy Family and is by Bishop Donald Bolen and Sarah Hall, R.C.A.

#### **Instructional Procedure:**

1. People use the natural environment to glorify God (e.g., stained glass windows, murals, etc.). Have students look at examples of the stained glass created by Sarah Hall. She designed the stained glass windows for the Cathedral of the Holy Family in Saskatoon. Her website is <http://www.sarahhallstudio.com>. (Click on **See Sarah's newest work**. Then click on **Lux Gloria Sanctuary**). Another example of art using the natural environment is the Kurelek mural at St. Thomas More College in Saskatoon. It is an artistic representation of the land around that area. (Kurelek is the author of A Prairie Boy's Summer and A Prairie Boy's Winter).
2. Have students try to find examples of where artists have used the natural environment in their creations in their local community.
3. Have students create a mural or a stained glass window using the natural environment in and around their local community. Their depiction should reflect the wonder of God as nature is part of His creation. A template for a stained glass window is included at the end of the lesson.

**TEMPLATE OF A STAINED GLASS WINDOW**





## APPENDIX 2

### 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
<b>Lesson 1:</b> Churches Past and Present	DR 2.1 b, c, d	1179 1180		FA Unit 5 Living in the World Topic 1 - The World is a Good Place to Be WBLJ Unit 2 Let's Come Together Topic 5 - We Gather Unit 2 Let's Come Together Topic 6 - We Belong
<b>Lesson 2:</b> Art and the Image of Jesus	DR 2.2 c, d, e	1147	Address by Pope Benedict XVI – Aug. 31, 2011	FA Unit 1 Created and Loved by God Theme 1 - Each One is Special WBLJ Unit 3 Let's Treasure God's Word Topic 1 - We Recall Jesus' Invitation to "Come and See"
<b>Lesson 3:</b> Using Art and the Natural Environment to Glorify God	DR 2.3 d	1147	Psalm 19:1-2 Address by Pope Benedict XVI - Aug. 31, 2011	FA Unit 5 Living in the World Theme 3 - We Work with God's Gifts WBLJ Unit 2 Let's Come Together Topic 5 - We Gather Unit 6 Let's Take Topic 16 - We Savour the Gifts from the Earth

## **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:**

These Faith Permeation lessons will enable students to learn about the organization of their church - who makes decisions and how they make them.

Students will learn about the various organizations and committees within the church.

They will understand their roles and how they make decisions.

Students will explore ways of making decisions themselves with the understanding that God is always there to guide them. Teachers are also there to help students set up guidelines so that decisions can be made peacefully and for the benefit of all students.

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

**752** In Christian usage, the word “church” designates the liturgical assembly, but also the local community or the whole universal community of believers. These three meanings are inseparable. “The Church” is the People that God gathers in the whole world. She exists in local communities and is made real as a liturgical, above all a Eucharistic, assembly. She draws her life from the word and the Body of Christ and so herself becomes Christ’s Body.

**779** The Church is both visible and spiritual, a hierarchical society and the Mystical Body of Christ. She is one, yet formed of two components, human and divine. That is her mystery, which only faith can accept.

**1143** For the purpose of assisting the common priesthood of the faithful, other particular ministries also exist, not consecrated by the sacrament of Holy Orders, their functions are determined by the bishops, in accord with liturgical traditions and pastoral needs. “Servers, readers, commentators, and members of the choir also exercise a genuine liturgical function.”

### **Post Synodal Apostolic Exhortation – Christifideles Laici – of His Holiness John**

**Paul II #27** It is now necessary to look more closely at the communion and participation of the lay faithful in parish life. In this regard lay men and women are called to give greater attention to a particularly meaningful, stirring and incisive passage from the Council: “Their activity with Church communities is so necessary that without it the apostolate of the Pastors is generally unable to achieve its full effectiveness” (100). (Section – The Apostolic Commitment in the Parish)

**Post Synodal Apostolic Exhortation – Christifideles Laici – of His Holiness John Paul II #27** The Council’s mention of examining and solving pastoral problems “by general discussion” ought to find its adequate and structured development through a more convinced, extensive and decided appreciation for “Parish Pastoral Councils”, on which the Synod Fathers have rightly insisted (102). (Section – The Apostolic Commitment in the Parish)

### **Catholic Faith Essential Skills:**

- Students will understand the organization of their local Church and who makes decisions for all parish members.
- Students will learn about the many groups, organizations and committees that are part of the Church.
- Students will understand the decision-making process used by these groups.
- Students will explore ways of making decisions that are peaceful and show respect for all members. They will learn how to co-operate within a group.
- Students will be able to approach conflict resolution from a Catholic perspective.

### **Catholic Faith Essential Questions:**

- a. Who makes decisions in the local parish?
- b. What groups, organizations and committees are part of the Church and how are decisions made within these groups?
- c. What methods of making decisions are used by the Parish Pastoral Council?
- d. How does a Grade 2 student make a decision based on what Jesus would do?

### **Lesson 1: Decision-Making in the Church and its Faith Organizations**

**Description:** In this lesson, students will understand how decisions are made in a parish community. They will learn about various faith groups, organizations and committees within the Church community and how the decisions of these groups promote the goodness of God.

### **Provincial Curriculum Outcomes and Indicators Addressed:**

PA 2.1 Analyze how decisions are made within the local community.

- c. Identify decision makers in the local community in government, economic, community, faith, and cultural organizations, and the roles of each.

**Teacher Note:**

Arrange for the parish priest and/or members of the Parish Pastoral Council to come and speak to the students. You could also ask members of other organizations or committees in the Church to visit.

**Instructional Procedure:**

1. Each group/community has its own way of making decisions. Discuss who the decision-makers in the Church are (priest and Parish Pastoral Council with the guidance of Rome). Note - students will probably need an explanation of what a Parish Pastoral Council is and what its role is within the Church.
2. Discuss the various faith groups, organizations and committees found within the Church (e.g., CWL, K of C, Social Justice Committee, etc.). Discuss their roles within the church community. Find out how these groups make decisions.
3. Arrange to have the priest and/or a Parish Pastoral Council member come in to talk about their roles and to answer student questions.
4. Have the students journal about what they learned. They can journal in words, pictures, or both.

**Lesson 2: A Catholic Perspective on Conflict Resolution**

**Description:** In this lesson, students will explore ways of approaching conflict resolution from a Catholic perspective. They will learn about causes of disharmony and how they can restore peace. They will understand that God is always there to guide them.

Students will learn that the Church has processes for resolving conflicting interests in peaceful ways. These processes include respect for all members of the group and co-operation within the group.

**Provincial Curriculum Outcomes and Indicators Addressed:**

PA 2.2 Assess and practise various approaches to resolving conflicting interests within the community.

- a. Recognize that the existence of conflicting interests does not necessarily result in conflict, and that harmonious communities resolve conflicting interests in peaceful ways.

- b. Review processes for resolving conflicting interests in the classroom and school.
- c. Identify possible sources of conflict in groups to which students belong, and in the community.
- d. Apply successful approaches to resolving conflicting interests in the classroom and school communities.

### **Instructional Procedure:**

1. Students understand that disharmony sometimes occurs in their lives – often when they disagree about something. Make a list of some of the things that cause this disharmony (e.g., calling names, hitting each other, not taking turns, not listening to each other, telling stories about each other, etc.). Then ask them how they can restore harmony (e.g., listening to each other, talking about it calmly, respecting others' views, apologizing, etc.). Read Matthew 18:21-22 to the students and discuss. Stress the importance of forgiveness.  
Also discuss the importance of having made guidelines together that help them to make decisions in peaceful ways.
2. The Church, too, has processes in place to keep the parish running smoothly. They have elected members of the parish to the Parish Pastoral Council. These people, along with the priest and with the guidance from Rome, make decisions for the good of the whole parish. Members of the Parish Pastoral Council ask for God's guidance to help them decide what is best for the Church and all its members. Respect for these guidelines and for each other is what helps them to make peaceful decisions. Members must co-operate with each other for the good of the parish.  
Have students discuss ways in which they think they make decisions (e.g., having a vote where majority rules, unanimous votes, etc.). Introduce the students to the idea of consensus. **Consensus is an opinion or position reached by a group as a whole. The group comes to a general or widespread agreement.**  
Show the students a video on YouTube titled "Superheroes do Consensus". **NOTE:** omit the last 30 seconds or so.
3. Give the students some examples of what positive decision-making looks like and sounds like. Stress the question, "What would Jesus do?" as one of the guidelines they should use. Divide the students into groups of three or four. Give each group one example of a decision they may have to make (e.g., what game to play at recess, what role to take in a group activity, what rules to use in a game, who to choose for team members etc.). Have them role play how they would make these decisions. Share the role playing with the class.

### 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
<b>Lesson 1:</b> Decision-Making in the Church and its Faith Organizations	PA 2.1 c	752 779 1143	Christifideles Laici - Paragraph 100	FA Theme 4 Growing in Commitment Topic 3 - Making Decisions WBLJ Unit 5 Let's Treasure God's Gift Theme 15 - With Jesus we Pray Together
<b>Lesson 2:</b> Catholic Perspective on Conflict Resolution	PA 2.2 a, b, c, h	1143	Matthew 18:21-22 Christifedeles Laici - Paragraph 102	FA Theme 2 Living in Relationship Topic 2 - Signs of Love in the Family Topic 4 - We Fight and Forgive Topic 6 - Co-operation Among Friends WBLJ Unit 1 Let's Be Friends Theme 2 - What a Joy to Have Friends

**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:**

These Faith Permeation lessons will enable students to explore the many ways in which the Church looks out for those less fortunate members of society.

They will understand that God created the environment for us to use to fulfill our needs, and that, too often, we have not been good stewards. Students will explore ways in which we can protect the environment for future generations.

Students will become actively involved in a service project within their local community. They will come up with the idea for the project, create what is needed to do the project and carry it out.

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

**2444** “The Church’s love for the poor...is as part of her constant tradition.” This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to “be able to give to those in need”. It extends not only to material poverty but also to the many forms of cultural and religious poverty. (Catechism of the Catholic Church)

**2447** The works of mercy are charitable actions by which we come to the aid of our neighbour in his spiritual and bodily necessities. Instructing, advising, consoling, comforting are spiritual works of mercy, as are forgiving and bearing wrongs patiently. The corporal works of mercy consist especially in feeding the hungry, sheltering the homeless, clothing the naked, visiting the sick and imprisoned and burying the dead. Among all of these, giving alms to the poor is one of the chief witnesses to fraternal charity: it is also a work of justice pleasing to God. (Catechism of the Catholic Church)

**2402** In the beginning God entrusted the earth and its resources to the common stewardship of mankind to take care of them, master them by labour, and enjoy their fruits. The goods of creation are destined for the whole human race. However, the earth is divided up among men to assure the security of their lives, endangered by poverty and threatened by violence. The appropriation of property is legitimate for guaranteeing the freedom and dignity of persons and for helping each of them to meet his basic needs and the needs of those in his charge. It should allow for a natural solidarity to develop between men. (Catechism of the Catholic Church)

**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. (Catechism of the Catholic Church)

**2463** How can we not recognize Lazarus, the hungry beggar in the parable (cf. Lk 16:19-31), in the multitude of human beings without bread, a roof or a place to stay? How can we fail to hear Jesus: “As you did it not to one of the least of these, you did it not to me” (Mt 25:45)? (Catechism of the Catholic Church)

### **Catholic Faith Essential Skills:**

- Students will understand that the Church works toward meeting the needs of all its members, including those who are less fortunate.
- Students will become aware of the school’s role in aiding the Church to help the poor.
- Students will develop an understanding of the natural environment and how we use it to fulfill basic needs.
- Students will explore ways in which they can become good stewards of the environment.
- Students will be able to develop and carry out a service project in their local community.

### **Catholic Faith Essential Questions:**

- a. What does the Church do to meet the needs of those less fortunate members?
- b. Why did God create the natural environment and what can we do to be good Catholic stewards of it?
- c. What does Jesus teach us about caring for others?
- d. What can we do to follow in the footsteps of Jesus and look out for one another?

### **Lesson 1: The Church Helps the Poor**

**Description:** In this lesson, students will discover the many ways in which the Church helps to meet the needs in their local community. They will also explore ways in which they, and the school, can be of help to the Church.



## **Provincial Curriculum Outcomes and Indicators Addressed:**

RW 2.1 Describe ways in which the local community meets needs and wants of its members.

- a. Define the term resource, and inventory resources in the community that help to meet needs and wants.

## **Instructional Procedure:**

1. Have the students brainstorm the ways in which the Church helps to meet the needs of the members of the local community (e.g., soup kitchens, retreat houses like St. Michael's Retreat house in Lumsden and Queen's House in Saskatoon, Food Bank drives, shelters for the poor and homeless, adopt a needy family at Christmas, Christmas hampers, etc.).
2. How does their school community help the Church in these endeavours?

## **Lesson 2: Catholic Stewardship of the Environment**

**Description:** In this lesson, students will learn that they have a responsibility to preserve the natural environment for future generations. They will understand that God created the natural environment for people to use and to take care of. They will explore ways in which they can protect God's creation - the environment.

## **Provincial Outcomes and Indicators Addressed:**

RW 2.2 Analyze various worldviews regarding the natural environment.

- e. Describe current worldviews in the community of the relationship between humanity and the natural environment.

## **Instructional Procedure:**

1. Discuss how human beings in the local community and communities all over the world need the natural environment in order to survive.
2. Have students give examples of the resources that we use daily in our lives and have them tell why we need them (e.g., air - to breathe, water - to drink and for cleaning, soil - to grow plants for us to eat, etc.).

3. Discuss ways in which we hurt or destroy our natural environment. How does this Go against what Jesus teaches us? (CCC 2456 – we have a moral obligation to respect and care for all of the natural environment so that it will be there for future generations).
4. Brainstorm ways in which the students can protect the environment. Individually or in small groups, have the students create a poster showing what they are going to do to keep God’s creation safe (e.g., reduce, reuse, recycle, conserve water, walk or ride a bike, turn off lights when they are out of a room, etc.).

### **Lesson 3: Love Your Neighbour as You Love Yourself**

**Description:** In this lesson, students will learn that even they, at their young age, can do things to help the people in their local community and even around the world. They will create at least one service project for their local community and carry it out.

#### **Provincial Outcome and Indicators Addressed:**

RW 2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

- c. Develop a classroom action plan for harmonizing personal lifestyles with collective needs regarding social, environmental, and economic sustainability.

#### **Teacher Note:**

Helping those less fortunate than themselves is an excellent way for children to learn how to follow Jesus’ teaching “to love your neighbour as yourself”. Teaching children the tools for helping others (e.g., donating goods, volunteering, giving spare coins, etc.) helps them to develop an appreciation for life as well as empathy for the poor. Children are able to make noticeable differences in their local communities – no matter what their age.

#### **Instructional Procedure:**

1. By this point, students will understand that they have a responsibility to care for the people in their local and church communities, and to care for the environment. Matthew 25:45 tells us that Jesus wants us to care for those who are less fortunate.

2. Many children at this age may think that they are too young to do something that can make a difference to the less fortunate in their community or in the world. A good book that shows the difference a child can make is titled Ryan and Jimmy and the Well in Africa that Brought them Together by Herb Shoveller. This is the true story of Ryan (who began his charitable works when he was six) who has made a difference to over five hundred thousand people in Africa, South America and Asia.
3. Have children plan and carry out a service project in their local community. Some examples of projects are:
  - Make Christmas cards, valentines, Easter greeting cards, etc. and deliver them to people living around the school.
  - Visit seniors' care homes and do activities with them (e.g., sing to them, play a game, do a craft, etc.).
  - Go carolling. This can be done at times other than Christmas as well (e.g., go pumpkin carolling at Hallowe'en).
  - Invite people from the school or Church community to gather at the school for hot chocolate, a movie night, a potluck supper, etc.
4. If a global disaster occurs, have the children come up with ways in which they could help (e.g., bottle drives or bake sales to earn money to donate, prayer, etc.).
5. At the end of the project, gather together as a group to discuss how the project made them feel, how the recipients felt, how this follows Jesus, etc. Encourage the students to do individual projects outside of school (e.g., gather things together to donate to the poor, go with a parent who is doing volunteer work, dedicate a small portion of their allowance to help the poor, etc.).

## 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
<b>Lesson 1:</b> The Church Helps the Poor	RW 2.1 a	2444	Luke 3:11 Matthew 5:1-12	FA Theme 1 Created and Loved by God Topic 4 - Sharing our Gifts WBLJ Unit 5 Let's Treasure God's Gift Theme 15 - With Jesus we Pray Together
<b>Lesson 2:</b> Catholic Stewardship of the Environment	RW 2.2 e	2402 2456		FA Theme 5 Living in the World Topic 2 - Gifts of the Earth WBLJ Unit 5 Let's Treasure God's Gift Theme 14 Movement 1 - God's Gift of Creation Unit 6 Let's Take Theme 16 - We Savour the Gifts from the Earth
<b>Lesson 3:</b> Love Your Neighbour as Yourself	RW 2.3 c	2463	Luke 16:19-31 Matthew 25:45	FA Theme 1 Created and Loved by God Topic 4 - Sharing Our Gifts WBLJ Unit 5 Let's Treasure God's Gift Theme 15 - With Jesus we Pray Together Unit 10 Let's Go Forth Theme 28 Movement 3 - To Love and Serve the Lord

