Leprosy in the World Today:
Answering the Call to Care

Developed in Partnership

Catholic Curriculum Corporation, Central & Western Region
and
The Leprosy Mission Canada

October 2011
The Leprosy Mission Canada – A Catholic Curriculum Resource

Leprosy in the World Today: Answering the Call to Care

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The Catholic Curriculum Corporation Opening Message

Our Purpose
The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission
Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision

Faith through Learning ~ A Distinctive Catholic Curriculum

Message from the Executive Director
On behalf of the Catholic Curriculum Corporation, I would like to thank Gisele Gedeon, Director of Community Relations The Leprosy Mission Canada for inviting the CCC and Catholic educators from across the Central and Western regions of Ontario to develop this valuable Catholic resource for teachers and students. It has been a journey of faith by those involved in developing this distinctive Catholic curriculum around Leprosy, the forgotten disease.

Leprosy in the World Today: Answering the Call to Care is a classroom resource which provides teachers with practical lessons for elementary and secondary students. The lessons, grounded in the Catholic Social Teachings, make the link from the Ontario Catholic Graduate Expectations and the expectations of the Religious Education and Family Life and cross-curricular connections, to the work of The Leprosy Mission Canada. The lessons provide faith-filled activities for learning about Leprosy in the world today and answering the call to assist those who are affected by the disease. A DVD and new website has been developed for students as an integral part of the resource.

The Catholic Curriculum Corporation looks forward to The Leprosy Mission Canada joining us at When Faith Meets Pedagogy 2011 where the work of the organization will be promoted and the sharing of this Catholic educational resource will occur.

I wish continued success to all who work to share and celebrate our Catholic mission.

Michael Bator,
Executive Director
A Forgotten Disease

When many people hear the word "leprosy," they think of an ancient, long-eradicated disease, if they have heard of it at all. The sad reality is that leprosy continues to affect the lives of hundreds of thousands of children, women and men around the world.

As leprosy attacks the nerves in a person's body, it leaves them vulnerable to serious injuries leading to permanent disability.

About The Leprosy Mission Canada

The Leprosy Mission Canada is part of a global network committed to curing and caring for those affected by leprosy. The good news in our work is that leprosy is able to be fully cured! Since 1982, the Leprosy Mission has been administering Multi-Drug Therapy, completely curing thousands of this disease.

More than just medical care, The Leprosy Mission Canada provides a way out from the cycle of extreme poverty. We offer low-cost housing, small business loans and vocational training to empower women and men to move beyond poverty to financial independence.

A Message from Gisele Gedeon, Director of Community Relations

In my time with the Leprosy Mission, I have seen how children truly are the key to the future. Whether it's a child in Canada organizing support for those overseas, or a young girl in India overcoming the challenges of leprosy and poverty to provide for her family, children bring passion and courage to each aspect of their lives.

As teachers, you open the doors to the world so that children may boldly enter their futures and impact change. The Leprosy Mission Canada is thrilled to partner with you in inspiring compassion on behalf of those in need around the world.

Thank you for investing your lives in the potential of children, whether they are in your classroom or on the other side of the world.

God Bless,

Gisele Gedeon, Director of Community Relations
The Leprosy Mission Canada
Acknowledgements

The Catholic Curriculum Corporation acknowledges with thanks the contributions of the following Catholic educators and our partners from The Leprosy Mission Canada.

**The Leprosy Mission Canada**

Gisele Gedeon, Director of Community Relations

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The Leprosy Mission Canada - A Catholic Curriculum Resource

Leprosy in the World Today: Answering the Call to Care

Introduction

Leprosy in the World Today: Answering the Call to Care is an elementary and secondary resource written from the Catholic perspective, to raise awareness about the forgotten disease Leprosy. The short unit of study, for elementary students Gr. 6-8 and secondary students Grade 10, provides background information about the disease, invites students to respond to the information in a culminating task and asks all to pray for those who support and care for people affected by the disease. The lessons, grounded in the Catholic Social Teachings, make the link from the Ontario Catholic Graduate Expectations and the expectations of the Religious Education and Family Life Education programs with cross-curricular connections to the work of The Leprosy Mission Canada (TLMC). The lessons provide faith-filled activities for learning about Leprosy in the world today and answering the call to care. TLMC produced a DVD and a new website: www.answeringthecall.ca to support the lessons in the resource.

It must be realized that the resource does not attempt to cover all Religious Education expectations, nor do they attempt to suggest all possible links to the work of The Leprosy Mission Canada. The lessons have been developed in the hopes that teachers can use these resources for direct teaching, use them as a model for future planning as well as inspire students to take action and get involved.

Background

We fully recognize that we are mandated to teach the Ontario provincial curriculum, but Catholic teachers are further charged to translate the Ministry curriculum to more explicitly reflect a Catholic world view. In this resource specific expectations will be outlined from the appropriate Ontario curriculum documents, as well as expectations from the Ontario Catholic School Graduate Expectations, ICE and with specific reference to some of the encyclicals which have been commonly referred to as the Catholic Social Teachings.

As Catholic educators, there must be a balance between the acquisition of knowledge, and the development of those habits of mind which will enable our students to grow as free, responsible, and transformational agents within the Catholic community and in the world. It is our hope that, through the development of an awareness of the Catholic Social Teachings and through student leadership, students will want to respond to the invitation to learn about Leprosy in the World Today: Answering the Call to Care.
Ontario Catholic School Graduate Expectations
The Ontario Catholic Graduate Expectations create a common purpose and focus for the realization of this vision all curriculum planning and implementation. The expectations of Catholic graduates are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions. The Catholic Graduate is expected to be:

1. **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living.
2. **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
3. **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. **A self-directed, responsible, lifelong** learner who develops and demonstrates their God-given potential.
5. **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
6. **A caring family member** who attends to family, school, parish and the wider community.
7. **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

The Catholic Social Teachings – Encyclicals and Documents
An ‘encyclical’ in Latin refers to a ‘circulating letter’. Many encyclicals have been written over the years and have become the widely accepted, though unofficial body of documents, and are commonly referred to as Catholic Social Teaching. The encyclicals include titles such as:

- Rerum Novarum (On the Condition of Labor) - Pope Leo XIII, 1891
- Quadragesimo Anno (After Forty Years) - Pope Pius XI, 1931
- Mater et Magistra (Christianity and Social Progress) - Pope John XXIII, 1961
- Pacem in Terris (Peace on Earth) - Pope John XXIII, 1963
- Gaudium et Spes (Pastoral Constitution on the Church in the Modern World) Vatican Council II, 1965
- Populorum Progressio (On the Development of Peoples) - Pope Paul VI, 1967
- Octogesima Adveniens (A Call to Action) - Pope Paul VI, 1971
- Justicia in Mundo (Justice in the World) - Synod of Bishops, 1971
- Laborem Exercens (On Human Work) - Pope John Paul II, 1981
- Solicitudo Rei Socialis (On Social Concern) - Pope John Paul II, 1987
- Centesimus Annus (The Hundredth Year) - Pope John Paul II, 1991
- Deus Caritas Est (God Is Love) - Pope Benedict XVI, 2005
- Caritas in Veritate (Love in Truth) - Pope Benedict XVI, 2009
Catholic Social Teaching is grounded in the values and principles of Judeo-Christian religious experience, which are reflected in the Christian scriptures and the Church's lived tradition. It has evolved as each generation has attempted to live in society with fidelity to that religious vision. An active commitment to social justice is now recognized as essential to authentic Catholic faith.

An excerpt from Justicia in Mundo (Justice in the World) - Synod of Bishops, 1971:

**The Gospel Message and the Mission of the Church**

29. In the face of the present-day situation of the world, marked as it is by the grave sin of injustice, we recognize both our responsibility and our inability to overcome it by our own strength. **Such a situation urges us to listen with a humble and open heart to the word of God, as he shows us new paths towards action in the cause of justice in the world.**

30. In the Old Testament God reveals himself to us as the liberator of the oppressed and the defender of the poor, demanding from people faith in him and justice towards one's neighbor. **It is only in the observance of the duties of justice that God is truly recognized as the liberator of the oppressed.**

31. By his action and teaching Christ united in an indivisible way the relationship of people to God and the relationship of people to each other. Christ lived his life in the world as a total giving of himself to God for the salvation and liberation of people. In his preaching he proclaimed the fatherhood of God towards all people and the intervention of God's justice on behalf of the needy and the oppressed (Luke 6: 21-23). **In this way he identified himself with his "least ones," as he stated: "As you did it to one of the least of these who are members of my family, you did it to me" (Mt 25:40).**

http://www.osjspm.org/majordoc_justicia_in_mundo_offical_test.aspx

At the National Conference of Canadian Bishops, it was declared: **"We are called for a renewed commitment to integrate the Catholic social teachings into the mainstream of all Catholic education institutions and programs".**

For your easy reference we have provided a summary entitled: Key Principles of Catholic Social Teachings as published by the Office for Social Justice, a division of Catholic Charities St.Paul, MN www.osjspm.org. In the teaching resource, Leprosy in the World Today: Answering the Call to Care, three Catholic social justice themes will be integrated into the lessons: Dignity of the Human Person, Rights and Responsibilities and Preferential Option for the Poor and Vulnerable.
KEY PRINCIPLES OF CATHOLIC SOCIAL TEACHING

Human Dignity
The Catholic Church proclaims that human life is sacred and that the dignity of the person is at the core of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching.

Community and the Common Good
In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society – in economics and politics, in law and policy – directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of the government and other institutions is to protect human life and human dignity and promote the common good.

Rights and Responsibilities
Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities -- to one another, to our families, and to the larger society.

Option for the Poor and Vulnerable
Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt. 25) and instructs us to put the needs of the poor and vulnerable first.

Participation
All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society. In the words of the U.S. bishops, "The ultimate injustice is for a person or group to be treated actively or abandoned passively as if they were non-members of the human race. To treat people this way is effectively to say they simply do not count as human beings."

Dignity of Work and Rights of Workers
In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected -- the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.
Stewardship of Creation
Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.

Solidarity
Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that “loving our neighbor” has global dimensions in an interdependent world.

Role of Government
Because we are social beings, the state is natural to the person. Therefore, the state has a positive moral function. It is an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. Since, in a large and complex society these responsibilities cannot adequately be carried out on a one-to-one basis, citizens need the help of government in fulfilling these responsibilities and promoting the common good. According to the principle of subsidiary, the functions of government should be performed at the lowest level possible, as long as they can be performed adequately. If they cannot, then a higher level of government should intervene to provide help.

Promotion of Peace
Catholic teaching promotes peace as a positive, action-oriented concept. In the words of Pope John Paul II, “Peace is not just the absence of war. It involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements.” There is a close relationship in Catholic teaching between peace and justice. Peace is the fruit of justice and is dependent upon right order among human beings.


Caritas in Veritate states:

7. Another important consideration is the common good. To love someone is to desire that person’s good and to take effective steps to secure it. Besides the good of the individual, there is a good that is linked to living in society: the common good. It is the good of ‘all of us’, made up of individuals, families and intermediate groups, who together constitute society. It is a good that is sought not for its own sake, but for the people who belong to the social community and who can only really and effectively pursue their good within it. To desire the common good and strive towards it is a requirement of justice and charity... The more we strive to secure a common good corresponding to the real needs of our neighbours, the more effectively we love them.

In assisting those affected by leprosy we can not only impact the individual but positively affect the family and community; thus through justice and charity, we can impact the common good.
Assessment and Evaluation

The mission of the Catholic School is ageless and changeless: to provide quality education grounded in Catholic principles and delivered in a Catholic environment. Providing a Catholic education in the Catholic school goes far beyond getting good test scores and being in the 99th percentile on a standardized test. It means providing young people with marketable skills with which to make their way in the world. But the products of Catholic schools have a larger, more transcendent responsibility, a spiritual one, if you will, as citizens of this world and the next. They are equipped with dispositions of mind and heart to make a return on the investment in them by those who have supported them in their education. They do so by being productive citizens and active participants in the life of the Church. The task is not only to excel in this world, but also to transform it.


As outlined in Growing Success, teachers are encouraged to review and implement the Seven Fundamental Principles.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, Ministry of Education 2010
In the lesson plans and culminating tasks teachers will recognize opportunities to assess and evaluate student work. Assessment for, as and of learning will be indicated in the unit. To outline the purpose of each type of assessment and the information it provides please review the following chart:

<table>
<thead>
<tr>
<th>The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information</th>
<th>Nature of Assessment</th>
<th>Use of Information</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment for learning</strong></td>
<td><strong>Diagnostic assessment:</strong> occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</td>
<td>The information gathered: is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</td>
</tr>
<tr>
<td>“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)</td>
<td><strong>Formative assessment:</strong> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</td>
<td>The information gathered: is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</td>
</tr>
<tr>
<td><strong>Assessment as learning</strong></td>
<td><strong>Formative assessment:</strong> occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</td>
<td>The information gathered: is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</td>
</tr>
<tr>
<td>“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)</td>
<td><strong>Summative assessment:</strong> occurs at or near the end of a period of learning, and may be used to inform further instruction.</td>
<td>The information gathered: is used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents,</td>
</tr>
<tr>
<td><strong>Assessment of learning</strong></td>
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<tr>
<td>“Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)</td>
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</table>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education 2010
Information from The Leprosy Mission Canada

Media Fact Sheet: The Leprosy Mission Canada

The Organization:
Few Canadians realize that leprosy still exists and would be surprised to learn that every two minutes someone will discover they have the disease. The World Health Organization (WHO) estimated that in 2009 there were 244,796 new diagnosed cases of leprosy. Close to 50,000 of these cases were detected in Leprosy Mission owned or aided centres.

The Leprosy Mission Canada (TLMC) has been working with people affected by leprosy since 1892. It has served thousands of people in more than 30 countries with life-changing treatment and rehabilitation. TLMC is a Christian non-profit organization which helps those affected by leprosy regardless of race, creed, religion or gender. Motivated by their faith, TLMC staff focus on providing the aid that is needed.

The Disease:
Leprosy is a disease that has plagued mankind since before biblical times. Also called Hansen's Disease, it attacks the nervous system and numbs those extremities in the cooler parts of the body - the hands, feet and face. The most common symptom is discoloured patches of skin that lose their sensitivity. If left untreated, leprosy can cause the fingers and toes to claw inward, the eyes to lose their ability to blink, therefore causing blindness and permanent ulcers and infections. Ulcers and infections in the hands and feet occur because when no pain is felt, cuts, bruises and burns are ignored.

The Cure:
When TLMC was established, there was no cure. Natural remedies were used to alleviate some of the discomfort, but it wasn't until 1982 that a revolutionary medical discovery was made widely available. A combination of three separate medications (Dapsone, Clofazimine and Rifampicin), known as Multi-Drug Therapy, will kill the bacteria that causes leprosy.

Cost of the Cure: $350 per patient. This cost covers education, distribution of medication and essential ongoing support, including necessary surgery, rehabilitation, vocational training and assistance in community reintegration.

Leprosy in the World:
In Asia, Africa and Latin America, leprosy is an active public health problem. For generations people have feared leprosy, attaching severe social stigma to people who have the disease. Thousands of patients are rejected by their families and friends and ostracized by the communities in which they live. The age-old prejudice associated with the disease continues to devastate people when they find out they have leprosy. Poverty and lack of medical care compound the problems.
Leprosy Myths:

**Myth:** Leprosy is caused by immoral behaviour - it's a curse.
**Truth:** Leprosy is an infectious disease prevalent in areas of the world made vulnerable by high levels of poverty and malnutrition. The disease is caused by a germ, not a punishment or a curse.

**Myth:** Leprosy is incurable.
**Truth:** With Multi-Drug Therapy, leprosy can be cured.

**Myth:** The disease spreads by touching someone with leprosy.
**Truth:** 90 to 95 percent of people are naturally immune to the disease. For those at risk, prolonged exposure to droplets from sneezing and coughing by an infected person can cause the disease to spread.

**Myth:** Nobody gets leprosy anymore.
**Truth:** Every year, hundreds of thousands of new cases of leprosy are detected.

**Fund Raising:**

In 2010, TLMC raised approximately $7 million. The Mission abides by the Canada Revenue Agency rules that a minimum of 80 percent of funds raised in a specific year is spent on programs in the following year. TLMC is a member of the Canadian Council of Christian Charities (CCCC) and displays the CCCC Seal of Accountability on its materials and website. This Seal indicates that the Mission adheres to the CCCC code of ethics and is certified by an on-site audit every two years. For more information on the CCCC, go to [www.cccc.org](http://www.cccc.org).

TLMC reaches out to churches with Sunday School programs. Pete the Pig is one such program where children collect money in a Piggy bank. It is believed that the original Pete the Pig was the world's first piggy bank.

There are volunteer programs where the volunteers create events to raise funds. TLMC produces a popular Christmas gift catalogue that offers gifts made by leprosy affected people along with traditional gifts.

On the last Sunday of January, Canadians take part in a worldwide effort to eradicate leprosy. On World Leprosy Day, Canadian churches pray and take a special collection from their congregations to support a cure for leprosy victims. Cured not Cursed is a youth program that takes place throughout the year in both churches and schools.

**Website:** [www.answeringthecall.ca](http://www.answeringthecall.ca) and [www.leprosy.ca](http://www.leprosy.ca)

**National Office:** The Leprosy Mission Canada 100 Mural Street, Suite 100 Richmond Hill, Ontario L4B 1J3 Canada
What is Leprosy?

Leprosy is a disease caused by Mycobacterium leprae. This bacterium affects the body’s nervous system, concentrating on the cooler parts of the body. Affected areas are skin, eyes, and muscles in the hands and feet. As the disease progresses, the symptoms only get worse: numbness in hands and feet make the patient vulnerable to cuts and infections that can’t be felt, stiffened muscles cause clawed hands, loss of the blinking reflex leads to total blindness, and in some cases amputation of fingers, an arm or leg is necessary.

Leprosy is thought to be infectious, transmitted through airborne droplets, such as when someone sneezes or coughs. But most people – about 95% of the population – are naturally immune. Yet there are over 740 new cases detected every day.

People who contract leprosy are affected both physically and socially. This disease has been around since Biblical times and the myths, fear and stigma surrounding it still remains strong. From small children to older adults, people with leprosy are ostracized, shamed and forced out of their communities and homes.

The Cure

Curing leprosy is a complex process, as leprosy is a social condition as well as a physical ailment. The Leprosy Mission focuses on providing holistic care in order to fully help a patient overcome this disease. Leprosy is most commonly cured by a combination of three drugs: Dapsone, Rifampicin and Clofazimine. This is known as Multi-Drug Therapy (MDT). When administered to patients in the early stages of infection, MDT can cure leprosy in as little as 6 months. A more advanced case could take up to 2 years to cure. The Novartis Foundation provides these three drugs, free of charge, to the World Health Organization (WHO). The medication is then provided to the governments of countries where leprosy is a public health concern. In the countries where the Leprosy Mission works, our staff orders the medication from the government.

While leprosy itself does not cause pain, the process of curing leprosy can be very painful for the patient. Patients can have a negative reaction to the Multi-drug Therapy that cures leprosy. The Indian Association of Leprologists estimates that about 7.6% of patients undergoing treatment to cure leprosy experience a negative reaction to the drugs. MDT can cause inflammation of the nerves as pressure around the nerve sheath builds from the growing presence of millions of bacilli. The patient can also develop nodules on their body (often on the arms or face) that are caused by either painful swelling of the nerve endings or by clustering of millions of leprosy bacilli beneath the skin.
Patients also experience pain after an amputation or reconstructive surgery. At times there is a limited supply of painkillers available in the Leprosy Mission’s hospitals, which causes even more suffering to the patient.

The cost of $350 per cure is based on a sampling of our work in our three focus regions: Africa, South Asia (including India) and South East Asia. It includes finding and diagnosing patients, providing various medications, monitoring patient reactions, and where possible, covering the cost of surgery, physiotherapy, occupational therapy, ulcer care, vocational training and the treatment of painful nerve reactions. In addition, we work within the communities, educating people about the reality of leprosy. This reduces the stigma against those with leprosy, and allows the patients to return to greater acceptance and participation in their communities. As with all things, this cost may increase over time.

**Caring for the Whole Person**

Leprosy care involves many different aspects of medical treatment. Even after the disease is cured physically, treatment must be continued in order to care for the patient emotionally and spiritually as well as dealing with the social effects within the community. The Leprosy Mission provides each patient with the means to re-enter their community as independent men and women, able to earn their own living. TLMC cares for the whole person, by:

- Increased capacity for hospital care
- Reconstructive Surgery
- Low Cost Housing
- Advocacy and Raising Awareness
- Artificial Limbs and Special Footwear
- Prevention of Disability
- Vocational Training
- Self-Care Groups/Loans and Savings Groups
- Empowerment
- Education
Leprosy Frequently Asked Questions

What causes leprosy? A germ, or bacillus, called Mycobacterium leprae. It's called M. leprae for short.

Why is leprosy also called Hansen's disease? Norwegian doctor Armauer Hansen was the first to view the bacillus under a microscope in 1873.

Do fingers and toes fall off when someone gets leprosy? No. The bacillus attacks nerve endings and destroys the body's ability to feel pain and injury. Without feeling pain, people injure themselves on fire, thorns, rocks, even hot coffee cups. Injuries become infected and result in tissue loss. Fingers and toes become shortened and deformed as the bone is absorbed into the body.

What are the early signs of leprosy? Early signs include discolored or light patches on the skin with loss of feeling. When nerve trunks in the arm are affected, part of the hand becomes numb and small muscles become paralyzed, leading to curling of the fingers and thumb. When leprosy attacks nerves in the legs, it interrupts communication of sensation in the feet. The feet can become subject to damage through untended wounds and infection. If the facial nerve is affected, a person loses the blinking reflex of the eye, which can eventually lead to dryness, ulceration, and blindness. Bacilli entering the mucous lining of the nose can lead to internal damage and scarring which in time causes the nose to collapse. Untreated, leprosy can cause deformity, crippling, and blindness.

How is leprosy cured? Leprosy can be cured with Multi-Drug Therapy (MDT) a combination of antibiotics. MDT drugs are Rifampicin, Clofazimine, and Dapsone. Treatment can take from six months to two years, sometimes longer.

How does one catch leprosy? M. leprae is transmitted primarily through coughing and sneezing. Bacilli are discharged, perhaps on droplets or dust particles that others inhale.

Is leprosy highly contagious? No. Approximately 95% of people have a natural immunity to leprosy.

Is there leprosy in Canada? Yes. There are approximately 500 people in Canada who have been diagnosed with leprosy. Since leprosy is not highly contagious, they are not infectious or a public health concern, and are being looked after by our health care system in the tropical disease units of major urban hospitals. Leprosy is usually contracted by a person prior to their arrival in Canada.

How much does it cost to cure a person of leprosy? It costs $350 to cure someone of leprosy. This includes the costs associated with finding and identifying individuals with leprosy, testing and diagnosing the specific type of leprosy, providing the correct medical treatment including any additional medication required, distributing the medication and checking on patients every month, treating any reactions to the medication or additional symptoms of the disease and follow-up with patients for 2-3 years after treatment is completed. In addition, this cost includes, when necessary, surgery to correct deformities, rehabilitation, vocational training and socio-economic aid for the patient in re-entering their community.
Prayers from The Leprosy Mission Canada

Almighty Father, the giver of life and health, look mercifully on those who suffer from leprosy.

Stretch out your hand to touch and heal them as Jesus did during his earthly life.

Grant wisdom and insight to those who are seeking the prevention and cure of the disease; give skill and sympathy to those who minister to the patients; reunite the separated with their families and friends; and inspire your people with the task set before The Leprosy Mission, that it may never lack either the staff or the means to carry on its healing work, in accordance with your will, and to the glory of your holy name.

We ask this for the sake of Jesus Christ, your Son, our Lord. Amen.

Our Father

We pray specially for children and their families who are affected by leprosy.

We pray that:

With faith we may overcome doubt
With hope we might fight despair
With love we would defeat prejudice.

Give strength to the doctors and nurses
Give courage to each patient.

In Jesus name

Amen
World Leprosy Day Prayer Service

Resources for your Church Service

Introduction:

The following resources are designed to help you, as a pastor, teacher or church leader to prepare for World Leprosy Day.

We thank you for setting aside the last Sunday in January each year to remember the children, women and men who have leprosy. Few Canadians consider leprosy a threat. With access to medical treatment and the care of physicians, leprosy is no longer a threat to Canadians.

But in remote villages in regions of the world where poverty continues to oppress the people, leprosy is very real. For a child, who has grown up seeing the disabled beggar in the outskirts of town, leprosy is frightening. For a mother, leprosy is devastating.

Provided in the next few pages are examples of materials for developing a prayer service:

- A series of Scriptures and Prayers to augment your service.
- Sermon Notes based on Luke 5: 12-16
- The personal story of a young girl, Gangamoni Kumbhar: Hope Beyond All Reason

Leprosy Mission Canada hopes these resources are helpful in planning your special service. Thank you for praying for the people who are still affected by leprosy in our world. Remember to check the website annually for updated resources: www.answeringthecall.ca and www.leprosy.ca
Scripture and Prayers

Scripture: Matthew 19:13, 14

"Then people brought little children to Jesus for him to place his hands on them and pray for them. But the disciples rebuked them.

Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.”

Prayer

Almighty Father
Creator and Provider
We thank You for all good things.
Our homes, our families,
Our food, our clothing.
Each good gift is from you.

On this day
We set aside this time
To remember the children
Their mothers and fathers
Their friends and their neighbours
Who are affected by leprosy.
We pray that you would heal them
Comfort them
And restore their faith.

Inspire each of us
To do a little
To love a lot
To use what you have given us wisely.
Today we pray children and their families
Who have leprosy.
We pray that you would strengthen them
And keep them in the shelter of your protection.

Amen
Scripture and Prayers

Scripture: Luke 5:3-12

“Blessed are the poor in spirit,
    for theirs is the kingdom of heaven.
Blessed are those who mourn,
    for they will be comforted.
Blessed are the meek,
    for they will inherit the earth.
Blessed are those who hunger and thirst for righteousness,
    for they will be filled.
Blessed are the merciful,
    for they will be shown mercy.
Blessed are the pure in heart,
    for they will see God.
Blessed are the peacemakers,
    for they will be called children of God.
Blessed are those who are persecuted because of righteousness,
    for theirs is the kingdom of heaven.

“Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

Prayer:

Our Father, who lives in heaven, Your name is holy
In your wisdom, you give comfort to those who suffer
Your reward those who understand their value in you and honour their humility
For those who long to know you better
You feed them with spiritual food so they will be filled.
To those that are kind and compassionate,
You extend your hand of compassion.
I pray that we may live with hearts that are pure
Focused on your Kingdom work, that we may live in peace with our family and neighbours
So that they will know we are your children.
And I pray for the children, women and men
Who suffer each day because they have leprosy
I ask you to heal them
Not only their physical bodies, but their hearts as well.
May your restore their dignity
And destroy the stigma with which they live.
We rejoice, for you are our God
And because of your love, we are one.
In the name of our Lord Jesus,
Amen
Scripture and Prayers

Scripture: I Corinthians 13: 8-12

Love never fails.  
But where there are prophecies, they will cease;  
Where there are tongues, they will be stilled;  
Where there is knowledge, it will pass away.  
For we know in part and we prophesy in part,  
But when completeness comes, what is in part disappears.  
When I was a child, I talked like a child; I thought like a child, I reasoned like a child.  
When I became a man, I put the ways of childhood behind me.  
For now we see only a reflection as in a mirror;  
Then we shall see face to face.  
Now I know in part; then I shall know fully, even as I am fully known.

Prayer

Our Father,  
We come to you as a child.  
There are many things we don’t understand.  
When we read the stories of children with leprosy  
Or see the images of a mother disabled by disease  
We ask; “Why?”  
But you know the answer.  
Today, we only see the reflections of our own ideas.  
We will not understand until we see you.  
We pray that with faith we may overcome doubt  
With hope we might fight despair  
And with love we would defeat prejudice.  
We pray specifically for children and their families  
Who are affected by leprosy.  
Be with them today, Give then courage and strength.  
In Jesus’ Name  
Amen
The Power of Faith

“While Jesus was in one of the towns, a man came along who was covered with leprosy. When he saw Jesus, he fell with his face to the ground and begged him, “Lord, if you are willing, you can make me clean.”

Jesus reached out his hand and touched the man. “I am willing,” he said. “Be clean!” And immediately the leprosy left him.

Then Jesus ordered him, “Don’t tell anyone, but go, show yourself to the priest and offer the sacrifices that Moses commanded for your cleansing, as a testimony to them.”

Yet the news about him spread all the more, so that crowds of people came to hear him and to be healed of their sicknesses. But Jesus often withdrew to lonely places and prayed.

Luke 5: 12 – 16

What is faith?

Hebrews 11:1 says, “Faith is the confidence in what we hope for and assurance about what we do not see.”

A man came towards Jesus with sores all over his body. The reality of this encounter is far beyond our own imaginations. Leprosy was scorned by all people. This man would have experienced rejection of every kind. There is a great likelihood that he would have been put out of his own home.

There is very little chance that he would have found employment. At the best, people in his community would simply avoid him. A few may have compassion and drop a few coins his way.

Walking towards Jesus, a man who drew huge crowds of people, required immense faith. To ask him to heal him required considerable hope that this man could heal him.

He didn’t doubt Jesus’ power to heal him.

Nor did Jesus hesitate to reach out to this man. He put out his hand to touch his festering skin. Jesus was not afraid.

Perhaps the most poignant moment in this story is the compassion that stretches out to touch the man. He didn’t hesitate. Jesus walked a very different walk from most of our powerful leaders. He did not come to the rich and the famous – he came for the poorest of the poor. He took time for this man who had been rejected by others.

When the man was healed, Jesus did not send him home. Instead, he told him to go to the temple to show the priests and to give a thanksgiving sacrifice. Jesus was sending a very strong message to the priests – he was the Messiah.
Gangamoni Kumbhar (Purulia, under Philip Joseph Resources): Hope Beyond all Reason

For an eight-year-old girl, leprosy is extremely frightening. It has the power to shatter the very core of her existence.

Gangamoni can’t help but be afraid. She has often seen old men and women begging in the village. Their limbs are bandaged and sore. They are scorned and cast aside. When she discovered she had leprosy, those images haunted her.

Gangamoni’s father is a simple man, with little skill. A carpenter, he struggles to find employment. Her mother works as a housekeeper. Her small income stretches so far, but cannot cover all of their needs. Occasionally her employer gives her bits of leftover food – a very special treat for these young children. The children go to school, but they don’t get the full benefit, as they are too poor to purchase the necessary school books.

Her brother was diagnosed with leprosy and treated immediately. He was cured before he had any of the physical signs of leprosy. The family is extremely grateful for the assistance of The Leprosy Mission in caring for and curing this young boy.

But then things got worse. Gangamoni’s mother suddenly became very sick. Red nodules covered her body. She was terrified. She knew was very careful not to let any of the neighbours know. She secretly borrowed a bit of money to The Leprosy Mission hospital nearby. Her mother stayed in the hospital, terrified that if she would return she would be ostracized in her own community.

Then, while her mother was in the hospital Gangamoni noticed patches on her arms and face. She had leprosy.

Her family is devastated. There is no one to care for the younger children, as the father does not want to admit that his wife and daughter are at the Mission hospital. He leaves them alone in the house while he goes out to work. The stigma is so great that, if the neighbours knew, they would surely be asked to leave the village.

Her mother stubbornly refuses to reveal the truth. She has told her husband not to visit and not to bring the children. She is desperate to protect them against leprosy. Little Gangamoni is alone and frightened. The Leprosy Mission Hospital is doing everything they can, but she is afraid to leave.

Even though we know that leprosy can be completely cured, the stigma is strong. Our job is far from done. Canadians are extremely influential in helping to provide the funds to educate and care for children, women and men who have leprosy. Each gift, each prayer is a step towards defeating the power of leprosy.
For Teachers: Answering the Call to Care Website (www.answeringthecall.ca)

The Web site Answering the Call to Care was developed to complement the curriculum resource, developed in partnership with the Catholic Curriculum Corporation, Leprosy in the World Today: Answering the Call to Care. Teachers and students have direct access to information and multimedia, and have the opportunity to share their own work if educators facilitate the process.

This resource document explains how teachers can access the site, how to allow students to submit content, and discusses the legalities of student submissions.

Section 1: Accessing the Site

Answering the Call to Care is a standard Web site that can be visited at www.answeringthecall.ca using a modern browser such as Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Internet Explorer (at least version 7.0).

Do I need to register?

Most content on the Web site is open to the public; visitors can simply browse all the information under “For Students” without an account. Accounts are needed to see subsections of “For Teachers,” submit content, and post comments.

As a teacher, creating an account allows you to see the class codes that students need when registering (these codes are updated each year), monitor the gallery for your students’ posts, and interact with your students’ posts by commenting.

How do I register?

To get a teacher account, visit www.answeringthecall.ca/register and complete the form as follows:

1. Enter your school/school board e-mail address. This becomes your username.
2. Fill in your first and last name. Only the first name is published, for comments and submissions.
3. Make sure you choose Teacher under the “I am a” section.
4. Use one of these teacher registration codes, valid only for the 2011–2012 school year (contact info@answeringthecall.ca after the 2011–2012 school year):
   - curriculum2011wbrm@
   - curriculum2011fads#

5. Even though you do not need parental consent, you must still check the boxes next to the terms.

   When logging in, use the password you chose at registration.
Section 2: Giving Students Access

As an educator, you are responsible for providing students with a class code to register on the site. Without a valid class code, students are unable to create accounts, and will be denied access to interactive features on the site.

In facilitating student access and participation in Answering the Call to Care, you are responsible for communicating the dos and don'ts of online behaviour to your students. As well, you are responsible for communicating with parents about minors posting content online, and securing parental consent per local board policies. (See Section 3.)

If you choose not to allow your students to interact with the site, simply withhold the class code.

What are the class codes for students?
Currently, the system uses a shared class code for all students. These codes will be refreshed each school year. For the 2011–2012 school year, use one of these for your students:

```
student2011qyp
student2011fhsj%
```

After the 2011–2012 year, log in with your account and visit www.answeringthecall.ca/teachers/class-codes/ for the updated codes.

Can I revoke access?
Teachers cannot directly control any aspect of the site, and will need to contact The Leprosy Mission Canada to disable a particular user's account (using first & last name or e-mail address).

Please understand that there is nothing we can do to prevent a student from signing up again with the class code under an alias.

Why do students need accounts to use the site?
User accounts help us moderate submissions by clearly indicating the student responsible for each post. They also make it easier for us to maintain students' anonymity, so that only first names are ever published on comments and submissions—no last names, nicknames or screen names. With an e-mail address to each account, we can quickly contact students whose submissions have received attention from their peers, or conversely, that have been targeted by copyright owners (e.g. music used in videos).
Section 3: Legalities

As you may be aware, the law is complex—and protective—when it comes to minors. For that reason, The Leprosy Mission Canada has worked hard to protect students as they explore this Internet resource and to comply with the law.

Parental consent

Our first step to ensuring compliance is requiring minors to indicate that they have the permission of a parent or guardian to use our site. Children under the age of 18 cannot independently enter into contracts such as the Terms of Service. We follow the standard Internet practice of showing this requirement at registration. We go further by separating it and requiring a checkbox.

Since teachers are the first line of defense, you are required to make parents aware of students’ interaction with the site and secure parent permission before a class code is distributed.

Anonymity

While we ask for e-mail address and both first & last name at registration, to protect the children’s anonymity, these are stored only for our use. On public-facing pages such as user submitted content and comments, only first name is shown.

Moderation

All content is held for moderation by TLMC staff before being published or deleted. This prevents students from submitting inappropriate content, violating the rights of a third party to privacy, breaking the law, and using copyrighted material without the necessary permissions. This is affirmed in our policy, posted below all submission forms, and more explicitly described in our Terms of Service.

Terms of Service

Our Terms of Service resolve the rights we need to publish submissions, and list the prohibitions. Violation can lead to account termination. Section 3 (Disallowed Actions):

You may not use this site to harm others; conduct hate speech; invade the privacy of others (e.g. by collecting or publishing personal information); distribute offensive, illegal, or pornographic content; advertise a commercial organization; misrepresent yourself by providing false information on your profile; or violate the laws of Canada or any province or territory.
Are we allowed to be so restrictive?

It is the stance of The Leprosy Mission Canada that *Answering the Call to Care* practices moderation and restricts access at a level consistent with the educational goals of the curriculum and Web site.

- By filtering submissions for relevance, we keep the site useful for visitors and students.
- By enforcing online anonymity, we protect the safety and security of minors.
- By requiring parental consent for minors, we protect the rights of parents to decide matters for and about their children.
- By blocking hate speech and other inappropriate content, we protect the safety and security of children and others who use the Web site.
- By requiring the rights necessary to use third party content, we protect the intellectual property rights of content creators, our continued operation of the Web site, and help to promote ethical behaviour.

The Leprosy Mission Canada operates the site as a service consistent with its goals and values, and prioritizes the safety and security of minors. *Answering the Call to Care* is not the forum for the dissemination of all ideas—merely those relevant to this curriculum. There are many other avenues of free expression available to minors.

**Section 4: Final Remarks**

*Answering the Call to Care* is a web site that serves students and educators. We hope that students discover the information they seek and a place to showcase their own work, and we hope that teachers will make the most of this exciting exploration of the Internet as an educational tool.
ELEMENTARY UNIT

What's Your Media Message?

A Unit of Study
Grade 6-8
# Leprosy in the World Today: Answering the Call to Care

## Teacher Overview and Lesson One

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Religious Education &amp; Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>6-8</td>
</tr>
<tr>
<td>Title of Unit</td>
<td>What’s your Media Message?</td>
</tr>
<tr>
<td>Title of the Lesson</td>
<td>Leprosy Then and Now</td>
</tr>
<tr>
<td>Time Requirements</td>
<td>Several classes over 4 - 6 weeks</td>
</tr>
<tr>
<td>Rationale of Unit</td>
<td>Students living in Canada are unaware of the physical, social and economic affects of contracting leprosy. This unit helps students to appreciate how leprosy has been in existence for thousands of years and how it has caused much stigma amongst families and communities as people with leprosy are often avoided by their family members and marginalized within the community that they formally lived in. The unit will enable the students to become aware of how Jesus changed the Christian perspective on how to treat people with leprosy when He lovingly welcomed them into his midst, touching them and gladly offering to heal them of their afflictions (stark contrast to how people reacted to people with leprosy in the Old Testament).</td>
</tr>
<tr>
<td>Description of the Unit</td>
<td>This unit enables students to appreciate the affects of leprosy as related in the Bible as well as appreciate the never-ceasing love Jesus demonstrated to all people, especially those living with leprosy.</td>
</tr>
</tbody>
</table>
| Scriptural Links and Guiding Questions | What do scripture stories teach us about God’s will?  
What are our responsibilities as people of God?  
How do we respond to God’s will through prayer and celebration? |
| Catholic Social Teaching Focus | Human rights and responsibilities. |
| Curriculum Expectations:      | Ontario Catholic School Graduate Expectations  
Discerning Believer:  
1c) Actively reflects on God’s word as communicated through the Hebrew and Christian Scriptures |
**Cross Curricular Expectations**

1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

1i) Integrates faith with life.

**Effective Communicator:**

2a) Listens actively and critically to understand and learn in light of gospel values

2c) Presents information and ideas clearly and honestly and with sensitivity to others

**Reflective, Creative, Holistic Thinker:**

3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges

3b) Creates, adapts, evaluates new ideas in light of the common good

**Self-Directed Responsible Lifelong Learner:**

4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**Collaborative Contributor:**

5d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good

**Caring Family Member:**

6c) Values and honours the important role of the family in society

6e) Ministers to the family, school, parish, and wider community through service

**Responsible Citizen:**

7d) Promotes the sacredness of life

7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society
| Language Expectations: |  
|----------------------|---|
| **Oral Communication:** |  
| 1.6 Extend understanding of oral texts by connecting, comparing and contrasting the ideas and information in them to their own knowledge, experience and insights; to the world around them. |  
| 1.7 Analyses oral texts in order to evaluate how well they communicate ideas, opinions, themes and information. |  
| 2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue and small and large-group discussions. |  
| **Reading:** |  
| 1.1 Read a variety of texts from diverse cultures, including literary texts and informational texts. |  
| 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts. |  
| 1.4 Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details. |  
| **Writing:** |  
| 1.1 Identify the topic, purpose and audience for a variety of writing forms. |  
| 1.4 Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas. |  
| 3.7 Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout. |  
| **Assessment and Evaluation** |  
| Assessment for Learning (AFL): AFL occurs throughout the unit and students understanding of how the Old Testament compared to the New Testament depicts people with leprosy. This will be assessed through teacher interview. |
## Notes to the Teacher
Students will be studying the Old Testament accounts of people with leprosy as well as the New Testament accounts of how Jesus dealt with people with leprosy. It is essential that the teacher reiterates to the students that leprosy was often falsely seen as a ‘punishment’ from God for sin, yet Jesus changed this perspective towards people with leprosy when He freely offered to heal them, touched them and lovingly responded to their needs.

## Differentiated Instruction/Accommodations
The scripture references are presented in multiple formats (as found in the Bible, typed out with the scripture references attached, which can easily be converted to an electronic format, such as Kurzweil, for students who require the use of assistive technology). It is also recommended that students are grouped strategically with a strong reader in each group.

## Materials and Resources
Bibles, assistive technology if required, chart paper, markers

## Appendices (BLM)
- BLM 1.1 Leprosy Then and Now – According to the Old Testament
- BLM 1.2 Leprosy Then and Now – According to the New Testament
- BLM 1.3 Leprosy Then and Now – Exemplar
- BLM 1.4 Leprosy Then and Now – Venn diagram of Old and New Testament Readings
# Lesson 1: Leprosy: Perspectives from the Old and New Testaments

## Minds On (Elicit and Engage)  
**Approximate Time:** 20 minutes

1. Ask the students what they know about leprosy?
2. Discuss the student answers and ask them if they know specific examples of people with leprosy in the Bible.
3. Create a KWL chart to demonstrate students' knowledge of leprosy in the Bible.

## Action (Explore and Explain)  
**Approximate Time:** 40 minutes

1. Divide the students into groups of 3-5 and distribute the scripture passages (BLM 1.1 and BLM 1.2) or Bibles to each group. (Each group should receive at least one Old Testament scripture passage and one New Testament Scripture passage.)
2. Inform the students that they are to ensure that there is a reader, recorder and reporter in each group.
3. Ask the students to find a quiet space and the reader will read the scripture passages quietly to the group members. As they listen, they will be asked to consider how leprosy affected the person physically, socially/emotionally and economically. The recorder will record their answers (using the exemplar provided as their guide, BLM 1.3)
4. After reading the passages the reporter from the group will report to the whole class.

## Consolidation (Elaborate, Evaluate, Extend)  
**Approximate Time:** 20 minutes

1. The students will be asked to return to their seats to share their reports with the whole class. The reporter will act as a representative for the group, sharing how people diagnosed with leprosy were treated in the Old Testament and in the New Testament.

*Venn diagram will be used to determine students’ appreciation for the different*
2. The teacher will ask the students to consider how differently Jesus treated people with leprosy in the New Testament compared to how people were treated in the Old Testament. Students can complete BLM 1.4 Venn diagram, a graphic organizer to assist students in the comparison between Old and New Testament stories about people with leprosy.

3. The comparison chart or Venn diagram will be posted in the class demonstrating how differently Jesus treated people with leprosy in the New Testament and what if any repercussions this has on us, as Christ’s followers and how we should treat people diagnosed with leprosy.

Next Steps

1. The students will begin to research information available on the website: [www.Answeringthecall.ca](http://www.Answeringthecall.ca)

2. Other information is available in this teaching resource explaining what TLMC organization does to help people diagnosed with leprosy. Students will examine first-hand how The Leprosy Mission Canada responds to Christ’s call to love and serve others in need, in particular, people affected by leprosy.

3. The students will present their findings to the school through a variety of presentation formats (see Culminating Tasks) informing other students of the missionary work of The Leprosy Mission Canada.
Lesson 1: Leprosy Then and Now - According to the Old Testament

<table>
<thead>
<tr>
<th>Scripture reference</th>
<th>Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exodus 4: 6-8</td>
<td>The Lord spoke to Moses again, Put your hand inside your robe. Moses obeyed; and when he took his hand out, it was diseased, covered with white spots, like snow. Then the Lord said, Put your hand inside your robe again. He did so, and when he took it out this time, it was healthy, just like the rest of his body.</td>
</tr>
<tr>
<td>Numbers 12: 9-16</td>
<td>The Lord was angry with them; and so as he departed and the cloud left the Tent, Miriam's skin was suddenly covered with a dreaded disease and turned as white as snow. When Aaron looked at her and saw that she was covered with the disease, he said to Moses, Please, sir, do not make us suffer this punishment for our foolish sin. Don't let her become like something born dead with half its flesh eaten away. So Moses cried out to the Lord, O God, heal her! The Lord answered, If her father had spit in her face, she would have to bear her disgrace for seven days. So let her be shut out of the camp for a week, and after that she can be brought back in. Miriam was shut out of the camp for seven days, and the people did not move on until she was brought back in. Then they left Hazeroth and set up camp in the wilderness of Paran.</td>
</tr>
<tr>
<td>Deuteronomy 24:8-10</td>
<td>When you are suffering from a dreaded skin disease, be sure to do exactly what the levitical priests tell you; follow the instructions that I have given them. Remember what the Lord your God did to Miriam as you were coming from Egypt.</td>
</tr>
<tr>
<td>Leviticus 13:40-46</td>
<td>If you lose your hair at the back or the front of your head, this does not make you unclean. But if a reddish-white sore appears on the bald spot, it is a dreaded skin disease. The priest shall examine you, and if there is a reddish-white sore, the priest shall pronounce you unclean, because of the dreaded skin disease on your head. If you have a dreaded skin disease, you must wear torn clothes, leave your hair uncombed, cover the lower part of your face, and call out, Unclean, unclean! You remain unclean as long as you have the disease, and you must live outside the camp, away from others.</td>
</tr>
</tbody>
</table>
### Leviticus 14: 1-33

The Lord gave Moses the following regulations about the ritual purification of those of you cured of a dreaded skin disease. On the day you are to be pronounced clean, you shall be brought to the priest, and the priest shall take you outside the camp and examine you. If the disease is healed, the priest shall order that two ritually clean birds be brought, along with a piece of cedar wood, a red cord, and a sprig of hyssop. Then the priest shall order that one of the birds be killed over a clay bowl containing fresh spring water. He shall take the other bird and dip it, together with the cedar wood, the red cord, and the hyssop, in the blood of the bird that was killed. He shall sprinkle the blood seven times on the one of you who is to be purified from your skin disease, and then he shall pronounce you clean. He shall let the live bird fly away over the open fields. You shall wash your clothes, shave off all your hair, and take a bath; you will then be ritually clean. You may enter the camp, but you must live outside your tent for seven days. On the seventh day you shall again shave your head, your beard, your eyebrows, and all the rest of the hair on your body; you shall wash your clothes and take a bath, and then you will be ritually clean.

On the eighth day you shall bring two male lambs and one female lamb a year old that are without any defects, five pounds of flour mixed with olive oil, and half a pint of olive oil. The priest shall take you and these offerings to the entrance of the Tent of the Lord's presence. Then the priest shall take one of the male lambs and together with the half pint of oil he shall offer it as a repayment offering. He shall present them as a special gift to the Lord for the priest. He shall kill the lamb in the holy place where the animals for the sin offerings and the burnt offerings are killed. He must do this because the repayment offering, like the sin offering, belongs to the priest and is very holy. The priest shall take some of the blood of the lamb and put it on the lobe of the right ear, on the thumb of the right hand, and on the big toe of the right foot of the one of you to be declared ritually clean. The priest shall take some of the olive oil and pour it in the palm of his own left hand, dip a finger of his right hand in it, and sprinkle some of it seven times there in the Lord's presence. He shall take some of the oil that is in the palm of his hand and some of the blood of the lamb and put them on the lobe of the right ear, on the thumb of the right hand, and on the big toe of the right foot of the one of you to be declared ritually clean. He shall put the rest of the oil that is in the palm of his hand on your head. In this way he shall perform the ritual of purification. Then the priest shall offer the sin offering and perform the ritual of purification. After that, he shall kill the animal for the burnt offering and offer it with the grain offering on the altar. In this way the priest shall perform the ritual of purification, and you will be ritually clean. If you are poor and cannot afford any more, you shall bring for your purification only one male lamb as your repayment offering, a special gift to the Lord for the priest. You shall bring only two
pounds of flour mixed with olive oil for a grain offering and half a pint of olive oil. You shall also bring two doves or two pigeons, one for the sin offering and one for the burnt offering. On the eighth day of your purification you shall bring them to the priest at the entrance of the Tent. The priest shall take the lamb and the olive oil and present them as a special gift to the Lord for the priest. He shall kill the lamb and take some of the blood and put it on the lobe of your right ear, on the thumb of your right hand, and on the big toe of your right foot. The priest shall pour some of the oil into the palm of his own left hand and with a finger of his right hand sprinkle some of it seven times there in the Lord's presence. He shall put some of the oil on the same places he put the blood: on the lobe of your right ear, on the thumb of your right hand, and on the big toe of your right foot. The rest of the oil that is in his palm he shall put on your head and in this way perform the ritual of purification. Then he shall offer one of the doves or pigeons as the sin offering and the other as the burnt offering with the grain offering. In this way the priest shall perform the ritual of purification. This is the law for those who have a dreaded skin disease but who cannot afford the normal offerings required for his purification.

2 Kings 5

Naaman, the commander of the Syrian army, was highly respected and esteemed by the king of Syria, because through Naaman the Lord had given victory to the Syrian forces. He was a great soldier, but he suffered from a dreaded skin disease. In one of their raids against Israel, the Syrians had carried off a little Israelite girl, who became a servant of Naaman's wife.

One day she said to her mistress, I wish that my master could go to the prophet who lives in Samaria! He would cure him of his disease.

When Naaman heard of this, he went to the king and told him what the girl had said. The king said, Go to the king of Israel and take this letter to him.

So Naaman set out, taking thirty thousand pieces of silver, six thousand pieces of gold, and ten changes of fine clothes. The letter that he took read: This letter will introduce my officer Naaman. I want you to cure him of his disease.

When the king of Israel read the letter, he tore his clothes in dismay and exclaimed, How can the king of Syria expect me to cure this man? Does he think that I am God, with the power of life and death? It's plain that he is trying to start a quarrel with me!
When the prophet Elisha heard what had happened, he sent word to the king: Why are you so upset? Send the man to me, and I'll show him that there is a prophet in Israel!

So Naaman went with his horses and chariot and stopped at the entrance to Elisha's house. Elisha sent a servant out to tell him to go and wash himself seven times in the Jordan River, and he would be completely cured of his disease.

But Naaman left in a rage, saying, I thought that he would at least come out to me, pray to the Lord his God, wave his hand over the diseased spot, and cure me! Besides, aren't the rivers Abana and Pharpar, back in Damascus, better than any river in Israel? I could have washed in them and been cured!

His servants went up to him and said, Sir, if the prophet had told you to do something difficult, you would have done it. Now why can't you just wash yourself, as he said, and be cured?

So Naaman went down to the Jordan, dipped himself in it seven times, as Elisha had instructed, and he was completely cured. His flesh became firm and healthy like that of a child. He returned to Elisha with all his men and said, Now I know that there is no god but the God of Israel; so please, sir, accept a gift from me.

Elisha answered, By the living Lord, whom I serve; I swear that I will not accept a gift.

Naaman insisted that he accept it, but he would not. So Naaman said, If you won't accept my gift, then let me have two mule-loads of earth to take home with me, because from now on I will not offer sacrifices or burnt offerings to any god except the Lord. So I hope that the Lord will forgive me when I accompany my king to the temple of Rimmon, the god of Syria, and worship him. Surely the Lord will forgive me!

Go in peace, Elisha said. And Naaman left. He had gone only a short distance, when Elisha's servant Gehazi said to himself; My master has let Naaman get away without paying a thing! He should have accepted what that Syrian offered him. By the living Lord I will run after him and get something from him.

So he set off after Naaman. When Naaman saw a man running after him, he got down from his chariot to meet him, and asked, Is something wrong?
No, Gehazi answered. But my master sent me to tell you that just now two members of the group of prophets in the hill country of Ephraim arrived, and he would like you to give them three thousand pieces of silver and two changes of fine clothes.

Please take six thousand pieces of silver, Naaman replied. He insisted on it, tied up the silver in two bags, gave them and two changes of fine clothes to two of his servants, and sent them on ahead of Gehazi.

When they reached the hill where Elisha lived, Gehazi took the two bags and carried them into the house. Then he sent Naaman's servants back.

He went back into the house, and Elisha asked him, Where have you been?

Oh, nowhere, sir, he answered.

But Elisha said, Wasn't I there in spirit when the man got out of his chariot to meet you? This is no time to accept money and clothes, olive groves and vineyards, sheep and cattle, or servants! And now Naaman's disease will come upon you, and you and your descendants will have it forever!

When Gehazi left, he had the disease; his skin was as white as snow.

In the twenty-seventh year of the reign of King Jeroboam II of Israel, Uzziah son of Amaziah became king of Judah at the age of sixteen, and he ruled in Jerusalem for fifty-two years. His mother was Jecoliah from Jerusalem. Following the example of his father, he did what was pleasing to the Lord. But the pagan places of worship were not destroyed, and the people continued to offer sacrifices and burn incense there. The Lord struck Uzziah with a dreaded skin disease that stayed with him the rest of his life. He lived in a separate house, relieved of all duties, while his son Jotham governed the country.

Everything else that Uzziah did is recorded in The History of the Kings of Judah Uzziah died and was buried in the royal burial ground in David's City, and his son Jotham succeeded him as king.
2 Chronicles 26: 16-24

<table>
<thead>
<tr>
<th>But when King Uzziah became strong, he grew arrogant, and that led to his downfall. He defied the Lord his God by going into the Temple to burn incense on the altar of incense. Azariah the priest, accompanied by eighty strong and courageous priests, followed the king to resist him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They said, Uzziah! You have no right to burn incense to the Lord. Only the priests who are descended from Aaron have been consecrated to do this. Leave this holy place. You have offended the Lord God, and you no longer have his blessing.</td>
</tr>
<tr>
<td>Uzziah was standing there in the Temple beside the incense altar and was holding an incense burner. He became angry with the priests, and immediately a dreaded skin disease broke out on his forehead. Azariah and the other priests stared at the king's forehead in horror and then forced him to leave the Temple. He hurried to get out, because the Lord had punished him.</td>
</tr>
<tr>
<td>For the rest of his life King Uzziah was ritually unclean because of his disease. Unable to enter the Temple again, he lived in his own house, relieved of all duties, while his son Jotham governed the country.</td>
</tr>
<tr>
<td>The prophet Isaiah son of Amoz recorded all the other things that King Uzziah did during his reign. Uzziah died and was buried in the royal burial ground, but because of his disease he was not buried in the royal tombs. His son Jotham succeeded him as king.</td>
</tr>
</tbody>
</table>
### Lesson 1: Leprosy Then and Now - According to the New Testament

<table>
<thead>
<tr>
<th>Scripture Reference</th>
<th>Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Luke 17: 11-20</strong></td>
<td>As Jesus made his way to Jerusalem, he went along the border between Samaria and Galilee. He was going into a village when he was met by ten men suffering from a dreaded skin disease. They stood at a distance and shouted, Jesus! Master! Have pity on us! &lt;br&gt;Jesus saw them and said to them, Go and let the priests examine you. &lt;br&gt;On the way they were made clean. When one of them saw that he was healed, he came back, praising God in a loud voice. He threw himself to the ground at Jesus’ feet and thanked him. The man was a Samaritan. Jesus spoke up, There were ten who were healed; where are the other nine? Why is this foreigner the only one who came back to give thanks to God? &lt;br&gt;And Jesus said to him, Get up and go; your faith has made you well.</td>
</tr>
<tr>
<td><strong>Matthew 8: 1-5</strong></td>
<td>When Jesus came down from the hill, large crowds followed him. Then a man suffering from a dreaded skin disease came to him, knelt down before him, and said, Sir, if you want to, you can make me clean. &lt;br&gt;Jesus reached out and touched him. I do want to, he answered. Be clean! &lt;br&gt;At once the man was healed of his disease. Then Jesus said to him, Listen! Don’t tell anyone, but go straight to the priest and let him examine you; then in order to prove to everyone that you are cured, offer the sacrifice that Moses ordered.</td>
</tr>
</tbody>
</table>
Lesson 1: Leprosy Then and Now – According to the New Testament

<table>
<thead>
<tr>
<th>Scripture Reference</th>
<th>Passage</th>
</tr>
</thead>
</table>
| **Mark 1: 40-46**   | A man suffering from a dreaded skin disease came to Jesus, knelt down, and begged him for help. If you want to, he said, you can make me clean.  
  Jesus was filled with pity, and reached out and touched him. I do want to, he answered. Be clean!  
  At once the disease left the man, and he was clean. Then Jesus spoke sternly to him and sent him away at once, after saying to him, Listen, don't tell anyone about this. But go straight to the priest and let him examine you; then in order to prove to everyone that you are cured, offer the sacrifice that Moses ordered.  
  But the man went away and began to spread the news everywhere. Indeed, he talked so much that Jesus could not go into a town publicly. Instead, he stayed out in lonely places, and people came to him from everywhere. |
| **Luke 5: 12-16**   | Once Jesus was in a town where there was a man who was suffering from a dreaded skin disease. When he saw Jesus, he threw himself down and begged him, Sir, if you want to, you can make me clean!  
  Jesus reached out and touched him. I do want to, he answered. Be clean!  
  At once the disease left the man.  
  Jesus ordered him, Don’t tell anyone, but go straight to the priest and let him examine you; then to prove to everyone that you are cured, offer the sacrifice as Moses ordered.  
  But the news about Jesus spread all the more widely, and crowds of people came to hear him and be healed from their diseases. But he would go away to lonely places, where he prayed. |
<table>
<thead>
<tr>
<th>Scripture Reference</th>
<th>Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew 26: 6-14</td>
<td>Jesus was in Bethany at the house of Simon, a man who had suffered from a dreaded skin disease. While Jesus was eating, a woman came to him with an alabaster jar filled with an expensive perfume, which she poured on his head. The disciples saw this and became angry. Why all this waste? they asked. This perfume could have been sold for a large amount and the money given to the poor! Jesus knew what they were saying, and so he said to them, Why are you bothering this woman? It is a fine and beautiful thing that she has done for me. You will always have poor people with you, but you will not always have me. What she did was to pour this perfume on my body to get me ready for burial. Now, I assure you that wherever this gospel is preached all over the world, what she has done will be told in memory of her.</td>
</tr>
<tr>
<td>Mark 14: 3-10</td>
<td>Jesus was in Bethany at the house of Simon, a man who had suffered from a dreaded skin disease. While Jesus was eating, a woman came in with an alabaster jar full of a very expensive perfume made of pure nard. She broke the jar and poured the perfume on Jesus' head. Some of the people there became angry and said to one another, What was the use of wasting the perfume? It could have been sold for more than three hundred silver coins and the money given to the poor! And they criticized her harshly. But Jesus said, Leave her alone! Why are you bothering her? She has done a fine and beautiful thing for me. You will always have poor people with you, and any time you want to, you can help them. But you will not always have me. She did what she could; she poured perfume on my body to prepare it ahead of time for burial. Now, I assure you that wherever the gospel is preached all over the world, what she has done will be told in memory of her.</td>
</tr>
</tbody>
</table>
Lesson 1: Leprosy Then and Now – Exemplar: How Leprosy was Depicted in the Bible

<table>
<thead>
<tr>
<th>Scripture Reference</th>
<th>Physical Affects</th>
<th>Social/Emotional Affects</th>
<th>Financial Affects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numbers 12:</strong></td>
<td>White skin that looked like it was white as snow and her skin looked like it was dead.</td>
<td>“Dreaded” skin disease – she was rejected by her family and community.</td>
<td>She would be thrown out of her community and no longer allowed to be a part of her family or community. She would become a beggar.</td>
</tr>
<tr>
<td>Old Testament Selection:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>New Testament Selection:</td>
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</tbody>
</table>
Lesson 1: Leprosy Then and Now – Venn diagram of Old and New Testament Readings

Student Name: ________________________________
Leprosy in the World Today: Answering the Call to Care
Teacher Overview and Lesson Two

<table>
<thead>
<tr>
<th>Subject</th>
<th>Religious Education &amp; Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>6-8</td>
</tr>
<tr>
<td>Title of Lesson</td>
<td>What is Leprosy?</td>
</tr>
<tr>
<td>Time Requirements</td>
<td>Approximately 4 lessons X 40 minutes</td>
</tr>
<tr>
<td>Rationale of Lesson</td>
<td>This lesson will serve to provide students with information about leprosy which they will incorporate into their culminating activities.</td>
</tr>
<tr>
<td>Description of the Lesson</td>
<td>This lesson enables students to extend their knowledge of leprosy and raise their awareness of the detrimental affects on the whole person. Through these lessons, the students will also learn to interact positively with their peers and discover the joy of responding to Jesus’ call of loving and caring for those in need.</td>
</tr>
</tbody>
</table>
| Scriptural Links and Guiding Questions | What do scripture stories tell us about God’s will?  
What are our responsibilities as people of God?  
How do we respond to God’s will through prayer and celebration? |
| Catholic Social Teaching Focus | Human rights and responsibilities |
| Curriculum Expectations: | Ontario Catholic School Graduate Expectations Discerning Believer:  
1c) Actively reflects on God’s word as communicated through the Hebrew and Christian Scriptures  
1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good  
1i) Integrates faith with life  
Effective Communicator:  
2a) Listens actively and critically to understand and learn in light of gospel values |

- **Ontario Catholic School Graduate Expectations**
- **Subject Expectations**
- **Cross Curricular Expectations**
2c) Presents information and ideas clearly and honestly and with sensitivity to others

**Reflective, Creative, Holistic Thinker:**

3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges

3b) Creates, adapts, evaluates new ideas in light of the common good

**Self-Directed Responsible Lifelong Learner:**

4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**Collaborative Contributor:**

5d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good

**Caring Family Member:**

6c) Values and honours the important role of the family in society

6e) Ministers to the family, school, parish, and wider community through service

**Responsible Citizen:**

7d) Promotes the sacredness of life

7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society

**Language Expectations**

By the end of Grade 6, 7 or 8 students will:

**Oral Communication:**

2.7 use a variety of appropriate visual aids to support or enhance oral presentations.

**Reading:**

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
| Writing: | Assessment for Learning (AFL): Review teacher observations and anecdotal notes made during group work.  
3.8 produce pieces of published work to meet identified criteria based on the expectations(e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)  
3.8 produce pieces of published work to meet identified criteria based on the expectations(e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation) |
|---|---|
| Assessment and Evaluation | Assessment for Learning (AFL): Provide timely and detailed feedback to the students to help them improve the assignments they produce.  
Assessment as Learning (AAL): Provide time for student reflection and develop skills of self-assessment |
| Notes to the Teacher | History of Leprosy  
In Jesus’ day, people with leprosy, incorrectly referred to as ‘lepers’, were considered “untouchable”. A person who suffered from leprosy had to live in a leper colony outside of the town or city. People with leprosy carried a bell to warn those who did not have the disease to keep away. If a Jew touched a person with leprosy, he or she was considered ritually unclean and was not allowed to participate in religious activities without undergoing purification.  
Those affected by leprosy were cut off from family and friends, driven away from their communities or even killed. Fortunately, the story of those with leprosy today can be quite different.  
Although it once existed in Europe, anywhere from 1 to 2000 BC, it has since faded out and no one really knows why. There are still as many as 24 countries in Asia, Africa and Latin America where leprosy still exists as a public health concern, notably Brazil, India, Indonesia and Myanmar. |
Leprosy is no longer a health concern in North America but it may be surprising to learn that even Canada has struggled with leprosy in its past. Leprosy first came to Canada primarily through immigration; it is also thought to have been brought through infected sailors. The disease existed in Canada from the 19th century until the mid 20th century. Even then, the stigma and fear drove people to perform cruel acts.

During this time, anyone with leprosy was sent to one of two places - D'Arcy Island off the coast of British Columbia or Sheldrake Island, a government-determined lazaretto near New Brunswick. D'Arcy Island was reserved for Chinese people with leprosy, where they were provided with food and basic supplies but were essentially uncared for and left alone to die. The lazaretto in New Brunswick was designated for the ‘white’ people with leprosy. The men, women and children held here endured the same treatment and many tried to escape.

Today leprosy is rare in Canada and is brought in through immigration in small numbers. Tropical disease units of major hospitals usually treat such cases. Medical professionals describe the disease as only ‘mildly infectious’ and up to 95% of the world's population is naturally immune. Leprosy is not a public health concern in Canada and is, thankfully, a part of Canada’s past.

Leprosy: Modern History

- 1873 - Dr. Armaur Hansen of Norway discovers M. leprae bacilli, indicating for the first time that leprosy was not a curse brought upon people for evil deeds, as it was previously believed.
- 1950's - Doctors begin using the drug Dapsone to treat leprosy.
- 1982 - Leprosy develops resistance to Dapsone. World Health Organization (WHO) recommends Multi-Drug Therapy of Dapsone, Rifampicin and Clofazimine. TLM adopts the use of this new successful drug blend, which is fully effective against leprosy.
Since 1982, MDT has made a dramatic impact in the fight against leprosy. Consider the fact that in 1985 leprosy was considered a health problem in 122 countries (a prevalence of 1 in 10,000 or better). That number dropped to 24 countries in 2000 and had dropped even lower to 9 countries as of 2004. MDT is currently available through the World Health Organization (WHO). Work has been progressing steadily towards a vaccination for leprosy. American Leprosy Missions, along with the support of TLM Canada, is continuing to help fund research through the Infectious Disease Research Institute in Seattle, Washington, USA.

Source: [www.Leprosy.ca](http://www.Leprosy.ca)

<table>
<thead>
<tr>
<th>Differentiated Instruction/Accommodations</th>
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</thead>
<tbody>
<tr>
<td>• Provide Bibles/reference texts at a variety of reading levels and lengths to accommodate the needs of all students.</td>
</tr>
<tr>
<td>• Form pairs and groups based on individual needs and strengths.</td>
</tr>
<tr>
<td>• Assign students to small groups to facilitate peer support for students.</td>
</tr>
<tr>
<td>• Create pairings to accommodate the needs of various students during group/partner work.</td>
</tr>
<tr>
<td>• Organize seating arrangements to maximize peer assistance.</td>
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<tr>
<td>• Use texts with limited print and much visual support for students with special needs.</td>
</tr>
<tr>
<td>• Adjust the content of small-group lessons appropriately for the achievement level and interests of the students in the group.</td>
</tr>
<tr>
<td>• Support students with task completion as required.</td>
</tr>
<tr>
<td>• Offer students choices about types of presentations possible.</td>
</tr>
<tr>
<td>• Provide additional teacher-guided support as appropriate.</td>
</tr>
<tr>
<td>• Provide additional assessment feedback to students who need more support to complete tasks.</td>
</tr>
</tbody>
</table>
### Materials and Resources

| Teacher can order additional information from Leprosy Missions Canada 2-3 weeks in advance. Call 1-888-537-7679 X 2020 |
| Access to computers, one for every two students if possible |
| Chart paper and markers |

### Appendices

| BLM 2.1 Group Record Sheet |
| BLM 2.2 Placemat Activity |
| BLM 2.3 Questions to Consider: Answering our ‘Call to Care’. |
## Teaching and Learning

### Lesson 2: What is Leprosy?

<table>
<thead>
<tr>
<th>Minds On (Elicit and Engage)</th>
<th>Approximate Time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit Lesson 1 the history of leprosy as found in the Old and New Testaments by once again highlighting how differently people with leprosy were treated in the Old Testament compared to how Jesus responded to them.</td>
<td>AFL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action (Explore and Explain)</th>
<th>Approximate Time: 3 lessons x 40 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Jigsaw</strong></td>
<td></td>
</tr>
<tr>
<td>With this technique, every member of the group can become an expert in one aspect of the learning. These experts then share their knowledge with others in the group. Note: If you do not have access to sufficient classroom computers, you may need to use a computer lab.</td>
<td>AFL: Provide timely and detailed feedback to the students to ensure expectations are clear and students remain on track.</td>
</tr>
<tr>
<td>1. Group students into groups of 5.</td>
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<tr>
<td>2. Assign topics A, B, C, D, E - one for each member of the group.</td>
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</tr>
<tr>
<td>A. What causes leprosy?</td>
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<tr>
<td>B. Is leprosy infectious? How is it transmitted?</td>
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</tr>
<tr>
<td>C. How is leprosy cured?</td>
<td></td>
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<tr>
<td>D. Where is it found? Is leprosy found in Canada?</td>
<td></td>
</tr>
<tr>
<td>E. What are the challenges to treatment?</td>
<td></td>
</tr>
<tr>
<td>3. All students with the same assignments form new groups, i.e. all A’s together, all B’s together, etc. (4-6 members in each ‘expert’ group). Distribute BLM 2.1 Group Record Sheet for record-keeping.</td>
<td></td>
</tr>
<tr>
<td>4. Together, using the websites answeringthecall.ca, <a href="http://www.leprosy.ca">www.leprosy.ca</a>, and <a href="http://www.leprosymission.org">www.leprosymission.org</a>, as well as materials ordered through The Leprosy Mission Canada, students will study the materials and become the experts.</td>
<td></td>
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</tbody>
</table>
5. Experts gather information identifying specific facts and details related to their topic and record on the BLM provided. Students are reminded to summarize and paraphrase information in their own words.

6. The original groupings re-form. Each member is now an expert in one topic.

7. The experts teach one another and share information in the original groups.

B. Placemat Activity BLM 2.2

1. Divide students into small groups of four. Each group will choose a student recorder.

2. Provide each member of the group with Placemat Activity (BLM 2.2) and one extra for the group.

3. Ask students to reflect upon what they have learned about leprosy and individually answer the four questions on the placemat.

4. After several minutes, instruct students to stop. Ask them to choose a recorder and discuss their ideas on the placemat with their group – looking for common elements. The student recorder will note them on the extra placemat.

5. Ask students to share findings.

6. Summarize on chart paper using the following questions as a guide:
   - How does leprosy affect the body?
   - How does it affect the person’s relationship with others?
   - How does it affect their livelihood?
   - How might it affect their faith?
Consolidation  (Elaborate, Evaluate, Extend)  

<table>
<thead>
<tr>
<th>Approximate Time: 40 minutes</th>
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</thead>
<tbody>
<tr>
<td>Ask students to complete BLM 2.3 Questions to Consider: Answering our ‘Call to Care’ by reflecting on the following questions:</td>
</tr>
<tr>
<td>How has The Leprosy Mission Canada demonstrated their response to Christ’s call to love and serve others?</td>
</tr>
<tr>
<td>What does this tell us about how we, His disciples, are called to act towards people with leprosy?</td>
</tr>
<tr>
<td>How have modern day disciples, like Mother Teresa, demonstrated Christ-like love to people in need?</td>
</tr>
<tr>
<td>What can we do as a Catholic school community to help those living with leprosy?</td>
</tr>
</tbody>
</table>

**Next Steps**

The school, social justice committee or the class may consider participating in the following initiatives:

1. Start a stamp collection to support Leprosy Missions work around the world.

2. See [www.answeringthecall.ca](http://www.answeringthecall.ca) and [www.cureleprosy.ca](http://www.cureleprosy.ca)

   or

   Call 1-888-537-7679 X 2020

Cured Not Cursed is a chance for youth across Canada to join together to show God’s love by curing leprosy. By wearing a mitt for 12 hours and collecting donations from friends and family, you could help cure someone from leprosy and give them hope for tomorrow. The mitt will allow your youth group to get a glimpse of the burden of leprosy – hot and cold temperatures are difficult to detect, fine motor skills are jeopardized and everyday tasks become extremely difficult. But with a donation of just $350, your youth group will provide the cure and ongoing care needed to recover from this disease.
Lesson 2 Group Record Sheet

Student Name: ______________________________________

Circle your group question and record your research findings below.

Group A: What causes leprosy?

Group B: Is leprosy infectious? How is it transmitted?

Group C: How is leprosy cured?

Group D: Where is leprosy found? Is leprosy found in Canada?

Group E: What are the challenges to treatment?

| Group: _____ |
| Question: ___________________________________________ |
| Research Findings:                                  |
Lesson 2 Placemat Activity

Student Name: _______________________________________________________

Complete the placemat by answering the questions individually. Then as a group, select a recorder to develop a shared placemat combining your ideas to share with the class.

<table>
<thead>
<tr>
<th>How does leprosy affect the body?</th>
<th>How does it affect the person’s relationship with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does it affect their livelihood?</th>
<th>How might it affect their faith?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2 Questions to Consider: Answering our ‘Call to Care’  

BLM 2.3

Student Name: _____________________________________________________________

1. How has The Leprosy Mission Canada demonstrated their response to Christ’s call to love and serve others?

2. What does this tell us about how we, His disciples, are called to act towards people with leprosy?

3. How have modern day disciples, like Mother Teresa, demonstrated Christ-like love to people in need?

4. What can we do as a Catholic school community to help those living with leprosy?
# Leprosy in the World Today: Answering the Call to Care
## Teacher Overview and Lesson Three

<table>
<thead>
<tr>
<th>Subject</th>
<th>Religious Education &amp; Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>6-8</td>
</tr>
<tr>
<td>Title of Lesson</td>
<td>Leprosy: How it affects our world today</td>
</tr>
<tr>
<td>Time Requirements</td>
<td>Approximately 4 - 5 lessons of 40-75 minutes</td>
</tr>
<tr>
<td>Rationale of Unit (why)</td>
<td>To increase the students’ knowledge of the historical role that The Leprosy Mission Canada has played in helping people with leprosy as well as increase the students’ knowledge of how leprosy continues to affect countries throughout the world today.</td>
</tr>
</tbody>
</table>

## Curriculum Expectations:

- **Ontario Catholic School Graduate Expectations**
  - Discerning Believer:
    - 1c) Actively reflects on God’s word as communicated through the Hebrew and Christian Scriptures
  - 1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
  - 1i) Integrates faith with life

- **Subject Expectations**

- **Cross Curricular Expectations**

  - Effective Communicator:
    - 2a) Listens actively and critically to understand and learn in light of gospel values
    - 2c) Presents information and ideas clearly and honestly and with sensitivity to others

  - Reflective, Creative, Holistic Thinker:
    - 3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges
    - 3b) Creates, adapts, evaluates new ideas in light of the common good

  - Self-Directed Responsible Lifelong Learner:
    - 4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
Collaborative Contributor:

5d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good

Caring Family Member:

6c) Values and honours the important role of the family in society

6e) Ministers to the family, school, parish, and wider community through service

Responsible Citizen:

7d) Promotes the sacredness of life

7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society

Language Expectations:

Reading:

1.2 Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.

1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing:

1.4 Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas.

1.6 Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.

Oral Communication:

2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions.
### Assessment and Evaluation

**Assessment of Learning:** Primarily language-based rubrics for each assignment are included.

**Assessment for Learning:** Students’ understanding of the affects of leprosy in countries throughout the world and the work of individuals and The Leprosy Mission Canada organization will be assessed through daily discussions with the teacher.

### Notes to the Teacher

Through the previous lessons taught, the students should already know quite a lot of information about leprosy and its affects on people. The objective of this lesson is to focus on individual countries, highlighting to the students the devastating affects leprosy can have on people living in these countries. Also, the lesson celebrates the wonderful, supportive work offered through The Leprosy Mission Canada from its inception in 1874 as well as two incredible individuals whose lives depicted loving service to others. Students will be encouraged to see for themselves how one person (such as Mother Teresa or Father Damien) can make a difference in many peoples lives through their self-sacrificing endeavors to make life more tolerable for individuals living with leprosy.

### Differentiated Instruction/Accommodations

Differentiated instruction strategies are incorporated throughout the lesson, allowing students to select their choice of presentation and content focus. Groupings and roles could reflect students’ multiple intelligences: if they enjoy drawing they could assume the role of illustrator, if they enjoy reading, they could be the main researcher etc. Strategic grouping by the teacher is also encouraged to ensure that peer assistance is present in each group. The use of assistive technology such as graphic organizers is also beneficial for these lessons.

### Materials and Resources

Resources from The Leprosy Mission Canada including [www.answeringthecall.ca](http://www.answeringthecall.ca)


<table>
<thead>
<tr>
<th>Appendices (BLM)</th>
<th>BLM 3.1 (A) Create a Timeline of The Leprosy Mission Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BLM 3.1 (B) Rubric – Create a Timeline</td>
</tr>
<tr>
<td></td>
<td>BLM 3.2 (A) Create a Profile of a Country affected by Leprosy</td>
</tr>
<tr>
<td></td>
<td>BLM 3.2 (B) Rubric – Profile of a Country Affected by Leprosy</td>
</tr>
<tr>
<td></td>
<td>BLM 3.3 (A) Create a Map of the World</td>
</tr>
<tr>
<td></td>
<td>BLM 3.3 (B) Rubric – Create a Map of the World</td>
</tr>
</tbody>
</table>
## Teaching and Learning

### Lesson 3: Leprosy: How leprosy continues to affect our world today.

<table>
<thead>
<tr>
<th>Minds On (Elicit and Engage)</th>
<th>Approximate Time: 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review lesson one by asking the students to share with the class what they have learned about leprosy as depicted in the Bible.</td>
<td></td>
</tr>
<tr>
<td>2. Review lesson two by challenging the students to share with the class two effects of leprosy on a person’s body and their ability to work and provide for the needs of their families.</td>
<td></td>
</tr>
<tr>
<td>3. Ask the students where do we find leprosy today?</td>
<td></td>
</tr>
</tbody>
</table>

### Action (Explore and Explain) | Approximate Time: 3 or 4 lessons X 75 minutes

1. Using the resources The History of Leprosy, [http://www.leprosy.ca/Page.aspx?pid=259](http://www.leprosy.ca/Page.aspx?pid=259) to review The Leprosy Mission timeline and the resources from Ask 2011 Prayer Diary, at: [http://www.leprosymission.org.uk/resources/literature/ask.aspx](http://www.leprosymission.org.uk/resources/literature/ask.aspx), the teacher will divide the students into groups of four. Each group will be asked to choose one of three assignments:

   a. Create a timeline of key events of The Leprosy Mission Canada, including the work of Father Damien in Hawaii and Mother Teresa in Calcutta (using the website’s timeline as a guide). Distribute BLM 3.1 (A)

   b. Create a profile of one of the countries depicted in Ask 2011 Prayer Diary (pdf map) and the effects of leprosy on individuals living in that country (each group must ensure that they inform the teacher which country they have selected to ensure that no country is researched by more than one group). Distribute BLM 3.2 (A)

   c. Create a map of the world, highlighting the effects of leprosy on different countries throughout the world and how The Leprosy Mission Canada is working to eradicate these challenges through serving people in need. Distribute BLM 3.3 (A)

**AFL:** Through anecdotal notes taken after daily discussion with students and through timely feedback to the students.
2. Once the groups have been determined, and black line masters distributed accordingly, review each task with the groups to clarify their assignment.

3. The students will be given three/four days to work on their project and the teacher will monitor each group daily to ensure that they are on the right track.

<table>
<thead>
<tr>
<th>Consolidation (Elaborate, Evaluate, Extend)</th>
<th>Approximate Time: 1-2 X 75 minutes</th>
</tr>
</thead>
</table>
| 1. Each group will be asked to present their projects to the whole class, informing the other students about what they learned about the history of The Leprosy Mission Canada, how leprosy has affected an individual country or how leprosy has affected the world. | AOL:
BLM Rubrics
3.1 (B), 3.2 (B), 3.3 (B) |
| 2. The teacher will use the rubrics attached to determine how thoroughly and effectively the students presented their findings to the class. | |

**Next Steps**

1. The class will brainstorm how we can communally support The Leprosy Mission Canada in their work to support people with leprosy throughout the world. Some suggestions are the Stamp Program, hosting an evening presentation on leprosy for parents (possibly on the same night as parent-teacher interviews), trying to raise awareness and funds using a whole-school assembly or developing a fund-raising activity to support the work of The Leprosy Mission Canada.

2. *Pete the Pig* and *The Umbrella Girl* are two resources offered through The Leprosy Mission Canada that may be adopted by the school to support The Leprosy Mission Canada. Call 1-888-537-7679 X 2020

3. Encourage the students to write letters to the Catholic school council, the local parish organizations such as the Knights of Columbus, Catholic Women’s League and Youth Councils, and local M.P.’s, encouraging them to support the work of The Leprosy Mission Canada.
Lesson 3: Create a Timeline of The Leprosy Mission Canada

Using the internet as your guide: http://www.leprosy.ca/Page.aspx?pid=259 or www.answeringthecall.ca to create a specific timeline depicting the beginning of The Leprosy Mission Canada and the work this organization has done over the years to improve the lives of people living with leprosy.

Your timeline must also include the work of Father Damien in Hawaii as well as the work of Mother Teresa of Calcutta.

It is essential that you include important years in the timeline, demonstrating how The Leprosy Mission Canada has evolved in its work with people with leprosy as well as how the world has changed in the way it regards leprosy today.

Include pictures (either drawn or printed) in your timeline to help us envision the evolution of The Leprosy Mission Canada and their incredible work, as well as the work of Father Damien and Mother Theresa.

Use the table below to assist you with ensuring that every important year is included:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1869</td>
<td>Irishman Wellesley Bailey began work in Punjab, India, working with people with leprosy</td>
</tr>
<tr>
<td>1873</td>
<td>Father Damien volunteered to serve at the settlement of Kalaupapa, Hawaii, working with 816 people with leprosy</td>
</tr>
<tr>
<td>1874</td>
<td>Formal establishment of “The Mission to Lepers in India”</td>
</tr>
<tr>
<td>1965</td>
<td>Mother Theresa served the poor in India, including people with leprosy</td>
</tr>
</tbody>
</table>
## Rubric: Create a Timeline

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>The timeline has a creative title that accurately describes the material and is easy to locate.</td>
<td>The timeline has an effective title that accurately describes the material and is easy to locate.</td>
<td>The timeline has a title that is easy to locate.</td>
<td>The title is missing or difficult to locate.</td>
</tr>
<tr>
<td><strong>Content/Facts</strong></td>
<td>Facts were accurate for all events reported on the timeline.</td>
<td>Facts were accurate for almost all events reported on the timeline.</td>
<td>Facts were accurate for most (~75%) of the events reported on the timeline.</td>
<td>Facts were often inaccurate for events reported on the timeline.</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>An accurate, complete date has been included for each event.</td>
<td>An accurate, complete date has been included for almost every event.</td>
<td>An accurate date has been included for almost every event.</td>
<td>Dates are inaccurate and/or missing for several events.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The timeline contained at least 15-20 events related to the topic being studied.</td>
<td>The timeline contained at least 10-15 events related to the topic being studied.</td>
<td>The timeline contained at least 5-10 events related to the topic being studied.</td>
<td>The timeline contained fewer than 5 events.</td>
</tr>
<tr>
<td><strong>Organization of writing</strong></td>
<td>The introduction is inviting, states the main topic and previews the structure of the paper.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.</td>
<td>The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.</td>
<td>There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td>Graphics</td>
<td>All graphics are effective and balanced with text use.</td>
<td>All graphics are effective, but there appear to be too few or too many.</td>
<td>Some graphics are effective and their use is balanced with text use.</td>
<td>Several graphics are not effective.</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Sentence structure</td>
<td>All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.</td>
<td>Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are awkward or difficult to understand.</td>
<td>Most sentences sound natural and are easy-on-the-ear when read aloud, but several are awkward or difficult to understand.</td>
<td>The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive or difficult to understand.</td>
</tr>
</tbody>
</table>
Lesson 3: Create a Profile of a Country Affected by Leprosy


Inform the teacher which country you would like to focus on before you begin!

You may present your findings in any manner that you choose such as a PowerPoint, poster, booklet etc. however, it is essential that you ensure that you include pictures to demonstrate your learning as well as references for your resources. Information that may be included is:

- How many people have been affected by leprosy, how do other people from this country treat people with leprosy? How willing are people to receive treatment for leprosy? How do people with leprosy support themselves in this country? What has The Leprosy Mission Canada done to support people in this country? Has the government of that country done anything to support these people? Why/why not?

Use the table below to assist you with organizing your work:

<table>
<thead>
<tr>
<th>Country</th>
<th>How many people have been affected by leprosy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do others treat people with leprosy?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How many people are being treated for leprosy?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do some people with leprosy support themselves?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What has The Leprosy Mission done/continues to do, to support people with leprosy?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What has the local government done to support people?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What surprised me?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rubric: Profile of a Country Affected by Leprosy

Student Name: ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation of Responsibility</td>
<td>Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.</td>
<td>Each student in the group can clearly explain what information s/he is responsible for locating.</td>
<td>Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.</td>
<td>One or more students in the group cannot clearly explain what information they are responsible for locating.</td>
</tr>
<tr>
<td>Quality of Sources</td>
<td>Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.</td>
<td>Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.</td>
<td>Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.</td>
<td>Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.</td>
</tr>
<tr>
<td>Plan for Organizing Information</td>
<td>Students have developed a clear plan for organizing the information. All students can independently explain the planned organization of the research findings.</td>
<td>Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.</td>
<td>Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.</td>
<td>Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Consistently uses correct punctuation.</td>
<td>Consistently uses correct punctuation.</td>
<td>Errors in punctuation don’t affect readability.</td>
<td>Many errors in punctuation.</td>
<td></td>
</tr>
<tr>
<td>Word usage is consistently clear and accurate.</td>
<td>Word usage is generally clear and accurate.</td>
<td>Word usage is clear and accurate some of the time.</td>
<td>Word usage is unclear and inaccurate.</td>
<td></td>
</tr>
<tr>
<td>Superior spelling.</td>
<td>Spells many difficult words with accuracy.</td>
<td>Spells commonly used words correctly.</td>
<td>Spells commonly used words incorrectly.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>The overall presentation of the profile of the country is excellent and covers all of the information requested.</td>
<td>The overall presentation of the profile of the country is well done and covers most of the information requested.</td>
<td>The overall presentation of the profile of the country is tidy and covers half of the information requested.</td>
<td>The presentation of the profile of the country is not tidily presented and fails to cover half of the information requested.</td>
</tr>
</tbody>
</table>
Lesson 3: Create a Map of the World

Your group has chosen to illustrate a map of the world, highlighting the different countries that have been and continue to be affected by leprosy.

Use the internet as your research base. Three excellent sites include:
www.leprosy.ca
www.answeringthecall.ca

For this assignment, it is essential that your map accurately depicts the countries that are currently affected by leprosy (using one colour) while also depicting countries that have been affected by leprosy in the past (using another colour) to illustrate the changes (if any) that have occurred over the years.

A colour scheme highlighting the numbers affected is strongly encouraged, i.e. largest number of people affected may be highlighted in green, while smallest number of affected people could be coloured in yellow etc. Please include a legend with your map.

You must also include a very brief summary of what The Leprosy Mission is doing to support people affected by leprosy in each country.

Use the table below to assist you with organizing your work and don’t forget to check in daily with your teacher!

<table>
<thead>
<tr>
<th>Country</th>
<th>Thousands affected</th>
<th>Leprosy Mission work</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>10,000+</td>
<td>109 programmes e.g. housing, hospital support, vocational training</td>
</tr>
<tr>
<td>Indonesia</td>
<td>10,000+</td>
<td>3 programmes</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>100-9,999</td>
<td>2 programmes</td>
</tr>
<tr>
<td>Tanzania</td>
<td>100-9,999</td>
<td>1 programme</td>
</tr>
</tbody>
</table>
### Rubric – Create a Map of the World  

**Criteria**  

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Required Information is included</strong></td>
<td>All of the required information is included accurately on the world map.</td>
<td>Most of the required information is included on the world map.</td>
<td>At least half of the required information is included in the world map.</td>
<td>Less than half of the required information is included in the world map.</td>
</tr>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>The world map accurately depicts the number of people affected by leprosy throughout the world.</td>
<td>The world map is mostly correct in the depiction of the numbers of people affected by leprosy throughout the world.</td>
<td>The world map is incorrect in almost half of the depiction of numbers of people affected by leprosy throughout the world.</td>
<td>The world map is predominantly inaccurate in its depiction of the numbers of people affected by leprosy throughout the world.</td>
</tr>
<tr>
<td><strong>Labels - Accuracy</strong></td>
<td>At least 90% of the items are labeled and located correctly.</td>
<td>80-89% of the items are labeled and located correctly.</td>
<td>79-70% of the items are labeled and located correctly.</td>
<td>Less than 70% of the items are labeled and located correctly.</td>
</tr>
<tr>
<td><strong>Map Legend/Key</strong></td>
<td>Legend is easy-to-find and contains a complete set of symbols, including a compass rose.</td>
<td>Legend contains a complete set of symbols, including a compass rose.</td>
<td>Legend contains an almost complete set of symbols, including a compass rose.</td>
<td>Legend is absent or lacks several symbols.</td>
</tr>
<tr>
<td><strong>Spelling/Capitalization</strong></td>
<td>95-100% of words on the map are spelled and capitalized correctly.</td>
<td>94-85% of the words on the map are spelled and capitalized correctly.</td>
<td>84-75% of the words on the map are spelled and capitalized correctly.</td>
<td>Less than 75% of the words on the map are spelled and/or capitalized correctly.</td>
</tr>
<tr>
<td><strong>Diagrams and Illustrations</strong></td>
<td>Diagrams and illustrations are neat, accurate and add to the readers’ understanding of the topic.</td>
<td>Diagrams and illustrations are accurate and add to the readers understanding of the topic.</td>
<td>Diagrams and illustrations are neat and accurate and add to the readers understanding some of the time.</td>
<td>Diagrams and illustrations are not accurate OR do not add to the readers’ understanding of the topic.</td>
</tr>
</tbody>
</table>
Teaching and Learning

Culminating Assignment: What’s your Media Message?  

Assessment

Minds On  (Elicit and Engage)  

Approximate Time: 10 minutes

Students are asked to answer the question: What’s Your Media Message?

Provide students with BLM 4.1 (A) Culminating Assignment: What’s Your Media Message? which includes instructions for the assignment. Provide the students with copies of BLM 4.1(B) Rubric: Culminating Assignment, and BLM 4.1 (C) Learning Skills Evaluation. Explain the process and expectations to the students.

Note: Teacher may wish to alter the media options list for this task to reflect those which have been explicitly taught to the students.

Action (Explore and Explain)  

Approximate Time: 1 – 2 weeks

1. Using all resources already familiar to the students, each student is asked to produce a media message by creating one of four options:
   - Design a brochure
   - Create a public service announcement
   - Create a one minute video
   - Create a multimedia presentation

2. Teachers may wish to have students working within the www.answeringthecall.ca website. Parental consent must be obtained as per local board ICT policy.

3. Provide students with time to work on their assignment, encouraging them to read the instructions found in BLM 4.1 (A). Have students examine the rubric and learning skills evaluation BLM 4.1 (B) and (C), ensuring that they have met all of the assignment components and assessment criteria. Refer to BLM 4.2 for the Culminating Assignment Checklist as well.

4. Set a date for the presentations.

| AFL: | Provide timely and detailed feedback to the students to ensure expectations are clear and students remain on track. |
| AAL: | Student self-evaluation of learning skills |
### Consolidation (Elaborate, Evaluate, Extend)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the students complete the self-evaluation portion of their learning skills.</td>
<td></td>
</tr>
<tr>
<td>Ask the students to complete the reflection questions for the assignment.</td>
<td></td>
</tr>
</tbody>
</table>

### Next Steps

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the presentations have been completed and presented, ask students to reflect on the following question and complete an exit card.</td>
<td></td>
</tr>
<tr>
<td>How has my understanding of Jesus’ call to care for those in need and the work of The Leprosy Mission Canada changed as a result of this unit?</td>
<td></td>
</tr>
</tbody>
</table>
Imagine that you are a representative of The Leprosy Mission Canada organization. You have been asked to create a media message for your local elementary school. The purpose of this message is to provide elementary school children with information about the work of The Leprosy Mission Canada organization and raise awareness about the dreadful disease of leprosy. It is also our hope that you will encourage other students to become part of the voice of The Leprosy Mission Canada and/or enable them to possibly support the organization. Your job is to create a media message using one of the four options outlined below, which provides key details of your organization, how your organization works to benefit those living with leprosy and how your organization is answering Jesus’ call to care for those in need.

When your assignment is complete, you will be asked to present your media message to other students in the school.

**Key questions to consider while working on your assignment:**

How has The Leprosy Mission Canada demonstrated their response to Christ’s call to love and serve others?

What does this tell us about how we, His disciples, are called to act towards people affected by leprosy?

What can we do as a Catholic school community to help those living with leprosy?

To complete this assignment, you will:

1. Select a medium from the list below to share your learning with others:
   - design a brochure
   - create a public service announcement
   - create a one minute video
   - create a multimedia presentation

2. Incorporate the theme of answering Jesus’ call to care.

3. Use the Culminating Assignment: Checklist BLM 4.2 to prepare your draft and request teacher feedback.

4. Prepare your final product.

5. Plan and rehearse your presentation.
Rubric for the Culminating Assignment - What’s Your Media Message?  

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (Evident in the product and oral presentation)</td>
<td>Demonstrates understanding of key concepts</td>
<td>Demonstrates understanding of key concepts is evident</td>
<td>Understanding of key concepts is evident</td>
<td>Thorough understanding of key concepts is evident</td>
</tr>
<tr>
<td>Thinking (Evident in the product, reflection and oral presentation)</td>
<td>Produces a media text for a specific purpose and audience, using appropriate forms, conventions and techniques</td>
<td>Limited focus on purpose and audience, limited attention to form, convention and techniques</td>
<td>Some focus on purpose and audience, some attention to form, convention and techniques</td>
<td>Purpose and audience are clear, good attention to form, convention and techniques</td>
</tr>
<tr>
<td>Oral Communication (Evident in the oral presentation)</td>
<td>Communicates orally in a clear and coherent manner</td>
<td>Communicates orally with limited clarity and coherence</td>
<td>Communicates orally with some clarity and coherence</td>
<td>Communicates orally in a clear, coherent and confident manner</td>
</tr>
<tr>
<td>Uses appropriate language</td>
<td>Limited use of appropriate language</td>
<td>Some use of appropriate language</td>
<td>Good use of appropriate language</td>
<td>Consistently uses appropriate language</td>
</tr>
<tr>
<td>Creativity in presentation format</td>
<td>Presentation contains minimal creativity and originality</td>
<td>Presentation is somewhat creative and original</td>
<td>Presentation is creative and original</td>
<td>Presentation is extremely creative and original</td>
</tr>
<tr>
<td>Application (Evident in the product, reflection and oral presentation)</td>
<td>Student is able to apply knowledge from this unit to own life</td>
<td>Student is able to apply knowledge from this unit to own life</td>
<td>Adequate application of knowledge to own life</td>
<td>Thorough application of knowledge to own life</td>
</tr>
</tbody>
</table>
Culminating Task: Learning Skills Evaluation

**Student Name:** ___________________________________________________________

You will also receive a learning skills evaluation. You will be observed on the following while working on this assignment.

<table>
<thead>
<tr>
<th><strong>Independent Work</strong></th>
<th><strong>Self-Evaluation</strong></th>
<th><strong>Teacher-Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes work on time and with care</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Uses class time effectively</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Makes use of resources available</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>without prompting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiative**

<table>
<thead>
<tr>
<th></th>
<th><strong>Self-Evaluation</strong></th>
<th><strong>Teacher-Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Starts project on own</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Takes risks in trying new approaches</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Demonstrates willingness to take on leadership</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
</tbody>
</table>

**Cooperation**

<table>
<thead>
<tr>
<th></th>
<th><strong>Self-Evaluation</strong></th>
<th><strong>Teacher-Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Works cooperatively with group members</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Seeks consensus with his/her group</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Encourages others</td>
<td>Yes  No  Sometimes</td>
<td>Yes  No  Sometimes</td>
</tr>
</tbody>
</table>
Culminating Assignment: Checklist - What’s Your Media Message? BLM 4.2

Student Name: ________________________________________________________________

☐ Choose a topic

☐ Do your research by getting information from places such as:
  - *The Leprosy Mission Canada* information
  - Internet ([www_answeringthecall.ca](http://www_answeringthecall.ca), [www.leprosy.ca](http://www.leprosy.ca))
  - news media
  - magazines and newspapers

☐ Create a draft plan

☐ Meet with your teacher

☐ Create your presentation

☐ Review criteria in Evaluation Rubric

**Culminating Reflection Questions**

1. Describe how Jesus’ call to care is present in the world today. Give examples using ideas learned from class.

2. Jesus challenged His contemporaries to love one another particularly those who were poor and marginalized. His message was one of respecting the rights of others while accepting responsibility to help others. Why do you think it is important to help others in need throughout the world?

3. What are some things you have learned about those who are affected by leprosy and their right to having their basic human needs met?

4. Do you feel inspired to share the message of The Leprosy Missions Canada organization? Why or why not?

5. How could you live out Jesus’ call to care in your own life? Provide three examples.
Elementary Prayer Service: Leprosy around the World

(Preparation: Decorate a prayer table with a tablecloth, praying hands, a cross or crucifix and if possible a globe. If you have pictures of people from around the world, put them up on the wall reminding the students of how we are all globally connected to our brothers and sisters and how Christ calls us all to love and serve one another. Below the pictures, have chart paper that will be used for the art activity. Tempera paint and paper plates for the handprints, soapy water and some paper towels are also required. Finally, a CD player and the song Hands by Jewel would be wonderful to incorporate.)

Leader: Today we reflect on what we have learned over the past few weeks about leprosy and how this disease can have challenging affects on people even today, throughout the world. As Canadians, we have a lot to be grateful for as we live in a country that is not affected by this disease. However, we are challenged by the example of Christ himself, to love and serve one another. As we conclude our study of leprosy, let us begin by offering ourselves to our loving God, to love and serve one another. So we sing together:

Song: Here I am Lord

I the Lord of sea and sky, I have heard my people cry.
All who dwell in dark and sin,
My hand will save. I, who made the stars of night,
I will make their darkness bright. Who will bear my light to them?
Whom shall I send?

Here I am, Lord. Is it I, Lord?
I have heard you calling in the night. I will go, Lord, if you lead me.
I will hold your people in my heart.

I, the Lord of snow and rain, I have borne my people’s pain.
I have wept for love of them. They turn away.
I will break their hearts of stone. Give them hearts for love alone.
I will speak my words to them. Whom shall I send?

Leader: Let us pause and pay attention to the Word of God.
First Reading: A reading from the prophet Isaiah (58:6-9)

“Is not this the kind of fasting I have chosen: to loose the chains of injustice and untie the cords of the yoke, to set the oppressed free and break every yoke? Is it not to share your food with the hungry and to provide the poor wanderer with shelter— when you see the naked, to clothe them, and not to turn away from your own flesh and blood? Then your light will break forth like the dawn, and your healing will quickly appear; then your righteousness will go before you, and the glory of the Lord will be your rear guard. Then you will call, and the Lord will answer; you will cry for help, and he will say: Here am I.”

The word of the Lord ~ Thanks be to God.

Responsorial Psalm (34)

Leader: The eyes of the Lord are on the righteous, and his ears are open to their cry.

All: My Soul will boast about God. Those who are oppressed will hear it and rejoice.

Leader: When the righteous cry for help, God hears them, and rescues them from all their troubles.

All: The Lord is near to the brokenhearted, and saves the crushed in spirit.

Leader: Many are the afflictions of the righteous, but God rescues them from them all.

All: All who look to God will be radiant. Their faces will never be covered with shame.

Leader: Taste and see that God is good. Blessed is the person who takes refuge in God.

All: Come children, listen to me. I will teach you the fear of God.

Leader: Turn away from evil and do good. Seek peace and pursue it!

All: God is near to those whose hearts are humble. God saves those whose spirits are crushed.

Leader: Listen to the words of the Holy Gospel according to Matthew (11:25-27)

At that time Jesus said, “I thank you, Father, Lord of heaven and earth, because you have hidden these things from the wise and the intelligent and have revealed them to children; yes, Father, for such was your gracious will. “Come to me, all you that are weary and are carrying heavy burdens and I will give you rest. Take my yoke upon you, and learn from me; for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light. “

The Gospel of the Lord ~ Praise to you Lord Jesus Christ.
Optional Art Activity

Watch video from The Leprosy Mission Canada depicting a child living with leprosy in India Promila’s story http://www.leprosy.ca/Page.aspx?pid=364 or use the DVD story of “The Umbrella Girl.”

Ask the students to make hand prints below the pictures of the people from around the world, symbolic of how we are called by our loving God to serve others – the students can use different colors, placing one hand in the paint tray of their choice and making a hand stamp. If they desire, the students can create a flower image by painting a stem below their hand prints by using the side of their hands (in green paint) to make the straight stem and curving their hands to make the leaves. Play Hands by Jewel while the students create their handprint collage.

Prayers of the Faithful:

Leader: Loving God, we give you thanks for our hands and our feet and the life that you have given to us. We thank you for loving us so much that you even gave your own life so that we could be with you eternally in heaven. With thanksgiving, we offer up our prayers to you;

1. For our school community. May we be an example of Christ’s never-ceasing love as we strive to help one another in times of need and encourage each other as we continue on our life’s journeys. We pray to the Lord.
   Lord hear our prayer.

2. For all Christians, may we set an example of mercy and generosity by helping others in need throughout the world. We pray to the Lord.
   Lord hear our prayer.

3. For all of the poor throughout the world, especially those people affected by leprosy and suffering because of its challenging affect. May they sense God’s presence at their time of need and may we strive to make their lives more bearable. We pray to the Lord.
   Lord hear our prayer.

4. For all of the children affected by leprosy. May they sense God’s loving embrace through the work of organizations such as The Leprosy Mission Canada and may we willingly offer to do our part to support them in this worthy endeavour. We pray to the Lord.
   Lord hear our prayer.

5. For all who have died because of leprosy. May God grant their families the patience to await the time when they will be reunited with their loved ones in eternal life.
   We pray to the Lord.
   Lord hear our prayer.
Leader: Loving God, we give thanks for the many blessings that you have given to us.

We are your sons and daughters and we trust in you as you give us all good things. So let us bring before our God the prayers we have spoken and those still in our hearts, using the words that Jesus taught us. Our Father…

Closing prayer: Creator God, you have created us all in your image and likeness and called us to be humble stewards of your creation. Today and always we give you thanks for the beauty of the world around us, yet we know that not everyone in this world is blessed with the surplus gifts of food, health and shelter that we often take for granted here in North America. Help us to be aware of those in need throughout the world. Through our studies, we have learned about people suffering from leprosy and today we give you thanks for the cure that has been discovered for this terrible disease. We ask that you would remind us of your call to love and serve one another, may we strive to make a difference in the lives of those less fortunate than ourselves. We make our prayer through Jesus Christ our Lord. Amen.

Closing Song: Go out together

I call you all as my Church in the land, given justice and love. Now go forth and receive from my hand, the spirit who gives you peace.

Refrain: Go out together, to be the voice of God and be a light to the world. Go out together to be the hands of God and bring new life to the world.

You are a people who stand on the rock of the Lord Jesus Christ. Have no fear, yes be strong as you walk, the Spirit will be with you.

Refrain:

You are my promise of love in the world. You’re my message of hope. Now go forth, and proclaim to the world, the justice and peace of God.

Refrain:

I send you on as servants of mine. Bring my peace to the world. I send you on as my joy and sign. Bear witness to all the world.

Refrain:
SECONDARY UNIT

Media Awareness Campaign

Leprosy Today

A Unit of Study

HRE 20 (Grade 10)
<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th>Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
<td>HRE 20 (Grade 10)</td>
</tr>
<tr>
<td><strong>Title of Unit</strong></td>
<td>Building a Media Awareness Campaign: Leprosy Today</td>
</tr>
<tr>
<td><strong>Title of Lesson 1</strong></td>
<td>From Biblical Roots to Modern Times</td>
</tr>
<tr>
<td><strong>Time Requirements for Unit</strong></td>
<td>3 Lessons 75 minutes each</td>
</tr>
</tbody>
</table>

**Rationale of Unit (why)**

The Grade 10 Religious Education curriculum includes a focus on Catholic Social Teaching. This mini unit on leprosy awareness and our call to respond is an opportunity to help students understand the disease of leprosy in the context of Catholic Social Teachings. Leprosy is still prevalent in some parts of the world, especially in impoverished areas. As Catholic Christians, we can respond through prayer, raising awareness, and being committed to treating all in the image of God. The Leprosy Mission Canada is an example of a Canadian organization that works in many countries and prays for the eradication of leprosy in the world.

There are also other diseases, and conditions today, that create exclusion and isolation, and connections will be made between those experiences and leprosy to examine ways to treat all people with the dignity and respect as persons made in God’s image.

**Description of the Unit (what)**

This unit enables students to understand how the word ‘leprosy’ was understood in the context of biblical times, and how it is understood in the world today. Students will explore this disease as a social justice issue in the context of Catholic Social Teaching on the dignity of the human person. Since this disease primarily affects the poor in developing countries this lessons will also be explored in the context of the Catholic Social Teaching of the preferential love for the poor and vulnerable. Jesus crossed many cultural boundaries in touching those affected by leprosy to help restore their dignity and to demonstrate care for the poor and marginalized. As disciples of Jesus Christ, students will be challenged to do the same through prayer, understanding and opportunities for outreach such as fundraising. Since leprosy is a multi-faceted disease; these lessons will also examine how the disease affects people physically, emotionally but also socially.
Students will encounter others who care for those with leprosy, including St. Damien a priest, who lived and ministered among leprosy affected persons in Molokai, Hawaii. He was recently canonized a saint. Pope Benedict XVI said of St. Damien, “he invites us to open our eyes toward the ‘leprosies’ that disfigure the humanity of our brothers and sisters.
http://www.catholicnews.com/data/stories/cns/0904538.htm

These lessons are developed using a selection of the Overall Expectations for the Grade 10 Religion course. These lessons could be taught in Unit I, Unit 6, and Unit 8 for teachers who follow and use the Christ and Culture teacher resource. Page 24 in the Student Book Christ and Culture features a story of an encounter between two men, one affected by leprosy.

Otherwise, these lessons are appropriate in the context of a study of Catholic Social Teaching, particularly, the dignity of the person and the preferential love for the poor.

The summative task, which asks students to develop a media awareness presentation about leprosy, helps students to educate others about the disease and raises awareness of what they can do to care for those in the world who are affected by the disease.

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>1. What does scripture teach us about leprosy and our call to respond?</td>
</tr>
<tr>
<td></td>
<td>2. How does the gospel teach us to respond to our neighbor?</td>
</tr>
<tr>
<td></td>
<td>3. How do we recognize the role of prayer in our lives?</td>
</tr>
<tr>
<td></td>
<td>4. Do we recognize and respond to face of God in others in lieu of the themes of the Catholic Social Teachings – such as ‘Dignity of the Human Person’ and ‘Option for the Poor and Vulnerable’?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catholic Social Teaching Focus</th>
<th>The Catholic Social Teaching focus: Preferential Option for the Poor and Vulnerable Dignity of the Human Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Expectations: Grade 10 Religious Education</td>
<td>• recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples (Scripture strand)</td>
</tr>
<tr>
<td></td>
<td>• explain the “good news” of the Gospel story as a way to know God’s saving love for humanity (Scripture strand)</td>
</tr>
</tbody>
</table>

*Faith through Learning ~ A Distinctive Catholic Curriculum & A World Without Leprosy*
- demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken (CCC 356-412) created, loved and redeemed by God (CCC 599-618, 651-655) (Profession of Faith)

<table>
<thead>
<tr>
<th>Ontario Catholic School Graduate Expectations</th>
<th>Ontario Catholic School Graduate Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discerning Believer:</td>
<td>Discerning Believer:</td>
</tr>
<tr>
<td>1c) Actively reflects on God’s word as communicated through the Hebrew and Christian Scriptures</td>
<td>1c) Actively reflects on God’s word as communicated through the Hebrew and Christian Scriptures</td>
</tr>
<tr>
<td>1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</td>
<td>1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</td>
</tr>
<tr>
<td>Effective Communicator:</td>
<td>Effective Communicator:</td>
</tr>
<tr>
<td>2a) Listens actively and critically to understand and learn in light of gospel values</td>
<td>2a) Listens actively and critically to understand and learn in light of gospel values</td>
</tr>
<tr>
<td>2c) Presents information and ideas clearly and honestly and with sensitivity to others</td>
<td>2c) Presents information and ideas clearly and honestly and with sensitivity to others</td>
</tr>
<tr>
<td>Reflective, Creative, Holistic Thinker:</td>
<td>Reflective, Creative, Holistic Thinker:</td>
</tr>
<tr>
<td>3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</td>
<td>3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</td>
</tr>
<tr>
<td>Self-Directed Responsible Lifelong Learner:</td>
<td>Self-Directed Responsible Lifelong Learner:</td>
</tr>
<tr>
<td>4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</td>
<td>4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</td>
</tr>
<tr>
<td>Collaborative Contributor:</td>
<td>Collaborative Contributor:</td>
</tr>
<tr>
<td>5d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</td>
<td>5d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</td>
</tr>
<tr>
<td>Caring Family Member:</td>
<td>Caring Family Member:</td>
</tr>
<tr>
<td>6c) Values and honours the important role of the family in society</td>
<td>6c) Values and honours the important role of the family in society</td>
</tr>
<tr>
<td>Responsible Citizen:</td>
<td>Responsible Citizen:</td>
</tr>
<tr>
<td>7d) Promotes the sacredness of life</td>
<td>7d) Promotes the sacredness of life</td>
</tr>
<tr>
<td>7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society</td>
<td>7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society</td>
</tr>
</tbody>
</table>

*Faith through Learning ~ A Distinctive Catholic Curriculum & A World Without Leprosy*
Assessment and Evaluation

Assessment for, as and of Learning: Suggestions for self and peer assessment, teacher observation, checklists and rubrics will be provided for the lessons and the culminating task.

Notes to the Teacher

- It is recommended that the teacher read the entire package at the start of the unit to fully understand the goals.
- One of the most feared diseases in the history of humankind is the disease of leprosy.
- Many students may have an understanding of leprosy based upon references in the Bible, especially the stories of Jesus healing those with leprosy. Biblical leprosy is not the same as the disease of leprosy that we know today as Hansen’s disease.
- The first two lessons help students to understand the differences between leprosy as presented in the Bible and leprosy in current times. This will be another opportunity for the teacher to reinforce that the purpose of the Gospels is to help us understand God’s saving love for all people.
- Today we often focus on one’s personhood and do not define persons according to disease etc. but in the Bible those distinctions were never made. Hence, while today we encourage the term ‘a person affected by leprosy’, the Bible refers to persons with leprosy as lepers. The term ‘leper’ has many layers of negative associations.
- Please encourage students to identify the person first, as persons affected by leprosy, rather than as lepers.

Background Information: Understanding leprosy in the Bible

The world which Jesus encountered was very different from our world. There were no hospitals and medicine was relatively unsophisticated. Those who had diseases such as leprosy were forced to live outside the cities and to wander in the countryside. Disease was understood as the power of evil in the world. Therefore, those who were healthy were often afraid of the diseased, and did not want to be associated with them for fear of contamination. Some people even felt that the diseases were a punishment from God.
Students may ask questions about the healing miracles, especially as they relate to the healing of those with leprosy. One of the lessons we learn from the healing miracles is that Jesus was committed to wholeness, to restoring relationships and to His commitment to the poor and the vulnerable and to demonstrate incredible compassion to those who were suffering or ill.

For those who had leprosy in the day of Jesus, they were condemned to live away from their family, couldn’t work and were isolated and excluded from family and other relationships. When people were cured of the skin disease, they were made whole in a variety of ways. Their health was restored, as well as their relationships with friends and they were able to go back to work. Leprosy destroyed their life. The healing touch of Jesus brought rebirth in a variety of ways.

When Jesus touched, He was not concerned about adhering to the structures in the society. This example is one where Jesus reached out to the marginalized in society. Jesus’ priority was human care and compassion, not cultural values.

Leprosy is one the oldest known diseases. It is mentioned in the Bible a number of times. The biblical term translated as leprosy included a variety of skin diseases, possibly such as psoriasis and ringworm. What we call Hansen’s disease may have entered Palestine around 300 BCE. Many described as lepers would have had a distasteful skin disease, but not leprosy as we know it today.

- Lesson One and Two connect leprosy in biblical times, basic facts about leprosy in the world today and its effects on those who are affected by it. Through the resources of Leprosy Mission Canada www.answeringthecall.ca and www.leprosy.ca teachers have access to a wealth of resources for teaching about leprosy. The website also contains personal stories to enable students to understand the personal face of leprosy. There are a number of brief multimedia resources as well on the website.

- Teachers are encouraged to book computer lab time to enable students to have access to the Leprosy Mission Canada website and www.answeringthecall.ca when ready to begin work on the Summative Task, ideally during Lesson Two.
The Summative Task challenges students to create a media awareness campaign about Leprosy Today. The purpose is to design a media presentation to teach other young people about leprosy. The summative task could be presented to other classes or used in an assembly, or as a PA announcement, depending on the form of media chosen.

### Differentiated Instruction Accommodations

The Summative Task allows for some choice in both product and process.

### Materials and Resources

- **Bible (NRSV)**
- Resources from Leprosy Mission Canada
  - [www.answeringthecall.ca](http://www.answeringthecall.ca)
  - [www.leprosy.ca](http://www.leprosy.ca)
- Father Damian of Molokai (You Tube)
  - [http://www.youtube.com/watch?v=688rDQhWA2I](http://www.youtube.com/watch?v=688rDQhWA2I) (9 minutes)
- Living with Leprosy - Sickness & Injury, Real People Stories:
  - People.com
  - [http://www.people.com/people/archive/article/0,,20238328,00.html](http://www.people.com/people/archive/article/0,,20238328,00.html)
- Resources from ‘Ask 2011 Prayer Diary’, at:

### Appendices (BLM)

- BLM 1.1 Leprosy: From Biblical Roots to Modern Times Concept Map
- BLM 1.2 Leprosy: From Biblical Roots to Modern Times Anticipation Guide
- BLM 1.3 (A) Leprosy: From Biblical Roots to Modern Times Scripture Passages
- BLM 1.3 (B) Leprosy: From Biblical Roots to Modern Times Scripture Passage Questions
- BLM 1.4 Leprosy: From Biblical Roots to Modern Times KWL Chart
# Teaching and Learning

## Lesson 1: Leprosy: From Biblical Roots to Modern Times

### Minds On (Elicit and Engage) Approximate Time: 25 minutes

1. Teacher begins by asking students about ‘leprosy’ by brainstorming answers in a spider diagram on the board. They can fill out the BLM 1.1 Concept Map.
2. Teacher asks: Where did you learn about leprosy? Where have you heard stories about people with leprosy? Many students may have heard about leprosy from Bible stories.
3. Teacher asks students to do a Think/Pair/Share with a partner and share with them about a time they felt like an outcast. The teacher can then solicit examples from students to get a sense of empathy for people affected by leprosy.
4. Teacher will read 2 Chronicles 26:16-23 to illustrate the disease of leprosy and the wide reaching affects and the social implications of it.

**Guiding Questions:**

a) How far reaching was leprosy in biblical times?
b) Who was affected by the disease?
c) How was one treated by peers in society when one became sick with leprosy?

### Action (Explore and Explain) Approximate Time: 35 minutes

1. The teacher will model a ‘Think Aloud’ for students to introduce the BLM 1.3 (A) Scripture Passages. Sentences like ‘this reminds me of…’, ‘I remember when…’, ‘Who is…?’ ‘This makes me think that…’, and ‘I think the author is saying that…’
2. Students will then be split into groups and given BLM 1.3 (A) Scripture Passages to read, and discuss in their groups. They will fill out the question sheet, BLM 1.3 (B) as they work in groups.
3. They will present their findings orally to their classmates.
4. The teacher will explain the understanding of leprosy in the Bible (see Teacher Background notes).
5. The teacher will hand out the BLM 1.2 Anticipation Guide and ask students to read the centre statements and circle a response for each statement in the left hand column Before Reading
6. Teachers will then show the PowerPoint presentation from [www.answeringthecall.ca](http://www.answeringthecall.ca)
7. Students will discuss the PowerPoint with the teacher and class. Teacher will ask for clarification/questions/concerns from students.
8. Students will fill out the After Reading section of the Anticipation Guide.

### Consolidation  (Elaborate, Evaluate, Extend)  
**Approximate Time: 20 minutes**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment of Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will fill out exit cards on their way out of class.</td>
<td>Exit cards</td>
</tr>
<tr>
<td>I am amazed that ____________________</td>
<td></td>
</tr>
<tr>
<td>The thing that surprised me the most about leprosy/people with leprosy is</td>
<td></td>
</tr>
<tr>
<td>_____________________________</td>
<td></td>
</tr>
</tbody>
</table>

### Next Steps

Journal activity: BLM 1.4 KWL Chart as a journal reflection on what they knew, what they learned and what they still want to know.
Lesson 1: From Biblical Roots to Modern Times Concept Map

Student Name: __________________________________________________________
Lesson 1: From Biblical Roots to Modern Times Anticipation Guide

Student Name: ___________________________________________

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statements</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree / Disagree</td>
<td>The description of leprosy in the Bible is very different from the disease we call leprosy today.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>There have always been many myths and misunderstandings surrounding leprosy.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>Another name for leprosy is Hansen’s disease.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>Leprosy can cause numbness and deformities of the hands and feet.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>About 95% of the population is immune to leprosy.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>There are about 250,000 new cases of leprosy in the world every year.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>Leprosy can be easily cured because the drugs available free of charge.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>Leprosy tends to be prevalent in poorer, rural areas in developing countries.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>People with leprosy no longer face alienation, exclusion and social isolation.</td>
<td>Agree / Disagree</td>
</tr>
<tr>
<td>Agree / Disagree</td>
<td>There is nothing we can do to support people with leprosy.</td>
<td>Agree / Disagree</td>
</tr>
</tbody>
</table>
Lesson 1: From Biblical Roots to Modern Times Scripture Passages

Leviticus 14:1-57
The Lord spoke to Moses, saying, “This shall be the law of the leprous person for the
day of his cleansing. He shall be brought to the priest, and the priest shall go out of the
camp, and the priest shall look. Then, if the case of leprous disease is healed in the
leprous person, the priest shall command them to take for him who is to be cleansed two
live clean birds and cedarwood and scarlet yarn and hyssop. And the priest shall
command them to kill one of the birds in an earthenware vessel over fresh water. ...”

Numbers 5:1-3
The Lord spoke to Moses, saying, “Command the people of Israel that they put out of the
camp everyone who is leprous or has a discharge and everyone who is unclean through
contact with the dead. You shall put out both male and female, putting them outside the
camp, that they may not defile their camp, in the midst of which I dwell.”

Leviticus 13:1- 14:57
The Lord spoke to Moses and Aaron, saying, “When a person has on the skin of his
body a swelling or an eruption or a spot, and it turns into a case of leprous disease on
the skin of his body, then he shall be brought to Aaron the priest or to one of his sons the
priests, and the priest shall examine the diseased area on the skin of his body. And if the
hair in the diseased area has turned white and the disease appears to be deeper than
the skin of his body, it is a case of leprous disease. When the priest has examined him,
he shall pronounce him unclean. But if the spot is white in the skin of his body and
appears no deeper than the skin, and the hair in it has not turned white, the priest shall
shut up the diseased person for seven days. And the priest shall examine him on the
seventh day, and if in his eyes the disease is checked and the disease has not spread in
the skin, then the priest shall shut him up for another seven days. ...”
Luke 17:12-14
And as he entered a village, he was met by ten lepers, who stood at a distance and lifted up their voices, saying, “Jesus, Master, have mercy on us.” When he saw them he said to them, “Go and show yourselves to the priests.” And as they went they were cleansed.

Luke 5:13
And Jesus stretched out his hand and touched him, saying, “I will; be clean.” And immediately the leprosy left him.

Matthew 10:8
Heal the sick, raise the dead, cleanse lepers, cast out demons. You received without paying; give without pay.
Lesson 1: From Biblical Roots to Modern Times Scripture Passage Questions

Student Name: ___________________________________________________________

1. What do you learn about the disease of Leprosy from this passage?

2. What do you learn about the people with Leprosy from this passage?

3. How do you see God in the people of the passage?

4. In what ways are you like the people in the passage?

5. Who do you think had a more difficult time in the passage – those who came back cured, or those who were already in the camp?

6. What would have healing meant in those days?
Lesson 1: From Biblical Roots to Modern Times KWL Chart

Student Name: ___________________________________________________

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I Learned</td>
</tr>
</tbody>
</table>

BLM 1.4
<table>
<thead>
<tr>
<th>Subject</th>
<th>Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>HRE 20 (Grade 10)</td>
</tr>
<tr>
<td>Title of Lesson</td>
<td>Leprosy in the World Today</td>
</tr>
<tr>
<td>Time Requirements</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Rationale of Unit (why)</td>
<td>(see Lesson 1)</td>
</tr>
<tr>
<td>Description of the Unit (what)</td>
<td>(see Lesson 1)</td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>Guiding Questions:</td>
</tr>
<tr>
<td></td>
<td>1) What does scripture teach us about leprosy and our call to respond?</td>
</tr>
<tr>
<td></td>
<td>2) How does the gospel teach us to respond to our neighbor?</td>
</tr>
<tr>
<td></td>
<td>3) How do we use Jesus as an example of virtuous living?</td>
</tr>
<tr>
<td></td>
<td>4) How do we understand ourselves as made in the image of God?</td>
</tr>
<tr>
<td>Catholic Social Teaching Focus</td>
<td>The Catholic Social Teaching focus for this unit is:</td>
</tr>
<tr>
<td></td>
<td>Preferential Care for the Poor and Vulnerable</td>
</tr>
<tr>
<td></td>
<td>Dignity of the Human Person</td>
</tr>
<tr>
<td>Curriculum Connections Grade 10 Religious Education</td>
<td>• explain the “good news” of the Gospel story as a way to know God’s saving love for humanity (Scripture strand)</td>
</tr>
<tr>
<td></td>
<td>• demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken (CCC 356-412) created, loved and redeemed by God (CCC 599-618, 651-655) (Profession of Faith strand)</td>
</tr>
<tr>
<td>Ontario Catholic School Graduate Expectations</td>
<td>Ontario Catholic School Graduate Expectations</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Discerning Believer:</td>
<td>Discerning Believer:</td>
</tr>
<tr>
<td>1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</td>
<td>1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</td>
</tr>
<tr>
<td>1i) Integrates faith with life</td>
<td>1i) Integrates faith with life</td>
</tr>
<tr>
<td>Effective Communicator:</td>
<td>Effective Communicator:</td>
</tr>
<tr>
<td>2a) Listens actively and critically to understand and learn in light of gospel values</td>
<td>2a) Listens actively and critically to understand and learn in light of gospel values</td>
</tr>
<tr>
<td>2c) Presents information and ideas clearly and honestly and with sensitivity to others</td>
<td>2c) Presents information and ideas clearly and honestly and with sensitivity to others</td>
</tr>
<tr>
<td>Reflective, Creative, Holistic Thinker:</td>
<td>Reflective, Creative, Holistic Thinker:</td>
</tr>
<tr>
<td>3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</td>
<td>3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</td>
</tr>
<tr>
<td>3b) Creates, adapts, evaluates new ideas in light of the common good</td>
<td>3b) Creates, adapts, evaluates new ideas in light of the common good</td>
</tr>
<tr>
<td>Self-Directed Responsible Lifelong Learner:</td>
<td>Self-Directed Responsible Lifelong Learner:</td>
</tr>
<tr>
<td>4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</td>
<td>4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</td>
</tr>
<tr>
<td>Caring Family Member:</td>
<td>Caring Family Member:</td>
</tr>
<tr>
<td>6c) Values and honours the important role of the family in society</td>
<td>6c) Values and honours the important role of the family in society</td>
</tr>
<tr>
<td>6e) Ministers to the family, school, parish, and wider community through service</td>
<td>6e) Ministers to the family, school, parish, and wider community through service</td>
</tr>
<tr>
<td>Responsible Citizen:</td>
<td>Responsible Citizen:</td>
</tr>
<tr>
<td>7d) Promotes the sacredness of life</td>
<td>7d) Promotes the sacredness of life</td>
</tr>
<tr>
<td>7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society</td>
<td>7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment and Evaluation</th>
<th>Assessment for Learning – Discussion Rating Scale BLM 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment of Learning – Timeline Rubric BLM 2.3</td>
</tr>
<tr>
<td></td>
<td>Assessment for Learning – Whip Around and Pass</td>
</tr>
<tr>
<td>Notes to the Teacher</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
</tbody>
</table>

- Lesson One and Two connect leprosy in biblical times, basic facts about leprosy in the world today and its effects on those who are affected by it. Through the resources of Leprosy Mission Canada [www.anweringthecall.ca](http://www.anweringthecall.ca) and [www.leprosy.ca](http://www.leprosy.ca) teachers have access to a wealth of resources for teaching about leprosy. The website also contains personal stories to enable students to understand the personal face of leprosy. There are a number of brief multimedia resources as well on the website.

- The lesson also offers the opportunity to make connections between leprosy and other conditions, lifestyles, diseases, that may result in people being marginalized and ostracized. The discussion can help reinforce that all people are deserving of dignity as children of God.

- Teachers are encouraged to book the computer lab to enable students to have access to the Leprosy Mission Canada website and [www.anweringthecall.ca](http://www.anweringthecall.ca) when ready to begin work on the Summative Task, ideally during Lesson Two.

- The Summative Task challenges students to create a leprosy media awareness presentation designed to teach other young people about leprosy. The Summative Task could be presented to other classes, could be used in an assembly, or as a PA announcement, depending on the form of media chosen.

The Summative Task is presented as an individual assignment using the DI Structure of a Choice Board (a way of organizing a number of activities or options).

The teacher may wish to modify the assignment by having groups of four students complete all of the eight elements on the Choice Board for a more comprehensive media presentation. Included with the rubric is a self-reflection for group work for the task. The students can be evaluated individually for their part of the presentation using the rubric.
| Differentiated Instruction                  | Summative Task Leprosy Media Awareness Campaign – Leprosy Today  
Choice Board for topics for presentation. Students also have a choice for format for presentation |
|--------------------------------------------|-----------------------------------------------------------------|
| **Materials and Resources**                | Umbrella Girl Story, DVD or Video from Leprosy Mission Canada  
www.answeringthecall.ca  
NRSV Bible for Scripture passages  
PowerPoint for facts and information about Leprosy  
Stories from www.leprosy.ca  
Copy of Summative Task  
Copy of Timeline  
Computers |
| **Appendices**                             | BLM 2.1 Leprosy in the World Today Timeline  
BLM 2.2 Discussion Rating Scale  
BLM 2.3 Timeline Rubric  
BLM 4.0 Summative Task |
## Teaching and Learning

### Lesson 2: Leprosy in the World Today

#### Minds On   (Elicit and Engage)  

Approximate Time: 20 minutes

1. The teacher begins by reading the story of the ``Umbrella Girl`` to the class. It can be found on the Leprosy Mission Canada Website. Other options include the ``Umbrella Girl`` video from www.answeringthecall.ca under Resources. The teacher may want to do a ‘Read-Around’ (look at the pictures, captions, graphs, headings, first and last sentences to discover what it may be about). See http://www.asdk12.org/middlelink/highfive/rat/index.asp for more information on ‘Read Around’

2. After the story, the teacher leads a discussion with the class about the emotional affects of leprosy. The Umbrella Girl is an example of a case where Mali was treated and cured for leprosy and she did not receive the rejection that many others who have leprosy feel.

Questions might include:

a) Describe Mali’s experience with leprosy?

b) How do you think people with leprosy are treated in remote villages in other countries such as Bangladesh and Nigeria?

c) How were people with leprosy treated in the scripture passages we read yesterday? Do you think Mali’s story relates better to people with leprosy in the time of Jesus or now? Why or why not?

Students can be evaluated using BLM 2.2 Discussion Rating Scale

3. The teacher will then read the following passages from the New Testament

   a. Luke 17:12-14
   b. Luke 5:13
   c. Matthew 10:8

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*Faith through Learning ~ A Distinctive Catholic Curriculum & A World Without Leprosy*
4. The teacher will then ask the students about how Jesus responded to people with leprosy and how we as Catholic Christians can be more like Jesus in our response to people with leprosy.

<table>
<thead>
<tr>
<th>Action (Explore and Explain)</th>
<th>Approximate Time: 35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Teacher will then present the students with some of recent stats about leprosy from the BLM 2.1 Leprosy Timeline.</td>
<td></td>
</tr>
<tr>
<td>2. Information about the cure, its costs, the side effects etc. will be presented in a PowerPoint.</td>
<td></td>
</tr>
<tr>
<td>3. The class will look at the story of Birke and Modeste from <a href="http://www.leprosy.ca">www.leprosy.ca</a> under About Leprosy, Life with Leprosy section.</td>
<td></td>
</tr>
<tr>
<td>4. Students will be given BLM 2.1 Leprosy Timeline. They will fill in and complete the timeline with the new information, statistics etc. that were presented in the PowerPoint.</td>
<td></td>
</tr>
<tr>
<td>5. The teacher could use this opportunity to hand out the BLM 4.0 Summative Task and to talk about the task.</td>
<td></td>
</tr>
</tbody>
</table>

| Assessment of Learning: | Timeline Rubric BLM 2.3 |

Consolidation (Elaborate, Evaluate, Extend) Approximate Time: 20 minutes

| 1. The teacher will discuss the timeline with the students and may then ask students to parallel leprosy with other diseases and other ways people in our society are marginalized. Who are the marginalized in our community, in our world today? What other diseases and illnesses do people live with and are judged or mistreated for in Canada? What are some comparisons between those diseases and leprosy? | |
| 2. The teacher could refer to polio in the 1950s, epilepsy in the 1960s, HIV/AIDs in the 1990s and mental illness. | |
| 3. The teacher will facilitate a circle activity in class called Whip Around and Pass. If it is conducive, chairs and desks will be moved to make an inviting environment for sharing. Students will each share one thing they learned about Leprosy in the World Today. The teacher can facilitate the circle discussion with a talking piece that can be passed around. A talking piece can be as simple as a pencil or something more meaningful like a bandage representing Leprosy. Students can pass if they wish. They also have option of writing something down on a piece of paper or a journal and give it to the teacher instead. | |

<p>| Assessment for Learning: | Whip Around and Pass |</p>
<table>
<thead>
<tr>
<th><strong>Next Steps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will inform students that tomorrow’s lesson will include the information they have all learned about leprosy and how they can help with the spreading of awareness of leprosy and the breaking down of its stereotypes. It will also include the work of the Leprosy Mission Canada and the ways that we can help – through prayer, fundraising etc.</td>
</tr>
<tr>
<td>2. Students are asked to think about a way that they can bring awareness to their school, peers, and the elementary students in their area.</td>
</tr>
</tbody>
</table>
Irishman Wellesley Bailey began working with people with leprosy in Punjab, India.

Mr. and Mrs. Watt of Guelph, Ontario, opened their home to Wellesley Bailey.

Canadian William Anderson was called to Britain.

1869 1874 1892 1913 1917 1950s 1962 1982

“The Mission to Lepers in India” was formally established.

Australia and New Zealand joined the work.

Mission surgeon Dr. Paul Brand pioneered surgical solutions to claw hand and foot drop.

Lesso 2: Leprosy in the World Today Timeline BLM 2.1
Lesson 2: Leprosy in the World Today Discussion Rating Scale

Student Name: _______________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2.5</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below passing standards; poorly developed implemented</td>
<td>Completed but limited; Needs improvement</td>
<td>Good Satisfactory</td>
<td>Very Good</td>
<td>Excellent</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Thinking and Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can think clearly about this issue from a Catholic perspective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express my ideas and information in a logical and sequential manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My responses to questions demonstrate the planning and organization of my information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always communicate my opinions in keeping respect to people with leprosy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I demonstrate a positive attitude toward and respect for, the other opinions and feelings represented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respond to questions with an ability to apply knowledge to a new situation or concept.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL SCORE**

Recommendations for improvement and next steps:
Lesson 2: Leprosy in the World Today Timeline Rubric

<table>
<thead>
<tr>
<th>Task Component</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Many major events are excluded, and too many trivial events are included</td>
<td>Some major events are missing, and some trivial events are included</td>
<td>Most of the included events are important or interesting. One or two major events are missing</td>
<td>All included events are important and interesting. No major details are excluded.</td>
</tr>
<tr>
<td>Quantity</td>
<td>Timeline contains fewer than 5 new events</td>
<td>Timeline contains at least five events related to the topic being studied</td>
<td>Timeline contains six or seven events related to the topic being studied</td>
<td>Timeline contains at least eight events related to the topic being studied</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Facts are presented with limited accuracy</td>
<td>Some facts are accurate</td>
<td>Almost all facts are accurate</td>
<td>All facts are accurate</td>
</tr>
<tr>
<td>Sequence</td>
<td>Close to half of the events are incorrectly placed on the timeline</td>
<td>Most events are placed in the proper order</td>
<td>Almost all events are placed in the proper order</td>
<td>All events are placed in the proper order</td>
</tr>
<tr>
<td>Date</td>
<td>Dates are inaccurate or missing for several events</td>
<td>An accurate date has been included for some events</td>
<td>An accurate, complete date has been included for almost every event</td>
<td>An accurate, complete date has been included for each event</td>
</tr>
<tr>
<td>Language</td>
<td>Events are inadequately described using vague or awkward language</td>
<td>Majority of events are described well (language is clear and precise)</td>
<td>Almost all events are described well (language is clear and precise)</td>
<td>Events are all clearly described using precise and vivid language</td>
</tr>
</tbody>
</table>

Teacher Feedback:

Recommendations for improvement/next steps:
### Leprosy in the World Today: Answering the Call to Care

**Teacher Overview and Lesson Three**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>HRE 20 (Grade 10)</td>
</tr>
<tr>
<td>Title of Lesson</td>
<td>Answering the Call to Care</td>
</tr>
<tr>
<td>Time Requirements</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Rationale of Unit (why)</td>
<td>(see Lesson 1)</td>
</tr>
<tr>
<td>Description of the Unit (what)</td>
<td>(see Lesson 1)</td>
</tr>
</tbody>
</table>

#### Guiding Questions

1. What is my responsibility to my neighbour and all of creation?
2. How does the gospel teach us to respond to our neighbor?
3. How do we recognize the role of prayer in our lives?
4. Do we recognize and respond to face of God in others?

#### Catholic Social Teaching Focus

The Catholic Social Teaching focus for this unit is:
- Preferential Care for the Poor and Vulnerable
- Dignity of the Human Person

#### Curriculum Connections

**Subject Expectations Grade 10 Religion**

- demonstrate an understanding of the importance of social justice by applying the teaching of Jesus to their own culture and own life situations (CCC 1928-1942) (Christian Moral Development strand)
- use the preferential option for the poor as the criterion for analyzing social justice issues (CCC 2443-2449) (Christian Moral Development strand)
- demonstrate a knowledge of the various purposes of prayer (CCC 2623-2643) (Prayer and Sacramental Life strand)
<table>
<thead>
<tr>
<th>Ontario Catholic School Graduate Expectations</th>
<th>Ontario Catholic School Graduate Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Discerning Believer:</strong></td>
</tr>
<tr>
<td></td>
<td>1d) Develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</td>
</tr>
<tr>
<td></td>
<td><strong>Effective Communicator:</strong></td>
</tr>
<tr>
<td></td>
<td>2a) Listens actively and critically to understand and learn in light of gospel values</td>
</tr>
<tr>
<td></td>
<td>2c) Presents information and ideas clearly and honestly and with sensitivity to others</td>
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<td></td>
<td><strong>Reflective, Creative, Holistic Thinker:</strong></td>
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<tr>
<td></td>
<td>3a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</td>
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<td></td>
<td>3b) Creates, adapts, evaluates new ideas in light of the common good</td>
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<tr>
<td></td>
<td><strong>Self-Directed Responsible Lifelong Learner:</strong></td>
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<td>4a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</td>
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<tr>
<td></td>
<td><strong>Collaborative Contributor:</strong></td>
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<td>5d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</td>
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<td></td>
<td><strong>Caring Family Member:</strong></td>
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<td></td>
<td>6c) Values and honours the important role of the family in society</td>
</tr>
<tr>
<td></td>
<td>6e) Ministers to the family, school, parish, and wider community through service</td>
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<tr>
<td></td>
<td><strong>Responsible Citizen:</strong></td>
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<td></td>
<td>7d) Promotes the sacredness of life</td>
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<tr>
<td></td>
<td>7e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society</td>
</tr>
</tbody>
</table>
Assessment and Evaluation

| Assessment for Learning – oral discussion of TLMC |
| Assessment of Learning – BLM 3.1 Graphic Organizer for Video |
| Assessment of Learning – BLM 2.1 Leprosy Timeline |
| Assessment for Learning – Graffiti Wall (Responses) |
| Assessment for Learning – Journal Checklist BLM 3.5 |

Notes to the Teacher

- Lesson Three is designed to help students understand the cost of a cure and to put that cost in perspective of what $350 can buy in our culture.
- St. Damien of Molokai is a saint who has recently been canonized and is noted for serving those affected by leprosy.
- Students are challenged to understand what they can do through prayer and fundraising. Although we rarely hear about leprosy in Canada, this is one more opportunity for students to affect the lives of the marginalized in developing countries.
- An article from People magazine about a teen living in the USA affected by leprosy may help students connect this disease to their own culture. It is available through the web link: [http://www.people.com/people/archive/article/0,,20238328,00.html](http://www.people.com/people/archive/article/0,,20238328,00.html)
- This lesson also situates the problem of leprosy in the world today in the context of Catholic Social Teaching and the Millennium Development Goals. The Millennium Development Goals and Catholic Social Teaching which are included as BLMs (if you require background information).
- This unit also includes a prayer service. It can be incorporated into this lesson or may wish to end the class with the prayer or use the prayer the following day.
- Since the prayer involves a brief guided meditation, teachers may wish to explain the process to students ahead of time if they have not experienced a guided meditation before.
The Catholic Curriculum Corporation
And
The Leprosy Mission Canada

- Teacher may wish to involve the school Chaplaincy Leader in this service
- There are also resources provided by TLMC at the beginning of this resource to assist with the preparation of a prayer service to observe World Leprosy Day, which is the last Sunday in January

<table>
<thead>
<tr>
<th>Materials and Resources</th>
<th>Chapel or quiet space for prayer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Copies of prayer</td>
</tr>
<tr>
<td></td>
<td>Access to internet</td>
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<tr>
<td></td>
<td><a href="http://www.answeringthecall.ca">www.answeringthecall.ca</a></td>
</tr>
<tr>
<td></td>
<td>You Tube clip Father Damien</td>
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<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=688rDQhWA2I">http://www.youtube.com/watch?v=688rDQhWA2I</a></td>
</tr>
<tr>
<td></td>
<td>Living with Leprosy - Sickness &amp; Injury, Real People Stories : People.com</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.people.com/people/archive/article/0,,20238328,00.html">http://www.people.com/people/archive/article/0,,20238328,00.html</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendices (BLM)</th>
<th>BLM 3.1 Graphic Organizer for Video</th>
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<tbody>
<tr>
<td></td>
<td>BLM 3.2 (A) Catholic Social Teaching – Key Principles</td>
</tr>
<tr>
<td></td>
<td>BLM 3.2 (B) Our Call to Respond to Leprosy and Catholic Social Teachings</td>
</tr>
<tr>
<td></td>
<td>BLM 3.3 Millennium Development Goals</td>
</tr>
<tr>
<td></td>
<td>BLM 3.4 Wordle</td>
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<tr>
<td></td>
<td>BLM 3.5 Journal Checklist</td>
</tr>
</tbody>
</table>
# Teaching and Learning

## Lesson 3: Our Call to Respond to Leprosy

### Minds On (Elicit and Engage)  
**Approximate Time: 20 minutes**

1. To illicit answers and interest the teacher will begin today’s lesson by brainstorming with the students around answers to the question: How much can $350.00 really buy you these days?

2. The teacher will then show the BLM 3.4 Wordle or view it at the following URL: 
   http://www.wordle.net/show/wrdl/3912827/Leprosy_Mission_Canada_-_Secondary_Lesson

To assist students’ understanding, the teacher can discuss the $350.00 treatment costs for one person to be cured of leprosy includes medications, counselling, & vocational training in the developing countries.

3. The teacher will start by showing the video titled “To Cure and to Care” found on www.leprosy.ca under videos or on YouTube (about 9 minutes in length).

4. After the video the teacher will discuss the following with the students:
   a) What is TLMC’s mission stated in the video?
   b) How does it connect with the scriptures we have examined over the last two lessons? With Jesus’ response to people with Leprosy?
   c) How does it connect with the HRE 2O course, the theme of social justice etc?
   d) What are the ways TLMC might connect to them?
   e) Students will complete BLM 3.1 Graphic Organizer for Video

5. (Optional) The teacher will distribute the BLM 3.2(A), BLM 3.2(B) and BLM 3.3 on the Catholic Social Teachings and the Millennium Development Goals.

6. (Optional) If the students do not already have a background on the Church’s Social Teachings or the UN’s Millennium Goals the teacher will have to contextualize this first for the students.

### Assessment

- **Oral discussion of TLMC**
- **BLM 3.1 Graphic Organizer for Video**
### Action (Explore and Explain)  
**Approximate Time: 35 minutes**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>The teacher will introduce Father Damien Molokai using the video from YouTube (9 minutes in length) entitled “The Life of Father Damien” as an example of a Catholic Christian who answered the call to help people affected by leprosy at <a href="http://www.youtube.com/watch?v=688rDQhWA2I">http://www.youtube.com/watch?v=688rDQhWA2I</a></td>
</tr>
<tr>
<td>2.</td>
<td>Students can be given some time to expand their Leprosy Timeline from Lesson Two to include the dates and events of Father Damien.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher will also introduce the Leprosy Mission Canada and Leprosy Mission International and the work that they do with people around the world affected with Leprosy. Students will explore the website further and introduce the students to the new youth website created to support this resource called Answering the Call at: <a href="http://www.answeringthecall.ca">www.answeringthecall.ca</a> or <a href="http://www.cureleprosy.ca">www.cureleprosy.ca</a></td>
</tr>
<tr>
<td>4.</td>
<td>Through researching both websites, students will discover the World Leprosy Day and fundraising possibilities. Students will be asked to fill in on chart paper what Leprosy Mission Canada does to help people with Leprosy under the headings:</td>
</tr>
<tr>
<td></td>
<td>a) Work in Africa</td>
</tr>
<tr>
<td></td>
<td>b) Work in Asia</td>
</tr>
<tr>
<td></td>
<td>c) ‘Catch them Young’</td>
</tr>
<tr>
<td></td>
<td>d) Vocational Training Centres</td>
</tr>
<tr>
<td></td>
<td>e) Other Help</td>
</tr>
<tr>
<td></td>
<td>f) $350.00 breakdown</td>
</tr>
<tr>
<td></td>
<td>g) Media Awareness</td>
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<tr>
<td></td>
<td>h) Volunteering</td>
</tr>
</tbody>
</table>

Teacher can review the responses on the chart paper to engage the class in a discussion about the wide-ranging work of Leprosy Mission Canada.  

Teacher might ask the students which aspects of the work they could support.

---

**Assessment of Learning:**  
BLM 2.1 Leprosy Timeline  
Graffiti Wall (Chart Paper Responses)
5. The teacher can assess the learning that has taken place by looking at the responses on the chart paper (Graffiti Wall).

**Consolidation  (Elaborate, Evaluate, Extend)  Approximate Time: 20 minutes**

1. The teacher will reconvene the class and ask students to think about the treatment and care for people with leprosy.

2. Review questions asked might include:
   a) How much is the cost for treatment of people with Leprosy?
   b) How does treatment change the life of a person affected by leprosy?
   c) How can we Catholic Christians help out?
   d) Why should we care?
   e) Leprosy Mission Canada has a few ways of fundraising/sponsoring available to Canadians. What are they?
   f) Discuss ways the Catholic Church and the school can connect and take action on leprosy awareness and fundraising to coincide with World Leprosy Day?

3. The teacher will discuss with the students the cost of the cure - $350.00 and what this is/means to us as Canadians who are Catholic Christians. How much is it exactly? The teacher will then project the Wordle on the screen for the students to see again BLM 3.4 Wordle.

4. If prayer was not been mentioned by students as a means of help for people with leprosy, the teacher will remind students of that through the World Leprosy Day information but also remind students that praying for people with leprosy can be a year-long activity. The teacher can then present the students with the Ask 2011 Prayer Diary which is in print and available on the web to show the organization of prayers for people with Leprosy as a year-long activity, Ask 2011 Prayer Diary: [http://www.leprosymission.org.uk/resources/literature/ask.aspx](http://www.leprosymission.org.uk/resources/literature/ask.aspx)

5. A brief liturgy is included at the end of the lesson which may be a fitting way to end these lessons.
Next Steps

1. Before sharing the web link to the People magazine article and journal assignment, the teacher should brainstorm with students about what quality journaling looks like. The teacher can co-construct with students the criteria that will be expected.

2. Students will read the People magazine article on line to learn about a young girl in the US who was recently diagnosed with leprosy and the treatment she received. Their homework will be to write the girl a letter in their journals to support her and what she went through. The teacher can distribute BLM 3.5 Journal Checklist for students to use after/while they write their journals.

3. The teacher should revisit the student’s KWL chart (BLM 1.4) that they completed during Lesson 1 now or at least sometime before the completion of the Summative Task. Students can look over their charts to see if all they wanted to know more about has been answered. In a circle students can share with their teacher and peers – some plus (positives about the tasks and leprosy), minus – (something that they learned that upset, worried them or something that has affected them negatively), and then something they learned about leprosy that was interesting.

<table>
<thead>
<tr>
<th>Assessment for Learning:</th>
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<tbody>
<tr>
<td>Journal Checklist BLM 3.5</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment of Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plus/Minus/Interesting</td>
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</tbody>
</table>

| BLM 1.4 KWL Chart        |
Lesson 3: Our Call to Respond to Leprosy Graphic Organizer

Video: To Care and to Cure, The Leprosy Mission Canada

Student Name: ________________________________

<table>
<thead>
<tr>
<th>Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stigma</td>
</tr>
<tr>
<td>Cure</td>
</tr>
<tr>
<td>Surgery</td>
</tr>
<tr>
<td>Work – Vocational Training</td>
</tr>
</tbody>
</table>

BLM 3.1
# Lesson 3: Our Call to Respond to Leprosy Catholic Social Teachings

## Key Principles

<table>
<thead>
<tr>
<th><strong>Human Dignity</strong></th>
<th><strong>Community and the Common Good</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Catholic Church proclaims that human life is sacred and that the dignity of the person is at the core of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching.</td>
<td>In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society – in economics and politics, in law and policy – directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of the government and other institutions is to protect human life and human dignity and promote the common good.</td>
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<table>
<thead>
<tr>
<th><strong>Rights and Responsibilities</strong></th>
<th><strong>Option for the Poor and Vulnerable</strong></th>
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<tbody>
<tr>
<td>Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities -- to one another, to our families, and to the larger society.</td>
<td>Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt. 25) and instructs us to put the needs of the poor and vulnerable first.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Participation</strong></th>
<th><strong>Dignity of Work and Rights of Workers</strong></th>
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</thead>
<tbody>
<tr>
<td>All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society. In the words of the U.S. bishops, &quot;The ultimate injustice is for a person or group to be treated actively or abandoned passively as if they were non-members of the human race. To treat people this way is effectively to say they simply do not count as human beings.&quot;</td>
<td>In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected -- the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.</td>
</tr>
</tbody>
</table>
**Stewardship of Creation**  
Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.

**Solidarity**  
Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that "loving our neighbor" has global dimensions in an interdependent world.

**Role of Government**  
Because we are social beings, the state is natural to the person. Therefore, the state has a positive moral function. It is an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. Since, in a large and complex society these responsibilities cannot adequately be carried out on a one-to-one basis, citizens need the help of government in fulfilling these responsibilities and promoting the common good. According to the principle of subsidiarity, the functions of government should be performed at the lowest level possible, as long as they can be performed adequately. If they cannot, then a higher level of government should intervene to provide help.

**Promotion of Peace**  
Catholic teaching promotes peace as a positive, action-oriented concept. In the words of Pope John Paul II, "Peace is not just the absence of war. It involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements." There is a close relationship in Catholic teaching between peace and justice. Peace is the fruit of justice and is dependent upon right order among human beings.

Source: Office for Social Justice, a division of St. Paul, MN [www.osjspm.org](http://www.osjspm.org)
Lesson 3: Our Call to Respond to Leprosy & Catholic Social Teachings

BLM 3.2(B)

The Catholic Social Teachings have often been referred to as the Catholic Church’s best kept secret. They were created around the time of Vatican II to respond to changes in Church teachings and to relate to the changing times in secular societies. Look below to see how these quotations related to the call to help those affected by Leprosy.

We strongly support new initiatives to integrate the social teachings of the Church more fully into educational and catechetical programs and institutions. Many catechists and Catholic teachers do this every day by weaving these ideas into curricula and classrooms. They introduce their students to issues of social justice. They encourage service to those in need and reflect on the lessons learned in that service. Yet in too many schools and classrooms, these principles are often vaguely presented; the values are unclear; the lessons are unlearned. We support the task force’s clear call for new efforts to teach our social tradition and to link service and action, charity and justice.

We call on publishers of Catholic educational materials to continue and to strengthen efforts to incorporate the principles of Catholic social teaching into all materials and disciplines in addition to providing resources specific to Catholic social thought.

The Scriptures say, “Without a vision the people perish” (Prv 29:18). As Catholics, we have an inspiring vision in our social teaching. In a world that hungers for a sense of meaning and moral direction, this teaching offers ethical criteria for action. In a society of rapid change and often confused moral values, this teaching offers consistent moral guidance for the future. For Catholics, this social teaching is a central part of our identity. In the words of John Paul II, it is "genuine doctrine" (Centesimus Annus, no. 5).
1. Dignity of the Human Person
Belief in the inherent dignity of the human person is the foundation of all Catholic social
teaching. Human life is sacred, and the dignity of the human person is the starting point for a
moral vision for society. This principle is grounded in the idea that the person is made in the
image of God. The person is the clearest reflection of God among us.

Notable Quotations (all taken from http://www.osjspm.org/notable_quotations.aspx)

There is a growing awareness of the sublime dignity of human persons, who stand above all
things and whose rights and duties are universal and inviolable. They ought, therefore, to have
ready access to all that is necessary for living a genuinely human life: for example, food,
clothing, housing ... the right to education, and work...
The Church and the Modern World, #26

...this Council lays stress on reverence for the human person; everyone must consider one's
every neighbor without exception as another self, taking into account first of all life and the
means necessary to living it with dignity, so as not to imitate the rich man who had no concern
for the poor man Lazarus.
The Church and the Modern World, #27

... Whatever insults human dignity, such as subhuman living conditions, arbitrary imprisonment,
deportation, slavery, prostitution, the selling of women and children; as well as disgraceful
working conditions, where men are treated as mere tools for profit, rather than as free and
responsible persons; all these things and others of their like are infamies indeed. They poison
human society, but they do more harm to those who practice them than those who suffer from
the injury.
The Church and the Modern World, #27

The human person is the clearest reflection of God's presence in the world; all of the Church's
work in pursuit of both justice and peace is designed to protect and promote the dignity of every
person. For each person not only reflects God, but is the expression of God's creative work and
the meaning of Christ's redemptive ministry.
The Challenge of Peace, #15
2. Option for the Poor and Vulnerable

The moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of the nation. We are called to look at public policy decisions in terms of how they affect the poor. The "option for the poor," is not an adversarial slogan that pits one group or class against another. Rather it states that the deprivation and powerlessness of the poor wounds the whole community.

The option for the poor is an essential part of society’s effort to achieve the common good. A healthy community can be achieved only if its members give special attention to those with special needs, to those who are poor and on the margins of society.

Notable Quotations (all taken from http://www.osjspm.org/notable_quotations.aspx)

A consistent theme of Catholic social teaching is the option or love of preference for the poor. Today, this preference has to be expressed in worldwide dimensions, embracing the immense numbers of the hungry, the needy, the homeless, those without medical care, and those without hope.

On Social Concern (Donders), #42

"The needs of the poor take priority over the desires of the rich; the rights of workers over the maximization of profits; the preservation of the environment over uncontrolled industrial expansion; the production to meet social needs over production for military purposes".

Economic Justice for All, #94

The obligation to provide justice for all means that the poor have the single most urgent economic claim on the conscience of the nation.

Economic Justice for All, #86

Working for the common good requires us to promote the flourishing of all human life and all of God's creation. In a special way, the common good requires solidarity with the poor who are often without the resources to face many problems, including the potential impacts of climate change. Our obligations to the one human family stretch across space and time. They tie us to the poor in our midst and across the globe, as well as to future generations. The commandment to love our neighbor invites us to consider the poor and marginalized of other nations as true brothers and sisters who share with us the one table of life intended by God for the enjoyment of all.

Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good, #25

Office for Social Justice, a division of St. Paul, MN www.osjspm.org
Lesson 3: Our Call to Respond to Leprosy Millennium Development Goals

**Eradicate extreme poverty and hunger**
Thirty percent of all people living with leprosy-related disabilities are living below the extreme poverty line. In Northwest Bangladesh, 243 income generating activities grants are being provided to extreme poor families. The grants enable the recipients to meet essential daily needs while supporting them to reach a higher point of livelihood security where they can participate in longer-term poverty alleviation activities.

**Achieve universal primary education**
The Leprosy Mission's Catch Them Young program provides scholarships to children from leprosy-affected families, encouraging their inclusion in mainstream schools and universities. In 2000, 1,056 children of leprosy-affected families in India were able to start or continue attending school through this program.

**Promote gender equality and empower women**
The Women's Empowerment projects in Uttar Pradesh, India have empowered over 700 families through Women Self-Help Groups. These groups are comprised of marginalized women who are provided with access to income generating activities, micro-credit, and capacity development through literacy training. Together, they are encouraged to advocate for their families and communities with local councils and the government. Emerging female leaders, supported by their self-help group members, have gained significant recognition from their villages and communities.

**Reduce child mortality & improve maternal health**
Poor maternal health is a serious problem in all developing countries. In India, an estimated 100,000 women die unnecessarily each year from pregnancy and childbirth complications. Self-help group members are referred to Nova Hospital, India, where there is a maternity ward that provides care for expecting mothers and their children. The hospital also runs a Maternal and Child community clinic in the village once a week. These clinics save lives and equip mothers with the skills to raise healthy children, a vital service for communities with limited access to healthcare.

**Combat HIV/AIDS, malaria and other diseases**
The Rural Health Program in Bangladesh is working with community leaders to strengthen the primary healthcare system addressing issues such as malaria, TB, HIV/AIDS, and leprosy. Many of the Leprosy Mission's community projects, including those in Nigeria and Nepal, address other diseases in addition to leprosy.

**Ensure environmental sustainability**
People affected by leprosy are usually among the poorest of the poor, often living in makeshift homes without access to clean water, or basic sanitation, making them more susceptible to further disease. Many of the Leprosy Mission's projects are contributing to this goal by building or repairing houses, improving access to public water facilities, providing education about environmental sustainability, and facilitating capacity development.

**Develop a global partnership for development**
Partnerships are vital to the Leprosy Mission's success. Through IFAD (International Federation of Anti-Leprosy Associations), the Leprosy Mission ensures coordination and advocacy of leprosy work. The Leprosy Mission also supports collaboration with local partners from government and NGOs to hospitals and CBOs to create an environment which fosters good governance, sharing of best practices in development and poverty reduction.

The United Nations and all member states are working towards attaining the Millennium Development Goals by 2015. The Leprosy Mission Canada is contributing towards the achievement of these goals in its work with people and communities affected by leprosy.
Lesson 3: Our Call to Respond to Leprosy Wordle $350.00

Source: www.wordle.net
Lesson 3: Our Call to Respond to Leprosy Journal Checklist

Student Name: _____________________________________

Before submitting your journal, use the following checklist to reflect on how your journal-writing skills are developing. If you think you can improve your journal entry, rewrite it.

☐ I reread my reflection to ensure I had expressed my thoughts clearly.

☐ I checked my use of language to ensure the style was in keeping with a reflection.

☐ I allowed my own life experiences to influence my reflection.

☐ I allowed other similar issues to influence my thoughts if they came to mind.

☐ My writing reflects a logical flow of ideas and information.

☐ I have checked my reflection for spelling, grammar, and sentence structure in order to better communicate my message.

☐ I am confident that my reflection represents quality work.

Reflection Questions

1. What is the most important message I am trying to communicate in my reflection?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. In completing this reflection, this is what I learned:

   About the topic: _______________________________________________________________________

   About myself: _________________________________________________________________________

   About human nature: ___________________________________________________________________

Teacher Feedback:
Summative Performance Task
Media Awareness Campaign: Leprosy Today

Background

Few Canadians consider leprosy a threat because of access to medical treatment and the care of physicians. But in remote villages in regions of the world where poverty continues to oppress people, leprosy is very real. Even though we may not be directly affected by leprosy, as followers of Jesus Christ, we have a responsibility to reach out with care, compassion and prayer to our brothers and sisters throughout the world who do suffer the effects of leprosy.

Task

The Leprosy Mission Canada wants to create a media awareness campaign about leprosy in our world today. Their target audience is young people, disciples of Jesus Christ who know they are called to make a difference in their local and global communities. Your task is to prepare a presentation to educate others about leprosy, and to engage them so that they will want to respond to the people affected by leprosy who need our help.

The information from your class work, as well as other resources (suggested below) will be the best reference material for your presentation. You may use one of the following media to prepare your presentation:

- Graphic Organizer including Venn diagrams, Concept Maps, T Charts
- Poster or Collage including both visual and written components
- Power Point presentation, Prezi (http://prezi.com), or Glogster ‘poster’ (http://glogsteredu.edu.glogster.com/glog-edu)
- Audio/visual clips e.g. movies, PSA (Public Service Announcement), newscast

Choose one line (horizontal, vertical, or diagonal) of topics for your presentation

- Remember your target audience. Your presentation must include information about how and why we can answer the ‘call to care’.

<table>
<thead>
<tr>
<th>How leprosy was understood in biblical times</th>
<th>Facts about leprosy (Hansen’s Disease) including countries where leprosy is prevalent today</th>
<th>Connections between leprosy and the Catholic faith (such as Catholic Social Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How leprosy affects individuals and families</td>
<td>Choice of one of the other squares</td>
<td>The care and cure of people affected by leprosy</td>
</tr>
<tr>
<td>Interesting information and statistics about leprosy</td>
<td>The work of The Leprosy Mission Canada</td>
<td>Personal stories about people affected by leprosy today</td>
</tr>
</tbody>
</table>

Resources: www.answeringthecall.ca, classroom work, research, and www.leprosy.ca
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the topic of leprosy</td>
<td>Limited understanding of topic</td>
<td>Some understanding of topic</td>
<td>Considerable understanding of topic is evident</td>
<td>Thorough understanding of topic is evident</td>
</tr>
<tr>
<td>Includes all key themes as outlined in the task sheet</td>
<td>few themes are included from task sheet</td>
<td>Some themes are included from task sheet</td>
<td>Most themes are included</td>
<td>All themes from fact sheet are included in presentation</td>
</tr>
<tr>
<td><strong>Thinking and Inquiry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses and selection information relevant to the presentation</td>
<td>Information chosen shows little relevance to purpose of presentation</td>
<td>Information chosen shows some relevance to presentation</td>
<td>Information chosen shows</td>
<td>Information chosen shows thorough relevance to presentation</td>
</tr>
<tr>
<td>Connections between themes and ideas</td>
<td>Inauthentic and weak connections between themes and ideas</td>
<td>Some connections between themes and ideas</td>
<td>Strong connections between themes and ideas</td>
<td>Complex and thoughtful connections between themes and ideas</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of material is creative and original</td>
<td>Little creativity or originality in presentation</td>
<td>Some attempt at creativity or originality in presentation</td>
<td>Many examples of creativity and originality in presentation</td>
<td>Demonstrates expertise in creativity and originality in presentation</td>
</tr>
<tr>
<td>Logical and sequential organization of information</td>
<td>Random and no sequential organization of information</td>
<td>Information shows some logical order and sequence</td>
<td>Detailed and connected order of information</td>
<td>Very thorough and thoughtful sequence of information</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Several errors in spelling and grammar</td>
<td>Some errors in spelling and grammar</td>
<td>Few errors in spelling and grammar</td>
<td>No errors in spelling and grammar</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies our lives as Catholic Christians to leprosy and our call to respond</td>
<td>Few connections in presentation to personal need to respond to leprosy in the world</td>
<td>Some connections in presentation to personal need to respond to leprosy in the world</td>
<td>Many connections in presentation to personal need to respond to leprosy in the world</td>
<td>Clear and detailed connections in presentation to personal need to respond to leprosy in the world</td>
</tr>
<tr>
<td>Applies information from scriptures and Catholic social teaching to issue of leprosy in the world</td>
<td>Few connections in presentation to scripture and Catholic Social Teaching</td>
<td>Some connections in presentation to scripture and Catholic Social Teaching</td>
<td>Many connections in presentation to scripture and Catholic Social Teaching</td>
<td>Clear connections in presentation to scripture and Catholic Social Teaching</td>
</tr>
</tbody>
</table>

Additional Feedback:
Media Awareness Checklist – Self and Group

Name: ______________________________________________________________________

Use the following checklist to help reflect on your work for this project individually and as a group:

<table>
<thead>
<tr>
<th>I…</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>…contributed my ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…listened to the ideas of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…did my share of the work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…used my time well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Group…

|…worked cooperatively to complete the task |        |           |       |
|…shared and listened to one another’s ideas |        |           |       |
|…encouraged one another to do our best work |        |           |       |

One thing I learned about working in groups from this assignment was

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

My greatest strength as a team member on this project was

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

One thing I still need to work on is

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Secondary Prayer Service

“She reached out his hand and touched the man” Luke 5:13

CALL TO PRAYER

Leader:

In this place, gathered in God’s name, we become quiet and still in the presence of God who loves each of us and calls each one by name.

We come together today to pray for those who are affected by the disease of leprosy, especially those in the poorest parts of our world. We are also gathered to reflect on the ways we might be instruments of Christ, called to bring healing and hope.

In the name of the Father, and of the Son, and of the Holy Spirit.

All: Amen.

OPENING PRAYER

God of hope and healing

You are always close to those who call on you.

We thank you for all good things.

Our families, our homes, our health.

Each good gift is from you.

Today we set aside time to remember children, their mothers and fathers, friends and neighbours who are affected by leprosy.

We pray that you heal them, comfort them and restore their faith.

Strengthen their caregivers with compassion and courage.

Help us to remember that all people are created in your image and likeness regardless of physical appearance.

Show us the ways we can make a difference to bring healing and hope in the lives of others, especially those with leprosy.

We ask this prayer through your son, Jesus, the healer. Amen.
**SCRIPTURE:**

A Reading from the Gospel of Luke (Luke 5: 12-16)

Once, when he was in one of the cities, there was a man covered with leprosy. When he saw Jesus, he bowed with his face to the ground and begged him, ‘Lord, if you choose, you can make me clean.’ Then Jesus stretched out his hand, touched him, and said, ‘I do choose. Be made clean.’ Immediately the leprosy left him. And he ordered him to tell no one. ‘Go’, he said, ‘and show yourself to the priest, and, as Moses commanded, make an offering for your cleansing, for a testimony to them.’ But now more than ever the word about Jesus spread abroad: many crowds would gather to hear him and to be cured of their diseases. But he would withdraw to deserted places and pray.

The Gospel of the Lord

**All:** Praise to you, Lord Jesus Christ.

**GUIDED MEDITATION**

Introduction

Jesus often ate with and associated with people who were ill and who were rejected by others for a variety of reasons such as physical disease, social class, and religion.

As you enter into this meditation, you are invited to think about people in the world today who are affected by leprosy, a disease that results in scorn and rejection from others.

You are also encouraged to think about people who may be considered outcasts and rejected for other reasons. Perhaps they suffer from what Pope Benedict XVI referred to as the “modern leprosies” of our world such as HIV/AIDS.

What can you do to support the healing of those in other parts of the world affected by leprosy?

How can you bring hope to those on the margins of your world?

Close your eyes…

Breathe in… slowly breathe out,

Breathe in…. slowly breathe out.

Gradually let go of everything you are holding on to today.

Breathe in…. breathe out

**Imagine…**
Imagine you are walking with Jesus along a dusty road.

There are a lot of different people who are walking with you.

A young man covered with leprosy is in the distance but near enough to be noticed. His fingers are disfigured. His eyes betray his loneliness and isolation. He calls out to Jesus. Jesus walks over to him, touches him and welcomes him to be with your group, to walk along with you.

You are going to be joined by a person who everyone fears; joined by one that you have been taught to stay away from.

Notice your feelings.

As you continue to walk along, Jesus invites others who are considered outcasts, those who may have mental illnesses, those with physical disabilities, those whom you would not normally choose for friends. In fact your own friends might tease you or say something for hanging around with such people. These might be the ones others would post negative and hurtful comments about on Facebook.

Jesus comes over to you. You ask Jesus why he befriends all of these people. He says, “I have come that they may have life and have it to the full.”

What does fullness of life mean? What does this have to do with the man with leprosy and the other outcasts? Does this promise to all people call me to do anything?

Listen to Jesus’ response to you.

You look around at these people in the crowd walking with you.

Are these people so bad?

How do you treat other people who are not part of the group you normally hang around. How do you treat people disfigured by disease, who are different from you?

How can you help support fullness of life for all?

Spend a few minutes thinking about these questions.

Then, slowly open your eyes.

**RITUAL**

You are invited to write a prayer petition for a child, mother, father somewhere in the world who has leprosy in our world today. You may also which to create a prayer petition for someone.

Place them in a basket or a bowl on the prayer table.
PRAYERS OF THE FAITHFUL

Our response is: Lord, hear our prayer

Let us pray for the Church, instrument of the healing power of Jesus, we pray in faith…

For those throughout the world affected by leprosy. That Christ may ease the physical and spiritual sufferings of those who are affected by leprosy, especially in the poorest countries, we pray in faith…

For organizations like Leprosy Mission Canada, committed to caring for and curing those affected by leprosy, we pray in faith…

For the marginalized in our community affected by other conditions and situations that cause physical, spiritual and social isolation, we pray in faith…

For generosity from all people to support the healing work of Leprosy Mission Canada, we pray in faith…

For each of us, called to see the image of God in each person, regardless of the illness or disability they may have, we pray in faith…

For all of the petitions placed in our container today, and for the petitions that are quiet in our heart, we pray in faith…

CLOSING PRAYER:

Our Father, who lives in heaven, Your name is holy
In your wisdom, you give comfort to those who suffer
Your reward those who understand their value in you and honour their humility
For those who long to know you better
You feed them with spiritual food so they will be filled.
To those who are kind and compassionate,
You extend your hand of compassion.
I pray that we may live with hearts that are pure
Focused on your Kingdom work, that we may live in peace with our family and neighbours
So that they will know we are your children.
And I pray for the children, women and men
Who suffer each day because they have leprosy
I ask you to heal them
Not only their physical bodies, but their hearts as well.
May you restore their dignity
And destroy the stigma with which they live.
We rejoice, for you are our God
And because of your love, We are one.
In the name of our Lord Jesus,

Amen
Resources available from The Leprosy Mission Canada

BOOKS THAT CHANGE THE WORLD

Leprosy is not a disease of the past.

When someone discovers that they have leprosy, their world shatters. Leprosy carries with it a stigma of intense poverty and helplessness. For centuries, leprosy has been stigmatized by the disfigured and blind beggar on the side of the street. But all of that has changed. Today leprosy can be completely cured.

Each book on this page is written by someone with deep personal links to leprosy. They are sharing thenegatives of theirbooks to the Leprosy Mission. When you buy a book, you are helping to save one patient or provide surgery for another. We are breaking down the stigma of leprosy and bringing healing to children, women and men who are affected by disease.

Ten Fingers for God $12.00

Written by Doreen Dickson Beaton with a foreword by Philip Yancey, this biography of Dr. Dick Beaton will inspire you. Dr Beaton and his wife physicians led in the discovery of new medical procedures for leprosy patients. This is the story of Dr Beaton’s influence and how it changed lives.

Dogs of Love $17.00

You can’t go wrong with a dog. This charming picture book captures a dog’s perspective of his relationship with a leprosy sufferer. It’s a heartwarming story that will warm your heart.

No Ordinary Day $12.95

Valk is five years old and his life changed forever when he got leprosy. This is a heartwarming story of recovery and hope.

The Gift of Pain $19.50

Phil Harriman was 16 when he got leprosy. He shares his story in this heartwarming book. It’s a story of hope and recovery.

It’s No Apology, Lost $9.95

Eddy Asher is a talented writer. This book brings us a personal way to start and end your day. It’s a touching story of how Eddy learned to live.”

Breaking the Rules $10.00

James was a rebel. His* encounter with the Nothingian woman inspired him to change his way of life. It’s a heartwarming story of transformation.

OPPORTUNITIES FOR TEACHING AND GIVING

Polio the Pig

This book is a great way to teach your children about leprosy and its effects. It’s a heartwarming story of hope and recovery.

Unfair Girl

This book is a great way to teach your children about leprosy and its effects. It’s a heartwarming story of hope and recovery.

To order any of these books, go to www.leprosy.ca. Just click on donate and gift catalogues.

Visit www.answeringthecall.ca and www.leprosy.ca or call 1-888-537-7679 X 2020 for more information. The websites will be updated with new information regularly.

Faith through Learning ~ A Distinctive Catholic Curriculum & A World Without Leprosy
Download the pdf versions free of charge at www.catholiccurriculumcorp.org or order from Maracle Press Fax: 905-723-1759 Email: cccresources@maraclepress.com
Watch for new Catholic resources in October and November.