



**A Collection of K-8 Retreats for
Catholic Elementary Schools:
A Resource Guide for Facilitators**



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 Michelle Peres, project lead, and the team of contributors from Toronto and Halton Catholic District School Boards for their expertise and dedicated efforts in producing this resource. Thanks are also extended to Grant McMurray for his guidance as Curriculum Manager.

As Catholic educators who are entrusted with the integral formation of our students, it is our privileged responsibility, with the support of their parents, to introduce them to the life and teachings of Jesus and to guide them on this spiritual journey in imitation of Christ. Therefore, in following His example, it is important for everyone, including elementary-aged students, to have the opportunity to withdraw from our habitual routines to encounter God, notice how He speaks to us, and reflect on how we will respond. Spiritual retreats give us a greater layer of depth – allowing us to focus our attention on God, drawing us to deeper communion with Him, and helping us sense the promptings of the Spirit.

Once again, I offer sincere thanks to those who have supported our teachers with this resource. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in education.

**Michael Bator,
Executive Director**

Acknowledgements:

Writers:

Catena Manco, Toronto Catholic District School Board

Celia Jeradi, Toronto Catholic District School Board

Glynnis Hope Dawson, Toronto Catholic District School Board

Margarida Caetano – Macdonell, Toronto Catholic District School Board

Mark Novis, Toronto Catholic District School Board

Michelle Peres, Toronto Catholic District School Board

Lisa Malcolm, Toronto Catholic District School Board

Lisa Radice – Santos, Halton Catholic District School Board

Contributors:

Obinna Ifeanyi, C\$Sp., Toronto Catholic District School Board

Robert Gallo, Toronto Catholic District School Board

Reviewers:

Anita Lesic, Windsor – Essex Catholic District School Board

Obinna Ifeanyi, C\$Sp., Toronto Catholic District School Board

Shelagh Peterson, Dufferin-Peel Catholic District School Board

Grant McMurray, Curriculum Manager, CCC

Project Lead:

Michelle Peres, Toronto Catholic District School Board

“Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.”

– Matthew 19:14

Overview:

There is no doubt that there are many benefits to participating in retreats. They offer us a mini escape from the busyness of daily life and allow for a deeper introspection on various aspects of our lives. Retreats give us the time to pause and look at things from a new perspective. Spiritual retreats give us an even greater layer of depth – allowing us to focus our attention on God, drawing us to deeper communion with Him, and helping us sense the promptings of the Spirit. In fact, as the Scriptures reveal, Jesus – our model, retreated many times to pray, reflect and draw inspiration/strength (see Mark 1:35; Luke 5:15; Mark 1:12; Matthew 26:42; Matthew 14:13).

As Catholic educators who are entrusted with the integral formation of our students, it is our privileged responsibility with the support of their parents to introduce them the life and teachings of Jesus (see Matthew 19:14), and to guide them on this spiritual journey in imitation of Christ. Therefore, in following His example, it is important for everyone, including elementary-aged students, to have the opportunity to withdraw from our habitual routines to encounter God, notice how He speaks to us, and reflect on how we will respond.

Finding retreats that are suitable for elementary-aged students can sometimes be difficult. This book is a compilation of retreats tailored specifically to the elementary-aged student. Each retreat is aligned with the *Ontario Catholic Elementary Curriculum Policy Document for Religious Education Grades 1-8*. In addition, The Ontario Catholic School Graduate Expectations, Catholic Social Teachings and cross-curriculum expectations covered within are outlined at the beginning of each retreat.

The retreats are divided into four sections: Kindergarten Retreats, Primary Retreats, Junior Retreats and Intermediate retreats. Each section features 2 retreats that are specific to each grade and an Advent and/or Lent retreat that can be used for every grade within that particular division. Following the four sections are a number of suggested Icebreakers that can be used to build community at the beginning of the retreats.

Please feel free to modify and adapt the retreats to suit the abilities and needs of your students and/or timings of your day.

We hope that this resource is one that you and your students will enjoy.

Table of Contents

Page

1. <u>Kindergarten Retreats</u>	
• Love One Another.....	2
• Kindergarten Advent Retreat: “Prepare the way for the LORD”	11
2. <u>Primary Retreats:</u>	
• Primary Advent Retreat.....	19
• Primary Lenten Retreat.....	31
<i>Grade 1:</i>	
• Images of God in my Family	46
• God Has Given Us Many Gifts.....	58
<i>Grade 2:</i>	
• First Reconciliation: To Forgive, To Be Forgiven.....	70
• First Communion Retreat: Sharing a Meal with Jesus and our Friends.....	87
<i>Grade 3:</i>	
• Grace.....	98
• The Seven Sacraments.....	115
3. <u>Junior Retreats:</u>	
• Junior Advent Retreat.....	136
• Junior Lenten Retreat: “Keep Us From Temptation”	155
<i>Grade 4:</i>	
• Forgiveness.....	172
• Living in Christian Community	186
<i>Grade 5:</i>	
• Living a Life of Happiness	208
• Journeying Together in Prayer.....	221
<i>Grade 6:</i>	
• My Life has a Purpose.....	234
• Making Decisions.....	262
4. <u>Intermediate Retreats:</u>	
• Keep Christ in Christmas: An Advent Retreat.....	297
• Walking with Christ: A Lenten Journey.....	314
<i>Grade 7 and 8:</i>	
• Called to be Witnesses: A Confirmation Retreat.....	337
• Love Yourself the Way He Loves You: A Self-Esteem Retreat.....	353
• God is 1 st , You are 2 nd , I am 3 rd : A Social Justice retreat based on Inner Conversion and Service.....	371
• We Are Called – Love one Another: A Social Justice based retreat.....	386
5. <u>Primary Icebreakers</u>	411
6. <u>Junior and Intermediate Icebreakers</u>	416

Kindergarten Retreats

Kindergarten

Love One Another

"I give you a new commandment, that you love one another.

Just as I have loved you, you also should love one another."

John 13:34

Retreat Description—

This retreat will focus on the theme of love. Jesus taught us to love one another as we love ourselves. Students will demonstrate an understanding of what love is, what it means to love someone and together as a class, we will model what love "looks like". Students will have the opportunity to identify those people in their lives who love them and discuss ways to show love to others by building a house of love. Through prayer and thanksgiving, this retreat will teach students the meaning of love and how we are called to love our neighbor.

Expectations:

Ontario Catholic School Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community who:

- c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;
- d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

A Caring Family Member who:

- a) relates to family members in a loving, compassionate and respectful manner;

A Responsible Citizen who:

- e) witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

COMMUNITY AND THE COMMON GOOD

OPTION FOR THE POOR AND VULNERABLE

Materials:

- Crucifix
- Student Name Tags (made out of construction paper)
- Construction Paper cut out as a heart
- 1” strips of construction paper (to write names of loved ones on)
- Candle
- Chart Paper (1)
- LM K.1 (1 copy per student)
- Children’s Bible
- Markers- various colours
- Projector/laptop
- Blocks or Lego or Mega Blocks
- Blank pieces of paper (1 per student)
- School iPad/camera
- Crayons, markers

Love One Another

Suggested Length of Time	Activities
5-7min	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome/Attendance/ Introduce parent volunteers or student helpers. - - To introduce the theme you may choose to say the following: <i>Boys and Girls, this morning we are here to begin our retreat about Love. A retreat is a peaceful time to invite Jesus into our hearts and minds. In our retreat, we will discover what love is and how we can love one another.</i> - Explain to the students that in this retreat they will be learning about the ways we can love one another by helping each other and sharing the things we have. <p>Have students write their name on a strip of construction paper (name tag).</p> <p>Tell the students that they will begin their retreat by gathering around the Prayer Table to pray and sing together. You may choose to share with them the following quote that has been attributed to St. Augustine: “[The person] who sings prays twice”. Remind the students that when we sing praises to God, we are not only praising Him with our words, but with our voices as well.</p>
10min	<p>Opening Prayer</p> <ol style="list-style-type: none"> 1. Please gather students and any adults present around the prayer table. Begin by saying the following: <i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i> <p><i>Loving God, We are here together as a class to celebrate Jesus who shows us how to love. Help us to love our families and our friends. Teach us how to show love towards others. Help us to love one another by sharing, helping, speaking kind words and doing actions of love. Thank you for our life, our friends and our families. Amen</i></p>

	<p><i>Let us pray together the words that Jesus taught us...</i></p> <p><i>Our Father...</i></p> <p><i>Amen</i></p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p> <p>2. Light a flameless candle and call up students one by one to place their name tags on the prayer table. Play the song “Jesus Loves Me” (below) as students are placing their name tags on the table. Place a crucifix and a heart on the table as well.</p> <p>3. Once all students have finished placing their name tags on the prayer table, sing a song about God’s love together. You may choose to sing one that your students are familiar with or one of the options listed below:</p> <p>Jesus Loves Me; https://www.youtube.com/watch?v=U-ryg9plBM4&list=RDU-ryg9plBM4</p> <p>Jesus Loves the Little Children; https://www.youtube.com/watch?v=B_xdkk_sXgA</p>
<p>30 min</p>	<p>Activity #1 – What is Love?</p> <p>In this activity, students begin with a think pair share activity to identify what love is. They will use a three-picture frame to draw what love looks like in their families, at church, and at school.</p> <ol style="list-style-type: none"> Gather students on the floor and invite the students through a think, pair share activity to answer the questions: <ul style="list-style-type: none"> What is Love? What does it mean to love someone? Record their answers on a chart paper and place up in the classroom. Brainstorm with the students what love looks like. Hand out LM K.1 to each student or give everyone a large piece of paper with three frames drawn on it. Point out the headings to the students “Love in My Family”, “Love in my School, ‘Love in my Church”. Briefly engage students in a discussion about what love may look like in their homes, at school or at church. You may choose to remind them that they first experienced love at home. They continue to grow in love at school and they celebrate love at Church.

<p>20 min</p>	<ol style="list-style-type: none"> 5. Ask the students to draw a picture in the first frame of what love looks like in their families. 6. After a few minutes, have them draw what love looks like at school in the second frame. 7. Then have them draw what love looks like at church in the third frame. 8. Provide some time for them to complete their pictures then ask them to share their drawings with a partner. You may choose to ask them how all three pictures they drew are related and then post their drawings around the room. <p>Activity #2 – The Greatest Commandment</p> <p>The purpose of this activity is to highlight the greatest commandments: to love our God with all our heart, all our soul and all our mind and to love one another just as God loved us.</p> <ol style="list-style-type: none"> 1. Upon completion of Activity #1, gather the students together and introduce to them the concept that Jesus gave us a law on love. You may choose to say: <i>“Jesus taught us about love. In fact, he gave us 2 great rules to follow that teach us how to love. We call these rules commandments. Let’s listen to a reading from the Bible to hear what these commandments are about.”</i> 2. Use a children’s bible to read Matthew 22: 35-39 or read the following: <i>“A reading from the holy Gospel according to Matthew ...and one of them, a lawyer, asked him a question to test him. ‘Teacher, which commandment in the law is the greatest?’ He said to him, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.’ This is the greatest and first commandment. And a second is like it: ‘You shall love your neighbour as yourself.’”</i> <i>The Gospel of the Lord</i> <i>Praise to You Lord, Jesus Christ.</i> 3. Ask the students the following questions: <ul style="list-style-type: none"> • How should we love God? (With all our heart, our soul and our mind) • What do you think it means to love God with all our heart, soul, and mind? (Answers will vary)
---------------	---

	<ul style="list-style-type: none"> • Jesus said, “You shall love your neighbour as yourself”. How do we love ourselves? What are some ways we show love to ourselves? (Answers will vary) • Who is our neighbour? (The people around us, our friends, everyone that we meet, etc.) • What do you think Jesus means when he says, “You shall love your neighbour as yourself? (We should treat others how we would like to be treated – The Golden Rule) <p>4. Tell the students that these 2 commandments are important for us to remember and they will be watching a short video that will help them learn the first of the two commandments.</p> <p>5. Play the following YouTube link entitled “The Greatest Commandment”. https://www.youtube.com/watch?v=M4WygilFual</p> <p>6. Encourage students to follow along with the dance moves and participate in this video. There are actions for every verse that students can mimic. You may wish to play it twice as this video will get them up and moving.</p>
	<p>Break</p>
<p>40 min</p>	<p>Activity #3 – House of Love</p> <p>In this activity, students will learn how to love one another by helping each other to build a “House of Love” using Lego blocks, Mega blocks, or building blocks. By working together, taking turns, sharing the blocks and building together, students will learn what love physically looks like.</p> <ol style="list-style-type: none"> 1. Gather the students together and explain to them the next activity by saying: <i>“Boys and Girls, we are going to build a ‘House of Love’ using building blocks. We just learned that one of the great commandments Jesus taught us was to love our neighbour as ourselves. As we build this house, we will need to share our blocks and help each other. Sharing with others is one way we show our love.”</i> 2. Divide the students into small groups and distribute a basket of building blocks to each group. You may choose to demonstrate how to build a house with the students. 3. Allow some time for the groups to build their house. 4. Once the groups have finished building their “House of Love”, distribute strips of paper to each student.

5. Invite the students to write names of the people they love (family or friends) on the paper and place them in the house. You may choose to scribe for the students who cannot write or have them draw pictures of the people they love on the paper instead.
6. Once they have placed their strips in their house, you may choose to take a picture of the group and the house using the school a camera on a phone or an iPad or school camera. Pictures may be shared in the school bulletin if consent forms are signed.
7. Explain to the students that another way to show love to others is to pray for them.
8. Invite the students to pray for the names of the people they added to the house

CONCLUSION:

1. Gather students on the carpet and ask them to share with the whole group something they learned about love from today's retreat.
2. After a few students share, tell the students that they will be singing the song that was sung at the beginning of the retreat and will then pray together to conclude the retreat.
3. Invite the students to sing the same song that was used in the opening prayer. You may choose to play one of the following videos and have the students sing along.

Jesus Loves Me;

<https://www.youtube.com/watch?v=U-ryg9plBM4&list=RDU-ryg9plBM4>

Jesus Loves the Little Children;

https://www.youtube.com/watch?v=B_xdkk_sXgA

Concluding Prayer

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

Dear Jesus,

Thank you for the love that you have shown us and for giving us people in our lives that love us. We thank you for our families and friends. We will keep them in our hearts and in the houses of love that we built. We also thank you for showing us how to love each other and

	<p>ourselves. We ask that you continue to guide us as we grow in love for God and for each other. -Amen</p> <p>Let us pray together:</p> <p>Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
	Lunch

LM K.1

Love In My Family

Love In My School

Love In My Church

Kindergarten Advent Retreat

“Prepare the way for the LORD”

A voice cries out:

*In the wilderness prepare the way of the Lord,
make straight in the desert a highway for our God.*

*Every valley shall be lifted up,
and every mountain and hill be made low;
the uneven ground shall become level,
and the rough places a plain.*

*Then the glory of the Lord shall be revealed,
and all people shall see it together,
for the mouth of the Lord has spoken.*

Isaiah 40:3-5

Description –

This in-school retreat will focus on preparing to celebrate the season of Advent. Advent is a time of quiet and joyful preparation for the celebration of Jesus' birth. Students will re-examine the Nativity Story and make connections to its characters. They will also explore ways they can celebrate and prepare for Christmas.

Expectations:

Ontario Catholic School Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community who:

c) actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

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

A Caring Family Member who:

a) relates to family members in a loving, compassionate and respectful manner;

A Responsible Citizen who:

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

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

COMMUNITY AND THE COMMON GOOD

OPTION FOR THE POOR AND VULNERABLE

Materials:

- Small construction paper (1 per student)
- Advent Wreath and Candles
- Nativity statues
- Markers/pencils
- Piece of paper (1 for each student)
- LM K.2 (1 per student)
- Scissors (1 per student)
- Popsicle sticks
- Projector/laptop
- Markers/crayons
- Glue
- Envelopes (one per student)

“Prepare the way for the LORD”

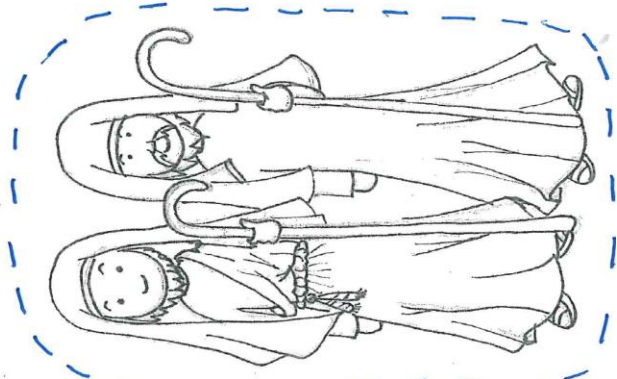
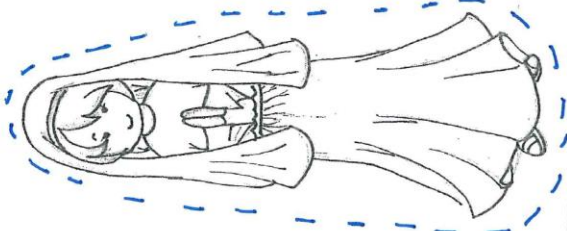
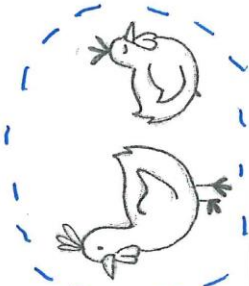
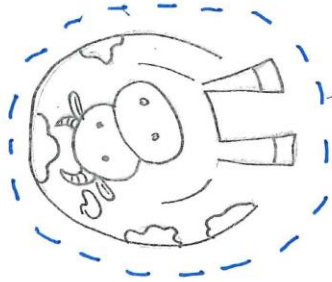
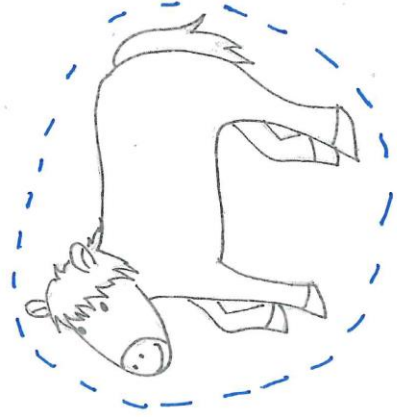
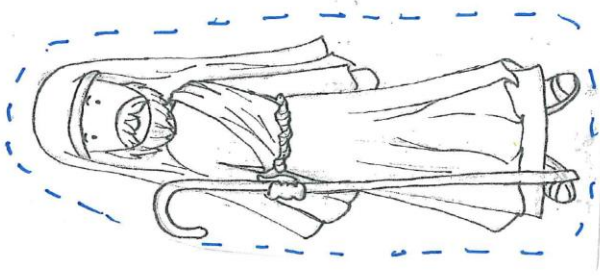
Suggested Length of Time	Activities
5-7min	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce parent volunteers or student helpers - Begin by gathering students in a circle around the prayer table. - Place the Advent Wreath, a candle and a nativity scene on the prayer table. - Begin with a prayer of welcome and hope. <p>Opening Prayer</p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen</i></p> <p><i>Dear Jesus,</i> <i>Today we gather to learn more about the day you were born and how to prepare our hearts for you. You came to show us how to love God and one another. Help us remember to always be loving towards each other. We ask you to bless each one of us as we prepare to learn more about you today.</i></p> <p><i>Our Father...</i></p> <p><i>Amen</i></p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p> <p><i>This morning, we will be going on a retreat together. A retreat is a time for us to take a break from our regular daily routine or schedule. It is a time where we learn about Jesus and speak to God the Father. It is a special time to give ourselves some peace and calm. Boys and girls, today we will be remembering the story of Jesus’ birth, which is also called the Nativity Story. We are going to listen and watch the story of Jesus’ birth together. Together we will be making our own Nativity Puppets. We are going to also learn about Advent, which is a time in which we prepare our hearts for the birth of Jesus.</i></p>

30-45min	<p>Activity #1 -The Nativity</p> <p>This activity requires the use of a projector and computer. The objective of this activity is to have students recall, learn about, and re-enact the Nativity Story.</p> <ol style="list-style-type: none"> 1. Gather the students together on the floor and have them recall what they know about the Nativity story. 2. Write down their ideas and suggestions on the board or on chart paper. 3. Hand out LM K.2 to each student. 4. Ask the students to colour and cut out the characters of the Nativity Story (see LM K.2) and glue them to Popsicle sticks to use as a puppet. 5. At the end of the activity, play the song “Take a Walk to Christmas” (https://www.youtube.com/watch?v=gFklu4Jl86c) and have the students hold up their puppets when the characters are called out. This will help them make a connection between their work and the characters in the Nativity Story. 6. Tell the students that they are going to watch a short video about the Nativity story to see if there are any more details they can add to the list they brainstormed together earlier. 7. Show the students the following video from YouTube or another short video that retells the Nativity story in an age appropriate manner. The Christmas Story - https://www.youtube.com/watch?v=yAdr_K1OcrY Please note: You may also choose to substitute the video for a picture book that retells the Nativity story 8. After watching the video, review the brainstorm with the students and add to it any details that were missed. 9. Then have the students use their Popsicle stick puppets to reenact their favourite part of the Nativity story with a partner. You may choose to have a few volunteers share their favourite part with the class. 10. To wrap up this activity tell the students the following: <i>Many, many years before Jesus was born, God made a promise to His people that He would send a Messiah or a Saviour to be with them. The people were told to prepare their hearts and they waited a very long time for this promise to come true. God’s promise was fulfilled when</i>
----------	---

	<i>Jesus was born. In the season of Advent, we wait and prepare our hearts for Jesus' birth. After the break, we will talk about how we can prepare our hearts for Jesus.</i>
	Break
45min	<p>Activity #2 – Let's Prepare for a Birthday!!!</p> <p>In this activity, just as we prepare for a birthday celebration, students will learn how we wait and/or prepare for the birth of Jesus during Advent. This activity requires students to copy some words onto an invitation. If there are students who have difficulty writing, you may choose to modify this activity by preparing the writing on the invitations in advance, allowing them to use stickers to form the words, etc.</p> <ol style="list-style-type: none"> 1. Gather the students together and ask them: <i>"What do we need for a birthday celebration?"</i> 2. Have them orally share their answers with the class. 3. Tell the students the following: <i>Boys and girls, just like how we get excited for a birthday, we are excited to celebrate Jesus' birthday. We need to prepare by creating invitations, baking a cake, and decorating for a party. The way we prepare for the birth of Jesus is by helping each other, sharing with others and showing our friends and family we love them.</i> <i>Jesus was born to bring love into our world. His mother Mary, and his father Joseph, travelled far so that Jesus may be born. Together we will prepare for the birth of Jesus during this season of Advent by creating an invitation for Jesus' birthday. This invitation won't be for just anybody, it will be for Jesus' himself, and in it we will tell him how we are preparing for his birthday.</i> 4. Hand out blank sheets of paper to students. 5. Have the students fold the paper in half to create a card. 6. Write on the board or on chart paper the title -<i>"In Honour of Your Birthday"</i> - and have students copy it on the front of the card.\ 7. Have the students open the card and write the headings <i>"Sharing"</i> on the first page and <i>"Helping"</i> on the second.

	<p>8. Direct students to draw a picture of how they will share with another person in Advent on the page they wrote “Sharing” and a picture of how they will help another person on the page entitled “Helping”.</p> <p>9. When they are finished drawing their pictures, you may choose to have a few volunteers share their invitations with the class.</p> <p>10. Hand out blank envelopes for students to place their invitations in.</p> <p>11. On the front of each envelope write: To: Jesus of Nazareth ‘Little Town of Bethlehem’ Middle East, LUV-GOD From: (Their name)</p> <p>12. Have the students place their invitations on the prayer table as they gather to say the closing prayer</p>
	<p>CLOSING PRAYER Lead the students in the closing prayer by saying...</p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p> <p><i>Dear Lord, Thank you for helping us to learn about your birth. Help us to prepare for you to come into the world. Please, help us to love one another as Mary and Joseph loved you. Fill our hearts with love and joy and help us to be ready for your birthday. Amen</i></p> <p><i>We ask Mother Mary to pray for us as we pray together...</i></p> <p><i>Hail Mary... Amen</i></p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p>
	<p>Lunch</p>

LM K.2



Primary Retreats

Primary
Advent Retreat

“A voice cries out:

*‘In the wilderness prepare the way of the Lord,
make straight in the desert a highway for our God.*

*Every valley shall be lifted up,
and every mountain and hill be made low;
the uneven ground shall become level,
and the rough places a plain.*

*Then the glory of the Lord shall be revealed,
and all people shall see it together,
for the mouth of the Lord has spoken.’*

Isaiah 40:3-5

Retreat Description:

This Advent retreat is intended for any of the Primary Grades. It is designed to guide students in preparing for Advent by reflecting on the themes (hope, faith, joy, and love) commonly associated with the scripture readings of each week in Advent. This retreat assumes that students are familiar with the stories of the Annunciation, the Visitation and the Nativity. You may choose to review these stories a couple of days before beginning this retreat. Although this retreat is written for a full day, it can be divided into 2 half day retreats or led as a series of 4 mini retreats (one to begin each week of Advent).

Expectations:

Religious Education Policy Document

Specific Expectations
<p>Believing:</p> <p><i>Grade 1:</i> BL1.3: Recognize in a selection of scripture passages that Jesus is the “Word of God become human” to communicate God’s love and forgiveness (Luke 1:26-38 – Annunciation; Luke 1:39-45 – Visitation; John 1:1-1 – and the Word became flesh; Jesus the good shepherd – John 10:11-18; the parable of the prodigal son – Lk. 15:11-32; the lost sheep – Lk. 15:3-7) and link this to an understanding of the Gospels as the inspired story of Christ Jesus. [CCC nos. 50-73; 456-682]</p> <p><i>Grade 2:</i> BL1.1: Examine a selection of biblical passages from the New Testament in which God reveals Jesus as the Son of God and the second person of the Blessed Trinity and the Holy Spirit as the Third person of the Blessed Trinity. (Matt. 3:16-17 – Baptism of Jesus; Matt. 28:19; Matt. 1:20; Luke 1:26-56 – the annunciation and visitation; John 14:16-17, 23) [CCC nos. 232-278; 456-534]</p> <p><i>Grade 3:</i> BL2.1: Examine a selection of gospel passages to identify the meaning of disciple and explain why Mary’s life is a model of discipleship (Matt. 12:50 the criteria for discipleship; Luke 1:26-38 annunciation – Mary’s obedience to the will of God; Luke 1:38-45 visitation – Mary proclaims the Good News to Elizabeth who proclaims Mary as Blessed and Mother of God; Luke 1:46-55 Magnificat – Mary praises God; Luke 2:49-50 the challenges of Mary’s discipleship; John 19:25-27 Mary as faithful disciple at the foot of the Cross; Acts 1:13-14 Mary is one of the disciples gathered at Pentecost).</p>
<p>Celebrating:</p> <p><i>Grade 1:</i> CL 3.1: Retell using a variety of strategies, the Scripture narrative related to each liturgical season (e.g. the Annunciation, the Birth of Jesus, the visit of the Magi, the death and resurrection of Jesus) and link them to the symbols that unfold their meaning.</p>
<p>Praying:</p> <p><i>Grade 1:</i> PR2.1: Recognize the various places, symbols and images that create sacred space in our lives (e.g. Church, prayer corner, Advent wreath, candle, Jesse tree, Bible, art/statue/icons, Crucifix) and to identify ways these elements can deepen their experience of prayer to God, Jesus and Mary (silence, music, ritual action/movement). [CCC nos. 2673-2679; 2691-2699]</p> <p><i>Grade 2:</i> PR2.1: Demonstrate a basic understanding of the order and structure for the Prayers of the Faithful (Prayers of Intercession – Church, World, Local Community, specific needs) and use the format to create prayers of intercession for moments of prayer in class or in the church (e.g. a liturgy of the Word, school Mass). [CCC nos. 1349; 2634-2636]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i> c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;</p>
<p><i>A Self-Directed, Responsible, Lifelong Learner who:</i> b) demonstrates flexibility and adaptability; g) examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p>
<p><i>A Collaborative Contributor who:</i> a) works effectively as an interdependent team member;</p>
<p><i>A Caring Family Member who:</i> a) relates to family members in a loving, compassionate and respectful manner;</p>

Materials:

- NRSV or Catholic Children’s Bible (1)
- Picture of child holding a gift (from the internet)
- Crayons/ pencil crayons/ markers (class set)
- Chart paper
- Purple and Pink construction paper
- Glue sticks or glue
- Glitter or stick-on gems (optional see activity #1)
- Magazines (optional see activity #3)
- Scissors (optional see activity #3)
- Puppets (optional see activity #3)
- Children’s picture book - the Nativity story (optional see activity #4)
- Brother Francis video – “The King is Born” (optional see activity #4 – it can be purchased from a Catholic Religious bookstore)
- Data projector, speakers, and laptop for video (optional –see activity #4)

Primary Advent Retreat

Suggested Length of Time	Activities
15 mins	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - Review any rules for the day (i.e., respect, etc.) - Tell the students: <i>“We have gathered today for an Advent retreat.”</i> - Ask the students <i>“What is an Advent retreat?”</i> Based on the discussion that ensues you might choose to tell them: <i>“Advent is a special time of preparation for the birth of Jesus Christ in the Liturgical year. It takes place over four weeks before Christmas. A retreat is when we take a moment out of our regular day to stop and reflect on our lives. We think about our relationships with God, our family, friends, and ourselves. We may ask ourselves: “Are we living the way God wants us to live?”; “Are there things we can do to improve?” In an Advent retreat we reflect on how we can best prepare our hearts for Jesus’ birth.”</i> <p>Prayer:</p> <ul style="list-style-type: none"> - Begin the retreat with the following prayer or one similar: <i>+In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.</i> <i>Loving Father,</i> <i>Thank you for this opportunity to gather together in this season of Advent. We know that Advent is a time we prepare to welcome baby Jesus and we look forward to His coming with joy.</i> <i>Today, as we reflect on the marvelous events leading up to your Son’s birth, help us to see the changes we need to make in our lives to prepare our hearts for you.</i> <i>Amen.</i> <i>Let us ask our Heavenly Mother to pray for us as we pray one Hail Mary together.</i>

	<p><i>Hail Mary...</i></p> <p><i>Amen.</i></p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>- Briefly inform the students of the structure of the day (<i>Today we are going to begin with an activity called an “ice-breaker”. In other words, we’ll be playing a short little game that will help to warm up our brains and bodies to think about God. After that and throughout the day, we will explore some of the events in the bible that took place before Jesus was born. We will talk about why they are important and learn how they can help us prepare our hearts for Jesus’ birth. Today’s activities will include some art, some drama, and sharing. At the end of the day, we will conclude our day with a closing prayer.</i>)</p>
<p>10-15 mins</p>	<p>Icebreaker – Please select an icebreaker from the “Primary Icebreakers” section found in this document.</p>
<p>~60 mins</p>	<p>Activity #1: Hoping for Christmas</p> <p>The objective of this activity is to have students become aware that in Advent we await in hopeful anticipation for the coming of Christ. The Scripture readings during the first week of Advent focus on the second coming of Christ. “Hope” is a common theme that can be found within all of them.</p> <ol style="list-style-type: none"> 1. Display a picture of a child holding a gift-wrapped box. Write the words “I see” and “I wonder” on the board. 2. Divide the students into small groups of 2-4 and ask them to discuss amongst themselves what they see and what they wonder about the picture. 3. After a few minutes have the students share their thoughts and record their answers under the corresponding category of “I see” or “I wonder”. 4. Engage the students in a discussion about the picture. You may choose to use the following questions to guide your discussion: <ul style="list-style-type: none"> • How do you think the child in the picture is feeling? (e.g., happy, excited, curious, etc.) • Have you ever gotten a present before? How did you feel before you opened it? (answers will vary) • What do you think the child is hoping the present will be? (answers will vary)

	<ul style="list-style-type: none"> • When do we normally get presents? (e.g., birthdays, Christmas, etc.) <ol style="list-style-type: none"> 5. Point out to the students that the anticipation and expectation we feel while opening presents is similar to the hope we feel in Advent. 6. Engage the students in a brief discussion about what they know about Advent. You may choose to keep a track of their answers on chart paper and refer back to it as the retreat progresses. 7. Briefly discuss with the students the purpose of Advent. You may choose to use some of the following points to guide your discussion: <ul style="list-style-type: none"> • The season of Advent is 4 weeks (4 Sundays) long • The liturgical colour for Advent is purple. Purple is a colour that was used to signify royalty (Jesus as King) and is used to remind us to repent and change our ways (e.g., prepare our hearts, do acts of mercy, etc.) • During Advent, we prepare our hearts to welcome Jesus Christ 8. Remind the students that long before Jesus was born, prophets foretold that God had promised to send a Saviour. The people in the Old Testament were excited but had to wait. Explain to the students that we too, like the people in the Old Testament, wait in joyful hope for Christmas and we also await the second coming of Christ (cf. Hebrews 1: 1-6). We hope that we will be with Jesus in heaven one day. 9. Distribute an 8½ x 11 blank sheet of paper, pencils and colouring utensils (markers/ pencil crayons) to each student. Divide the paper in half. Ask the students to draw baby Jesus in a manger on one side, and draw Jesus at the gates of heaven on the other side. This is a reminder of what Advent symbolizes (on one side the birth of Christ, and on the other the second coming of Christ). You may choose to have them decorate their pictures with glitter, stick on gems, etc. 10. Mount the finished artwork on purple construction paper and have the students label it the First week of Advent. To extend this activity you may choose to have the students write a sentence or two about what they hope for during Advent. 11. After cleaning up, allow the students to take a break and let them know that after the break they will learn about the 2nd week of Advent.
	<p>Break</p>

~ 60 mins	<p>Activity #2: Awaiting in Faith</p> <p>Like the scripture readings during the first week of Advent, the readings of the second week also focus on the second coming of Christ. One theme that can be found among the readings is “Faith”. The objective of this activity is to have students understand that prayer can help us to develop our faith as we journey through the Advent season.</p> <ol style="list-style-type: none"> 1. Gather the students together and quickly recap the learning from the first activity (e.g., we wait in hope during Advent). Tell them that during the second week of Advent, we hear at Church readings about John the Baptist. 2. Ask the students to share what they know about John the Baptist. You may choose to tell them the following: <ul style="list-style-type: none"> • John was the son of Zechariah and Elizabeth. He was also the cousin of Jesus. • John lived in the desert and preached to the people telling them to change their ways, follow what God wants them to do, and prepare their hearts for the Messiah. • John is called “The Baptist” because he baptized people with water as a sign that they are washing away the sins of their past and beginning anew. 3. Ask the students why it would be important for the people to turn away from sin before they met Jesus. 4. Tell the students that Jesus is the Messiah. He is the one that the people in the Old Testament were awaiting (cf. Hebrews 1:1-6). John, like the other prophets, was helping to get the people ready to meet Jesus. He baptized them to have them to turn away from sin and change their lives. Remind the students that in Advent, we remember that we are waiting to meet Jesus again and we need to prepare our hearts. 5. Ask the students to share with a partner some ways they could prepare their hearts. After a couple of minutes, have a few student volunteers share their responses. 6. Remind the students that one way to prepare their hearts is to pray. Briefly discuss with the students why praying is important (e.g., it helps to build and strengthen our relationship with God, it helps to strengthen our faith, it may help us listen to what God wants us to do, etc.).
-----------	--

	<ol style="list-style-type: none"> 7. Discuss with the students how helping others is another way to prepare our hearts. 8. Distribute an 8½ x 11 blank sheet of paper and pencils to each student. Have them write a brief simple prayer to help them wait in Faith during the Advent season. Depending on the grade and ability of the students you may choose to construct a prayer together as a class and have the students copy it, brainstorm key words, provide the students with a prayer template or modify this activity as necessary. 9. Mount the finished prayer on purple construction paper and have the students label it the Second week of Advent. 10. Tell the students that after the lunch break they will discover what the last two weeks of Advent are about. Lead the students in a “Grace before Meals” before dismissing them for lunch.
	<p>Lunch</p>
<p>~ 60-90 mins</p>	<p>Afternoon Icebreaker – You may choose to begin this afternoon with another short 10-minute icebreaker. If so, you may use one of your own or select one from the “Primary Icebreaker” section in this resource.</p> <p>Activity #3: A Joyful Moment <i>*Please note: This activity requires the students to be familiar with the stories of the Annunciation and the Visitation. If the students have not heard these stories, you may need to retell them or review them prior to starting this activity.</i></p> <p>As the celebration of Christmas nears, there comes a shift in the mood of the Advent during the third week. We momentarily turn from repentance to rejoicing and change the colours from purple to pink or rose. One theme that is common in the scripture readings during this week is “Joy”. This activity will focus on the joy that Elizabeth and Mary experienced.</p> <ol style="list-style-type: none"> 1. Gather the students together and briefly recap the first 2 activities. Tell the students, that during Advent, we wait in hope, and pray to strengthen our faith. 2. Explain that during the third week of Advent we see the priest at church change his vestments from purple to pink. Ask the students if they know the reason for the change. Explain to them that the mood changes as Christmas draws near and we become more joyful. 3. Divide the students into small groups and assign each group the story of either the Annunciation or the Visitation. Ask the groups to recall the

main events in each story and tell them that they will have to present their assigned story to their classmates. You may wish to refresh their memory of these stories by reading them Luke 1: 26-45. Depending on the grade, you may choose to have them retell their assigned story via a skit, a series of tableaux, puppets, or through a story board of pictures.

4. Based on their presentations, you may need to clarify events or details in both stories. You may wish to ensure that the students understand the following:
 - The Archangel Gabriel announced that Mary would have a baby
 - Mary fully trusted in God and humbly accepted God’s will for her with faith
 - Archangel Gabriel told Mary that Elizabeth was pregnant as well
 - Elizabeth was too old to have children
 - Mary went to visit Elizabeth after the Annunciation
 - When Elizabeth saw Mary, she was filled with the Holy Spirit, John leapt in her womb, and she exclaimed “Blessed are you among women”
 - The Hail Mary that we pray today comes from the words the Archangel Gabriel and Elizabeth spoke to Mary during the Annunciation (Luke 1:28) and Visitation (Luke 1: 41-42) respectively. The second part of the Hail Mary, which is a prayer request – “Holy, Mary, Mother of God...” – comes from the words Elizabeth spoke to Mary (see Luke 1:43)

5. Ask the students the following questions:
 - How do you think Mary felt when the angel Gabriel told her she was going to have a baby? (e.g., scared, shocked, happy, etc.)
 - How did Mary and Elizabeth feel when they saw each other? (e.g., happy, excited, joyful, etc.)
 - Why are Mary and Elizabeth happy? (e.g., they both are excited to see each other, they are excited to be having a child, etc.)

6. Tell the students that during the third week of Advent, we can use Mary and Elizabeth’s example to remind us to be joyful and thankful for what God has given us.

7. Ask the students to take a moment of silence to think about all the wonderful things God has done in their lives and the things for which they are thankful. You may choose to ask a few volunteers to share some of their reflections.

	<p>8. Distribute a blank 8½ x 11 sheet of paper, pencils and colouring utensils to each student. Have them draw the things for which they are thankful. You may choose to have the students cut pictures out of magazines and make a collage of the things they are thankful for instead.</p> <p>9. Mount the finished collage or drawings on pink construction paper and have the students label it the Third week of Advent.</p> <p>10. After cleaning up, allow the students to take a break and let them know that after the break they will learn about the 4th week of Advent.</p>
	<p>Break</p>
<p>~30-60 mins</p>	<p>Activity #4: Leading with Love</p> <p>During the fourth week of Advent, the scripture readings focus more on preparing for the celebration of the Nativity of the Lord. “Love” is a common theme that is found amongst the readings. God out of love for us, humbled Himself to be born in human form. It is because God loved us first that we are able to love Him back by loving others. The objective of this final activity is to help students prepare for Christmas by responding to God’s call to love one another.</p> <ol style="list-style-type: none"> 1. Gather the students together and explain to them that the 4th week of Advent is the final week of preparation before Christmas. During this week, we hear the story of the Nativity at Church. 2. Retell the nativity story to the students. You may choose to use a Children’s picture book of the Nativity story or read Luke 2:1-7 from an NRSV or Catholic Children’s bible to the students. 3. Ask the students the following questions: <ul style="list-style-type: none"> • Why did Mary and Joseph have to travel to Bethlehem? (The emperor wanted everyone counted and registered at their own town. Joseph and Mary had to travel because Joseph descended from the house of David and David’s city was Bethlehem) • How do you think Joseph and Mary felt travelling to Bethlehem? (Answers will vary, but could include: tired, worried, excited that Jesus would be born soon) • When Jesus was born, how do you think Mary and Joseph felt? (Answers will vary, but could include, excited and happy, overwhelmed with joy, etc.)

4. Engage the students in a brief discussion about why Jesus came into the world. Explain to the students that Jesus came not just to save us and show us the way to heaven but to teach us about God's love and how to love one another.
 5. Ask the students to share with a partner some ways they can show each other love. You may choose to have a few volunteers share their responses after a few minutes.
 6. Distribute a blank 8½ x 11 sheet of paper, pencils and colouring utensils to each student. Have each student draw a large heart on the paper and write a promise of how they can love one another inside it. Once their promise is written, students can decorate their page with other ways they can show love during Advent. During this time, you may choose to play some reflective music.
 7. Mount the finished promise on purple construction paper and have the students label it the Fourth week of Advent.
 8. Briefly recap the learning from all four activities – “we wait in hope”, “we pray to strengthen our faith”, “we are thankful for everything God has done for us”, and “we show love to others”.
- *Please note: If this retreat is done at the beginning of Advent, you may choose to extend the learning throughout the season by having the students attach a large flame cut from yellow construction paper to the top of each of their decorated pages as the weeks in advent progress to resemble the candles on the Advent wreath.
9. Time permitting you may choose to show the students the video “The King is Born” by Brother Francis or parts of the video. The entire video is about 25 minutes long.

To end the retreat, have a few students volunteer to share something they learned today.

Inform the students that the day will conclude with prayer.

Closing prayer:

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

Loving God,

We thank you for guiding us today. We also thank you for the gift of your Son, Jesus.

As we journey through the Advent season, help us to await in hope and respond to you in faith. Remind us to always be thankful for everything you have given us. And teach us how to share the joy of your birth and your love with others.

Glory Be...

Amen.

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

Primary

Lenten Retreat

“I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.”

John 13:34-35

Retreat Description:

As Catholics, Lent is a time of renewal through fasting, praying and almsgiving. This is an imitation of Jesus, who spent forty days and nights in the desert praying and fasting (see Matthew 4:1-11)

This Lenten retreat is intended for any of the Primary Grades. It challenges students to reflect on their relationships with God and others; to develop personal and spiritual goals for Lent; and encourages them to strive to achieve their goals.

Expectations:

Religious Education Policy Document

Specific Expectations
<p>Believing: <i>Grade 3:</i> BL3.3: Identify the responsibilities a person takes on when they agree to participate in a mission (i.e. to receive a role to fulfill, to be sent to do a task, to be of service, to sacrifice, to assist others) and compare this to the responsibility of accepting to participate in the mission of Christ in the world under the guidance of the Holy Spirit (i.e. to announce the Gospel – Jesus Christ, to teach, to baptize, to heal, to offer forgiveness, to serve the sick and poor, to make Christ present). [CCC nos. 717-747]</p>
<p>Celebrating: <i>Grade 2:</i> CL2.1: Examine the account of the Last Supper in John 13:1-35 and explain what Christ was teaching his disciples by washing their feet. (We share in Christ’s self sacrifice when we place others before ourselves and serve them.)</p>
<p>Living in Communion: <i>Grade 2;</i> LC1.1: Identify in the story of the Last Supper how Jesus’ actions united the disciples for mission (Jesus washed their feet and gave them the commandment of love; he instituted the Eucharist as a memorial and commanded them to celebrate it until he returned) and communicate how Christ’s actions continue today in the Church (through the Eucharist and through our actions of love and service). [CCC nos. 1337-1344]</p>
<p>Living a Moral Life: <i>Grade 1:</i> ML2: Demonstrate <i>an</i> understanding that we are able to think (i.e. use our reason) about our actions and to know that they affect our relationship with God, other people, and ourselves. [CCC nos. 355-384; 1778-1779]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; d) develops attitudes and values founded on Catholic social teaching and acts</p>
<p><i>A Self-Directed, Responsible, Lifelong Learner who:</i> b) demonstrates flexibility and adaptability; c) takes initiative and demonstrates Christian leadership;</p>
<p><i>A Collaborative Contributor who:</i> a) works effectively as an interdependent team member;</p>

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

SOLIDARITY

STEWARDSHIP OF CREATION

Materials:

- Bible (1)
- LM L.1 “I am on a Spiritual Journey” (class set)
- LM L.2 “Freeze” (1 copy; cut out situations)
- LM L.3 “The Tale of Three Trees” (class set)
- Lenten Countdown Calendar (1 class set)
<http://www.catholicicing.com/printable-lenten-calendar-for-children/>
- Crayons/ pencil crayons/ markers (class set)
- Scissors (class set)
- Chart paper
- Construction paper cut into strips (approximately 2 x 11 inches)
- 1 Glue stick
- Elwell Hunt, Angela. *The Tale of Three Trees*, Lion Publishing: Colorado Springs. 1989.
ISBN: 0 7459 1743 7

OR

The Legend of the Three Trees. (Video.) Narrated by, Hal Holbrook.

<https://www.youtube.com/watch?v=Gcwf0JU28Z0>

- Envelopes (class set)

Primary Lenten Retreat

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We have gathered today for a Lenten Retreat. - <i>What is Lent?</i> Lent is a special time of preparation in the Liturgical year. It takes place forty days before Easter and begins with Ash Wednesday. Today we will hear about Jesus’ time in desert where he spent forty days and nights praying and fasting. Likewise, we are encouraged to examine our prayer life and relationship with God during Lent. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. How are our relationships with God, our friends, our families, our communities and ourselves doing? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Loving God,</i></p> <p style="text-align: center;"><i>Today we gather as a class to share, reflect and celebrate the season of Lent.</i></p> <p style="text-align: center;"><i>We know that the season of Lent is a time to reflect on our relationships with you, our family, our friends and the people in our communities. It is also a time for action, to choose you.</i></p> <p style="text-align: center;"><i>Help to guide us during our retreat as we choose to solemnly commit to a Lenten Devotion. May our Lenten promises bring our hearts, minds and souls closer to you, and in our own ways, make a positive difference in the lives of those around us.</i></p>

	<p><i>May we be open to hear the Holy Spirit encourage us to persevere for the next forty days as we prepare for the greatest feast during the liturgical year, Easter!</i></p> <p><i>We ask this through your loving son, Jesus. Amen.</i></p> <p><i>Our Father...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <ul style="list-style-type: none"> - Briefly inform the students of the structure of the day (<i>Today we are going to begin with an activity called an “ice-breaker”. In other words, we’ll be playing a short little game that will help to warm up our brains and bodies to think about God. Next, we will listen to a story, the Last Supper, and talk about why it is so important for us to think about it during Lent. We’ll reflect on the Last Supper and explore ways that we can follow Jesus’ example. After that, we are going to read a short little story from the Bible about Jesus in the desert. After that, it will be time for recess. When we get back, we will conclude our day with a closing prayer.</i>)
<p>10 minutes</p>	<p>Icebreaker – Do You Love your Neighbour?</p>
<p>30 minutes</p>	<p>Activity #1: Jesus washes the feet of his Apostles</p> <ol style="list-style-type: none"> 1. Tell students: <i>I hope you enjoyed our icebreaker activity, “Do You Love Your Neighbour?” Throughout the bible, Jesus spent a lot of his time teaching his Apostles how to do that not only through stories but through his actions. One of the most memorable stories happens at the Last Supper when Jesus washes his Apostles’ feet.</i> <p><i>Let us take a moment to silence ourselves to listen to the Word of God.</i></p> <p>Take out a bible and read the following passage (Jesus Washes the Disciples’ Feet - John 13:1-20)</p> <p><i>A Reading from the Holy Gospel According to John:</i></p> <p><i>Now before the festival of the Passover, Jesus knew that his hour had come to depart from this world and go to the Father. Having loved his own who were in the world, he loved them to the end. The devil had already put it into the heart of Judas, son of Simon Iscariot, to betray him. And during supper Jesus, knowing that the Father had given all things into his hands, and that he had come from God and was going to God, got up from the table, took off his</i></p>

outer robe, and tied a towel around himself. Then he poured water into a basin and began to wash the disciples' feet and to wipe them with the towel that was tied around him. He came to Simon Peter, who said to him, "Lord, are you going to wash my feet?" Jesus answered, "You do not know now what I am doing, but later you will understand." Peter said to him, "You will never wash my feet." Jesus answered, "Unless I wash you, you have no share with me." Simon Peter said to him, "Lord, not my feet only but also my hands and my head!" Jesus said to him, "One who has bathed does not need to wash, except for the feet, but is entirely clean. And you are clean, though not all of you." For he knew who was to betray him; for this reason he said, "Not all of you are clean."

After he had washed their feet, had put on his robe, and had returned to the table, he said to them, "Do you know what I have done to you? You call me Teacher and Lord—and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have set you an example, that you also should do as I have done to you. Very truly, I tell you, servants are not greater than their master, nor are messengers greater than the one who sent them. If you know these things, you are blessed if you do them. I am not speaking of all of you; I know whom I have chosen. But it is to fulfill the scripture, 'The one who ate my bread has lifted his heel against me.' I tell you this now, before it occurs, so that when it does occur, you may believe that I am he. Very truly, I tell you, whoever receives one whom I send receives me; and whoever receives me receives him who sent me."

The Gospel of the Lord
Praise to you Lord, Jesus Christ.

Note to teacher: It is likely that students will ask about Judas and his betrayal after reading this passage. While it is important to answer their questions, try to bring the focus of this retreat to Lenten promises afterwards. We will be briefly looking at Judas' betrayal after break.

2. Ask the students in a Think-Pair-Share:
 - a. What was your first reaction when you heard that Jesus washed his Apostle's feet? (*i.e. It was surprising, I wondered why Jesus would want to wash someone's feet...etc.*)
 - b. Would you let your friends wash your feet for you? Why or why not?

<p>30 minutes</p>	<p>c. Your reactions are probably very similar to the reactions of the Apostles. Jesus tells his best friends that <i>“One who has bathed does not need to wash, except for the feet, but is entirely clean,”</i> and <i>“if I, your Lord and Teacher, have washed your feet, you also ought to wash one another’s feet.”</i> What do you think Jesus is trying to tell all of us? (i.e. <i>Jesus is telling us that we need to follow his example, to take care and love one another as he has loved us.</i>)</p> <p>3. Take a moment to think about some of the things that you do every day to help the people you love at home, your friends here at school or even the people in our community or out in the world. What are some of the good works we do as a class? (<i>Brainstorm ideas on chart paper: i.e. I help my friends when they fall down at recess, I help take care of my little brother or sister, I participate in helping to spread awareness of those in the world who need our thoughts, prayers or donations, etc.</i>).</p> <p>4. As a class, decide on a mini-service project that your students can commit to. It can be small loving actions such as being sure to share with a friend in class every day, or a larger social justice project that links to a school-wide initiative. Be sure to let students know that loving actions are more than just giving money to a cause. Sometimes doing small actions often can make a bigger difference in people’s lives. Even remembering to pray for someone everyday can make a huge difference!</p> <p>5. Tell the students that the class will be starting a Lenten Love Chain (Please see the example at - http://loyolapress.com/lenten-activities-for-children.htm). Every time someone in the class does a something kind and loving for the service project, they can pick up a strip of construction paper, and add a link to the love chain. As a class, it will be fun to see how long the chain will get when all the students work together.</p> <p>Activity #2: Jesus spends 40 days in the Desert</p> <p>Note to the teacher: The story of Jesus fasting in the desert is found below. One includes the reading directly from the Bible, the other is a paraphrasing. Please use this version, or a version of your choice that you feel will best suit your group of students.</p>
-------------------	--

1. Ask your students: *Why do we spend forty days to prepare for Easter?* (It helps us to remember the 40 days that Jesus spent fasting and praying in the wilderness.)
2. Tell students: *Let's take a moment to hear a story about Jesus and his forty days of fasting.*

Option 1: Read the Temptation of Jesus from the Bible (Matthew 4.1-11)

A Reading from the Holy Gospel According to Matthew:

Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil. He fasted forty days and forty nights, and afterwards he was famished. The tempter came and said to him, "If you are the Son of God, command these stones to become loaves of bread." But he answered, "It is written, 'One does not live by bread alone, but by every word that comes from the mouth of God.'"

Then the devil took him to the holy city and placed him on the pinnacle of the temple, saying to him, "If you are the Son of God, throw yourself down; for it is written,

'He will command his angels concerning you,'

and 'On their hands they will bear you up,

so that you will not dash your foot against a stone.'"

Jesus said to him, "Again it is written, 'Do not put the Lord your God to the test.'"

Again, the devil took him to a very high mountain and showed him all the kingdoms of the world and their splendor; and he said to him, "All these I will give you, if you will fall down and worship me." Jesus said to him, "Away with you, Satan! for it is written,

'Worship the Lord your God,

and serve only him.'"

Then the devil left him, and suddenly angels came and waited on him.

The Gospel of the Lord

Praise to you Lord, Jesus Christ.

Option 2: A paraphrased version of the Temptation of Jesus

One day, Jesus went into the desert. While he was there, he decided to fast for forty days and forty nights. It was long time not to eat. After a while the devil came and tried to get Jesus to show off his Godly powers. He tried to get Jesus to turn stones into bread, but Jesus said, "We do not live by bread alone. It is the Word of God that feeds us." Next, Jesus was tempted to prove that he was the Son of God by jumping down

	<p>from the highest point of a temple. Wisely, Jesus responded and said, “Do not put the Lord your God to the test.” Finally, Jesus went up to a very high mountain where the devil promised to give Jesus everything he has ever wanted if he worshiped the devil. But Jesus told him to go away because we are told to “Worship the Lord God, and serve only him.” And with that, the devil left Jesus alone and angels came to take care of Jesus.</p> <p>3. Ask the students: <i>Why do you think we often hear this story during Lent?</i> (It reminds us that like Jesus, we all face temptations. And like Jesus, we can choose to stay strong, try to avoid the things that tempt us, and follow God’s plan for us.)</p> <p>Tell students: <i>During Lent, we are invited to make a choice to “recommit” to God. In other words, we use the time before Easter to reflect on our relationship with God, and to promise to do actions that will bring us closer to Him.</i></p> <p>4. Ask students: <i>What are some things we can do to help us grow closer to God?</i> (Refer back to the ideas from the previous brainstorm). Tell students: <i>We usually hear about “giving up” something for Lent. For example, we might hear someone giving up things like chocolate, treats, television, etc. That is certainly one way that we can draw closer to God if we think of Him every time we give up our treats. We can also choose to do something kind or thoughtful to draw closer to God. Can you think of some loving actions we can do every day to help those around us and help us think about God?</i></p> <p>5. As a class, see if there are any other ideas they would like to add to their brainstorm. For example: setting the table for dinner at home, sharing the T.V. with a sibling, remembering to say your prayers in the morning or before bed, reading a bible story every night, etc.</p> <p>6. Distribute LM L.1 "I am on a Spiritual Journey". Ask students to choose something special that they will do this year for Lent. They can choose to “give up” something or they can choose do a particular loving action every day. Have them write their Lenten Promise in the speech bubble, draw a self-portrait, and cut out the shape. These can be displayed in the classroom to help remind students what they plan to do for Lent. Please note: if you choose to post their Lenten promises in the classroom, you may decide to keep the promises anonymous.</p>
	<p>Break</p>

<p>30 minutes</p>	<p>Tell the students: <i>Before recess, we spent some time reflecting on Jesus and how he washed his Apostle's feet. Does anyone remember what he told us to do? (He told us that we should do as he had done: to take care of one another.) We decided what our class service project will be for Lent and we also decided what our own personal Lenten Promise will be this year.</i></p> <p>Activity #3: The New Commandment</p> <p>1. Continue by saying: <i>At the beginning of our retreat, we read about Jesus and his Last Supper with the apostles. Jesus knew that Judas was going to betray him and hand him over to soldiers. As he prepares his Apostles for the consequences of Judas' betrayal, he tells his friends something very important: what he wants them to do while he is gone. Let's ready our ears, our hearts and our minds to hear the next story in the bible, "The New Commandment."</i> (Take out your bible and read John 13.31-35)</p> <p><i>A Reading from the Holy Gospel according to John:</i></p> <p><i>When he had gone out, Jesus said, "Now the Son of Man has been glorified, and God has been glorified in him. If God has been glorified in him, God will also glorify him in himself and will glorify him at once. Little children, I am with you only a little longer. You will look for me; and as I said to the Jews so now I say to you, 'Where I am going, you cannot come.' I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another."</i></p> <p><i>The Gospel of the Lord</i> <i>Praise to you Lord, Jesus Christ.</i></p> <p>2. Ask students: <i>What do you think Jesus means when he says, "I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another?"</i> (That just like Jesus, we should care for everyone. Jesus loved his Apostles, but he also loved the people who did not have any friends, or who people bullied.)</p> <p>3. Tell the students they are going to play a little drama game called, "Freeze." Divide your class into small groups of 3-4 students. One person from each group will draw a situation from LM L.2 "Freeze". Each group is responsible for acting out the beginning and middle of the story (please see the first and second sentence of the situations).</p>
<p>40 minutes</p>	

5. When the students have completed their letters to God, have them place them in an envelope and collect them to be placed in front of your prayer table.

Activity #5: Conclude the Retreat

1. Have the students gather for the closing prayer and say:

Today we spent a lot of time thinking about Jesus and his Apostles. Jesus washed the feet of his Apostles' to teach us to take care of others. He spent forty days in the desert and was tempted but remained faithful to God. We talked about loving each other the way that Jesus loves us. Lastly, we talked about dreams and how even the three trees who thought their dreams did not come true received them in ways they could not have imagined: to be beautiful, to be strong and to think of God.

Let us take a moment to still ourselves for our concluding prayer:

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

Kind and forgiving God,

We are grateful for our wonderful day today. Help us to draw closer to you during this season of Lent. Help us to pray more often, care for others and to stay committed to our Lenten Promises. Let our actions give witness to the mission of the Church to spread the Good News.

We ask this through Christ our Lord. Amen.

Glory Be....

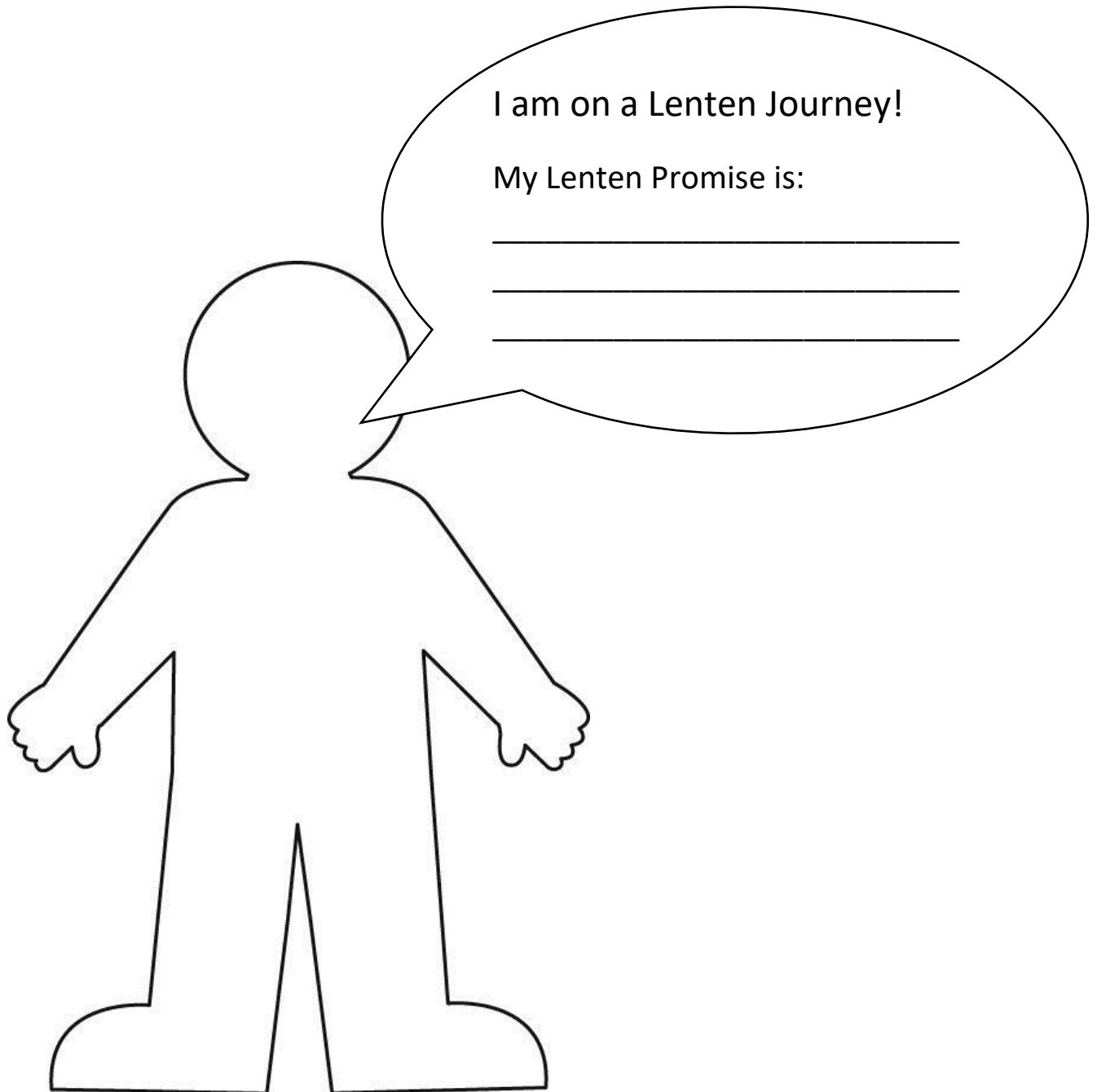
+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Lunch

LM L.1

I am on a Spiritual Journey

Draw a self-portrait of you preparing for your Spiritual Journey!
In the speech bubble, write down what your Lenten Promise will be this year.



http://www.learnaboutag.org/blog/wp-content/uploads/2012/06/flataggie_template.jpg

LM L.2

Freeze!

Cut out each of these situations. Divide your class into groups of 3-4 students. Have one student from each group randomly select one for their group to act out.

There is a student in your class who wears glasses.
Some students are making fun of them.

It is recess time and you are playing with your friends.
One of them eats a snack and throws the wrapper on the ground.

A grown up from home is bringing in a lot of groceries.
You are comfy sitting down watching your favourite t.v. show.

You are out playing soccer at recess. It is a close game.
You accidentally kick the ball hard at a friend and they may be hurt.

A teacher from your school is carrying a lot of school supplies.
The bell just rang for students to go out for recess and the teacher
accidentally drops everything on the ground.

Your brother/sister has been in your room again!
You did not mind until you noticed something is missing.

LM L.3

The Tale of Three Trees

Name: _____

Write a letter to God about your hopes and dreams.

If you want, you can also write about your hopes
and dreams for people you care about.

Place it in an envelope and offer it up to God at the end of the retreat.

Dear God,

Love,

Grade 1

Images of God in my Family

*God is love, and those who abide in love abide in God,
and God abides in them.*

1 John 4:16

Retreat Description –

This retreat aims at helping students to recognize the uniqueness of each individual in our lives. Through story and art, students will explore how some images of God, such as the ones explored in this retreat, can help us to understand the relationship we share with the people in our families. Students will then relate their relationships with family members to God, exploring three biblical ways of describing God: as a shepherd (Psalm 23, John 10:14), as a potter (Isaiah 64.8, Jeremiah 18, and Ephesians 2:10), and as love (1 John 4:8). This retreat can be celebrated any time during the school year. Students will likely need some assistance from adult volunteers or older students.

Expectations:

Religious Education Policy Document – Grade 1

Specific Expectations
<p>Believing:</p> <p>BL2.1: Identify the various images of God the Father that Jesus presents in the Gospels and describe what those images tell us about God and how he shows his love for us (e.g. merciful/forgiving father – Lk. 15:11-32, the parable of the Prodigal Son; Luke 15:3-10, the lost sheep; God is Love/Charity – John 4:16; John 3:16; perfect – Matt. 5:48; Lord of Heaven and Earth – Matt. 11:35). [CCC nos. 50-73; 422-682]</p> <p>BL2.2: Examine a selection of Old and New Testaments that reveal God as “Father” – Isaiah 9:6, 64:8; Matt. 5-16, 5:45, 6:6) “Almighty” (Ps. 33:11-13; 48:14; 50:6, 68:19-20; 84:11-12; Proverbs 30:5), and “Creator of Heaven and Earth” (Gen. 1) and use a variety of strategies to communicate their message (e.g. drama, retell, art). [CCC nos. 50-73; 198- 354]</p> <p>BL2.3: Describe the experience of how we come to know and recognize our parents, brothers and sisters, grandparents, etc. (i.e. as children we gradually come to recognize their face, their voice, their acts of love) and relate this natural way of knowing to the process of how God has communicated to us gradually through Scripture his “face” (e.g. in stages – Creation, Covenants – Abraham and Moses, the Commandments, Prophets) and especially in the face of his Son - Jesus Christ. [CCC nos. 50-73; 101-104; 198-231; 422- 455]</p>
<p>Living in Communion:</p> <p>LC2.1: Identify within the Scriptures the images and symbols that reveal the relationship of Jesus to the Church (e.g. St. Paul – human body, Shepherd – sheepfold and lost sheep, Vineyard – Vine and branches, Feeding of the 5000, Holy Temple, etc.). [CCC nos. 751- 769]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Self-Directed, Responsible, Lifelong Learner Who:</i></p> <p>a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>b) Demonstrates flexibility and adaptability.</p> <p>c) Takes initiative and demonstrates Christian leadership.</p>
<p><i>A Collaborative Contributor Who:</i></p> <p>a) Works effectively as an interdependent team member.</p>
<p><i>A Responsible Citizen Who:</i></p> <p>b) Accepts accountability for one’s own actions.</p> <p>c) Seeks and grants forgiveness.</p>

Cross Curricular Expectations

Arts
Visual D1.4 use a variety of materials, tools, and techniques to respond to design challenges.
Language Arts
Oral Communication 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience

Materials:

- Bible (1)
- Richmond, Marianne. *Hooray for You! A Celebration of "You-ness"*. Minneapolis: Marianne Richmond Studios, Inc., 2001.
ISBN-10: 0974146536
ISBN-13: 978-0974146539
- LM 1.1 "Getting to Know Someone I Love" (class set)
- LM 1.2 "The Parable of the Lost Sheep" (class set on cardstock)
photocopy half of your class numbers, cut the page in half to distribute
- Laptop
- Projector
- Internet access
- Sheep coloured yarn or cotton balls
- Clothes peg (2 per student)
- Markers/ pencil crayons/ crayons
- Scissors (class set)
- White glue
- Construction paper of various colours (2 sheets per student)
- Pencils (class set)

Images of God in my Family

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce adult or student helpers - <i>Why are we here today?</i> Today’s retreat plans on helping us reflect on our relationships with God and with our family. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. Do we have a good relationship with God...with our families...and with our friends? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Caring and Loving God,</i></p> <p style="text-align: center;"><i>We are gathered here today to celebrate the relationships we have with the people in our families and with you.</i></p> <p style="text-align: center;"><i>Thank you for your love and thank you for the special people in our lives.</i></p> <p style="text-align: center;"><i>May you bless us today as we pray and reflect on our relationships with you and with our families.</i></p> <p style="text-align: center;"><i>We ask this through Christ, our Saviour. Amen.</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <ul style="list-style-type: none"> - Explain to the students that today they are going to have some fun exploring how every person is unique. We are going to think about our families and what makes the people in our lives special. We will

	<p>also reflect on different ways we can describe God. We will have opportunities for art and music throughout our retreat today! Before we get started, we are going to play a short little game to warm up our minds and bodies so we can reflect on the love of God.</p>
10 minutes	<p>Icebreaker - Choose one of the following from the “Primary Icebreaker” section or one of your choice: <i>Alliteration Name Game, Broken Telephone, Do You Love Your Neighbour</i></p>
40 minutes	<p>Activity #1: Getting to Know You</p> <ol style="list-style-type: none"> 1. Take out the book, <i>Hooray for You!</i> And show it to the students. 2. Talk to your students about how God made us in his image, yet we all have different characteristics and abilities. The book, <i>Hooray for You!</i> celebrates all the special things that make us who we are. 3. Read the book. 4. <i>What do you think the author is trying to tell us?</i> (Each and every one of us is special. There is no one in the world like us. We are all unique!) 5. <i>Have you ever been told that you look like someone in your family or that you behave like someone in your family?</i> 6. <i>Even though we may look or act like someone in our families, we are all unique. Take a moment to think about someone in your family that you are very close to. What makes them special and unique?</i> 7. Hand out LM 1.1, “<i>Getting to Know Someone I Love.</i>” With this sheet, students will draw pictures and write short sentences about a person in their family. <p>Note to teacher: <i>Before filling out the LM, you may wish to scaffold this activity by brainstorming words that the students can use on their sheet. Another option would be to just have the students draw the pictures associated with each sentence.</i></p>
20 minutes	<p>Activity #2: Images of God Part 1: God the Father</p> <ol style="list-style-type: none"> 1. Tell students: <i>Just like the people in our families that we just described, throughout our lives we get to know God. Think to yourself: how would you describe God to someone? What does God look like? What does God like to do? What does God do to make you feel loved?</i> (Share ideas with a partner and then with the class.)

	<p><i>The Bible describes God in a lot of ways. One way is to imagine God like a parent. For example, a father:</i></p> <p>(Take out a Bible and read Isaiah 64:8)</p> <p><i>O LORD, you are our Father; we are the clay, and you are our potter; we are all the work of your hand.</i></p> <p><i>Does anyone know what a potter is? (It's someone who makes pots out of clay. They make beautiful things out of clumps of clay. Like a potter, God sees and creates beauty out of things as well.)</i></p> <p>Share some pictures that you have found online of potters. Share and discuss it with your students.</p>
Break	
<p>35 minutes</p>	<p><i>Welcome back! Before we took a break, we talked about how we would describe God. The bible describes God in many ways – sometimes as a Father, and as we read earlier, as a potter.</i></p> <p><i>For the rest of our retreat, we are going to explore a few other ways that the bible describes God.</i></p> <p>Activity #3: Images of God Part 1: Shepherd</p> <ol style="list-style-type: none"> 1. Tell the students: <i>Similar to how we know our families, we also get to know God. In the Bible, Jesus tells a story about a little lost sheep and a shepherd. Do you know what a shepherd is? (It's a person who watches sheep. A shepherd tries their best to keep the sheep together and to protect the animals from harm.)</i> 2. Watch the Parable of the Lost Sheep on YouTube. https://www.youtube.com/watch?v=tyWZeOlaRo4 3. Ask the students who they think the shepherd reminds them of and who the sheep could be. Tell them:

<p>30 minutes</p>	<p><i>When Jesus told this story to his disciples, they all knew that Jesus was comparing the shepherd to God and all the sheep to us, God’s people. Take a moment to think to yourself how God is like a shepherd and how we are like his sheep. (Allow a few moments for students to think.) Share your idea with an elbow partner. (Allow some time to discuss.) What did you come up with? (Like the shepherd in the story, God loves us. God tries to guide us to follow him. God does his best to protect us. Sometimes, like the sheep, we make choices and wander away from God. But God will always come and look for us. God forgives us when we wander away. When God brings us back, God is happy and rejoices.) Write down their ideas on chart paper or use a SmartBoard. You may choose to discuss with students how God’s protection and love for the sheep is similar to their families love for them.</i></p> <p>4. <i>To remind us about how God is like a shepherd, we are going to make some sheep. (Use LM 1.2: The Parable of the Lost Sheep)</i></p> <p>Hand out the supplies. Each student should receive: 1 sheep body with ears to cut out, white yarn or cotton balls, 2 wooden clothes pegs, scissors, and white glue.</p> <p>5. Have the students colour one end of the sheep’s body. This will be the sheep’s head.</p> <p>6. Clip the clothes pegs to the body. These will be the legs. Place a few drops of white glue between the clothes pegs and the body to keep them from falling off.</p> <p>7. Glue cotton balls to the sheep’s body on both sides.</p> <p style="text-align: center;">OR</p> <p>Wrap yarn around the sheep’s body until it is covered. If the student wants to make it fluffier, tell them to keep wrapping the yarn around. Be sure to wrap around the top half of the clothes pegs to cover them.</p> <p>8. Glue on the ears.</p> <p>Activity #4: Images of God Part 2: God is Love.</p> <p><i>So far, what are some ways that the bible describes God to us? (A shepherd and a parent [e.g. a father]. See if the students can describe ways that God is like each of these.)</i></p> <p>1. <i>Now we are going to learn about a third way that God is described in the Bible: it says that God is Love.</i></p>
-------------------	---

Take out the Bible and read the following passage from 1 John 4:16:

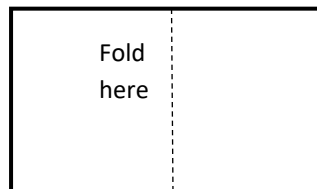
*God is love, and those who abide in love abide in God,
and God abides in them.*

What do you think the word “abide” means? (It means to live in a place.)

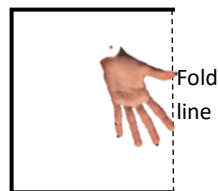
What do you think this Bible passage is telling us? (God is love. Wherever we find love, we will find God. If we try our best to be loving and to do loving actions often, God will be in our lives. If we live a life of love, we live in or like God.)

2. *For our next activity, we will create a picture that will remind us that God is love and reflect on how we are loving people because of God.*

Hand out a piece of construction paper to each student. Ask them to fold it in half. (Students may need assistance from an adult or older student.)



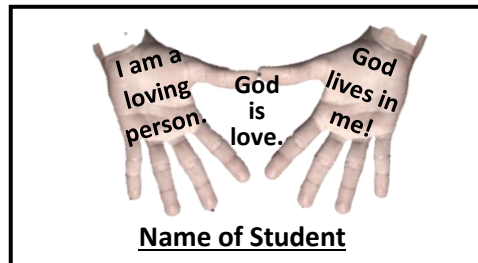
3. Help students to trace their hands. It is important that the thumb and index finger go slightly over the fold crease.



4. Have the students cut out their hand (Be sure that students DO NOT cut the fold crease where the thumb and fingers cross). When they are done, it should look something like this:



5. Glue hands onto a rectangular piece of construction paper. (This could be a good place to do a mini lesson on warm and cool colours, or contrasting colours on the colour wheel.) Draw students' attention to the heart shaped space formed by the thumbs and first fingers formed in the centre of the page. Remind them that the scripture passage they just heard told us that God is love. Ask them to write, "God is love" in the centre of the heart because God should be the most important person in our lives. Ask students to recall another point they heard from the scripture passage (e.g., God wants us to be loving, God lives in us, etc.). Have students write, "I am a loving person" on one hand, and "God lives in me" on the other hand. Remind students that the Bible tells us that since God is love, those who love live in God and God lives in them. God wants us to love others, and when we do so, we share God's love with them. On a white board or chart paper, brainstorm ways that we can love other people. Have students choose their favourite ideas to describe how they are loving (e.g. I am a loving person because I care for my brother). You may choose to have them decorate the space around their hands with drawings of how they can be loving towards others. Explain to students that the picture they created can help to remind us that God loves us, wants to have a relationship with us, and wants us to be loving towards other people as well.



6. Have students bring their completed "God is Love" to place around the prayer table.

Activity #5: Conclude the retreat

10 minutes

1. To review the ideas shared during this retreat, ask your students to reflect on the images of God. In a think-pair-share, ask who within your family reminds you of God as a potter? Shepherd? Love?
2. *Let us take a moment in silence to think and pray for the people we have just mentioned or who are in our hearts...*

	<p><i>Today we gathered together to reflect on our families and God. We know special things about our families that help us know that we are loved. We just learned that God is love, so because we are loved by our families, God is in our families! We also looked at the bible and heard a story about how God is like a shepherd, but God is also creative like a potter. What a busy day!</i></p> <p><i>Let us gather our thoughts together and prepare to pray in thanksgiving to God:</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Loving God,</i></p> <p><i>We thank you for our wonderful day together. Thank you for all the loving people in our lives who are unique and special. Thank you for loving us like a shepherd and creating us like a potter. Thank you for your love. May the Holy Spirit continue to guide us to love everyone in our lives just as you love us.</i></p> <p><i>We ask this through our Lord, Jesus Christ. Amen.</i></p> <p><i>Glory Be...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
	<p style="text-align: center;">Lunch</p>

LM 1.1

Getting to Know Someone I Love

Name: _____

Choose a person from your family.

In the spaces below, draw a picture that matches each of your sentences.

This is a picture of my _____.
(mom, dad, brother, sister, aunt, uncle, grandma, grandpa etc.)

This is their name: _____.

They enjoy:

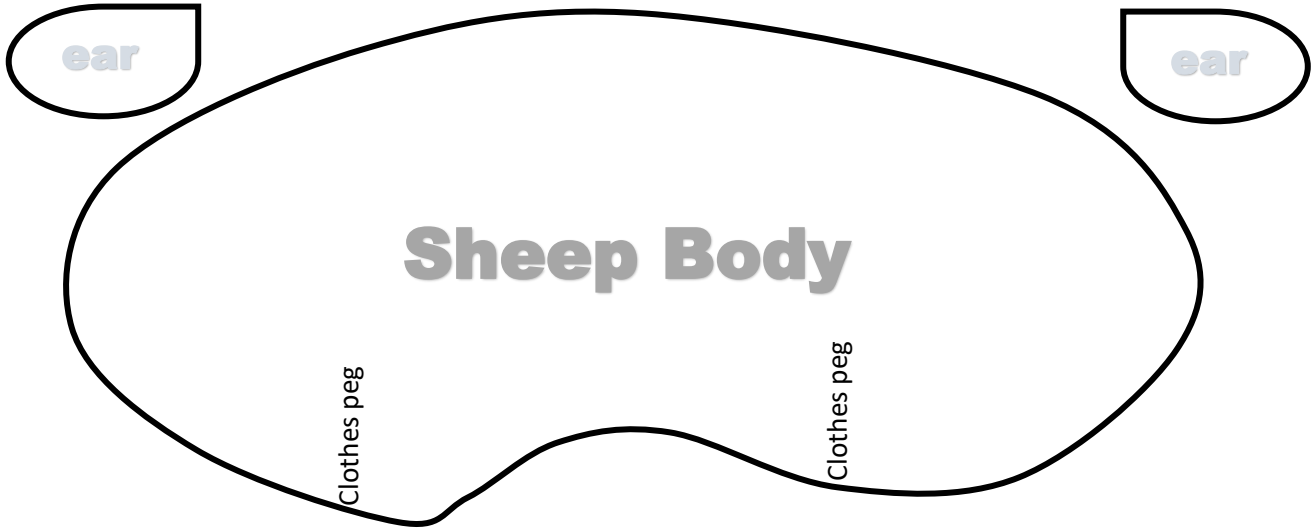
They make me feel loved when they:

I think they're good at:

LM 1.2

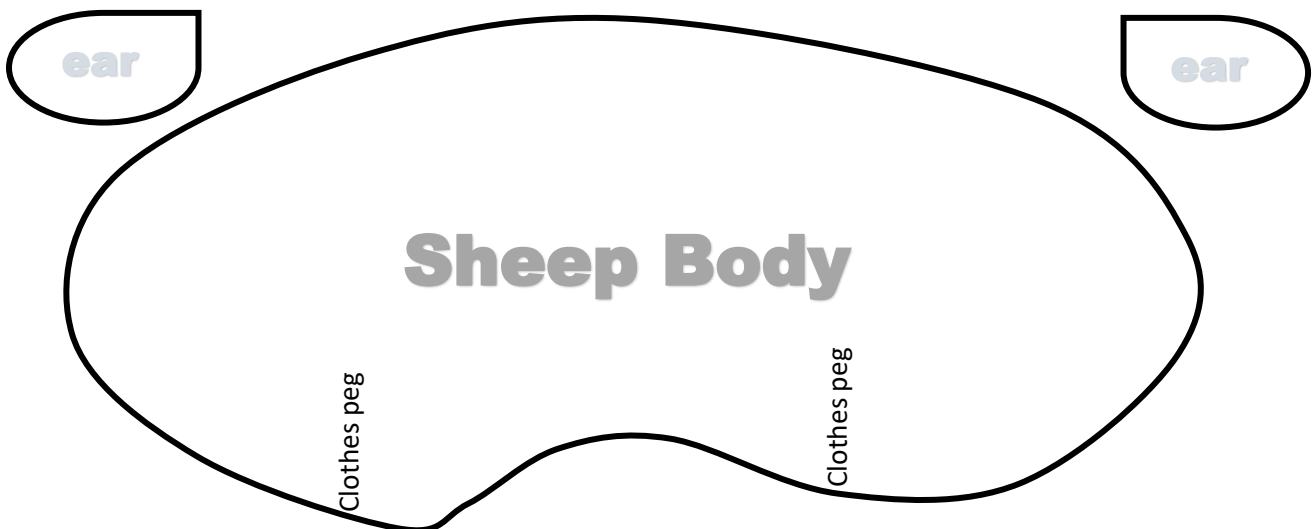
The Parable of the Lost Sheep

Copy and cut out each shape.



The Parable of the Lost Sheep

Copy and cut out each shape.



Grade 1

God Has Given Us Many Gifts

*Like good stewards of the manifold grace of God,
serve one another with whatever gift each of you has received.*

1 Peter 4:10

Retreat Description –

Through an ongoing multimedia art project, students will identify their talents and what they can do to share these talents with those around them. This retreat also covers a mini-lesson and short discussion regarding what it means to be made in God's image: to have the freedom to choose what is true and good.

Expectations:

Religious Education Policy Document – Grade 1

Specific Expectations
<p>Living in Solidarity:</p> <p>LS1.1: Demonstrate an understanding of what it means to be made in God’s image (i.e. out of love for us God has created the human persons as unique within all of Creation; capable of knowing and loving our Creator God; as a communion of body and soul; we share in God’s divine life and thus participate in the dignity of God; God has made himself known to us in Jesus who calls us into a loving relationship). [CCC nos. 356-384]</p> <p>LS1.2: Provides examples of how God has made human beings equal yet different in their being (i.e. equally loved by God and offered faith equally for our salvation; different in the talents and responsibilities we have been given; different ethnic and racial backgrounds; different genders, ages, and different challenges and needs) and identify the benefits of diversity. [CCC nos. 356-384; 1928-1948]</p> <p>LS2.1: Examine selected Gospel narratives to identify ways that Jesus promoted the dignity of the poor and the outcast by restoring and healing their social relationships (e.g. the healing narratives, the meal narratives) and link human dignity to being made in God’s image. [CCC nos. 1877-1896]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Reflective, Creative and Holistic Thinker Who:</i></p> <p>b) Creates, adapts, evaluates new ideas in light of the common good.</p>
<p><i>A Collaborative Contributor Who:</i></p> <p>d) Finds meaning, dignity, fulfilment and vocation in work which contributes to the common good.</p>

Cross Curricular Expectations

<p>Arts</p>
<p>Visual</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p>
<p>Language Arts</p>
<p>Oral Communication</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>Reading</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p>

Materials:

- Prior to retreat, take a picture of individual students (head shots). Print in black and white and cut out their heads.
- Chart paper / SmartBoard
- Laptop & projector (optional)
- Lucado, Max. *Your Special Gift*. Crossway Books: Illinois. 2006.
ISBN-10: 1581346980
ISBN-13: 978-1581346985
- White cardstock (class set)
- Pencils
- Crayons/ markers/ pencil crayons
- Erasers
- Oil pastels
- Mirror
- White paper (if tracing hands)
- Scissors (if cutting out traced hands)
- Glue (class set)
- LM 1.3 “God Gave Me Gifts and Talents”
- LM 1.4 “I am Made in the Image of God”
- LM 1.5 “Serve One Another”

God Has Given Us Many Gifts

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We are here for a First Communion Retreat. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. Let us call to mind our relationships with God, our friends, our families, our communities and ourselves. What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer: <i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="padding-left: 40px;"><i>Loving Father, Today we are gathered to celebrate how we are similar and how we are different from each other. Please guide us to keep our hearts and minds open to your loving grace as we celebrate, “Being made in God’s Image.” We ask this, through our Lord, Jesus Christ. Amen.</i></p> <p style="padding-left: 40px;"><i>Let us take a moment to ask Mother Mary to pray for us as we begin our retreat. Hail Mary...</i></p> <p style="padding-left: 40px;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>Tell students: <i>Today we are going to reflect on a reading from the bible that says, “Serve one another with whatever gift each of you has received.” (1 Peter 4:10). You may choose to post this bible passage in the room for students to reflect on during the retreat. We are also going to explore how God created us in his own image and what that means. We will be doing some art throughout the retreat. Before we begin, we need to warm up our minds</i></p>

	<i>and bodies for the retreat. (Instruct students on how to play the icebreaker.)</i>
15 minutes	Icebreaker - <i>Alliteration Name Game (see Primary Icebreaker section) or choose your own icebreaker</i>
55 minutes	<p>Activity #1: God gave me gifts and talents.</p> <ol style="list-style-type: none"> 1. Create a T-chart with two columns. Label the first column “Same” and the second column “Different”. Ask students in a think-pair-share fashion: <i>Have you ever thought about how we are all the same? On your own, think about what makes all of us the same? Find an elbow partner to share ideas (e.g., We all have eyes, ears, mouths, etc.)</i> After a brief minute, ask a few volunteers to share their answers and record them in the first column. 2. Then ask: <i>What are things that make us different from each other? (e.g., Some of us are girls and some are boys, we come from different nationalities, some of us are great at math while others are great at art etc.).</i> Record answers in the second column of the T-Chart. 3. Ask students to think about the special things that they are good at doing and ask a few volunteers to share their thoughts. Say: <i>We call these special things “talents”. Do we all have the same gifts and talents? (No) Why not? Why did God choose to give us certain things that we are good at? I want you to think about this as we read a story about a little town of people called “Wemmicks”. In this book, they wake up one morning and discover that their maker has given them each a special gift.</i> 4. Read, “Your Special Gift.” 5. For group discussion: <ul style="list-style-type: none"> • <i>Who does Eli remind you of? (God)</i> • <i>When everyone receives their gift, they do not know what to do with it. Do you think that is the same for us and the gifts that God has given us? Why or why not?</i> • <i>The Wemmicks all wanted to help the family that was having a difficult day. Why did the Wemmicks have a hard time helping out when they tried to use someone else’s gift? (They were ignoring the gift that Eli gave them and tried to do something that someone else had the perfect gift for! For example, the mayor’s wife tried to cook, but did not have the wooden spoon Eli gave the baker)</i> • <i>Do you ever feel like you wish that you were good at something someone else was good at? (Of course! We see someone doing great things and we want to do it as well.)</i>

	<ul style="list-style-type: none"> • <i>What happens when all the Wemmicks start using the gifts that Eli gave his little people? (They are able to help their new friends.)</i> • <i>What do you think the author is trying to tell us about the gifts and talents that God gave us? (God gave us gifts that would help us to care for ourselves and others. When we use our gifts to work together as a community, and celebrate our gifts, we can do great and amazing things!)</i> <p>6. Hand out a piece of white cardstock. Ask the students to draw a picture of one or two of their talents. Have them sketch in pencil, then colour it in oil pastel. Be sure to encourage students to colour in the background. This would be a good place to review texture using line, focal point, or some other art concept to help fill in the negative space.</p> <p>Note to teacher: We will be adding to this art piece for the rest of the retreat.</p> <p>7. Next, have either the student or teacher write on strip of paper, “<i>My special talent from God is _____.</i>” Ask the students to fill in the blank. You may also choose to distribute cut strips from LM 1.3 “God gave me gifts and talents” to those students who have difficulty writing.</p> <p>8. Have students glue the strip of paper to the cardstock.</p> <p>9. Before students leave for recess, have them display their talents by the prayer table.</p>
Break	
	<p><i>Before we took a break for recess, we discussed how God gave each of us a special gift or talent. When we use these gifts and talents and share them with the people around us, we can work together to do great and wonderful things. For the rest of the retreat, we are going to reflect on our relationship with God, and how we are created in His image.</i></p> <p>Note to teacher: <i>Depending on your class, you may need to give more time for your students to complete Activity #1. Please feel free to adjust the retreat as you see fit. You may need to omit Activity #3 (listed below), or you may choose to continue it at a later time.</i></p> <p>Activity #2: Created in God’s image</p> <p>1. <i>What does it mean to be created in God’s Image? (Use the information gathered to see what the students understand.)</i></p>

2. Take out a mirror and share it with the students. Have several students come up and look at their images.

Ask the students (either the individuals that volunteer to come up or the class):

- *What do you see?* (The student's face.)
- *Is the face that we see in the mirror the person in our class?* (No. The face that we see is a reflection of the student.)
- *How are they the same?* (They look the same.)
- *How are they different?* (The real one thinks and does things on their own. The reflection copies what the real person does.)

3. Explain to students that when we talk about being an image of God, we are like a reflection in a mirror. God created us to be like him in many ways. We are good people because we are made in the image of God! Our gifts and talents are all things that God is great at doing too. The BIG difference is that God does these great and wonderful things perfectly and we, as humans, strive to do things as perfectly as we can. God shares these with us in the hope that we will choose to share and celebrate our talents with each other.

4. Ask students: *Can you think of someone special who helps us to know God?* (Students will likely call out friends, family members, pastors etc. All are correct, but Jesus as God the Son is the one who leads us to know and love God.)

5. Tell students: *An important thing for all of us to remember, is that unlike the images we see in the mirror who have to follow the real one, God has given us the choice to follow him or to choose to do something else! What a great gift from God!*

6. Hand out the prepared, cut out, black and white photos of students and have them glue their faces on their artwork.

7. In crayon or oil pastel, have students write on the paper, "I am made in the image of God." Encourage students to write this fairly large and to go over the letters several times so that they stand out (bold). Glue this to their artwork as well.

If your students have difficulty writing, provide them with a sentence from LM 1.4 "I am Made in the Image of God" to colour.

Activity #3: Serve One Another

1. Tell students: *The theme of our retreat today has been “Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received”. When we read, “Your Special Gift”, we learned about the great and amazing things we can do when we work together and use the gifts God has given us.*

Read Matthew 25:14-29 and discuss why the master was happy with the two slaves who made more talents compared to the one who buried it. Ask the students:

- *Why is it important to share your talents with others?*
- *Why do you think it would make God happy?*
- *Take a moment to think about the gifts and talents that you identified today. How can you share your gift or talent with your friends or family?*

2. Hand out a copy of the hand outline on LM 1.5 “Serve One Another” to each student or invite students to trace their own hands on a piece of paper.
3. Ask students to draw a picture of themselves using their God given talent to do something good for a friend or family member.
4. Have students glue this final piece to their artwork as a promise of how they will share their talents with their friends and family.

Activity #4: Conclude the retreat

Let us take a moment in silence to think about all the wonderful things we did today...

Today we gathered together to reflect on the gifts and talents that God has given us. We thought about how we are made in God’s image and how that makes us good and wonderful people! Like the Wemmicks in the story that we read today, we are called to share our gifts and talents with others. When we do, we, as a community, all benefit and can do even greater things!

Let us gather our thoughts together and prepare to pray in thanksgiving to God:

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

	<p><i>Loving God,</i></p> <p><i>We thank you for our wonderful day together. Thank you for the gifts and talents you have given to each of us. While at times we can wish we had the same gifts and talents that our friends or family members have, we know that you have given us our own gifts and talents that can be shared and celebrated. Thank you for making us in your image. Please help us to try our best to follow you and to be grateful for the gifts you have given each of us.</i></p> <p><i>We ask this through our loving friend, Jesus. Amen.</i></p> <p><i>Let us take a moment to pray the words that Jesus taught us: Our Father...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
	<p>Lunch / Home Time</p>

LM 1.3

God gave me Gifts and Talents

Copy and cut out the following sentence starters for your students (Optional).
(Blank ones are included for student who would like to write the sentence by themselves.)

My special talent from God is: _____ _____	My special talent from God is: _____ _____	My special talent from God is: _____ _____	My special talent from God is: _____ _____	My special talent from God is: _____ _____		
---	---	---	---	---	--	--

LM 1.4

I am Made in the Image of God!

Copy and cut out the sentence and have each student colour the words.
Have your students glue this to their artwork.

I am made
in the image
of God.

I am made
in the image
of God.

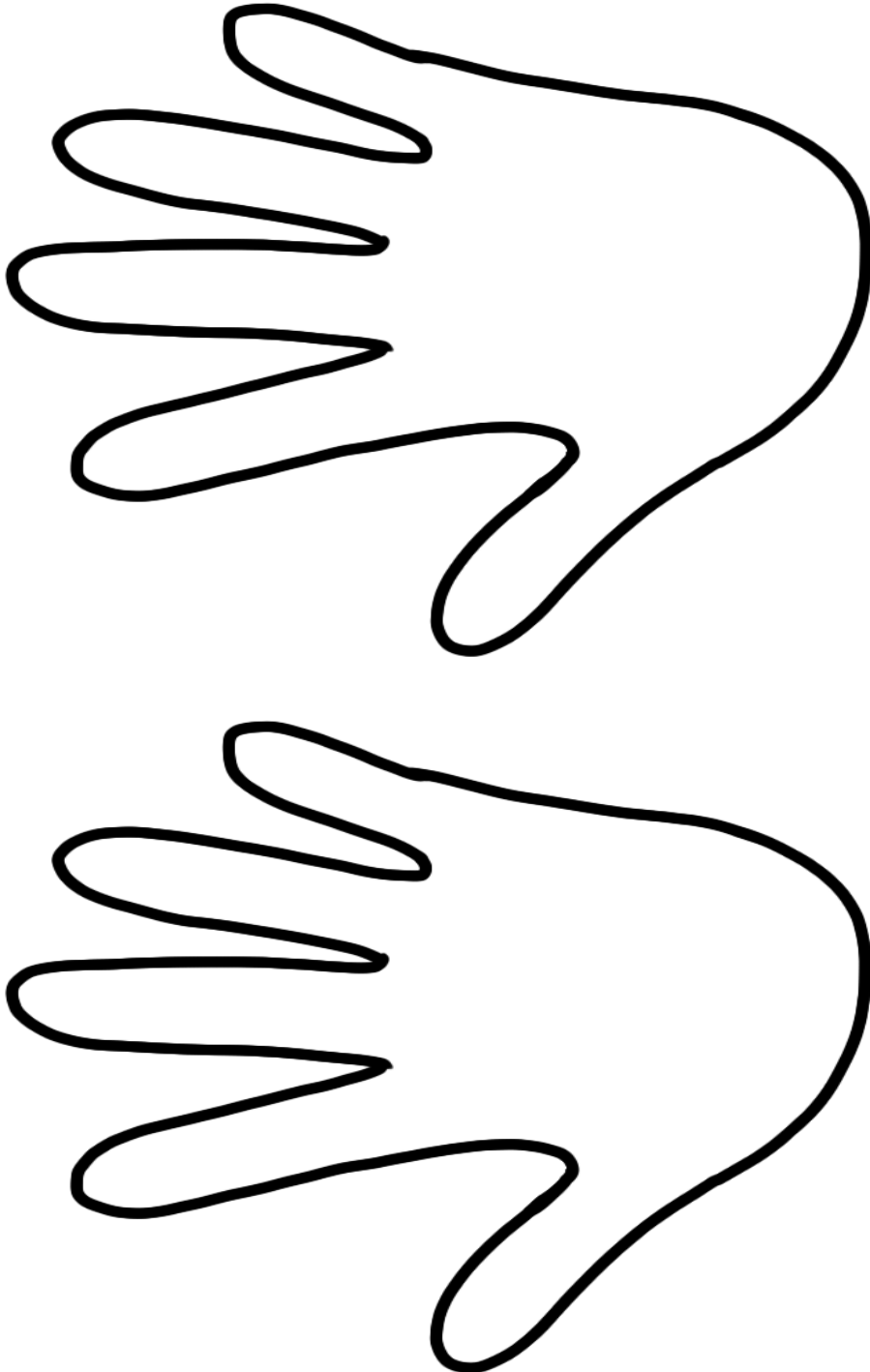
I am made
in the image
of God.

I am made
in the image
of God.

LM 1.5

Serve One Another

Copy and cut one handprint for each student.



Grade 2

First Reconciliation: To Forgive, To Be Forgiven

“So when you are offering your gift at the altar, if you remember that your brother or sister has something against you, leave your gift there before the altar and go; first to be reconciled to your brother or sister, and then come and offer your gift.”

Matthew 5:23-24

Retreat Description –

“It was he who created humankind in the beginning, and he left them in the power of their own free choice” (Sirach 15:14). One of the greatest gifts that God gave humanity is free choice. As the Catechism of the Catholic Church teaches in paragraph 1745 – “Freedom characterizes properly human acts. It makes the human being responsible for acts which he is the voluntary agent.” This retreat aims to help students reflect on proper decision-making and will encourage them to reflect on some of the challenges that come with loving others (e.g., accepting and offering forgiveness). Students will also reflect on the importance of forgiveness, as forgiving others requires courage and the grace of the Holy Spirit to help us approach the person we have hurt. This retreat is intended to be facilitated as a consolidation of the First Reconciliation preparations.

Expectations:

Religious Education Policy Document – Grade 2

<p>Specific Expectations</p>
<p>Living a Moral Life: ML2.2: Identify certain actions in our lives which demonstrate our lack of love for God and our neighbour (i.e. sin) and how in the Eucharist Jesus extends to us the gift of God’s mercy and forgiveness for our sins (Introductory Rite). [CCC nos. 1849-1851; 1391-1401]</p> <p>ML3.1: Identify the specific graces that come from God and that we receive in our lives when we celebrate the Sacraments of Penance and the Eucharist and explain how they help us to live the Christian life and how we should respond. [CCC nos. 2006-2011]</p>
<p>Living in Communion: LC1.3: Identify actions and roles that unite us as families, those which build up relationships and those which sometimes diminish these relationships in our families and circle of friends and relate these to the actions and roles that unite us as Church.</p>
<p>Celebrating: CL1.1: Examine a selection of gospel narratives that reveal God’s grace as a gift that changes lives (<i>healing and teaching gospel narratives</i>) and the sacrifice of love we are to offer to God out of gratitude. (e.g. 1 Corinthians 11:26; Matthew 9:13 and 12:7; Matthew 5:23-24); and connect these narratives to the gift of Grace in the sacraments of Reconciliation and Holy Eucharist (<i>i.e. removes sin and purifies our soul, forms us to act justly and with charity</i>). [CCC nos. 1425-1429; 1443-1445]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> j) Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of <i>redemption</i>. (Witnesses to Faith)</p>
<p><i>A Reflective, Creative and Holistic Thinker Who:</i> a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</p>
<p><i>A Collaborative Contributor Who:</i> a) Works effectively as an interdependent team member.</p>
<p><i>A Responsible Citizen Who:</i> b) Accepts accountability for one’s own actions. c) Seeks and grants forgiveness.</p>

Cross-Curricular Expectations

<p>Language Arts</p> <p>Oral Communication</p> <p>1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them <i>(e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language)</i></p>
<p>Arts</p> <p>Drama</p> <p>B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played <i>(e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character’s attitude)</i></p> <p>B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others’ ideas both in and out of role, with support <i>(e.g., In role: respond to a scientist [role-played by the teacher] who says the class must give up their pet dinosaur because it poses a safety hazard; Out of role: use conventions such as discussion and/or guided imagery to establish the setting, context, and characters for a drama activity)</i></p>

Materials:

- Rath, Tom. Reckmeyer, Mary. *How Full is Your Bucket? For Kids*. New York: Gallup Press, 2009.
ISBN-10: 1595620273
ISBN-13: 978-1595620279
- Lucado, Max. *You Are Special*. Illinois: Crossway Books, 1997.
ISBN-10: 0891079319
ISBN-13: 978-0891079316
- NRSV Bible (1)
- Plain paper cups to decorate
- White glue
- Glue sticks (optional)
- Pipe cleaners or ribbons for handles
- Pom poms (optional)
- Scissors
- Markers / crayons / pencil crayons
- Other craft materials to decorate the cups
- LM 2.1 I Care Strips (class set)
- LM 2.2 I Care About You Too Strips (class set)
- LM 2.3 Gratitude Strips (class set)
- LM 2.4 Class List Template (1)
- LM 2.5 Are you a Bucket Filler or a Bucket Spiller? (class set)

First Reconciliation: To Forgive, to Be Forgiven

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We are here for a First Reconciliation Retreat. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. What kind of relationships are we maintaining with God, our friends, our families, our communities and ourselves? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Loving God, Today we gather as a class to share and reflect on the choices that we make in our lives.</i></p> <p style="text-align: center;"><i>Sometimes we choose to be loving and caring people, who treat others the way that we would like to be treated. Other times we make choices that can be hurtful to our friends, family, community or ourselves.</i></p> <p style="text-align: center;"><i>We know that regardless of the things we have done, You love us and want us to be happy. We also know that through the sacrament of Reconciliation, we can openly admit to You our mistakes. Through Your unending love and forgiveness, You draw us closer to Yourself.</i></p> <p style="text-align: center;"><i>May You be with us today as we reflect on the choices we make, and on the importance of forgiveness. May the Holy Spirit continue to move within us the grace to always forgive and to love as Jesus has loved us.</i></p>

	<p><i>We ask this, through our Lord, Jesus Christ. Amen.</i></p> <p><i>Let us pray together:</i> <i>Our Father....</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>- Briefly inform the students of the structure of the day (<i>First we will be doing an icebreaker or “warm-up” activity. Next, we will be reading a story about a little boy, named Felix, who makes some choices. After that, we will be doing an art activity that will help us to reflect on the choices we make. We will break for recess and then we will do a little bit of drama about making choices. We will then wrap up our retreat with a prayer.</i>)</p>
<p>10 minutes</p>	<p>Icebreaker - Choose one from “Primary Icebreakers” found in this document.</p>
<p>1 hour</p>	<p>Activity #1: Making Choices</p> <ol style="list-style-type: none"> 1. Read “<i>How Full is Your Bucket? for Kids</i>” to students. <ul style="list-style-type: none"> • As you are reading the story, you may choose to point out the facial expressions of the characters in the book (e.g., Felix looks annoyed at the start of the story. Anna looks angry, but really, she is hurt that her big brother will not play with her. Felix looks grumpy after his bus ride to school. As the day progresses, Felix begins to look happier). <p style="text-align: center;">OR</p> <p>Ask students how the characters are feeling and to explain how they know that the characters are feeling that way (e.g., Their facial expressions give us clues on how the characters are feeling).</p> 2. Ask students to describe how the invisible bucket works (e.g., The more we do something for others, the more drops we put into other’s buckets. We fill our own buckets every time we do something kind and caring for our friends). 3. Tell students: <i>Now we are going to listen to a short part of a story from the bible. Jesus was on a mountain talking to his disciples and teaching them. He said, (take out your bible and read Matthew 5:23-24) “So when you are offering your gift at the altar, if you remember that your brother or sister has something against you, leave your gift there before the altar and go; first to be reconciled to your brother or sister, and then come and offer your gift.”</i>

4. Allow students a moment to think about the passage and then say – *Are there any words or phrases that you need explained?* Ask students what the passage is about (e.g., Jesus is telling us what to do when we are in a fight with someone).
5. Re-read the passage from the bible and ask students: *What do you think Jesus is telling us to do? Share your ideas with an elbow partner.*
6. After a minute, have students share their discussions with the large group. (e.g., Jesus is telling us that it is important to forgive and be forgiven).
7. Engage students in a brief discussion about how apologizing and asking for forgiveness when we hurt others, and how offering forgiveness to those who have hurt us, can “fill buckets” and show others we care about them.
8. Then say: *So, keeping in mind that our retreat is about our First Reconciliation, that we all have invisible buckets AND that Jesus wants us to forgive and be forgiven, we are going to do a small craft related to all these things. We are now going to create some buckets for ourselves. For the rest of the _____ (day, week, year, etc.) we will use these buckets to remind each other of the importance of forgiveness and love. After we decorate our cups, we will place them _____ (name a place where you can put these cups).*

For the times when we make a choice that is hurtful to a friend, we can fill these “I Care” strips (show LM 2.1 to students) as a way to start an apology. We can then place the “I Care Strip” in the bucket of the person we hurt. If, during the _____ (day, week, year, etc.), you discover an “I Care Strip” in your bucket, you can send a response to the person who gave it to you by filling out an “I Care About You Too” strip (show LM 2.2 to students). This way the person who gave you a strip will know that you have accepted their apology, that you forgive them, and that you care about them as well.

9. In addition to the “I Care” and “I Care About You Too” strips, let students know that they can also fill in a “Gratitude Strip” on LM 2.3, when they notice someone in their class doing a good deed for someone else. Explain to students that doing good deeds for each other and recognizing the good that others do, helps us to grow in love for one another. You may choose to point out how love and forgiveness are important in building positive relationships and how they are

	<p>related to each other (e.g., loving others helps us to be more willing offer forgiveness and how forgiving others helps us to love them).</p> <p>10. Hand out one paper cup to each student. You might choose to attach the ribbon or pipe cleaner to the cup to create a bucket ahead of the retreat or have students attach a ribbon/pipe cleaner to their paper cup themselves.</p> <p>11. Give students some time to decorate their cups with craft materials, glue, markers, crayons or pencil crayons. Remind students that their name has to be visible on the cup, so everyone knows to whom it belongs.</p> <p>12. As the students are working on their buckets, fill in LM 2.4 with all the students’ names. Cut the slips of paper and have the students draw one name. Have them write an “I Care Strip” or a “Gratitude Strip” for the person that they picked and place it in their bucket before going out for recess. You may decide to brainstorm a list of things students can be grateful or sorry for in order to help them with their writing. Students can read the strip they receive in their bucket at the end of the retreat or later at your discretion.</p> <p>13. To conclude this portion of the activity. Recall the story of Felix, how when he made a choice to do good deeds, he filled other people’s buckets while filling his own. <i>When the Holy Spirit stirs up the grace in our souls, we feel a need to do kind and loving actions towards our friends, our families and ourselves. When we have the courage to say that we are sorry to someone for hurting their feelings, or if we have the courage to forgive someone for hurting us, we are following Jesus’ instructions to forgive and be forgiven. That is part of loving someone!</i></p>
Break	
<p>10 minutes</p>	<p><i>Welcome back!</i></p> <p>Take a moment to ask students to recap what they have reflected on so far today. Have students think to themselves about some loving things that they have done either today, or recently. While modesty is a good thing, recognizing that we do great and wonderful actions all the time is important because it means that we are listening to the Holy Spirit and allowing grace to inspire us to do fantastic things!</p>

<p>40 minutes (10 minutes to explain, 15 minutes to practice, 15 minutes to present)</p>	<p>Activity #2: Are you a Bucket Filler or a Bucket Spiller?</p> <ol style="list-style-type: none"> 1. Briefly remind students that before the break they learned how they can be a bucket filler by doing good things for others, offering forgiveness and apologizing for the things they did that was wrong. 2. Tell students that we can also be bucket spillers (e.g., spilling drops from someone’s invisible bucket), when we sin (e.g., by hurting others through our actions and/or words that we say). 3. Explain to the class that we have a choice whether to be bucket fillers or bucket spillers. When we choose to fill someone’s bucket, those are the times when we are listening to the Holy Spirit and feeling moved to do loving or kind actions for others. 4. Tell students: <i>For the next activity, we will be acting out different stories. Each story will have a beginning and a middle. Your group must decide the end. Will the characters in your story choose to be bucket fillers or bucket spillers?</i> 5. Divide the class into groups of 3-4 students and distribute a scenario from LM 2.5 “Are you a Bucket Filler or Bucket Spiller?” to each group. 6. Inform students of the following criteria: <ul style="list-style-type: none"> • Each member must be actively involved. • They should act out their story instead of reading the scenario. • If there are more students than characters, they may add more characters into the story. • Tell students to work quietly because the audience will be guessing if the story is about bucket fillers or bucket spillers. 7. Have students present their scenarios to their peers. Let the audience guess if the story is about bucket fillers or bucket spillers. If the story is about bucket spillers, ask students what they could do to change the scenario to ask for forgiveness or to resolve the situation positively. <p>Activity #3: Reconciliation</p>
<p>20 minutes</p>	<ol style="list-style-type: none"> 1. Re-read Matthew 5:23-24 to students. 2. Ask the students why they think Jesus wants us to make up with our friends and family when we are in a fight. (e.g., When we care about someone, we do not intentionally find ways to hurt them. When we do, we want to do something to show that we are sorry for the

30 minutes	<p>choices we made. That is why we apologize to people, to show them that we care about them!)</p> <p>3. Ask the following questions:</p> <ul style="list-style-type: none"> • <i>What do we expect someone to do if they have hurt our feelings? Why?</i> (e.g., We expect that if we matter to someone, when they hurt our feelings they will apologize and mean it!) • <i>Is it easy to say that we're sorry when we've done something wrong? Why or why not?</i> (e.g., Often it is not! We can feel embarrassed or upset with ourselves. We can show that we are genuinely sorry for hurting someone when we try to move past the uncomfortable feeling and apologize from the bottom of our hearts.) • <i>Do you think that the people we REALLY care about, like a mom or dad or cousin or friend, stop caring about us if we do something hurtful? Would you stop caring about someone you love if he/she hurt your feelings?</i> (e.g., Of course not! If the people in our lives love us, although their feelings will be hurt when we do something wrong, they will still want to find a way to “reconcile” or forgive our actions.) <p>4. Tell students: <i>The people in our lives do not stop loving us no matter what we do. But, they do expect us to apologize and promise not to do it again. It's the same way with Reconciliation. God, like the people who love us most in our lives, loves us no matter what we do. The Holy Spirit encourages us to do loving actions inspired by God which we call grace. When we listen to the grace inside our souls, it can urge us to get past the uncomfortable feeling of admitting that we did something hurtful. Grace can help us take a step in repairing our relationship with God. The most amazing thing is that God is always willing to forgive us when we ask for forgiveness. The point of Reconciliation is that we make an effort to show God that we are sorry and promise to try not to do it again! God appreciates it! It's kind of like we are filling God's bucket by admitting things that we've done wrong, saying we're sorry and promising not to do it again! When we make up with God, we are in a very special relationship with him called a state of Grace. When we are in a state of grace we are very, very close to God and it is wonderful!</i></p> <p>Activity #4: God Loves You Just the Way You Are!</p> <p>1. Show the book <i>You Are Special</i> to students. Tell them that you will soon read them a story about a little village filled with special people.</p>
------------	---

	<p>One of the characters is sad. You may choose to say: <i>I want you to pay close attention to the person that Punchinello, the main character, goes to meet. Who does he remind you of?</i></p> <p>2. As you are reading you may choose to ask the following questions:</p> <ul style="list-style-type: none"> • <i>Have you ever felt special when people notice the things that you are good at? (We all feel special when our gifts and talents are recognized).</i> • <i>Are the Wemmicks' being fair by judging others and giving out stickers for the good and the bad things that they do? Why? (No. By constantly telling Punchinello that he is bad at everything, he begins to believe it. It is a type of bullying.)</i> • <i>Does Eli remind you of anyone? (Eli is like God. It does not matter what we look like or the things we do. We are all special because God made us. It does not matter what other people think.)</i> <p>3. Tell students: <i>Since Eli is like God, it's important to remember how special we are to him. He made us and loves us for all that we are—to him everything about us is special! When we receive the Sacrament of Reconciliation, we help to build our relationship with God by sharing with him the things that we would like to do better.</i></p> <p>4. Recap the day for the students. You may choose to use the following prompts to guide your recap.</p> <ul style="list-style-type: none"> • <i>First, we read a story about Felix called "How Full is Your Bucket? For Kids." What did we learn from that story? (e.g., When we treat others the way that we want to be treated, we not only help to fill other's buckets, but we also fill our own too!)</i> • <i>Then we read part of a story from the Bible. What did Jesus tell us? (e.g., That it's important to make up with the people we have hurt)</i> • <i>After that, we made our own buckets. What are they for? (e.g., To celebrate the wonderful things that we do for each other AND to help us apologize when we do something hurtful to our friends.)</i> • <i>When we came back from recess, we talked about making choices. Sometimes we can make decisions that fill other people's buckets and sometimes we make decisions that spill buckets. When we do something hurtful, we can show God that we're sorry by going to Reconciliation. After absolution, we are in a state of grace—a time when we are very close God.</i>
--	--

	<p>5. To conclude the retreat, end with the following prayer:</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Forgiving and loving God, We thank you for our First Reconciliation retreat and this wonderful day. We are grateful for our friends, our families and our community. May the Holy Spirit work within us to strengthen the grace in our souls, encouraging us to do good to those around us and to have the courage to say we're sorry when we have done something hurtful. Help us to recognize the good that people do in our lives and to forgive them when they do things to hurt our feelings. We ask this through Jesus Christ our redeemer, Amen.</i></p> <p><i>Glory Be...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
	Lunch / Home time

LM 2.1

I Care Strips

Copy and cut these I care strips for students.

For: _____

(Write the person's name you would like to apologize to on the line above.)

I care about you and I am sorry for: _____

(Write what you are sorry for on the line above.)

From: _____

For: _____

(Write the person's name you would like to apologize to on the line above.)

I care about you and I am sorry for: _____

(Write what you are sorry for on the line above.)

From: _____

For: _____

(Write the person's name you would like to apologize to on the line above.)

I care about you and I am sorry for: _____

(Write what you are sorry for on the line above.)

From: _____

LM 2.2

I Care About You Too Strips

Copy and cut these I care strips for students.

For: _____

(Write the person's name you would like to forgive to on the line above.)

I care about you too! I forgive you.

(Write a kind message to the person on the line.)

From: _____

For: _____

(Write the person's name you would like to forgive to on the line above.)

I care about you too! I forgive you.

(Write a kind message to the person on the line.)

From: _____

For: _____

(Write the person's name you would like to forgive to on the line above.)

I care about you too! I forgive you.

(Write a kind message to the person on the line.)

From: _____

LM 2.3

Gratitude Strips

Copy and cut these I care strips for students.

For: _____

(Write the bucket filler's name on the line above)

Thanks for being a bucket filler. I appreciate what you did today!

(Write the bucket filling action on the line above.)

For: _____

(Write the bucket filler's name on the line above)

Thanks for being a bucket filler. I appreciate what you did today!

(Write the bucket filling action on the line above.)

For: _____

(Write the bucket filler's name on the line above)

Thanks for being a bucket filler. I appreciate what you did today!

(Write the bucket filling action on the line above.)

LM 2.5

**Are you a Bucket Filler or Bucket Spiller?
Scenarios p. 1 of 2**

Copy and cut out the following scenarios. Randomly assign a situation to a group of 3-4 students.

<p>Good-bye Toy!</p> <p>You have a toy that you have not played with for a very long time. One day, when you come home from school you discover that a grown up in your house has given the toy away without asking you. You decide to</p>	<p>Oh No! A Test!</p> <p>Oh no! You forgot that you had a test today and you did not study! You know that the student beside you studied hard last night. You decide to...</p>
<p>Recess Time!</p> <p>It is time for recess and you are playing soccer. You notice someone from your class, who is not the best at soccer, is sitting all alone. You decide to...</p>	<p>T.V. Troubles</p> <p>Your brother (or sister) is watching T.V. Your favourite T.V. show is about to start, but you know that your sibling's show is not over. You decide to...</p>

LM 2.5

Are you a Bucket Filler or Bucket Spiller?

Scenarios p. 2 of 2

Copy and cut out the following scenarios. Randomly assign a situation to a group of 3-4 students.

A Lunch Time Mess

It is lunch time and you notice that one of your friends is making a mess. There are wrappers on the floor and crumbs everywhere. You decide to...

Can I Borrow a Pencil?

You have some brand new pencils. The student next to you asks to borrow one of them because they forgot theirs at home. You decide to...

Grrr....Broken!

You come home from school to find that your little sister has been playing in your bedroom. You notice that she has broken one of your favourite toys. You decide to...

Telling Stories

You are out at recess. The kids in your class are telling a mean story about someone that you know is not true. You decide to...

Grade 2

First Communion Retreat: Sharing a Meal with Jesus and our Friends

“...for I tell you that from now on I will not drink of the fruit of the vine until the kingdom of God comes.’ Then he took a loaf of bread, and when he had given thanks, he broke it and gave it to them, saying, ‘This is my body, which is given for you. Do this in remembrance of me.’ And he did the same with the cup after supper, saying, ‘This cup that is poured out for you is the new covenant in my blood.’”

Luke 22: 18-20

Retreat Description –

Preparing for First Communion is an exciting time for many students. The Catholic Catechism states, “As bodily nourishment restores lost strength, so the Eucharist strengthens our charity, which tends to be weakened in daily life; and this living charity wipes away our venial sins. By giving himself to us Christ revives our love and enables us to break our disordered attachments to creatures and root ourselves in him.” (CCC 1394) This retreat aims at helping students celebrate their First Eucharist. With activities to help the student develop and reflect on their relationship with Jesus, their friends and their families, this retreat will focus on sharing a meal, belonging to a community and being grateful for the great and wonderful sacrifice Jesus gave for all human beings. This retreat is intended to be run after all First Communion preparations have been completed.

Expectations:

Religious Education Policy Document –Grade 2

Specific Expectations
<p>Believing: BL3.3: Compare how common shared experiences help to shape families and communities (i.e. celebrations of joy and sadness – birth and death; playing and learning together, sharing our thoughts and feelings) to how the shared celebration of Mass forms the Christian community (i.e. listening to God’s Word, singing and praying together, and receiving communion). [CCC nos. 1322-1332; 1345-1355; 1391-1401]</p>
<p>Celebrating: CL2.2: Demonstrate an understanding of the Mass as a true sacrifice of love in which God offers His son for our salvation and connect this with the benefits we received through the reception of the sacrament (unites us with Jesus and the Church, washes venial sin away, nourishes the Church as physical food nourishes the body for a life of service to others). [CCC no. 49]</p>
<p>Living in Communion: LC1.1: Identify in the story of the Last Supper how Jesus’ actions united the disciples for mission (Jesus washed their feet and gave them the commandment of love; he instituted the Eucharist as a memorial and commanded them to celebrate it until he returned) and communicate how Christ’s actions continue today in the Church (through the Eucharist and through our actions of love and service). [CCC nos. 1337-1344]</p> <p>LC1.2: Identify in selected scripture passages, how Jesus gathered his disciples and taught them about their unity “through him, with him and in him” and identify how we celebrate this unity in the celebration of the Mass. (Gospel sources: through him – Jesus calls the first disciples – Mark 1:16-20; with him – Jesus appoints the twelve Apostles for mission – Mark 3:13-19; In Him – Christ the vine and we the branches – Jn. 15:4-5; communion with Christ’s body – John 6:56; His promise to remain with them and the gift of the Holy Spirit – Jn. 14:18, 20:22; Matt. 28:20; Acts 2:33)</p>

Ontario Catholic School Graduate Expectations

<p><i>A Caring Family Member Who:</i> a) Relates to family members in a loving, compassionate and respectful manner.</p>
<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> f) Seeks intimacy with God and celebrates <i>communion</i> with God, others and creation through prayer and worship.</p>
<p><i>An Effective Communicator Who:</i> a) Listens actively and critically to understand and learn in light of gospel values.</p>

Cross Curricular Expectations

Language Arts
Oral Communication 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations. 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.
Arts
Visual D1.4 use a variety of materials, tools, and techniques to respond to design challenges.

Materials:

- Bible (1)
- LM 2.6 Celebrating with a Feast!
- crayons/markers/pencil crayons (class set)
- pencils (class set)
- Unconsecrated host (optional for Activity #2)
- Pita and juice (optional for Activity #2)
- Students' personal snacks from home (optional for Activity #2)
- First Communion music to listen to while doing art
- Video: Brother Francis, the Bread of Life, Episode 2 "The Grape Vine Story." (Optional for Activity #3)
- TV and DVD player (if watching "the Grape Vine Story)
- Black construction paper (one per student)
- White glue in bottles (one per student)
- Salt (one box)
- Water colours (or food colouring mixed with water in jars)
- Paint brushes

Sharing a Meal with Jesus and Our Friends

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We are here for a First Communion Retreat. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. How are our relationships with God, our friends, our families, our communities and ourselves doing? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether or not we are behaving in ways that show we are the loving and caring individuals God created us to be. <p>Opening Prayer:</p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Loving God,</i></p> <p style="text-align: center;"><i>Today we gather as a class to share, reflect and celebrate Jesus’ invitation to join him at his table of the Holy Eucharist.</i></p> <p style="text-align: center;"><i>Thank you for your loving sacrifice and your unending love.</i></p> <p style="text-align: center;"><i>May you be with us today as we reflect on you, the Lamb of God, and on the importance of community, sharing a meal and celebration.</i></p> <p style="text-align: center;"><i>We ask this through our Lord, Jesus Christ. Amen.</i></p> <p style="text-align: center;"><i>Please join me in saying the prayer that Jesus taught us:</i></p> <p style="text-align: center;"><i>Our Father.... Amen.</i></p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

	<ul style="list-style-type: none"> - Briefly inform the students of the structure of the day: <i>Today is an exciting day. Our first activity is the “warm-up” for our day. Next, we will talk about all our favourite kinds of meals. Then we will read part of a bible story about Jesus at the Last Supper and how he asked his disciples to continue sharing this meal with each other. Afterwards we will take a break for recess. When you come back, we are going to explore what it means for Jesus to be the vine while we are the branches. That will bring us to the end of our retreat and our final prayer.</i>
<p>10 minutes</p>	<p>Icebreaker - Choose one from “Primary Icebreakers” found in this document.</p>
<p>40 minutes</p>	<p>Activity #1: We Share a Meal: Celebrating with a Feast!</p> <ol style="list-style-type: none"> 1. <i>What is a feast?</i> (A feast is a large meal, usually to celebrate something special.) 2. Ask students to think about meals that they have participated in to celebrate special occasions (i.e. Christmas, Easter, birthdays, weddings etc.). Have the students share each of their ideas in a think-pair-share fashion. Record their ideas on chart paper or with a SmartBoard. 3. Have the students use <i>LM 2.6 “Celebrating with a Feast!”</i> to draw and write about a special feast that they have shared with their friends and/or family. Have students create a title, describe what they have drawn and who is celebrating with them in their picture. 4. Gather students in a circle to share their drawings and celebrations with each other. 5. Even though the students have all drawn pictures of different feasts, what is similar with all of their celebrations? (e.g., they are surrounded by people they love, there is a lot of delicious food to share, the meals may have certain rituals, the meals all bring on stories and conversations etc.) 6. Tell the students: <i>Similar to these feasts, there is a feast that occurs at church every Sunday and on special occasions. We gather as a Catholic community to share in a meal. We celebrate together. We sing songs, we listen to stories and we have special actions that remind us of Jesus. For the rest of the retreat we are going to explore how Jesus invites all of his disciples (including us) to share in a celebration that is centered on him with a very special meal, the Eucharist.</i>

20 minutes	<p>Activity #2: We Share a Meal Part 2: The Last Supper</p> <p>1. Tell the students: <i>Let us take a moment to listen to the first time the Eucharist was celebrated. At this point, our friend Jesus has gathered with his Apostles to celebrate a special religious holiday for Jewish people, Passover. Jesus is gathered with his closest friends to share the Passover meal. Jesus knows that he is about to be betrayed by one of his friends, Judas, and this will likely be his last meal with them. This is why we, as Catholics, call it the Last Supper.</i></p> <p><i>Now take a moment to close your eyes and imagine that you are gathered in a room with Jesus and his Apostles. In the middle of the room is a very large wooden table, and a seat for each person.</i></p> <p>Take out a bible and read the following passage, Luke 22:14-20:</p> <p><i>When the hour came, he took his place at the table, and the apostles with him. He said to them, "I have eagerly desired to eat this Passover with you before I suffer; for I tell you, I will not eat it until it is fulfilled in the kingdom of God." Then he took a cup, and after giving thanks he said, "Take this and divide it among yourselves; for I tell you that from now on I will not drink of the fruit of the vine until the kingdom of God comes." Then he took a loaf of bread, and when he had given thanks, he broke it and gave it to them, saying, "This is my body, which is given for you. Do this in remembrance of me." And he did the same with the cup after supper, saying, "This cup that is poured out for you is the new covenant in my blood."</i></p> <p>2. <i>Have you heard the words that Jesus says anywhere else before? I am going to read the passage again, and try to think if you have ever heard some of his words before. (Read the passage again).</i></p> <p>3. Have the students share their ideas in a think-pair-share. (We hear parts of this bible reading during the consecration at mass. In other words, we hear the priest say parts of this bible passage when he prays over the gifts of bread and wine. During this time, the bread and wine become the body and blood of Christ. Jesus tells his Apostles to continue to share a meal like the one he has shared with them to remember him. Every time we celebrate mass, we do it in remembrance of Jesus.)</p> <p>4. Engage the students in a brief discussion on how to prepare ourselves to receive the Eucharist. You may choose to ask them: What are some ways that we can prepare our hearts and minds for Holy Eucharist?</p>
------------	--

	<p>(e.g., We should make sure that we have let go of any anger or hurt in our hearts, we need to be sorry for the things that we have done wrong, we should ask God for forgiveness for any sins that we have committed by making a good “Act of Contrition” before we go to receive the Eucharist, we can make sure we receive the sacrament of Reconciliation to help us clean our hearts, etc.)</p> <p>5. At this point in the retreat, teachers can choose from the following options:</p> <p>Option A: Practice receiving Eucharist with the unconsecrated host. (Please discuss this first with the school’s pastor. He may wish to be present for this, or may prefer students to wait until their special day.)</p> <ol style="list-style-type: none"> a. Review how to line up to receive the Eucharist. b. What to do when they receive the Eucharist. c. What to do when they return to their seats. (Pray quietly) <p>Option B: Share a meal. *Note: This option is dependent on allergies and school policies You may choose to have the students re-enact parts of the Last Supper with pita bread and grape juice. Otherwise, have the students eat their own personal snacks from home. Try to set up the meal so that every student is around a large table or sitting in a circle. If this option is chosen, explain to the students the significance of a Seder meal (e.g., a ritual feast that is eaten at the beginning of the Jewish festival of Passover to remember the freedom of the Israelites from Egypt). Remind students that since Jesus was Jewish, he would have celebrated all the Jewish traditions. The last meal he ate with his apostles was actually a Seder meal as they were celebrating Passover. During this meal, specific foods are eaten (e.g., lamb, unleaven bread, wine, bitter herbs, etc.) and the retelling of the exodus from Egypt takes place. You may choose to explain the significance of some of these foods. Draw students’ attention to the pita bread and grape juice. Tell them that they will be eating pita bread as it is a form of unleaven bread and drinking grape juice instead of wine. Have students recall the words Jesus said as he blessed the bread, broke it and shared it with his apostles, and then invite them to share in the meal.</p>
Break	
	<p><i>Before we went for recess, we talked about feasts and sharing them with our friends and families. We also talked about how Jesus and his best friends, the Apostles, shared a special meal we call the Last Supper. During the Last Supper, Jesus took the bread, gave thanks, broke it, shared it and said, “This is my body, which is given for you. Do this in remembrance of</i></p>

<p>1 hour</p>	<p><i>me". But why is it important that we continue to receive the Eucharist (body of Christ) today? In order to help us understand this, we will learn about a story Jesus told his disciples about the vine and the branches.</i></p> <p>Activity #3: I am the Vine and you are the Branches</p> <p>1. <i>Let us take a moment to read a story that Jesus tells his Apostles.</i></p> <p>Take out a bible and read the following passage: <i>This is a reading from the Gospel of John chapter 15 verses 4-5: "Abide in me as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me. I am the vine, you are the branches. Those who abide in me and I in them bear much fruit, because apart from me you can do nothing."</i></p> <p><i>What do you think Jesus means when he says, "abide" as in "Abide in me as I abide in you?" (Jesus is telling us to live in him as he lives in us.)</i></p> <p><i>Why does Jesus want us to imagine he is a vine? (Vines help to nourish the plant so it can grow. It provides support. Without it, the branches, let alone fruit, cannot grow.)</i></p> <p>2. <i>What is Jesus telling us?</i> Option A: Watch Brother Francis, The Bread of Life Episode 2 "The Grape Vine Story." OR Option B: Show students a cluster of grapes and ask them if they know how they grow. (First the seed is planted. If it gets the right amount of water and sun, the vine will begin to grow and the branches will sprout. If the branches stay connected to the vine, the vine will bring water from the ground up to the branches to nourish them, and the sun will help them to grow. Over time, if the branches get enough water and enough sunshine, grapes will grow.)</p> <p>3. Tell the students: <i>Jesus tells us this story to help us understand how important it is to stay connected to him. Jesus is like the vine that helps to bring water up from the ground, to provide support for the plant to keep it safe. We are that plant! What do you think would happen if we cut a branch off of the vine? (It will wither and die.) Jesus tells us that with him as the vine, we the branches can be the best we can possibly be, we can grow</i></p>
---------------	---

fruit! He is telling us that with him, he will help us to do good and amazing things!

Ask the students in a think-pair-share: *How does this relate to us receiving the Eucharist?* (When we receive the Eucharist, Jesus is giving himself to us so that we can grow spiritually with him and with all of those connected to him. Just like a vine, Jesus shares himself with us to help us grow and do great and wonderful things; to bear fruit.)

We are now going to do an art activity.

4. Distribute black construction paper, a pencil, and a bottle of white glue to each student.
5. Have the students draw a vine with branches. Add a cluster of grapes to some branches. Large, simple images work best—when the students trace over their drawings with the white glue, small pictures will lose their detail.
6. Next have the students trace over their entire drawing with white glue.
7. Sprinkle salt over the glue.
8. Gently shake off excess salt.
9. Using a paintbrush and watercolours/food colouring mixed with water, have the students **gently** touch the salt with the paintbrush. The salt will cause the watercolour to burst through the crystals.
10. Allow the work to dry overnight.
11. Ask the students: *How is this activity similar to what Jesus does as the vine?* (The colours spread and burst, creating something fun and beautiful! The fruit that Jesus talks about are the good works we do to care for and help others.)
12. Engage students in a brief discussion about what they learnt throughout the day.
13. To conclude the retreat, say:

Let us end our retreat with a short little prayer. Please settle yourselves down and prepare to talk to God.

	<p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Loving and caring God, We thank you for this wonderful day and our First Communion retreat. We are grateful for our friends, our families and our community. May you continue to bless us as we prepare for our First Holy Communion. Help us to remember that, like the vine, Jesus provides us with life and helps to nourish us. Help us to remember that through Jesus, we are all connected to each other. May the Holy Spirit stir in our hearts the will to do good and to celebrate happily with all. We ask this through Jesus Christ, our Lord, Amen.</i></p> <p><i>Glory Be...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
	<p>Lunch / Home time</p>

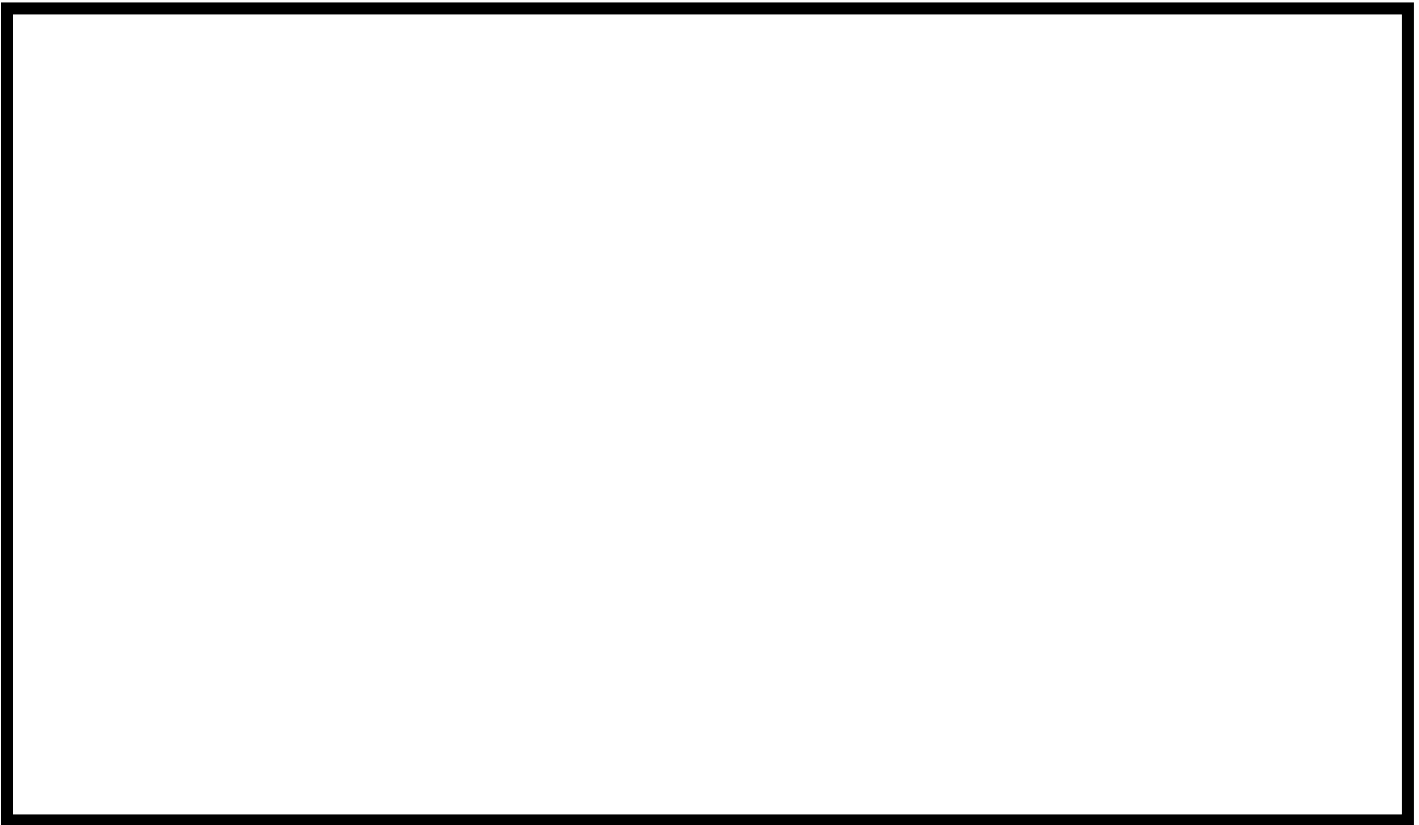
LM 2.6

Celebrating with a Feast!

Name: _____

1. Draw a picture of a meal you share with others to celebrate a special occasion!
2. Add a title, a short description of what meal you are celebrating, and who you are celebrating with.

The title of my celebration is:



The meal I am celebrating is: _____

The people I am celebrating with are: _____

Grade 3

Grace

For by grace you have been saved through faith,
and this is not your own doing; it is the gift of God
— not the result of works, so that no one may boast.

Ephesians 2:8-9

Retreat Description –

As defined by the Catechism of the Catholic Church, grace is “the free and undeserved help that God gives us to respond to his call to become children of God.”¹ It is, by nature, “participation in the life of God”² and is “infused by the Holy Spirit into our soul to heal it of sin and to sanctify it.”³ This retreat aims to provide an introduction to sanctifying (divine) grace and actual grace. Sanctifying grace is “a permanent disposition, a change in us that orients us toward God and helps us to live in keeping with God’s call.”⁴ Actual grace “is God’s intervention and support for us in the everyday moments of our lives.”⁵ God’s intervention deepens the grace within us, strengthening it by the sacraments. This retreat can either be combined with the other Grade 3 retreat entitled “The Seven Sacraments” to create a full day retreat experience or it can be facilitated on its own as a half day retreat. If the full day option is selected, it is suggested that this retreat be the initial one.

¹ CCC 1996

² CCC 1997

³ CCC 1999

⁴ Brian Singer-Towns et al., *The Catholic Faith Handbook for Youth: Second Edition* (Minnesota: St. Mary’s Press, 2008), 146.

⁵ Singer-Towns et al., *The Catholic Faith Handbook for Youth: Second Edition*, 146.

Expectations:

Religious Education Policy Document –Grade 3

<p>Specific Expectations</p> <p>Celebrating: CL1.1: Define the meaning of “divine and actual Grace” and find within a selection of biblical passages, examples of God’s presence and the gift of His grace transforming human experience into sacred experience. (Creation Story, Exodus event, the Birth of Jesus and His baptism, the Resurrection of Jesus, Pentecost and the gift of the Holy Spirit.) [CCC nos. 1113-1134]</p>
--

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> a) Illustrates a basic understanding of the <i>saving</i> story of our Christian faith. b) Participates in the <i>sacramental life</i> of the church and demonstrates an understanding</p>
<p><i>A Self-Directed, Responsible, Lifelong Learner Who:</i> a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. b) Demonstrates flexibility and adaptability. c) Takes initiative and demonstrates Christian leadership.</p>
<p><i>A Collaborative Contributor Who:</i> a) Works effectively as an interdependent team member.</p>

Cross Curricular Expectations

<p>Language Arts</p> <p>Oral Communication: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p> <p>Reading: 1.8 express personal opinions about ideas presented in texts</p>

Arts
Visual D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic D1.4 use a variety of materials, tools, and techniques to respond to design challenges
Drama B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places

Materials:

- Markers (class set)
- Lucado, Max. *The Oak Inside the Acorn*. Tommy Nelson: Tenessee. 2006. **ISBN:** 978-1-4003-1733-2
- mural paper
- paint (black as well as a variety of bright paint)
- plastic or paper cups (1 per student) + 5-10 extras
- paint brushes (1 per student)
- pencils (class set)
- erasers (4-5)
- LM 3.1 Finding God and His Gift of Grace in Scripture: Creation Story #1 (Optional)
- LM 3.2 Finding God and His Gift of Grace in Scripture: Creation Story #2 (Optional)
- LM 3.3 Finding God and His Gift of Grace in Scripture: The Birth of Jesus (Optional)
- LM 3.4 Finding God and His Gift of Grace in Scripture: Jesus' Baptism (Optional)
- LM 3.5 Finding God and His Gift of Grace in Scripture: Pentecost (Optional)
- Class set of bibles
- Chart paper with the following definition placed on it: "***Grace*** is a gift from God that we did not ask for and did not earn, but it is given to us out of love from God."
- Chart paper divided into thirds. Write: "What is Grace?", "Where does it come from?" and "What does it do?" in each space respectively. (one per small group of 3-4 students)
- Scrap paper (8.5 x 5.5)
- Cd / Mp3 player (optional)
- Digital camera (optional)

Grade 3 Retreat: Grace

Suggested Length of Time	Activities
10 Minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We are here for a retreat on Grace. - <i>What is Grace?</i> Grace is the help that God gives us freely and constantly. God grants it to us so that we can hear His call to be His children. The Holy Spirit helps us to recognize this grace and to carry out the actions that inspire us to be children of God. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. What are our relationships with God, our friends, our families, our communities and ourselves like? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p style="text-align: center;"><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Loving and caring God,</i></p> <p style="text-align: center;"><i>We thank you for blessing us with this day to reflect on your Grace (and Sacraments—if doing a full day retreat). Please help us to keep our hearts and ears open to you and the Holy Spirit. May we work together as a loving community to reflect on our scriptural theme: “For by grace you have been saved through faith, and this is not your own doing; it is the gift of God— not the result of works, so that no one may boast.” (Ephesians 2.8-9)</i></p> <p style="text-align: center;"><i>We ask this through our Lord Jesus Christ. Amen.</i></p> <p style="text-align: center;"><i>Glory be to the Father...</i></p> <p style="text-align: center;"><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

	<p>- <i>Today we have gathered together to retreat from our busy lives and busy school year. To begin, we will be participating in a warm-up activity, or icebreaker, to get our bodies, minds and spirit ready to think about our relationship with God. Next, we will be reflecting on some bible stories and doing the first part of our mural. After, we will begin to explore what grace is, followed by a story about a little acorn. After we will discuss grace a little bit further and create some drama tableaux.</i></p>
10 Minutes	Icebreaker - Choose one from "Primary Icebreakers" found in this document.
5 minutes Prepare students to read scripture	<p>Activity #1: Finding God and His Gift of Grace in Scripture</p> <p>1. <i>For today's retreat (or this morning's retreat) we will be reflecting and thinking about Grace.</i></p> <p>Ask your Students:</p> <ol style="list-style-type: none"> <i>Have you ever received a gift from someone who loves you that you did not ask for?</i> <i>Did you ever feel like you did not do anything too special to receive this gift?</i> <p>Note to teacher: Grace was covered in the Grade 2 curriculum, but the Grade 3 curriculum will go slightly deeper into the topic.</p> <p>Tell students: <i>Grace is very much like these presents we received from people who love us. Before we dive deeper into the meaning of Grace, let's look at some stories about God and how, throughout history, he has been involved in people's lives.</i></p>
30 minutes Read Stories / small group discussion / share with the class	<p>2. You may choose to set up the activity in one of the following three ways:</p> <ol style="list-style-type: none"> Distribute LM 3.1-3.5 "Finding God and His Gift of Grace in Scripture" (Anecdotal/adapted stories of Creation 1, Creation 2, the Birth of Jesus, Jesus' Baptism & Pentecost) to small groups of 3-4 students Place LM 3.1-3.5 (Anecdotal/adapted stories of Creation 1, Creation 2, the Birth of Jesus, Jesus' Baptism & Pentecost) around the retreat area. Have each group visit one station and rotate groups after about 5 minutes. Assign small groups of students the following readings from a Children's Bible: Creation 1: Genesis 1-2.4 Creation 2: Genesis 2.4-2.25 The Birth of Jesus: Matthew 1.18-26

Jesus' Baptism: Matthew 3.13-17
Pentecost: Acts 2:1-13

3. Have groups read their stories/passages.
4. In their groups, discuss:
 - a. *Where is God in this story?*
 - b. *How did He interact with human beings?*

Note to teacher:

Walk around to make sure students are on track. Some things to look for:

Creation 1: Genesis 1: 1-2:4

- a. *Where is God in this story?* (God is present during all of Creation as He creates the heavens and the earth – see Genesis 1: 1)
- b. *How did He interact with human beings?* (He made the world for humans to take care of and enjoy. God made the world full of food for people to eat – see Genesis 1:28-30)

Creation 2: Genesis 2:4b-25

- a. *Where is God in this story?* (God is present during all of Creation as He makes the earth and the heavens – see Genesis 2:4b)
- b. *How did He interact with human beings?* (God creates man out of the dust of the earth. He then breathes in the breath of life – Genesis 2:7. He creates everything in the world—the animals and the plants—for man – Genesis 2:19. God recognizes that the man is lonely and creates a partner, woman, for him to keep the man company – Genesis 2:18)

The Birth of Jesus: Matthew 1:18-25

- a. *Where is God in this story?* (God is present the whole time in this story. He talks to Joseph through the angel and tells him that Mary is pregnant with Jesus by the Holy Spirit – see Matthew 1:20. We also see that God has always been with us. He delivered the message that a virgin shall conceive and bear a son through a prophet long before- see Matthew 1:22-23 and Isaiah 7:14)
- b. *How did He interact with human beings?* (God interacts with Joseph through the angel in his dream – see Matthew 1:20-21. God also promised that he would send us Jesus and

<p>30 minutes Art activity</p>	<p>delivered the message through a prophet – see Matthew 2: 22-23)</p> <p>Jesus' Baptism: Matthew 3: 13-17</p> <ol style="list-style-type: none"> a. <i>Where is God in this story?</i> (God is present in the story through Jesus, through the Holy Spirit represented by the dove, and when the “voice from heaven” says that he is very pleased with Jesus – see Matthew 3:16-17.) b. <i>How did He interact with human beings?</i> (God said that he was very pleased with Jesus. God also interacted with human beings by sending a sign, the dove, and the water for Jesus' baptism – see Matthew 3:16-17.) <p>Pentecost: Acts 2:1-13</p> <ol style="list-style-type: none"> a. <i>Where is God in this story?</i> (God is present as the Holy Spirit – see Acts 2:2-4.) b. <i>How did He interact with human beings?</i> (God interacted when the Holy Spirit appeared as a strong wind and through the tongues of fire – see Acts 2:2-3. The Holy Spirit also gave the apostles gifts (e.g., courage, wisdom, etc.) and they were able to speak in many different languages – see Acts 2:4) **Note: You may choose to point out that God continues to interact with us today through the Gifts of the Holy Spirit, just as he did with the Apostles. <ol style="list-style-type: none"> 5. Explain to students that they will be creating a mural. You may choose to explain to them that a mural is usually painted on a wall or ceiling, and that today; they will be painting a mural on paper, which will be displayed after the retreat. If you would like to show students examples, there are many available with a Google images search. 6. Before drawing on the mural paper, have your students plan what they would like to draw. Distribute a piece of scrap paper for each student to sketch on. Ask them to sketch ONE picture that reminds them of one part of the scripture stories they have read. To help students understand what is meant by one picture, you might have them think about computer icons. Advise students to use as much space as they can and to keep their designs simple as too much detail may make it difficult to work with later. 7. When they are done, ask students to draw their picture with a pencil on the mural paper (make sure it is big enough so that all the students can fit around it and add their drawing, or make two or more murals.) The students can all draw at the same time.
------------------------------------	---

- *Who does the Mother tree remind you of? (God) Why? (The tree, like God, is life giving. God helps each of us to grow and encourages throughout our lives to do good, to be the people we were meant to be.)*
- *Who could be the little acorn? (It could be us.) Why? (When we were conceived, we were very close to God. As we grow up, life can bring challenges—the acorn had to leave the mother, it traveled far, made friends, left the friends, questioned why it was here on earth and if it had a purpose and had to find a way to be the spectacular oak tree within it. Similar, we grow up and have doubts about ourselves, and constantly try to work to be the person God meant us to be. Like the oak tree, we need time, and we need things to help us grow.)*
- *What could the greatness inside the acorn be? (It is like the grace that God plants in our souls from the moment of our conception. Throughout our lives, the Holy spirit helps us to recognize and love God and helps us to do great and wonderful things. With the help of the Seven Sacraments, the grace that God gives us is recognized and nurtured.)*

Tell the students:

There are two kinds of grace:

***Sanctifying or divine grace** is like the greatness that was in the acorn from the very beginning. It is what brings us as close to God as we can possibly be. Through the Sacraments of Baptism and Reconciliation, we are able to recognize the Holy Spirit and the love of God in each of our souls. (Like when the acorn was attached to the mother tree).*

***Actual grace** is when God comes into our lives and strengthens the grace within us. All the other Sacraments (Confirmation, Communion, Matrimony, Holy Orders and Anointing of the Sick) help to strengthen our actual grace. It's like the acorn who receives opportunities to grow throughout its life: water, darkness, sunlight etc. are all needed to help the acorn grow and realize the oak within.*

****Note to teacher regarding Grace:**

The Catholic Catechism (CCC 1996-2005) mentions two kinds of grace:

- Sanctifying grace is a supernatural state. It perfects our souls and allows us to live and act in God's love whereas actual grace is God's intervention to deepen the grace within us, strengthen by the sacraments listed above.

<p>10 minutes Brainstorm and discussion</p>	<p>5. In small groups of 3-4 students, hand out chart paper. On each chart paper, have the groups write or draw their answers to the following the questions asked earlier:</p> <ol style="list-style-type: none"> <i>Where does Grace come from?</i> (It come from God.) <i>What is Grace?</i> (It is a gift from God. It is His help that He gives to us – freely and lovingly – to draw us closer to Him. Grace can be divided into two types: sanctifying grace and actual grace.) <i>What does it do?</i> (It helps to draw us closer to God. When the Holy Spirit stirs our awareness of it inside us, it helps us realize God’s involvement in our lives. Grace heals our souls from sin and sanctifies it – CCC 1999.) <p>6. Have students post their ideas up at the front of the room. Consolidate student understanding as a class.</p>
<p>10 minutes Work on tableaus</p>	<p>7. Have each group create a 3-step tableau on Grace using their answers from the discussion above.</p> <ul style="list-style-type: none"> • Tableau 1—Where does Grace come from? • Tableau 2—What is Grace? • Tableau 3—What does it do? <p>The criteria that needs to be met:</p> <ol style="list-style-type: none"> All students need to be involved Tableaus need to be held for 5-10 seconds Transitions to next tableaus need to be smooth (it helps if students choose one person to give a sign to move onto the next tableau such as a snap or a whistle) There should be a focal point (a place where the audience will be drawn to look). Try to use tools such as depth, height, width (location on the “stage” area).
<p>10 minutes Present tableaus</p>	<p>8. Present tableaus to the class. (You may want to take a picture of each tableau, print them after the retreat and include them on their chart paper to display back in the classroom.)</p>
<p>15 minutes Paint</p>	<p>Activity #1: Finding God and His Gift of Grace in Scripture Continued</p> <ol style="list-style-type: none"> Distribute cups with different coloured paint and a paint brush to each student. Have each student return to their section of the mural and paint in the image they drew. When they have finished, they may go around the mural and paint in the leftover spaces with the colour that they have in their cup. Have them rotate around the mural so that there is a mix of

<p>5 minutes Conclude retreat</p>	<p>colours around the art piece. Continue painting until all parts of the mural are coloured in. Ask them to keep within the black lines. If they go over the black line, it's not a problem.</p> <p>3. Allow paint to dry. **Note to teacher: The finishing touches to the mural will have to occur later. Lay the mural paper down and have students go over the black paint with a paintbrush to clean up the lines.</p> <p>Activity #3: Conclude the Retreat</p> <ol style="list-style-type: none"> 1. Gather students for prayer. 2. Say to the students: <i>Before we say our closing prayer let us look at all that we have accomplished today (OR this morning). We looked at two types of grace: sanctifying grace and actual grace. (See if students remember what they are.) We read a story about a little acorn who had greatness inside of it all along. We created tableaus about grace. We also looked at stories from the bible and how God is actively present in the lives of humanity, with the Holy Spirit constantly involved in helping us draw closer to God. Keeping all of this in mind, let us take a few moments of silence to thank God for the time we have had to share this retreat with each other.</i> <p>Pause for a moment of silence.</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Loving Father, You have blessed us with sanctifying grace at our Baptism and you continue to bestow this grace on us when we go for Reconciliation. When we receive the Holy Eucharist, or participate in any of the other sacraments, you fill us with actual grace, allowing the Holy Spirit to work within us. Please help us to always be open to the Holy Spirit and to use this great and wonderful gift, Your grace, to do your will and draw close to you. We ask this through our Lord, Jesus Christ. Amen.</i></p> <p><i>Our Father...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p>
Lunch	

LM 3.1**Finding God and His Gift of Grace in Scripture**

Read the following story.

Creation Story #1
Adapted from Genesis 1:1-2:4
p. 1 of 2

In the beginning when God created the heavens and the earth, the universe was in chaos. God said, "Let there be light." God saw that the light was good. He separated the light from the darkness, calling the light Day and the darkness Night.

The next day, God created the sky and the waters that were below it. The night came and the light shone. It was the second day.

On the third day, God gathered all the water under the sky into one place and commanded land to appear. He called the land Earth, and the water Sea. On this day, he created all kinds of plants, many of which would have seeds. God saw it was good. The evening came and the light shone. It was the third day.

God commanded that there be lights in the sky to separate day from night. He also made lights to be signs for seasons and for days and years. God made two lights: the sun for the day and the moon for the night. He also created the stars. The evening came and the sun shone. It was the fourth day.

God said, "Let the water have all sorts of living creatures and let birds fly across the sky." He created all kinds of creatures in the sea and all kinds of birds. God saw that it was good. He said to them, "Be fruitful and multiply." The evening came and the sun shone. It was the fifth day.

God said, "Let the earth have all sorts of living creatures all across the land." He made every kind of animal that creeps upon the ground. God saw that it was good.

LM 3.1

Finding God and His Gift of Grace in Scripture

Creation Story #1
Adapted from Genesis 1-2.4
p. 2 of 2

Next, God said, “Let us make humankind in our image, and let humankind care for the fish of the sea, the birds of the air and the animals of the land.” So God created people, male and female, in his image.

God blessed them and said, “Be fruitful and multiply. Fill the earth and care for it. Rule over the fish of the sea, the birds of the air and every living thing upon the earth.” He continued saying, “I have given you all the plants that make seeds, and every tree that produces fruits with seeds. They will be your food. I have given every green plant to all the creatures in the air and land.” God saw all that he had made and it was very good. The evening came and the sun shone. It was the sixth day.

With all the animals and plants, the heavens and the earth were finished. God looked at all the work that he had done and rested on the seventh day. He blessed the seventh day because it was the day that God rested from all the work he had done to create the world.

LM 3.2**Finding God and His Gift of Grace in Scripture**

Read the following story.

Creation Story #2
Adapted from Genesis 2:4b-25

When God created the earth and heavens, the plants had not yet grown because God had not yet made it rain. There was no one to take care of the land. He gathered the dust of the ground, formed man, and breathed into him the breath of life, making the man a living being. God planted a garden in Eden in the east, and placed the man there. God made the ground sprout every tree that is beautiful and good for food. In the middle of the garden, he planted the tree of life, and the tree of knowledge of good and evil.

God created a river that flows out of Eden to water the garden. The river split into four, each going in a different direction.

God told the man, "You may eat fruit from every tree except the tree of knowledge of good and evil. If you do, you shall die."

God said, "It is not good that the man is alone. I will make him a helper as his partner." So out of the ground God formed every animal of the land and every bird of the air. He let the man name all of them. The man did not have a helper in any of the animals. So the Lord God caused the man to go into a deep sleep. As he slept, he took one of his ribs and closed up it up with flesh. From the rib, God made a woman and he brought her to the man.

The man said, "At last someone who is like me, flesh of my flesh. This one will be called Woman for out of Man she was made."

The woman and the man became partners, caring for the earth and animals.

LM 3.3

Finding God and His Gift of Grace in Scripture

Read the following story.

The Birth of Jesus Adapted from Matthew 1:18-2

When Mary was engaged to Joseph, she was found to be pregnant from the Holy Spirit. Joseph, who was a good man and did not want her to be disgraced, planned to break up with her quietly. But just as he had decided to do this, an angel of the Lord appeared to him in a dream and said, “Joseph, son of David, do not be afraid to take Mary as your wife, for the child conceived in her is from the Holy Spirit. She will have a son and you will name him Jesus. He will save people from their sins.”

This all happened to fulfill what the Lord said through a prophet: “Look, the virgin shall conceive and bear a son, and they shall name him Emmanuel,” which means, “God is with us.”

When Joseph woke up, he did what the angel of the Lord told him to do. He married Mary who had a son; and Joseph named him Jesus.

A prophet is a person that God sends out in the world to share God’s messages with people.

LM 3.4

Finding God and His Gift of Grace in Scripture

Read the following story.

Jesus' Baptism Adapted from Matthew 3:13-17

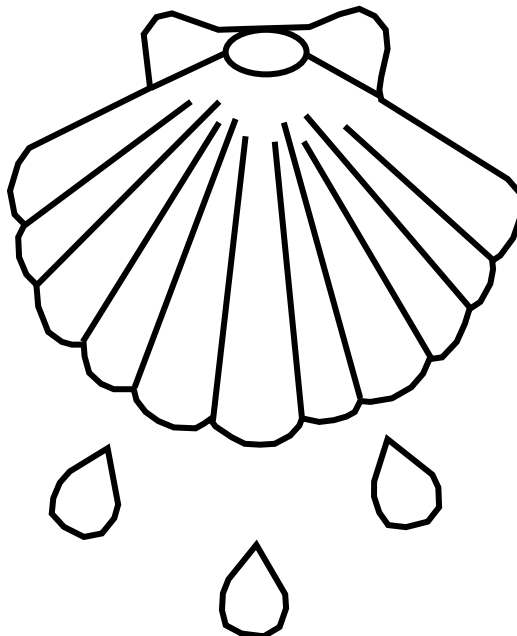
One day, Jesus of Galilee went to visit his cousin John the Baptist at the Jordan River.

Jesus wanted to be baptized by John who protested, "I need to be baptized by you, and you come to me to be baptized?" But Jesus said to him, "Let it be for now. It is right for us to do this." Then John agreed to baptize Jesus.

When it was over, just as Jesus came up from the water, the heavens opened to him. He saw the Holy Spirit come down like a dove and rest on him.

A voice from heaven said, "This is my Son, the Beloved, with whom I am well pleased."

Cut on dotted line before giving to students for Grace Retreat.



LM 3.5**Finding God and His Gift of Grace in Scripture**

Read the following story.

Pentecost (Confirmation)
Adapted from Acts 2:1-13

On the day of Pentecost, all the Apostles were gathered in a house. Suddenly from the sky there was a loud sound like a very strong wind. It filled the entire house. Next, flames of fire appeared and rested on each of the Apostles. All of them were filled with the Holy Spirit and because of this, they began to speak in many languages.

There were a lot of very religious Jews from many different places living in Jerusalem. A crowd had gathered because they had heard the Apostles speaking. The people were confused because they each heard the Apostles speaking in their own languages. They were amazed and asked, "Aren't all of these Apostles from Galilee? How is it possible that each of us hear them speaking in our own native languages? We can hear them speaking about God's deeds of power." Everyone was amazed and shocked. They began asking what this all meant. But there were others who did not believe them and said that the Apostles had drunk too much wine.

Cut on dotted line before giving to students for Grace Retreat.



Grade 3

The Seven Sacraments

“For this reason I remind you to rekindle the gift of God that is within you through the laying on of my hands...”

2 Timothy 1: 6

Retreat Description –

This half-day retreat offers a very brief introduction to the Seven Sacraments. Through art activities, students will learn how Jesus instituted each sacrament and will reflect on the symbols associated with it. This retreat can be used as the second half to the other Grade 3 retreat, “Grace”, or it may be facilitated on its own.

***Please note: The teacher will need to prepare the art supplies for this retreat ahead of time. Also, consider having volunteers to help in stations to assist students with the activities.

Expectations:

Religious Education Policy Document –Grade 3

<p>Specific Expectations</p> <p>Celebrating: CL1.2: Through an examination of the actions, symbols, and prayers of the Seven Sacraments of the Church, identify and explain how the sacraments celebrate initiation and belonging to the community of the Church (Baptism, Eucharist, Confirmation), healing sickness and forgiveness of sin (Reconciliation, Anointing of the Sick), renewal and conversion (Baptism, Reconciliation), service (Matrimony, Holy Orders) and how they are all linked to and expressed in the Eucharist. [CCC nos. 1322-1344]</p>
--

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> c) Actively reflects on <i>God's Word</i> as communicated through the Hebrew and Christian scriptures.</p>
<p><i>A Self-Directed, Responsible, Lifelong Learner Who:</i> a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. b) Demonstrates flexibility and adaptability.</p>

Cross Curricular Expectations

<p>Language Arts</p> <p>Oral Communication: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups. 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.</p>
<p>Arts</p> <p>Visual D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p>

Materials:

- Permanent markers (class set)
- Markers (1 package)
- Chart paper
- White glue (class set)
- Scissors (class set)
- Cardstock “small” (1 sheet per student, divided equally into 6 parts)
- Cardstock “large” (1 sheet per 2 students, divided in half)
- Pencils (class set)
- Coloured tissue paper
- Purple construction paper (1 sheet per six students, divided equally into 6 parts)
- Black (tempera) paint
- LM 3.4 Finding God and His Gift of Grace in Scripture: Baptism (See Gr. 3 retreat on Grace)
- LM 3.5 Finding God and His Gift of Grace in Scripture: Pentecost (See Gr. 3 retreat on Grace)
- LM 3.6 Holy Communion
- LM 3.7 Reconciliation
- LM 3.8 Anointing of the Sick
- LM 3.9 Holy Orders
- Liquid dish soap
- Paperclips (one per student)
- Paintbrushes
- Green cloth or felt cut into strips (approx. 1 cm x 15 cm)
- White cloth or felt cut into small squares (approx. 2 cm x 2 cm)
- Foil
- Small paint rollers
- Oil pastels
- crayons
- Styrofoam plates cut to the same size as the small cardstock

Note to teacher:

The approximate width and length of the cloth mentioned above can be altered to whatever you wish. Students will be making green stoles to be glued onto their small cardstock paper, and little white crosses to place on the stoles.

Materials: Art Preparation:

Note to teacher:

Please prepare all materials ahead of this retreat by activity. It will help everything run smoothly.

- **Baptism:**
 - a. Pencils (class set)
 - b. Small cardstock (class set)
 - c. Oil pastels (class set)
- **Confirmation:**
 - a. small cardstock
 - b. small Styrofoam piece
 - c. pencil
 - d. paint
 - e. small paint rollers
- **Holy Eucharist:**
 - a. large cardstock
 - b. coloured tissue paper
 - c. glue
- **Reconciliation:**
 - a. small cardstock
 - b. purple construction paper
 - c. glue
 - d. pencil
- **Anointing of the Sick:**
 - a. black (tempera) paint mixed with a few drops of liquid soap
 - b. small cardstock paper
 - c. paperclip
 - d. scrap paper
 - e. pencil
 - f. paintbrushes
- **Holy Orders:**
 - a. a strip of green cloth/felt
 - b. a small piece of white cloth/felt
 - c. glue
 - d. scissors.
- **Marriage:**
 - a. small cardstock
 - b. foil
 - c. permanent markers

The Seven Sacraments

Suggested Length of Time	Activities
10 minutes	<p>Note to teacher: To help this retreat run smoothly, please prepare all activities ahead of time.</p> <p>Welcome and Introduction</p> <p>Note to teacher: If this is the second half of your retreat, skip to the opening prayer.</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We are here for a First Communion Retreat. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. What are our relationships with God, our friends, our families, our communities and ourselves like? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Loving God,</i></p> <p style="text-align: center;"><i>We thank you for all the blessings you have given us today. Help us to be open to the graces that you continue to give to us through the Sacraments. May we be open and loving people, with a desire to do good and to be close to you always.</i></p> <p style="text-align: center;"><i>We ask this through our Lord Jesus Christ. Amen.</i></p> <p style="text-align: center;"><i>Hail Mary...</i></p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

	<p><i>For today's /this afternoon's retreat we will be reflecting on the symbols of each of the sacraments. When the church first began, and for many centuries afterwards, there were many people who did not know how to read. When we go to church we see symbols all over. They help us to remember things, important stories, or the sacraments when we see them.</i></p>
10 minutes	<p>Icebreaker – <i>Circle squeeze or broken telephone. You may also choose an icebreaker from the Primary Icebreaker section in this book.</i></p>
10 Minutes	<p>Introduction: Sacraments are an Outward Sign of an Inward Grace</p> <p>1. Say: <i>For today's (or this afternoon's) retreat we will be focusing on the Sacraments. Have you heard of the Sacraments before?</i></p> <p>In a think-pair-share ask students:</p> <ol style="list-style-type: none"> a. <i>What does the word sacrament mean (how would you define it)?</i> (It is an outward sign, of an inward grace, given to us through Jesus Christ.) b. <i>What are Sacraments and can you name any?</i> (Baptism, Confirmation, Holy Eucharist, Reconciliation, Anointing of the Sick, Holy Matrimony and Holy Orders.) c. <i>How many are there and how would you describe each one?</i> (There are Seven Sacraments. We divide them into three categories: Sacraments of Initiation—Baptism, Confirmation and Holy Eucharist, Sacraments of Healing—Reconciliation and Anointing of the Sick, and Sacraments of Service—Holy Matrimony and Holy Orders.) d. <i>Why do we have sacraments?</i> (Sacraments are signs of God's interaction with humanity, where he gives us grace as a gift. Each Sacrament draws us closer to God, and provides the support we need to belong to a community of believers, to find healing, and to be people of service.) <p>You may choose to use chart paper to record student responses.</p> <p>2. Tell students: <i>Keeping in mind that a Sacrament is an outward sign of an inward grace started by Jesus, for the rest of our retreat we will be focusing on the symbols that are associated with each sacrament. For this first half of the retreat, we will be focusing on what we call the Sacraments of Initiation. Does anyone know what it means to be initiated? (to be accepted into a group or community.)</i></p>

15 minutes	<p><i>We will be creating a piece of art about all the Sacraments today. There will be seven pieces to your work. When we are done, you will be able to glue all seven pieces into one large masterpiece!</i></p> <p>**Note to teacher: Each Sacrament activity listed below should take about 15 minutes. You may choose to set up the activities in one of the following ways:</p> <ul style="list-style-type: none"> ● Option #1: Set up each activity listed below as stations and have students rotate to them. Provide instructions in advance as necessary. If volunteers are available, assign each to a station to assist students. ● Option #2: Follow the outline below in 15-minute intervals. <p>Activity #1: <u>Baptism</u></p> <ol style="list-style-type: none"> 1. Tell students: <i>Our first activity is going to focus on the sacrament of Baptism.</i> 2. Read LM 3.4 Finding God and His Gift of Grace in Scripture: Baptism (See Gr. 3 retreat on Grace for the LM). Then say: <i>When we get baptized, it only happens once. We can be baptized as a baby, child or as an adult. If we are babies or children when we are baptized, our parents and godparents speak for us and say that we would like to be members of the Christian community. For adults, they speak for themselves and declare that they would like to be baptized. We receive a sanctifying grace that brings us as close to God as we can possibly get. From this reading, we know that Jesus was the one who instituted this Sacrament. Instituted is another word for started.</i> <p style="padding-left: 40px;"><i>Can you guess what the symbol is for baptism? (water).</i></p> <p style="padding-left: 40px;"><i>Why do you think we use water to remind us of baptism? (Baptism focuses on washing away our original sin, and requires water for the rite to be performed.)</i></p> <ol style="list-style-type: none"> 3. Show students LM 3.4 with the picture of the shell and water. 4. Hand out materials for Baptism activity: pencil, small white cardstock, oil pastels. 5. Have the students draw a shell with water drops in pencil. Next have them colour with oil pastel and write Baptism on their cardstock.
------------	--

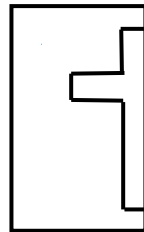
15 minutes	<p>Encourage students to colour in the background to make the image “pop”.</p> <p>6. Have students write, “Baptism” on their work.</p> <p>Activity #2 - <u>Holy Eucharist (Communion)</u></p> <p>1. Tell students: <i>Another Sacrament of Initiation is Holy Eucharist.</i></p> <p>2. Read LM 3.6: Holy Communion to students. Then say:</p> <p><i>Each time we receive communion, God gives us more actual grace. Jesus instituted this Sacrament at the Last Supper with his apostles. The symbol that is associated with Communion is the chalice with the blood of Christ and the Eucharist. Why do we use these as symbols to remind us of Holy Communion? (We see the chalice and Eucharist every time the priest blesses the bread and wine during the Mass. They remind us of Jesus blessing the bread and wine at the Last Supper. During His Last Supper, Jesus took the bread, blessed it, broke it and said “Take, eat; this is my body”. Then He took the cup, gave thanks and said “Drink from it all of you; for this is my blood of the covenant, which is poured out for many for the forgiveness of sins”. –Matthew 26:26-29.)</i></p> <p>3. Show symbols on LM 3.6 – Holy Communion</p> <p>4. Hand out your materials for Holy Eucharist: large cardstock, coloured tissue paper, glue.</p> <p>5. Sketch the outline of a chalice and Eucharist</p> <p>6. Have students twist tissue paper from one end to the other to make a rope like piece.</p> <p>7. Glue the twisted tissue paper to create a 3D line to make the outline of the chalice and Eucharist.</p> <p>8. If there is time, allow students to cut small squares of tissue paper, roll them into balls and glue them in to fill in the space of the chalice and Eucharist.</p> <p>9. Have students write, “Holy Eucharist” on their work.</p>
------------	---

15 minutes	<p>Activity #3: : <u>Confirmation</u></p> <ol style="list-style-type: none"> 1. Tell students: <i>Our next Sacrament of Initiation is Confirmation. Let’s read a short story about Pentecost and the Apostles.</i> 2. Read LM 3.5 Finding God and His Gift of Grace in Scripture: Pentecost (See Gr. 3 retreat on Grace for the LM). Then say: <p style="margin-left: 40px;"><i>When we are confirmed, our godparents are there to support us, but this time, we are the ones who say, “Yes, I’d like to be a member of the church!” When we are Confirmed, God gives us actual grace through the Gifts of the Holy Spirit.</i></p> <p style="margin-left: 40px;"><i>The outward sign of this Sacrament is the dove or fire, and chrism (oil). Why do you think these are symbols for Confirmation? (Confirmation calls us to become disciples of Jesus. It is the sacrament of strengthening of our faith. At Confirmation you receive the seven gifts of the Holy Spirit – Wisdom, Understanding, Right Judgement, Courage, Knowledge, Piety, and Fear of the Lord. The dove represents the Holy Spirit—like the dove that came down when Jesus was baptized, the fire helps us to remember the Pentecost story and chrism is what the Confirmandi receive on their heads when they are Confirmed.)</i></p> <p style="margin-left: 40px;"><i>Jesus instituted (started) this sacrament because he told the Apostles that he was sending the Holy Spirit to them.</i></p> 3. Show students LM 3.5 with the symbols. 4. Hand out your materials for Confirmation: small cardstock, scrap paper, small piece of Styrofoam, small paint rollers, paint, and pencil. 5. Have students sketch the symbol for Confirmation using the scrap paper. Then have them sketch it lightly on the Styrofoam. 6. When they are happy with their symbol, have them press into the Styrofoam with their pencil to make an indentation. 7. Have students go to an area where you have set up a painting station. With a small paint roller, gently roll it in the paint and then roll the paint on the “print block”. 8. Place the Styrofoam on the piece of cardstock and have the students rub the Styrofoam.
------------	--

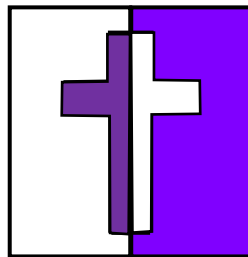
10 minutes	<p>9. Slowly peel the cardstock from the Styrofoam. Find a place for it to dry.</p> <p>10. Have students write “Confirmation” on their work when it dries.</p> <p>Activity #4: <u>Anointing of the Sick Preparation Station</u></p> <p>1. Hand out a piece of small cardstock and crayons. Ask students to colour the whole piece of cardstock with different coloured crayons.</p> <p>2. Paint over the cardstock with black tempera paint that has been mixed with a few drops of soap. Let dry. (You may need a couple of coats)</p>
Break	
5 minutes	<p><i>Before recess we talked about Sacraments. Do you remember what it is? (An outward sign of an inward grace started/instituted by Christ.) We focused on the Sacraments of Initiation: Baptism – which has water as its symbol, Confirmation – which has fire and the dove as its symbols, and Holy Eucharist – which has the chalice and Eucharist as its symbols.</i></p> <p><i>The last part of our retreat will focus on the Sacraments of Healing, and the Sacraments of Service. The Sacraments of Healing are sacraments through which God actively pours actual grace into our souls to help us heal. He helps to heal our broken relationship with Him, with those around us, and/or with ourselves in the sacrament of Reconciliation. In the Anointing of the Sick, God helps to heal our bodies and/or minds. These sacraments draw us closer to God because in those moments of hardship, many of us desire and need to be closer to Him.</i></p>
15 minutes	<p>Activity #5: <u>Reconciliation</u></p> <p>1. Tell students: <i>Does anyone remember what Reconciliation is? (It is the sacrament where we tell God our sins through a priest (confession) and pray to God for absolution (reconciliation). While God loves us no matter what we do, it is important to recognize and apologize for hurtful or unloving actions or thoughts that we do to others or ourselves.)</i></p> <p>2. Read the Gospel of John 20: 20b-23 from LM 3.7 “The Ministry of Reconciliation” to students. Then ask them to recall a few details they remember from the passage they just heard (e.g., Jesus says “Peace be with you”, Jesus sends the Holy Spirit to them, Jesus says that the disciples have the power to forgive sins, etc.). Then say:</p>

In the reading from the Gospel of John, we hear how Jesus gave his disciples the power to forgive sins. He also greets them by saying “Peace be with you” and tells His disciples that He is sending them out into the world to continue His mission. Jesus came into the world to heal the relationship between God and people. He also encourages us to do the same. Doesn’t it feel better when you make up with someone whom you have been mean towards or have hurt?

3. Ask students the following:
 - *Can anyone guess what one of the symbols is for Reconciliation? (A stole, a raised hand or a cross.)*
 - *Why are these things associated with Reconciliation? (The stole reminds us of the priestly service, a raised hand reminds us of absolution, and a cross reminds us of the sacrifice Jesus made for our sins.)*
4. Hand out materials for Reconciliation: small cardstock, purple construction paper, pencil, scissors and glue. Tell students: *Today we are going to use a cross for our short art activity.*
5. Have students draw half a cross on the edge of the purple construction paper and cut it out.



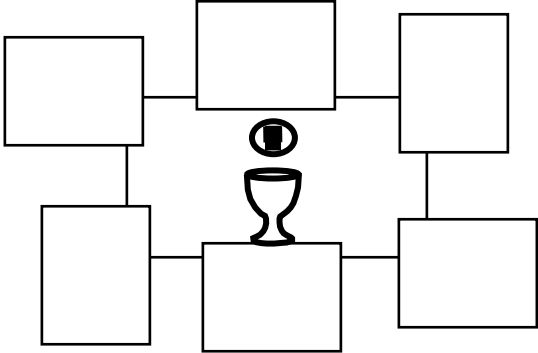
6. Glue the purple background (negative space) on the right half of the cardstock. Then glue the half cross on the opposite side, completing the cross.



7. Have students write “Reconciliation” on their work.

15 minutes	<p>Activity #6: <u>Anointing of the Sick</u></p> <ol style="list-style-type: none"> 1. Tell the students: <i>Anointing of the Sick is the other Sacrament of Healing. The purpose of this sacrament is to give physical and spiritual strength to a person who is very ill, and sometimes near death. We hear about this sacrament being instituted by Christ in the following passage:</i> 2. Read LM 3.8 – “Anointing of the Sick” to students. Then say: <p style="margin-left: 40px;"><i>When someone receives this sacrament, the outward sign that the priest will use is “chrism”, which is a very special oil. Why do you think the chrism is a symbol for the Anointing of the Sick? (It is a special oil that is placed on the forehead of the person who is sick. Sometimes it is placed on the palms of their hands.)</i></p> 3. Hand out the materials for Anointing of the Sick: painted cardstock paper, paper clip, scrap paper and pencil. 4. Have students sketch a bottle of chrism on the scrap paper. You may choose to show students the drawing on LM 3.8 as an example. 5. Using their sketch as a guide, have the students scratch the outline of their bottle of chrism with an unwound paperclip onto the painted cardstock paper (that they had prepared before lunch). They may choose to scratch the inside of the cross on the bottle as well to reveal the colours underneath the black paint. Before students begin to scratch the black paint off their cardstock, be sure to remind them that they only get their one piece of cardstock—if they make a mark that they are not happy with, they will have to work with what they have. 6. Have students scratch “Anointing of the Sick” into their work.
15 minutes	<p>Activity #7: <u>Holy Orders</u></p> <ol style="list-style-type: none"> 1. Tell students: <i>So far, we have covered the Sacraments of Initiation (Baptism, Holy Communion, and Confirmation) and the Sacraments of Healing (Reconciliation and Anointing of the Sick). The last two sacraments – Holy Orders and Matrimony – are called the Sacraments of Service. Holy Orders is the special sacrament for those who enter the priesthood. We hear about it in the bible during the Last Supper when Jesus washes the Apostle’s feet.</i> 2. Read LM 3.9 – Holy Orders to students. Then say:

15 minutes	<p><i>Jesus tells his disciples to do what he has done; to serve others. As he washes their feet, Jesus ordains them. In other words, Jesus shares with his Apostles his priestly authority. The symbol of this sacrament is the stole. Why do you think we have a stole to remind us of the priesthood? (It reminds of the stole priests wear.)</i></p> <ol style="list-style-type: none"> 3. Show students the image on LM 3.9. Hand out the materials for Holy Orders: a piece of cardstock, a strip of green cloth/felt, a small piece of white cloth/felt, glue and scissors. 4. Have the students glue the green cloth to the cardstock. They can choose to glue it as an upside down “U” or they can try to fold the cloth to look like the stole in the picture of LM 3.9. 5. Have students cut 2 small crosses from the white material to glue on the ends of the stoles OR they may cut 2 long strips and 2 short strips and glue them into crosses. (See LM 3.9) 6. Write “Holy Orders” on the cardstock. <p>Activity #8: <u>Marriage</u></p> <ol style="list-style-type: none"> 1. Tell students: <i>Our last and final sacrament is Matrimony! Marriage existed from the beginning of creation when God created man and woman to be helpers for each other. Jesus instituted marriage as a sacrament when he said, “What God has joined together, let no one separate.” (Mark 10:9)</i> 2. Read LM 3.10 –Marriage to students. Then say: <i>The symbol associated with the Sacrament of Matrimony are two rings interlocked or linked together. Why do we use rings as our symbols? (They remind us of the rings that are exchanged at a wedding. Like a circle, they are round and have no end.) Show the image of the rings on LM 3.10 to students.</i> 3. Hand out materials for matrimony: small cardstock, foil, and permanent markers. 4. Have students fold foil over their piece of cardstock. 5. Draw and colour two rings for matrimony.
------------	---

5 minutes	<p>6. Write “Matrimony” on the foil.</p> <p>7. Colour the background.</p> <p>Activity #9: Glue all art pieces together.</p> <ol style="list-style-type: none"> 1. Gather all seven pieces of artwork. 2. The Eucharist will be the centre of the piece. Six smaller pieces of artwork will be glued around the Eucharist. Student can glue them in a way that they find appealing. 3. This is an example of what the finished piece may look like. You may choose to attach the images together with ribbon, strips of coloured paper, cardstock, or other art materials. 
5 minutes	<p>Activity #10: Conclude the retreat</p> <p>Tell students: <i>Today (this afternoon) we reflected on the symbols of each of the Seven Sacraments. Baptism’s symbol is... (Water), Confirmation’s symbol is...(dove, fire or chrism), Holy Eucharist is...(the host and chalice), Reconciliation is...(the cross, the stole, or the hand), Holy Orders is...(the stole), and Marriage is...(two interlocked wedding rings.)</i></p> <p><i>What a busy day and a lot to think about!</i></p> <p><i>Let us take a moment for quiet reflection. (Pause).</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

	<p><i>God our Father, You have blessed us with Seven Sacraments. Each one gives an opportunity to nurture the grace you have given to us, as well as an opportunity to grow with our Catholic community. Help us to continue to seek your grace and to grow in communion with you and those in the Church community.</i></p> <p><i>We ask this through our Lord Jesus Christ. Amen. To conclude our retreat, let us pray the words that Jesus taught us: Our Father...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
	Lunch

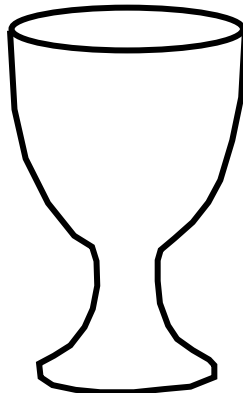
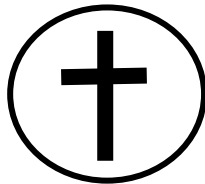
LM 3.6

Holy Communion

Read the following story.

The Last Supper Adapted from: Luke 22.14-20

It was the Passover and the Apostle's and Jesus had gathered in a home to celebrate the meal. Jesus took a cup and gave thanks. He said, "Take this and share it with each other. I will not drink the fruit of the vine until the kingdom of God comes." Next, he took a loaf of bread and gave thanks. He broke it and gave it to them saying, "This is my body, which is given for you. Do this in memory of me." After supper, Jesus took a cup, blessed it and said, "This cup that is poured out for you is the new promise in my blood."



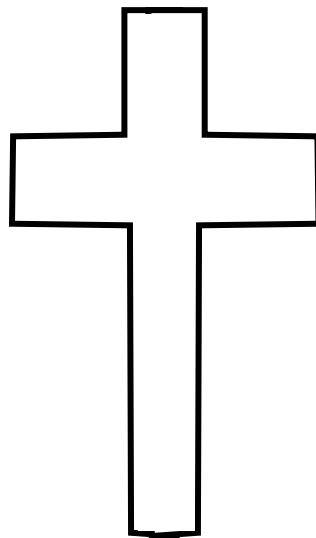
LM 3.7

Reconciliation

Read the following story.

The Ministry of Reconciliation John 20: 20b-23

Then the disciples rejoiced when they saw the Lord. Jesus said to them again, 'Peace be with you. As the Father has sent me, so I send you.' When he had said this, he breathed on them and said to them, 'Receive the Holy Spirit. If you forgive the sins of any, they are forgiven them; if you retain the sins of any, they are retained.'



LM 3.8

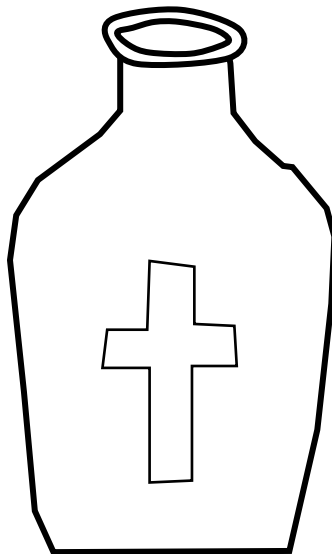
Anointing of the Sick

Read the following story.

The Prayers of Faith Adapted from: James 5:14-15

St. James wrote a letter that asked his readers:

Are any of you sick? If they are, they should call for the elders of the church and have them pray over them, anointing them with oil in the name of Jesus. The prayer of faith will save the sick, and Jesus will raise them up.



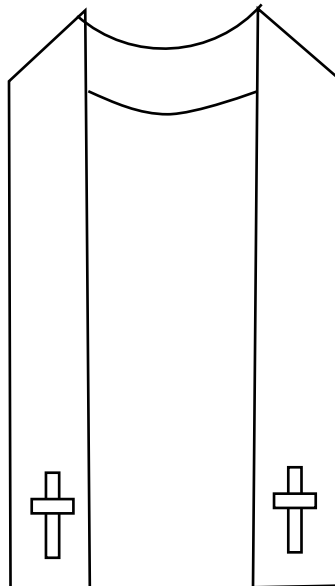
LM 3.9

Holy Orders

Read the following story.

Jesus Washes the Disciple's Feet Adapted from: John 13:12-15

Before Jesus sat down with his disciples for the Passover meal, He washed their feet. After he was done, he said to them, "Do you know what I have done to you? You call me Teacher and Lord – and you are right for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. For I have set an example for you. You should also do what I have done to you."



LM 3.10

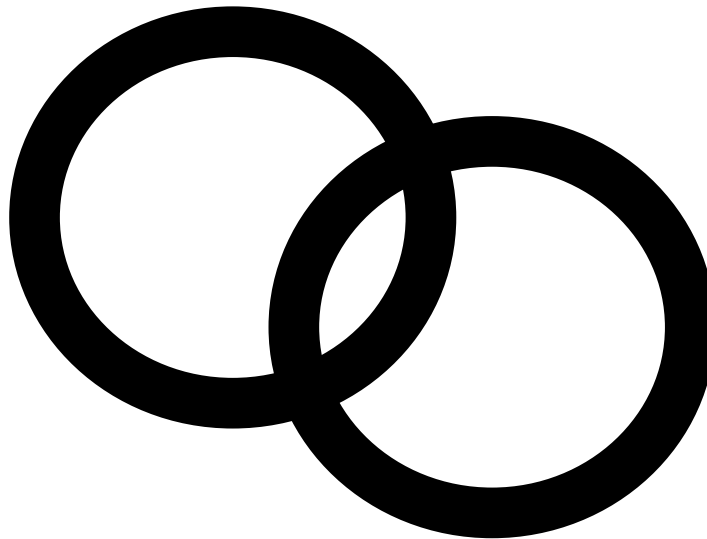
Marriage

Read the following story.

On Marriage Adapted from Mark 10:6-9

One day the Pharisees went up to Jesus to test him. They asked him a question and part of his response was this:

“From the beginning of creation, ‘God made them male and female.’ Because of this reason a man leaves his father and mother to be with his wife to become one flesh. Therefore what God has joined together, let no one separate.”



Junior Retreats

JUNIOR ADVENT RETREAT

“...and blessed is the fruit of thy womb.”

Luke 1:42b

Description:

This full-day retreat is designed to emphasize ways we can prepare ourselves for the coming of Christ during Advent. Through interactive games, art activities, reflections on scripture and discussions, students will learn how following Mary’s example can help them prepare their hearts during Advent. They will also learn how the Advent wreath can be used to assist them in their preparations during this season.

Expectations:

Religious Education Policy Document – Junior Division

Specific Expectations
<p>Believing: <i>Grade 6:</i> BL2: Demonstrate an understanding of the Church’s teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven). [CCC nos. 50-73; 101-141; 422-682]</p> <p>BL2.2: Through an examination of the account of the Incarnation in Scripture, identify the role of the Holy Spirit and the Virgin Mary and describe the meaning and significance of the Incarnation (i.e. the Son of God became human). [CCC nos. 461-494]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> c) Actively reflects on <i>God’s Word</i> as communicated through the Hebrew and Christian scriptures. g) Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey; i) Integrates faith with life;</p>
<p><i>A Responsible Citizen who:</i> e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p>

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

COMMUNITY AND THE COMMON GOOD
OPTION FOR THE POOR AND VULNERABLE

Cross Curricular Expectations

Physical Education
<p><i>Grade 6</i> B2.1 demonstrate an understanding of the components of physical activities (e.g., movement skills, game structures, rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as three-on-three lacrosse, mini tennis, and keep-it-up) [IS, CT]</p>
Arts
<p>Visual <i>Grade 5</i> D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences (e.g., a comic strip or a storyboard featuring a space voyage; an oil pastel drawing of peers in sports or dance poses).</p>

Materials:

- Chart paper (3 pieces)
- Lined Paper (1 piece per student)
- Markers
- Religion Notebooks
- Projector/laptop
- Art supplies (construction paper, glitter, pipe cleaners, etc. – see Activity #2)
- Felt (mostly green, pink, violet, and other various colours)
- Glue Guns (6)
- Pylons (8 pylons, 2 in each corner of the room/gym)
- Story of Immaculate Conception (included)
- LM 1 “Story of the Annunciation” (Optional see Activity 1)
- LM 2 “Spreading Hope, Peace and Joy to the World”
- LM 3-6 (Four Corners of Advent Game)
- LM 7 Advent Wreath (Please feel free to draw free hand to make the wreath wider)

Junior Advent Retreat

Suggested Length of Time	Activities
5-7min	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce self, adult or student helpers - Begin by gathering students in a circle around the prayer table. - Place the Advent Wreath, a candle and a picture of Mother Mary on the prayer table. - Begin with a prayer of welcome and hope. <p>Opening Prayer (led by instructor)</p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><i>Dear Lord, Thank you for everything You have blessed us with. For our families, our friends, our education and our communities, for all of these give us hope. Bless us with the gifts of strength, courage, wisdom and peace so that we might bring your light to each other. Helps us to prepare our minds and spirit to receive you. For this we pray to the Lord. Amen</i></p> <p style="text-align: center;"><i>Let us pray together the words that Jesus taught us... Our Father...</i></p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p> <p>Purpose of the day: Review the concept of a retreat with the students and inform them of the objective for the day. Tell students:</p> <p style="text-align: center;"><i>“A retreat is when we take some time away from our regular daily schedules to reflect on our relationship with God and what He is calling us to do. Today, as we continue to journey in the Advent season, we will reflect on the symbols we see and use during Advent. We will also recall the Annunciation and reflect on Mary’s decision to accept God’s will in her life.”</i></p>

<p>20-30min</p>	<p>Icebreaker - Who Am I?</p> <ol style="list-style-type: none"> 1. Write an Advent/Christmas symbol or character on a cue card and tape it to the back of each participant. (i.e., Dove, Angel, Wise Man, Candles, flame, anchor, open hands etc.) <i>Students will indirectly learn vocabulary related to the themes of the retreat.</i> 2. Inform the students that they are not allowed to see what/who is taped to them, nor can they ask someone to tell them what is written on their back. 3. Tell the students that the object of the game is to guess the symbol or character on the card correctly by asking their classmates “yes” or “no” questions. 4. If a student receives a "yes" answer, he/she can continue to ask that person questions until they receive a "no" answer. Then they must ask their next question to a different person. 5. When a student figures out what is written on his/her card, he/she may take off the tag, put it on the front of their shirt and write his/her name on it.
<p>30 min</p>	<p>Activity #1 The Annunciation <i>In this activity, students will learn about the roles of the Angel Gabriel and the Virgin Mary in the Annunciation. Students will be divided into four groups with one piece of chart paper per group.</i></p> <ol style="list-style-type: none"> 1. Gather the students on the floor and read the story of the Annunciation (Luke 1:26-37) from a children’s bible or from LM 1. 2. Show students the YouTube link: (Set up projector and laptop) Bible Animation 1 Gabriel Visits Mary http://www.youtube.com/watch?v=VrYvuYwPAvU 3. Divide students up into five groups with one piece of chart paper per group. Write one of the following questions on each of the pieces of paper. Students will brainstorm and collaborate in recalling the answers. <ul style="list-style-type: none"> • Who is the Holy Spirit? • What was the role of the Holy Spirit in the Annunciation? • What was the message the Angel Gabriel brought to Mary? • How did Mary feel when she heard what the Angel said? And why? • What answer did Mary give the Angel?

	<ol style="list-style-type: none"> 4. Have students share their answers with the rest of the class and display the charts in the classroom for the remainder of the day. 5. After all the groups have presented, discuss with the students how Mary's "Yes" to God was important. Remind them that despite the fact she may have been afraid or uncertain about what would happen to her, she had a deep love for God and knew that she could depend on him. Mary trusted God with her whole heart. 6. Explain to the students that they will now be given some time to reflect on what they have learned from the story of the Annunciation. 7. Provide the students with some paper so that they can draw or write a journal about a time when they felt uncertain, scared, hopeless or frightened and depended on God, or about a time when they trusted God. Explain to the students that this is a quiet time and that they should respect the silent time in the room. <i>You may choose to play reflective music in background</i> 8. Allow the journal time for 10 to 15min and then break for snack.
Break	
<p>~1.5 hrs</p>	<p>Activity # 2 - Praiseworthy Poinsettias</p> <p>In this activity, students will be challenged to discover how God calls them in their day to day lives and to commit to a small act of faith to help them in anticipating the coming of Christ.</p> <ol style="list-style-type: none"> 1. Remind the students that before the break, they heard the story of the Annunciation and learnt how Mary responded to God in faith. Tell the students that during Advent, following Mary's example can help us to prepare our hearts for the coming of Christ 2. Hand out 4-5 post-it notes or square pieces of paper (the size of medium post-it notes) to each group of students. 3. Write the word "Mary" on chart paper or the board. Ask the students to write down on each square one good quality of Mary and then post it or tape it to the space around her name. You may choose to add some more qualities that you feel are important around Mary if they haven't been mentioned. Possible suggestions are listed below. <ul style="list-style-type: none"> • Obedient • Humble • Kind

	<ul style="list-style-type: none"> • Gentle • Truthful • Faithful • Full of Grace • Loved God intensely <p>4. Remind students that during Advent we joyfully anticipate the coming of Christ just as Mary had done throughout her pregnancy. During this time, we reflect on ways in which we can grow closer to God and prepare our hearts his coming. Draw students' attention to the list of qualities of Mary they just created. Remind them that as Mary awaited the birth of Jesus, she prepared herself and her home for his arrival (e.g., her visit to Elizabeth to share the news, she probably prepared clothes for him to wear, etc.). Select a few of Mary's qualities from the list to use as an example and discuss with students how reflecting on ways they can grow in these qualities/virtues (e.g., obedience, humility, kindness, etc.) and putting them into practice during the Advent season, can help them to follow Mary's example while they prepare their hearts for the coming of Christ.</p> <p>5. Explain to the students that as Mary was growing up, God called her to follow him in little ways and that, like Mary, God calls each one of us to do his will in little ways every day. He sends the Holy Spirit to guide us and give us a conscience, which helps us determine between what is right and what is wrong. By following our conscience and being open to the Holy Spirit, we are able to determine what God wants us to do.</p> <p>6. Brainstorm with the students ways that God maybe calling them in their lives. Some suggestions could be:</p> <ul style="list-style-type: none"> • Listening to their parents • Doing their homework • Cheering up a friend • Helping their parents do housework • Helping someone who is hurt • Taking care of a pet • Caring for the environment • Praying and giving thanks <p>7. Tell the students: <i>"It is important for us to remember that when we experience God calling us in our lives, we, like Mary, should respond to God's call with faith and say yes to him."</i> Inform the students that they will be making a poinsettia to help remind them of the ways they can say yes to God during the Advent season.</p>
--	--

	<p>8. Provide the students with some art supplies (i.e., construction paper, pencils, pipe cleaners, erasers, markers, glitter, etc.). Ask the students to draw 6-10 leaves and to write on each leaf, one way they will respond in faith to God’s call over the remainder of the Advent season. Once they have created the leaves, they may cut them out and glue them together to form a poinsettia.</p> <p>9. When the flowers are finished you may have the students display them in a basket that can be placed on or near the prayer table.</p>
Lunch	
<p>15 min</p>	<p>Gather the students around the prayer table.</p> <ol style="list-style-type: none"> 1. Write the quote from Isaiah 9:2: “The people who walked in darkness have seen a great light”. 2. Orally ask the students what they think this scripture quote means. 3. Facilitate a discussion around the meaning of “people” and “light”. 4. Remind the students that for many years, people awaited the birth of the Saviour. The Annunciation was the beginning of God’s plan for salvation and Mary, after hearing the message from the Angel Gabriel, would have begun to make preparations for Jesus’ birth. Explain to them that just like Mary and the people of the Old Testament; we, too, need to prepare for Jesus’ birth, which is what the Advent season is about. It’s a time of preparation and waiting. 5. Briefly inform the students that the next portion of the retreat will discuss some of the symbols we see during Advent.
<p>20 mins</p>	<p>Activity # 3 The Advent Wreath</p> <p>In this activity students will learn about the circular shape of the wreath, why we use pine branches and the significance of the four candles.</p> <ol style="list-style-type: none"> 1. Gather the students around the Advent wreath and say to them: <i>“During Advent, we read in the bible about God’s promise to send a Great Light in the darkness, to give sight to the blind, to fill us with comfort and hope, to put an end to sin and death, and to fill us with His joy and peace. Advent is a time for joyful preparation for the celebration of Jesus’ birth and also a time to remember that we wait for Christ to come again.”</i>

2. Ask the students the following questions and brainstorm their answers on the board or chart paper:

- **What does the circle of the Advent wreath represent?** (A circle has no beginning or an end. The circle of the Advent wreath represents that God is so great that God never had a beginning and will never have an end.)
- **What do the evergreens tell us?** (Evergreens stay green all year. The evergreens tell us that God never changes.)
- **How many candles are on the outside of the Advent wreath?** (4)
- **How many days does each candle represent?** (7 days/ 1 week)
- **What does each candle represent?** *Please note: there are different themes for each week of Advent and they may vary depending on the Church. The themes commonly used are: hope, faith, peace, joy and love. For the purposes of this retreat the themes-hope, peace, joy, and love – will be used. *

The first candle - represents the first week of Advent. During this week, we remember the hope of the people of Israel that someone would come save them and the period of waiting for the birth of Christ would be over. This candle reminds us of the prophets' hope for God's salvation to come, as Isaiah prophesied.

The second candle - is lit (along with the first candle) to mark the second week of Advent. It reminds us of the peace that God has given us through His Son Jesus Christ and the preparation for the Christ Child.

The third candle - is lit (along with the first and second candle) during the third week of Advent. It represents the joy of sharing Christ. The third candle reminds us of the joy of the shepherds as they heard the good news of Jesus' arrival and the overwhelming joy of Mary and Joseph at the birth of Jesus.

The fourth candle - is lit (along with the first, second and third candle) to mark the fourth week of Advent. It reminds us of the love sent from God through His son, Jesus Christ.

- **What does the white candle represent?** (The Christ candle reminds us that Jesus is the light of the world, that he came into our darkness to enlighten us and give us the life of God which we share with others)

*Please note: "Some churches and families add a fifth candle (white) in the middle of the wreath for Christmas Eve or Day; others continue using the same wreath throughout the Christmas Season, replacing the colored Advent candles with fresh candles that are white or gold, symbolizing the arrival of Christ, the light of the world" (Fr. Felix Just, <http://catholic-resources.org/Lectionary/Seasons-Advent-Christmas.htm>)

20 mins	<p>3. Have students design their own symbols of Hope, Peace, Joy and Love in their religion notebooks and explain why they chose that symbol.</p> <p>Activity # 4 – The Four Corners of Advent</p> <p>This game should be played in a large room or a gymnasium. As with any activity, provide the necessary accommodations or modifications for students not able to do the outlined activity.</p> <ol style="list-style-type: none"> 1. Divide the students up into four groups. 2. Label the four corners of the gym with the titles HOPE, JOY, PEACE and LOVE (LMs 3-6). Each corner has a space defined by pylons. 3. Designate each group to a corner where there is a title and space. 4. Call out two groups at a time. Students from the two groups have to race across the gym to get to the corner being called out. 5. Once all members of the group have reached the space beyond the pylon, assign the group one of the following tasks. Be sure to explain that the task has to portray the Advent theme at their designated corner: <ul style="list-style-type: none"> • Name 5 ways to share the theme with others at school • Name 5 ways to share the theme with others at home • Name 5 ways to share the theme with others in the community • Portray the theme in tableau form • Name a saint who displayed (hope, joy, peace and love) and explain how they showed it. 6. Continue to call out two groups at a time and play until all groups have had a turn at each corner or as long as time permits. 7. Use LM 2 “Spreading Hope, Peace, and Joy and Love to the World” for all students to complete. The three headings of Hope, Peace and Joy are to prompt the students to write down a time in their lives where they have felt these emotions. Ask students to answer the following questions: <ul style="list-style-type: none"> • How can we be a symbol “Hope” to the world? • How can we be a symbol of “Peace” to the world? • How can we be a symbol of “Joy” to the world?
---------	---

	Break
~1.5 hrs	<p>Activity # 5: Culminating Art Activity: Creating our own Advent Wreaths. Please note: You may choose to use alternate art materials (e.g., green cloth, construction paper, cardboard, etc.) to create an Advent wreath.</p> <ol style="list-style-type: none"> 1. Each student will need two 8.5 by 11 pieces of felt (green to represent the pine) 2. Each student will use the tracer provided (LM 7) to trace and cut out a circle on each piece of green felt. 3. Once the circles are traced, cut out and use a glue gun to glue the two pieces together around the edges; leave a gap the size of a fist, do not close the circle by gluing it all. 4. Use cotton balls to stuff the wreath until full. Close up wreath with glue gun. 5. Decorate wreath with words and symbols of Advent, using felt, construction paper or any art supplies available. <i>(Note: - This will give students an artifact that they created to take with them and remind them of this retreat and their learning experience.)</i> 6. Have the students present their wreaths to the class and describe their symbols of Hope, Peace, Joy, etc. 7. Gather the students around the prayer table and the Advent Wreath and ask them to reflect on our retreat. Say the following prayer in closing. <p>Closing prayer:</p> <p>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</p> <p><i>Lord God, you promise to send us joy beyond all telling. Let your blessing come upon us as we wait for your promised light to dispel the darkness of our minds and hearts. Send your peace into the world, and may the fire of your love fill our hearts and make us one with you and with each other. We ask this through the Great Light, Jesus Christ, who enlightens and encourages us always.</i></p> <p><i>Amen</i></p>

Now we will observe a moment of silence for our personal intentions and then conclude with a Hail Mary.

(Allow for a min. of silence)

We ask Our Mother to pray for our intentions as we pray:

Hail Mary...

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

LM 1Story of the AnnunciationLuke 1:26-37

In the sixth month the angel Gabriel was sent by God to a town in Galilee called Nazareth, to a virgin engaged to a man whose name was Joseph, of the house of David. The virgin's name was Mary. And he came to her and said, 'Greetings, favoured one! The Lord is with you.' But she was much perplexed by his words and pondered what sort of greeting this might be. The angel said to her, 'Do not be afraid, Mary, for you have found favour with God. And now, you will conceive in your womb and bear a son, and you will name him Jesus. He will be great, and will be called the Son of the Most High, and the Lord God will give to him the throne of his ancestor David. He will reign over the house of Jacob for ever, and of his kingdom there will be no end.'

Mary said to the angel, 'How can this be, since I am a virgin?' The angel said to her, 'The Holy Spirit will come upon you, and the power of the Most High will overshadow you; therefore the child to be born will be holy; he will be called Son of God. And now, your relative Elizabeth in her old age has also conceived a son; and this is the sixth month for her who was said to be barren. For nothing will be impossible with God.'

LM 2

Spreading Hope, Peace, and Joy to the World

HOW CAN WE SPREAD HOPE?

I can be a symbol of HOPE by:

HOW CAN WE SPREAD PEACE?

I can be a symbol of PEACE by:

HOW CAN WE SPREAD JOY?

I can be a symbol of JOY by:

LM 3

HOPE

LM 4

PEACE

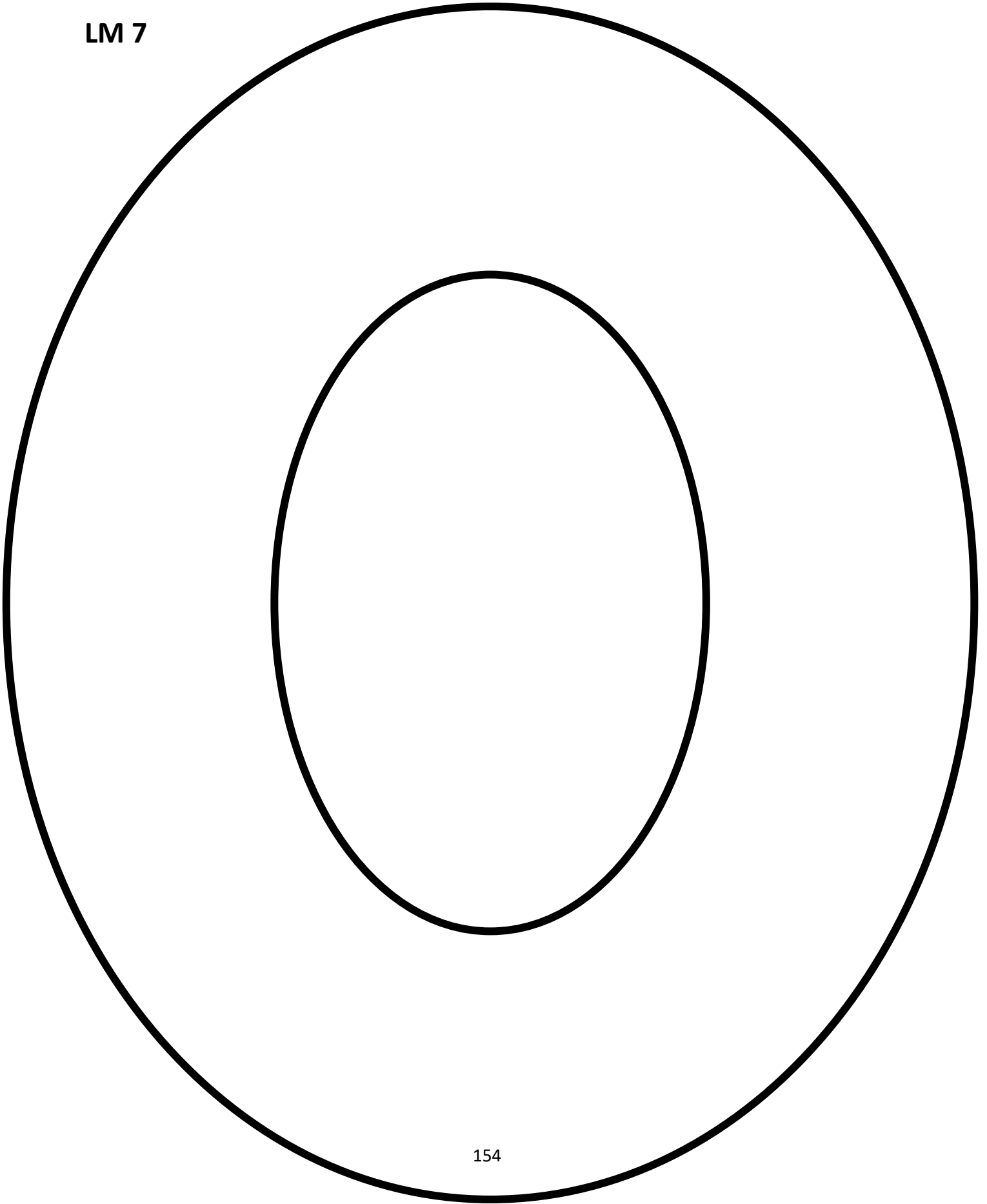
LM 5

JOY

LM 6

LOVE

LM 7



JUNIOR LENTEN RETREAT

“KEEP US FROM TEMPTATION”

‘One does not live on bread alone, but on every word that comes from the mouth of God’.

Matthew 4:4b

Description:

This retreat will focus on the liturgical season of Lent. The season of Lent spans 40 days (not including Sundays). It begins on Ash Wednesday and ends with the celebration of the Eucharist on the evening of Holy Thursday (The Lord’s Supper). This retreat is designed around the themes of prayer and resisting temptation. Students will analyze the stories of Jesus in the desert and Jesus in the Garden of Gethsemane and identify these themes through scripture. The theme of prayer, both individual and communal, will be explored as well as how prayer is enriched by a variety of elements that deepen the experience of prayer. Further, this retreat will invite us to listen to the “voice of God” and teach us to resist temptation through prayer and following Jesus’s example in his journey through the wilderness. Students will have the opportunity to learn different ways to pray, culminating in emulating Christ in the Garden of Gethsemane.

Expectations:

Religious Education Policy Document – Junior Grades

Specific Expectations
<p>Living a Moral Life: <i>Grade 4</i> Fundamental Concept- ML2: Identify times when we might hear God speaking to us: giving us instructions (moral truth) to help us “do what is good and avoid what is evil”.</p> <p>ML2.4: Through our conscience we discover God’s truth for our lives and are invited to follow (ie listen) to the “voice of God” (i.e. His will) in our lives.</p>
<p>Praying: <i>Grade 4</i> Fundamental Concept: PR1; Jesus turned to his Father through prayers of praise and petition during his life and is the perfect model of a life of prayer. The life of prayer requires the development of habits which reflect the spirit and example of Jesus’ life of prayer.</p> <p>Fundamental Concept: PR2: Prayer is structured and spontaneous, individual and communal, and is enriched by a variety of elements that deepen the experience of prayer (silence, symbols, gospel reading, reflection, images, music.)</p> <p><i>Grade 5</i> PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary. Stations of the cross, novena, litanies), meditative prayer using various biblical passages (e.g. Beatitudes , Jesus’ prayer of petition while on the cross- Father forgive them..., Jesus prays in the Garden of Gethsemane) and contemplative prayer (i.e. silence, images e.g. icons, adoration of the Blessed Sacrament).</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community Who:</i> c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; j) recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)</p>
<p><i>An Effective Communicator who:</i> a) listens actively and critically to understand and learn in light of gospel values;</p>
<p><i>A Reflective, Creative and Holistic Thinker who:</i> a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges; d) makes decisions in light of gospel values with an informed moral conscience;</p>

Catholic Social Teachings

COMMUNITY AND THE COMMON GOOD

Cross Curricular Expectations

Physical Education

Grade 5

B1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment (e.g., perform a sequence of movements on a floor line or a bench; stay in control while rolling, balancing, twisting, dodging, jumping, skipping quickly and slowly) [PS]

Materials:

- Projector/laptop
- chart paper (1 per student)
- chart paper (3 pieces)- write the following on each piece:
 - chart paper #1: "If you are the Son of God, command these stones to become loaves of bread."
 - chart paper #2: "If you are the Son of God," he said, "throw yourself down".
 - chart paper #3: "All these I will give you, if you will fall down and worship me."
- markers
- Newsprint
- Tape
- CD player/ music
- Gym mats
- Religion Notebooks/journal
- LM 1- 4 "L.E.N.T" (1 copy of each)
- LM 5 "Personal Prayer" (1 per student)
- LM 6 "Communal Prayer" (1 per student)

“KEEP US FROM TEMPTATION”

Suggested Length of Time	Activities
5-7 min	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Students are gathered around the prayer table in the room. <p>Opening Prayer (Led by instructor)</p> <p>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</p> <p><i>Dear Lord,</i></p> <p><i>Thank you for the gift of prayer. Thank you for the gift of our conscience and the ability to choose good over evil.</i></p> <p><i>Help us to always speak to you when we are in need and even when we are content. Give us the wisdom, strength and courage to follow Jesus' examples and choose right over wrong. For these gifts, we pray to the Lord.</i></p> <p><i>Amen.</i></p> <p><i>Let us pray together:</i></p> <p><i>Our Father...</i></p> <p>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</p> <p>Purpose of the day:</p> <p>Review the concept of a retreat with the students and inform them of the objective for the day. Tell the students:</p> <p><i>“A retreat is when we take some time away from our regular daily schedules to reflect on our lives, and listen to how God calls us to be in relationship with Him and to one another. In our lives we are faced with many temptations or challenges, things that take us away from following what God calls us to do. Today we will reflect on the temptations of Jesus and how He resisted them. We will learn how to identify temptations in our own lives and discuss ways to overcome them.”</i></p>
30-45 min	Icebreaker - Who We Are

	<ol style="list-style-type: none"> 1. Divide students into groups of 4 -6. 2. Ask them to trace or draw an outline of a body on chart paper. 3. Have students work together to decorate the body parts listed below on their outline with words or answers to their corresponding questions. <ul style="list-style-type: none"> Head: What are our dreams or goals? Ears: What do we think God says to us? Eyes: Where do we see God in the world? Shoulders: How can we help people with their problems? Hands: How can we help others with our hands? Stomach: What do we love to eat? Heart: What are the things we feel strongly about? Right foot: What are some places we would like to go? 4. Provide some time for the groups to work on their body outline and then have each group share their answers. 5. You may choose to ask them the following questions: <ul style="list-style-type: none"> • What are some common interests, shared goals or dreams among the class? • Were there any themes?
<p>45 min</p>	<p>Activity #1: Jesus is tested in the Wilderness (Matthew 4:1-11) <i>The objective of this activity is for students to learn about Jesus in the Wilderness and the sacrifice He made through hunger, thirst and resisting temptation, ultimately choosing good over evil.</i></p> <ol style="list-style-type: none"> 1. Show the YouTube clip “Jesus in the Wilderness for Children” (3 min). http://www.youtube.com/watch?v=afzoWMTkKHY 2. Divide the class up in three groups (approx. 7-8 students per group). 3. Give each group a piece of chart paper with marker and bible. 4. Assign each group a different temptation that the devil put towards Christ and have them write it at the top. You may choose to do this in advance to save time <ul style="list-style-type: none"> • chart paper #1: “If you are the Son of God, command these stones to become loaves of bread.” • chart paper #2: “If you are the Son of God, throw yourself down”. • chart paper #3: “All these I will give you, if you will fall down and worship me.”

	<ol style="list-style-type: none"> 5. Ask each group to look up Matthew 4:1-11 in the bible and write down Jesus' response to their given temptation. 6. Invite the students to brainstorm in their group and interpret/explain what Jesus meant by his responses. They will then present their interpretations to the whole group. 7. Post the group responses around the room and leave them up for the duration of the retreat. 8. Explain to students how we are tested in our daily lives, in our relationships with one another, and in our environment. You may choose to have the students offer some examples of temptations they may be faced with. Explain how our choices affect those around us. 9. Tell the students that Jesus' life is an example to us when we are faced with difficult decisions. 10. To conclude the lesson, distribute art supplies to the students and instruct them to illustrate Jesus overcoming one of the temptations in the desert. You may choose to have the students draw their picture in their religion notebooks. 11. Once they have finished, invite a few volunteers to share their drawing with the class. You may choose to have all students display their pictures in the room.
	Break
<p>45 min</p>	<p>Activity #2: L.E.N.T Circuit Activity (in gymnasium or large room) The purpose of the following activity is to allow students to feel a varied sense of how Jesus felt in the desert. Due to the nature of the exercises, it is recommended that this activity be done in a large empty room or in a gymnasium. As with any activity, provide the necessary accommodations or modifications for students not able to do the outlined activity.</p> <ol style="list-style-type: none"> 1. Place each letter of the word L.E.N.T around the room on the wall (LMs 1-4). <ul style="list-style-type: none"> L: Let's do pushups E: Empty out tummies: Sit ups N: Never give up jumping jacks T: Time to lift those knees: Running on the spot 2. Divide the students into 4 groups and direct each group to a station. Inform the students that while the music is playing, they are to do the

	<p>action that is written at their station. When the music stops, they will rotate to another station.</p> <ol style="list-style-type: none"> 3. Once the students are ready, play music for 3 minutes then have them rotate to another station. Repeat this step until students are tired. 4. Gather students in the middle of room and ask them the following questions: <ul style="list-style-type: none"> • How do you feel after completing the circuit? (Tired, sore, etc.) • How would we feel if we did not eat or drink anything for a whole day? (Hungry, thirsty, tired, low energy, etc.) • How do you think Jesus felt in the wilderness for 40 days without food? (Answers will vary) 5. Explain to students that in our Catholic tradition, we fast during Lent to remind us of how Jesus felt in the wilderness. 6. Invite students to choose something to give up or commit to for the 40 days of Lent. Please note: - A Lenten commitment does not always have to be “giving up” something but can be committing to do works of mercy instead. 7. After the students have chosen what they would like to do for Lent, have them write their commitment down and illustrate it on a blank sheet of paper. 8. Once all of the students have finished, you may choose to ask them if they would like to have their Lenten commitment posted on the wall of the class or in the hall. This will help the students to understand the true meaning of this season by having a constant reminder in their daily school lives. An alternative option is for the students to take their Lenten promises home and post it in their room.
	<p>Lunch</p>

15 min	<p>Invite students to assemble around the prayer table in the room and review orally what was discussed in the morning (i.e., resisting temptation and making a Lenten commitment). Use candles and dim lighting to refocus their attention after recess/break and set the environment for learning.</p> <ol style="list-style-type: none"> 1. Ask the students what they have learned after viewing and listening to the story of Jesus in the Wilderness. 2. Ask the students: How can prayer help us to resist temptation? <p>Finally, prior to this next activity explain to the students that they will be learning about the different ways to communicate and pray to God.</p>
45 min	<p>Activity #3 – Communicating with God</p> <ol style="list-style-type: none"> 1. Explain to the students that they will be learning about how Jesus spoke and listened to God in the Garden of Gethsemane. 2. Read the story of Jesus in the Garden from a Bible (Luke 22:39-46). 3. Show animated video of Jesus in the Garden: https://www.youtube.com/watch?v=osgzksnW3I 4. Write the following Reflection Questions on the board or on chart paper and have students record their answers in their Religion notebooks: <ul style="list-style-type: none"> • Did Jesus pray alone or with His disciples? • How many times did Jesus go and pray while in the Garden? • Were the disciples able to resist temptation? • What do you think the disciples could have done to resist temptation? • What did Jesus say to God while praying in the Garden? • Why did Jesus ask for this cup to pass? • How was Jesus feeling? • What does prayer mean to you? • How do we speak to God in our lives? • How do we listen to God in our lives? 5. Explain to students that communication is very important in developing a friendship. Ask the students how they communicate with each other? (texting, email, twitter, Facebook, phone calls, Instagram, physical actions) 6. Explain to students that we need to develop a friendship with God using the same principles of communication we would with our friends. We

45 min	<p>communicate to God through prayer communally (in church, class, school) and individually/personally, like Jesus did in the Garden. God speaks to us through prayer, through our relationships and through our community.</p> <p>Activity #4: Our Boat over the Waters of Temptation</p> <p>The objective of this activity is to exemplify how important it is to have communication and trust in their relationships especially in their relationship with God. This game requires a large open space (preferably a gymnasium) and the use of gym mats.</p> <ol style="list-style-type: none"> 1. Gather the students in the gym or a large empty room and divide them into two teams. 2. Provide each team with two large folded tumbling gym mats and ask them to create a “boat” with the two mats. (Please note: in many gymnasiums, these mats may be found along the side of the gym walls). 3. Inform the students that they are to find a way to transfer their whole team from one side of the room (which you may choose to call “earth”), to another (which you may choose to call “heaven”), without touching the ground with any part of their bodies. 4. Tell the students that the ground will be the “waters of temptation” that will distract them from their goal of reaching “heaven”. 5. As a group they will need to find a way to stay on the mats. If a student in the group falls off or touches the ground, the group will need to pick up the student, ask them if they wish to continue playing, and start again from the beginning (“earth” side). 6. The object of the game is to get all members of the team and all equipment to the other side. The team that makes it across the gym or room first wins. <p>Post Activity Discussion:</p> <p>Once the game has finished, gather the students together and ask them the following questions:</p> <ul style="list-style-type: none"> • What strategies did your team use to get across to the other side? • What different forms of communication did you use? • What is the importance of communicating? • Did trust play a role in this game? If so, when did you use trust?
--------	--

	<ol style="list-style-type: none"> 1. Tell the students that in the game that they played, in order to get past the “waters of temptation”, they needed to work together, trust and communicate with one another. Engage students in a brief discussion about redemption, God’s grace and mercy, and the value of reconciliation. You may choose to point out that in the game, students who fell “into the waters of temptation” were given a choice to have a fresh start. The decision for them to “turn away from the waters of temptation” was completely up to them and if they chose to continue to play, they were willingly accepted back on to the mat. Explain to students that in our lives we too are faced with many temptations but need to find ways to overcome them as they are the things that distract us from doing God’s will. Although sometimes we turn to people we trust (e.g., friends, family, teachers, priests, etc.) to help us through difficulties and avoid temptations, the most important person we need to turn to, seek help from, and trust in, is God. 2. Have the students recall that prayer is an important way we communicate with God and explain to them that there are different ways to pray. We can pray individually (like Jesus did in the Garden of Gethsemane, before bed, or before a test, etc.) or we can pray communally (in church, rosary, Stations of the Cross, our daily class prayers, etc.) and we can use symbols, images and music to enhance our prayer experience. 3. Tell the students that after the break they will be given some time to create their own prayers.
	Break
25min	<p>Closing Activity and Culminating Task.</p> <p>Activity #5 – Creating our Own Prayers: In this activity, students will be given the opportunity to reflect on their day.</p> <ol style="list-style-type: none"> 1. Using the LM 5 and 6 - “My Personal Prayer/ My Communal Prayer” - allow students to create a prayer for themselves and one that can be read by the class. 2. Provide some reflection time for students to write an individual prayer. You may choose to guide them in this activity by engaging them in a brainstorming activity prior to allowing them time to reflect. 3. Once the students are finished writing their prayer, ask them to reflect on the story of Jesus in the Garden and then take their prayer to a quiet place outside (weather permitting) or find a quiet spot indoors and say

	<p>their prayer to God in silence. Students will sit in silence for 10 min reflecting on the experiences of the day.</p> <p>4. You may choose to provide them with a sheet of paper with the following suggested guiding questions on it to use immediately after they finish praying while they wait for everyone to finish:</p> <ul style="list-style-type: none">• What did we learn today?• How do we use prayer to resist temptation?• What are other ways we can communicate with God? <p>Closing Prayer:</p> <p>Look over the student's communal prayer and choose one to end our retreat.</p>
--	--

LM 1

L

Let's do
pushups

LM 2

E

Empty our
tummies:

Sit ups

LM 3

N

Never give up
Jumping Jacks

LM 4

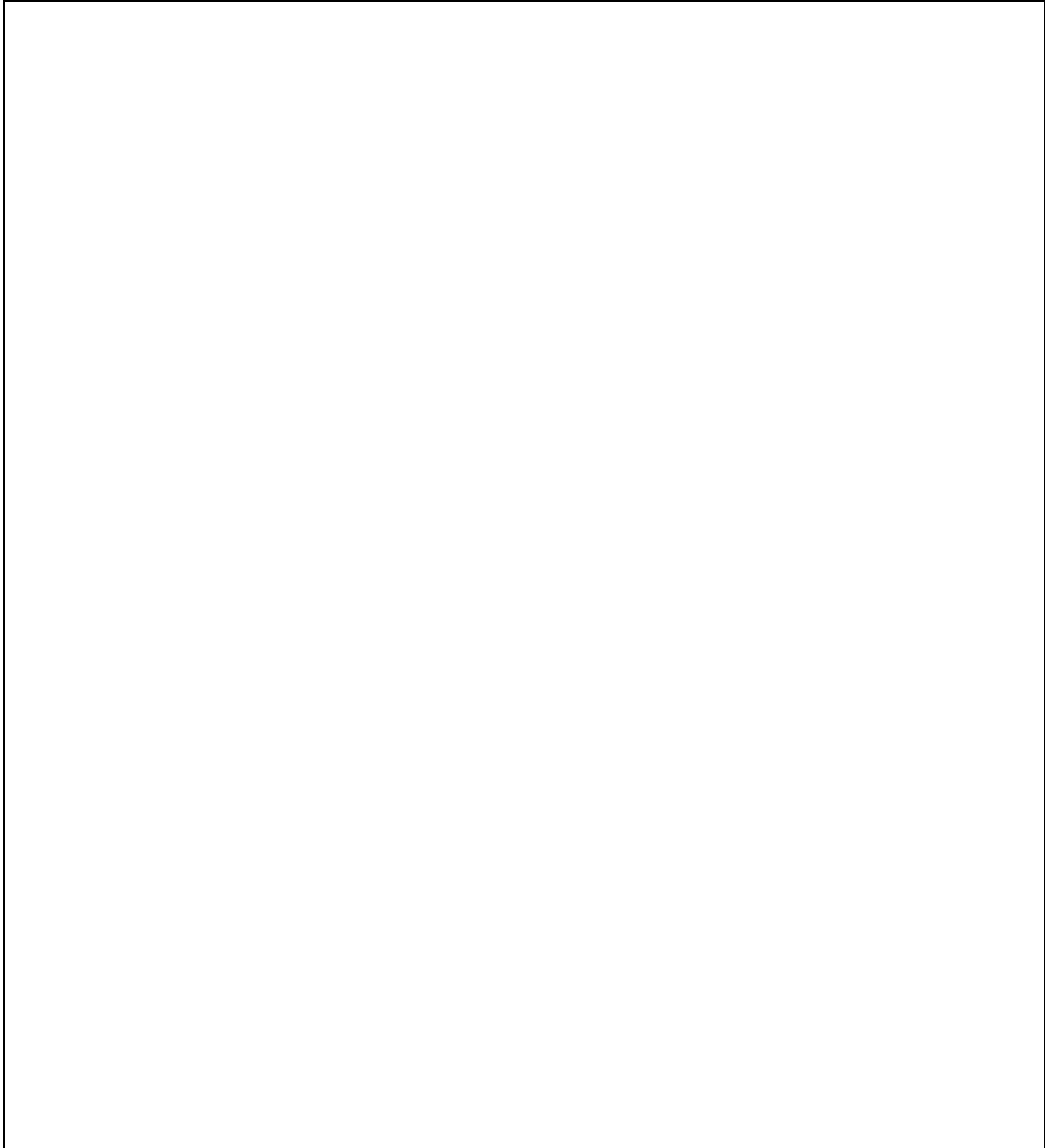
T

Time to lift those
knees:

Running on the
spot

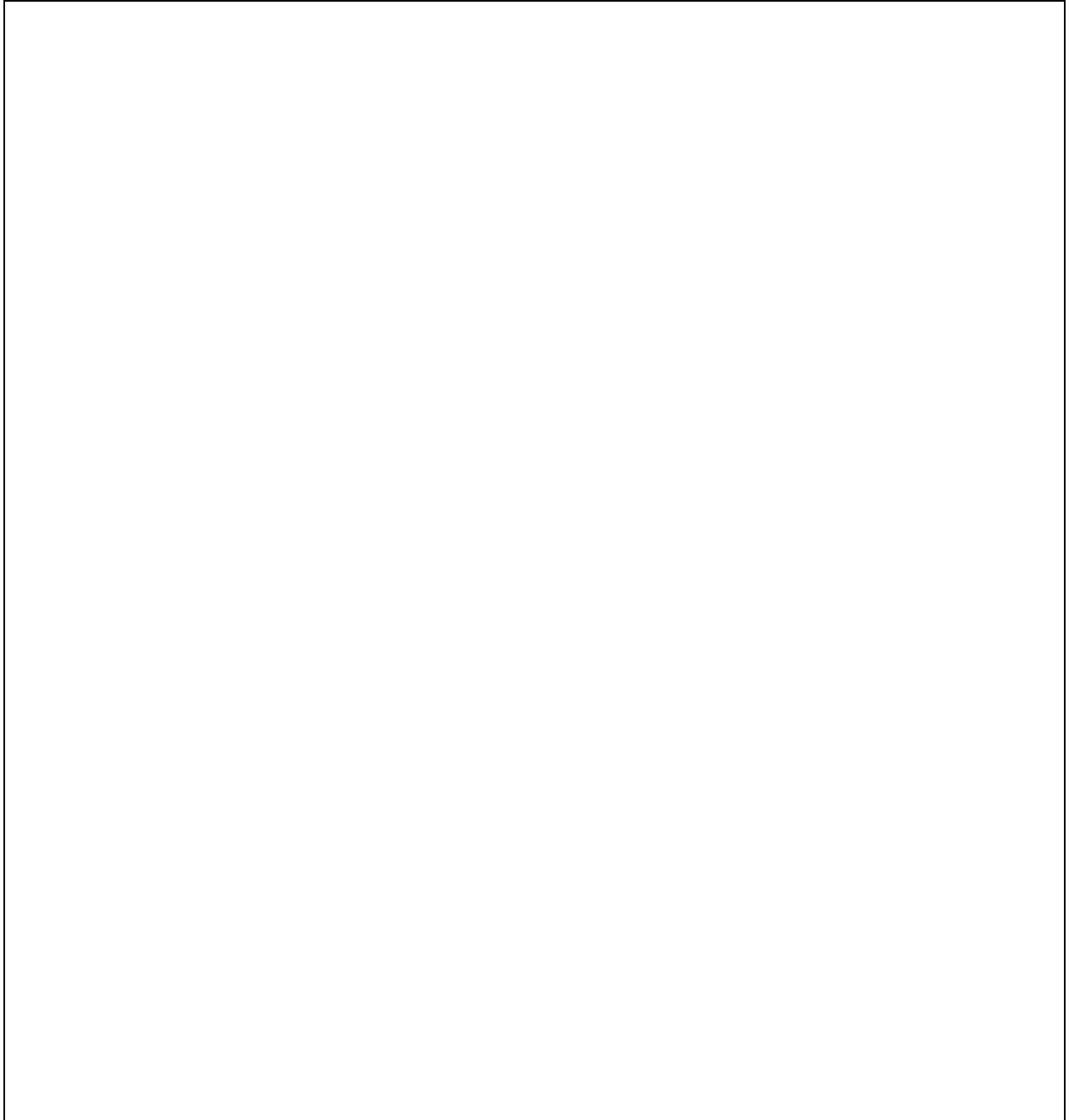
LM 5

Personal Prayer

A large, empty rectangular box with a thin black border, intended for writing a personal prayer. It occupies the central portion of the page below the title.

LM 6

Communal Prayer



Grade 4

Forgiveness

“As God’s chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive. Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful.”

Colossians 3: 12-15

Retreat Description –

This full-day retreat is focused on the theme of forgiveness. Through interactive activities and reflections on the story of *The Prodigal Son*, students will be given opportunities to make connections to the various characters and examine their conscience. They will also be encouraged to forgive past hurts and seek forgiveness if needed.

Expectations:

Religious Education Policy Document –Grade 4

<p>Overall Expectations</p> <p>Living A Moral Life: ML1: Demonstrate an understanding of the importance of the Ten Commandments (i.e. Decalogue, Old Law) for living the Christian moral life. [CCC nos. 2052-2082; 2083- 2195; 2196-2557]</p> <p>ML3: Demonstrate an understanding that God is merciful (i.e. forgives sin) and offers us reconciliation through the Church and specifically the sacraments (i.e. sacraments of penance, healing, and Eucharist). [CCC nos. 1420-1498]</p>
<p>Specific Expectations</p> <p>ML3.1: Through an examination of a selection of scripture passages, provide examples of how God’s mercy is shown to sinners and how the sinners respond (i.e. parables – the Prodigal Son, miracles, paschal mystery – Christ offered for our sins; the new covenant). [CCC nos. 1846-1848]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i> c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good; i) integrates faith with life; j) recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)</p>
<p><i>A Reflective and Creative Thinker who:</i> c) thinks reflectively and creatively to evaluate situations and solve problems; d) makes decisions in light of gospel values with an informed moral conscience;</p>
<p><i>A Responsible Citizen who:</i> a) acts morally and legally as a person formed in Catholic traditions; b) accepts accountability for one’s own actions;</p>
<p><i>A Collaborative Contributor who:</i> a) works effectively as an interdependent team member; b) thinks critically about the meaning and purpose of work;</p>

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

PROMOTION OF PEACE

Cross Curricular Expectations

Health and Physical Education
Expectations will vary based on game chosen for Activity #1
Arts
<p>Drama</p> <p>B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places (e.g., use role play to explore the hierarchical structure of medieval society; use “inner and outer circle” to examine moments of conflict and power imbalance in group improvisations on a common theme)</p> <p>B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context</p> <p>B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works (e.g., make a mural or map to explore the setting of the drama; interview a partner in and out of role to discover physical and personality traits of a character; write a diary entry describing the relationship between two fictitious characters)</p>

Materials:

- 1 Children’s bible
- Activity #1 Game materials (e.g., soccer balls, cards, etc.)
- Chart paper
- Markers
- Colouring utensils
- Laptop/Projector/Speakers (Optional)
- Tape
- Smooth pebbles or river rocks
- Basket
- LM 4.2 “Heart Template” (1 per student)
- Pencils and Scissors(1 per Student)
- LM 4.3 “Examination of Conscience” (1 per student)
- Reflective music

Forgiveness

Suggested Length of Time	Activities
	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome/Attendance/Introduce any volunteers/supervisors - Review any rules for the day (e.g., respect, etc.) - Ask the students: “What is a retreat?” Based on the discussion that ensues, you might want to say: <p style="margin-left: 40px;"><i>“A retreat literally means to withdraw or go away. In the spiritual sense, a retreat means to take time away from our regular daily schedules to reflect or meditate on our lives, our relationship with God and what we are being called to do. Today, we are going away from our regular routine to examine our lives, and reflect on what it means to forgive others.</i></p> - Opening Prayer <p style="margin-left: 40px;"><i>Let us begin:</i></p> <p style="margin-left: 40px;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="margin-left: 40px;"><i>Loving God,</i></p> <p style="margin-left: 40px;"><i>We thank you for bringing us together. As we prepare for our day of retreat, guide our thoughts, our reflections, and our conversations. Help open our hearts so that we may hear how you call us to be merciful and forgiving in our everyday lives. Teach us how to follow Your Son’s example in being kind, compassionate and loving in all our relationships.</i></p> <p style="margin-left: 40px;"><i>We ask this through Christ our Lord. Amen</i></p> <p style="margin-left: 40px;"><i>Our Father...</i></p> <p style="margin-left: 40px;"><i>Amen.</i></p> <p style="margin-left: 40px;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

5-7 mins	Icebreaker – Select an icebreaker from the <i>Junior and Intermediate Icebreakers</i> section found in this document or you may choose to one of your own.
1 hr	<p>Activity #1: The Perfect Game Plan</p> <p>The objective of this activity is to engage students in a discussion about why obeying rules are important and relate it to following the 10 commandments.</p> <ol style="list-style-type: none"> 1. Select a game that has specific rules to play with the students (e.g., dodgeball, soccer-baseball, tag, battleship, cards, trivia, etc.) and adjust the rules so that all students are able to be accommodated. 2. Have the students play the game according to the rules for about 5 minutes. 3. Pull aside 5 -8 students to be part of a secret game plan and inform them that they can continue to play the game but will now be purposely disobeying one of the rules. They are not allowed to tell the other players that they have been allowed to break the rule. Choose a rule that they can disobey that will still allow the game to play safely. For example, if the students are playing dodgeball, you may choose to have the select group of students ignore the rule that “when they get hit with a ball they are out”. 4. Let the game continue for a few more minutes with the rules being disobeyed. You can continue to select students to break specific rules that you choose. 5. When you stop the game, reveal the hidden game plan to the students. Let them know that a select group of students were asked to play unfairly by breaking the rules. 6. Engage the students in a discussion about the fairness and safety of the game when the rules were not followed. You may choose to ask the students the following or similar questions: <ul style="list-style-type: none"> • What happened when the rules weren’t being followed? • How did it make you feel when you noticed that some people were not playing the game the proper way? • What could happen if all the rules were broken? • Why are rules important? 7. Discuss with the students how rules can keep us safe, happy, and can give us freedom when we abide by them.

	<ol style="list-style-type: none"> 8. Explain to the students that God, having our best interest in mind, gave us rules to live by. We know these rules by the term “commandments”. 9. Ask the students to name or recall the 10 commandments. You may choose to write these on chart paper and post them on the wall (See LM 4.1). 10. Briefly discuss with students how when we do not keep the 10 commandments, we hurt our relationship with God, others and ourselves.
	Break
~1 ½ hr	<p>Activity #2 – A Closer look at the Prodigal Son</p> <p>The objective of this activity is to examine the perspectives of the characters from the story of the Prodigal Son.</p> <ol style="list-style-type: none"> 1. Engage students in a brief discussion about parables and ask them to recall the parable of the prodigal son. 2. Read the Parable of the Prodigal Son to the students from a children’s bible (Luke 15:11-32) or project the short video clip “God’s Story: 2 Sons and a Father” (http://vimeo.com/35595649) for them to watch. 3. Divide the students into small groups and assign each group a character from the story (e.g., the Father, the elder brother, the prodigal son). 4. Ask each group create a short skit portraying an interview between their assigned character in the story and a few talk show hosts to answer the following questions: <ul style="list-style-type: none"> • Briefly describe what happened in the story from your perspective. • How did your feelings change throughout the story? • Are you happy with how the story ended? • If you could change one thing about what happened, what would it be and why? 5. Allow the groups some time to construct answers to the questions from their character’s perspective and practice their skit. You may choose to circulate amongst the groups as they work and encourage them to elaborate on their answers.

	<p>6. As the groups work on the skits, divide 3 sheets of chart paper into 3 columns and label each column as follows: “Feelings”, “Commandments Broken/Kept”, and “Reconciling Actions”. Label the charts “The Father”, “The Elder Son”, and the “Prodigal Son” and post them on a wall in the room.</p> <p>7. After some time, have the groups present their skit to the whole class.</p> <p>8. Once all groups have presented, have the class brainstorm together:</p> <ul style="list-style-type: none"> • The feelings each character displayed • The commandments they kept or broke (you may choose to refer the students to the chart of the 10 commandments posted earlier) • The specific actions that they portrayed to reconcile their relationship (*note: the elder brother went to his father to point out the injustice, but did not show any reconciling actions in the story) <p>* Note: You may wish to discuss the topic of “justice” briefly at this point. (e.g., God knows the hearts of each individual and is just in His judgment. This is evident in the Parable of the Labourers in the Vineyard - Matthew 20: 1-16. Also, in the case of the Prodigal Son - Luke 15:11-32, the father (God) gave both the prodigal son and the older brother what they needed and deserved.)</p> <p>9. Write the main points of their discussion on the chart paper.</p> <p>10. Inform students that after Lunch, they will revisit the Prodigal Son story.</p> <p>11. Lead students in a familiar lunch prayer.</p>
	Lunch
~1-1½ hrs	<p>Activity #3 – The Loving Father</p> <p>The objective of this activity is to highlight the love of the Father from the Prodigal son story.</p> <ol style="list-style-type: none"> 1. Briefly recap the morning with the students and review the charts created from the prodigal son story. 2. Point out to students that at times, we can behave and act like each character in the story. Invite students to share with a partner examples of how people can act like the father, the son or the elder brother.

3. After a couple of minutes, ask student volunteers to share their answers with the class. (e.g., we act like the prodigal son when we choose to do things our own way, not listen to our parents or guardians, and hurt others. We act like the elder brother when get jealous of others and feel entitled. We act like the Father when we forgive and are welcoming to others).
4. Invite the students to reflect on which character they most want to be like from the story.
5. Remind them that the father in the story is like God. When we fail to love others or follow God’s commandments, we are like the prodigal son. But just like the prodigal son, God will always welcome us back and forgive us if we are contrite.

Activity #4 – Heartfelt Reflections

The objective of this activity is to allow students an opportunity to examine their conscience and to highlight the importance of reconciliation.

To set up this activity, arrange a circle of smooth river rocks/pebbles around an empty basket and candles in the centre of the room or around a prayer table. You may choose to dim the lights and play reflective music to help create a meditative atmosphere.

1. Distribute LM 4.2 Heart template, scissors and pencils to each student. Ask them to cut the heart out.
2. Inform students that they will be moving into a silent time of reflection and will need to be respectful of the feelings of others.
3. Play some reflective music and invite students to find a quiet spot in the room with their heart and a pencil.
4. Ask students to recall the story of the prodigal son and how the actions of the son hurt the father and his older brother. Unlike the father who was willing to forgive the prodigal son, the older brother harboured resentment and when his brother returned, the older brother became angry that his Father celebrated the prodigal son’s return. Tell the students that sometimes, we too just like the older brother, harbour resentment and anger towards people who hurt us. Ask students to reflect upon their life and call to mind the times when they have been hurt by others. Tell them to write the initials

	<p>or draw symbols to represent the people who they have a hard time forgiving on their cut-out heart.</p> <ol style="list-style-type: none">5. After a few minutes, remind students that we can also act like the prodigal son and hurt others by our actions, thoughts or words.6. Distribute LM 4.3 Examination of Conscience to students.7. Invite students to read through the Examination of Conscience on their own. Reflect on their actions and make tally marks on their cut out heart for the things they would like to ask God for forgiveness.8. When they are finished, invite students to count the number of initials, symbols and tallies they have on their heart.9. Invite them to quietly collect a rock/pebble from the centre of the room for every tally/symbol they drew on their heart. You may decide to allow them the option of choosing a larger rock to represent bigger hurts that they have experienced or to represent a certain number of tallies/symbols.10. When everyone has their rocks collected. Ask the students to remove one shoe and place their collected rocks inside their shoe.11. Invite the students to imagine what it would feel like to place their foot inside their shoe with the rocks inside and walk with it continuously every day.12. Students may exclaim that it would be very painful or difficult to walk with rocks in their shoes.13. Explain to the students that the rocks/pebbles they picked up represent the burdens that we carry with us in our hearts when we refuse to forgive others who have hurt us. The hurt feelings tend to remain with us and cause us pain. In a similar way, when we hurt others or sin, it does not make us feel good about ourselves. That hurt also lingers in our hearts and weighs us down. The way to get rid of these burdens is to forgive those who have hurt us and ask for forgiveness for the wrong we have done.14. Remind students that God is like the loving father in the story of the prodigal son who is always willing to receive us back with open arms. You may choose to remind them of the importance of the Sacrament of Reconciliation at this time.
--	---

	<p>15. Ask the students to take a few moments to think about the marks they put on their heart. Encourage them to forgive the people who have wronged them and to seek forgiveness for the wrongs they have done.</p> <p>16. Invite students to let go of the burdens they are carrying symbolically by removing the stones from their shoes, crossing the marks off the heart for every stone removed, and by placing their hearts and stones in the empty basket in the centre of the room. Let them know that if they are unable to forgive or let go of any hurt feelings at this time, they may keep a rock in their pocket until they are ready to release it. Encourage students to also to seek the Sacrament of Reconciliation when they can.</p> <p>17. Once all students have removed the stones from their shoes and put their shoes back on, close this activity with a prayer of your choice thanking God for His love and mercy. You may also choose to close this activity with an Our Father/ Hail Mary/ or Glory Be.</p> <p>18. <i>Please note, you may choose to reuse the basket of hearts and stones, as an offering during a class prayer service or liturgy.</i></p>
Break	
20-30 mins.	<p>Activity #5 – Words of Forgiveness</p> <p>The objective of this activity is to have students create a visible reminder of the days’ learning.</p> <ol style="list-style-type: none"> 1. Briefly engage the students in a discussion about what they learnt throughout the course of the day. 2. Distribute blank paper or pre-cut blank bookmarks (from cardstock or construction paper) and colouring utensils to each student. 3. Invite students to design a word collage or a bookmark on forgiveness or the story of the prodigal son to remind them of what they learned today. 4. Allow students some time to work on their collage/bookmark. You may choose to have a few students share their finished designs with the class. 5. Encourage the students to take their completed work home with them.

Closing Prayer

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

Loving God,

Thank you for the love and mercy you show each one of us. We are sorry for the times when we turn away from you like the prodigal son, and the times when we behave like the elder brother and fail to see how much you love us. Help us to become more loving to one another. Help us to seek forgiveness when we offend others and willingly offer forgiveness when others hurt us.

May we continue to grow in kindness, humility, compassion, meekness and patience. And may we always continue to thank you for welcoming us back with open arms.

Amen.

Glory Be...

Amen.

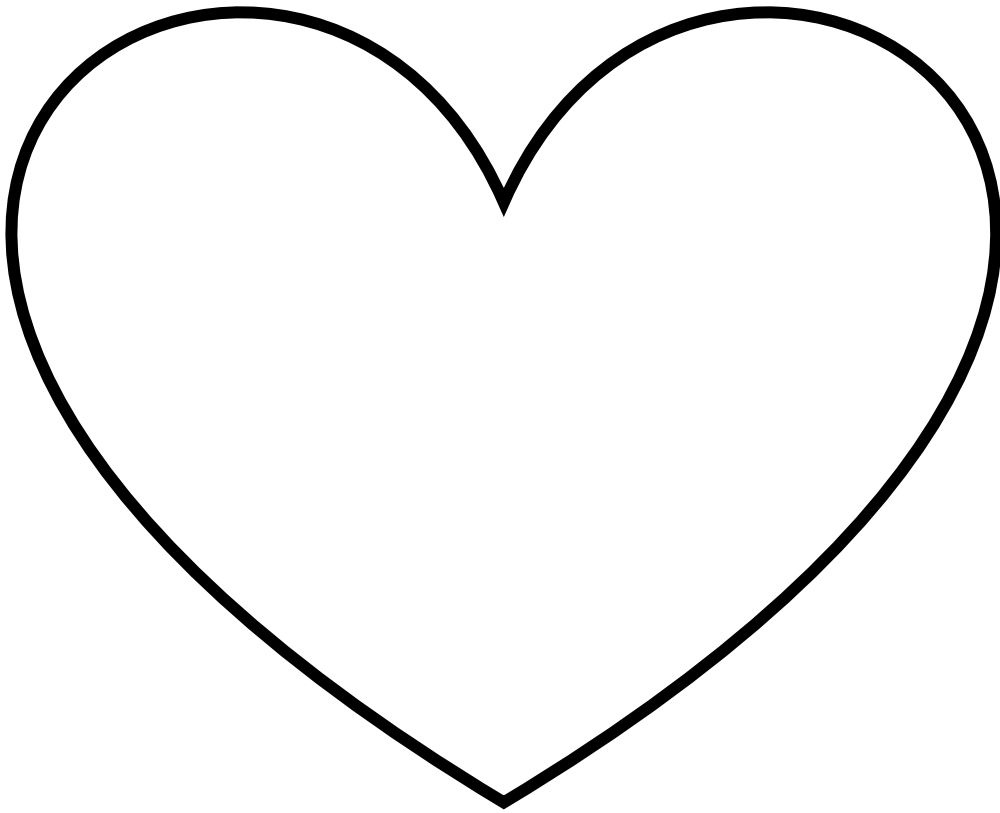
+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

LM 4.1 –

The Ten Commandments

1. I am the Lord your God: you shall not have strange gods before me
2. You shall not take the name of the LORD your God in vain.
3. Remember to keep holy the Lord's day.
4. Honour your father and mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbour.
9. You shall not covet your neighbour's wife.
10. You shall not covet your neighbour's goods.

LM 4.2 – Heart Template



LM 4.3

Examination of Conscience

- Have I ever acted like the Prodigal Son?
 - Have I wasted food, resources or money?
 - Have I turned my back on those who love me?
 - Do I listen, respect and obey my parents?
 - Have I hurt others with my words?
 - Have I wished mean things would happen to others?
 - Have I lied?
 - Have I taken someone's things without asking?
 - Have I cheated on tests, or copied answers when I knew it was wrong?
 - Do I purposely make fun of others or hurt their feelings?
 - Have I been rude or unfriendly towards others?
 - Do I misuse God's name?
 - Do I remember to say sorry when I offend or hurt someone?

- Have I ever acted like the elder brother in the Prodigal Son story?
 - Am I jealous of others or of the way they are treated?
 - Do I take my anger out on others?
 - Who are the people that I am angry or upset at? Have I forgiven them?

- Have I acted like the Father in the Prodigal Son story?
 - Have I tried to help others?
 - Do I forgive others that hurt me?
 - Are my actions always loving?

- Do I remember to thank God for all the wonderful things He gives me every day?

Grade 4

Living in Christian
Community

"For as in one body we have many members, and not all the members have the same function, so we, who are many, are one body in Christ, and individually we are members one of another."

Romans 12:4-5

Retreat Description –

The purpose of this retreat is to give students a deeper understanding of the role and importance of community as the foundation to the Church, our faith, and moral living. Students will explore The Creed, the Eucharist and their personal gifts and talents as they contribute to the unity of Christ in our communities (school, home, and parish).

This retreat can correspond with the Social Studies Heritage and Identity: Early Societies to 1500 CE at the beginning of the school year (to foster an appreciation for community), or at any other time during the year.

Expectations:

Religious Education Policy Document –Grade 4

Specific Expectations
<p>Believing: BL3.2: Describe the many ways that the Catholic and Christian Churches work to respond to the gift of unity Christ gave to the Church and to promote unity as a reality in the face of signs of disunity (ecumenical councils, working together for justice and peace, annual world day of prayer). [CCC nos. 817-822]</p>
<p>Living in Communion: LC1.2: Describe how the Church strives to be “one” (i.e. common faith, worship celebration, and teaching) and identify what the Church continues to do to promote this greater unity with other Christian Churches and Religions (ecumenical dialogue). [CCC nos. 811-822]</p>
<p>Living in Solidarity: LS2: Focus: the common good and stewardship of creation. Demonstrate an understanding of how the gifts received as human beings invite us to be responsible stewards of creation (i.e. natural world created by God) and to bring about His reign in the human community (i.e. common good of societies and nations of the earth). [CCC nos. 325-421; 1877-1927]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Self-Directed, Responsible, Lifelong Learner who:</i> a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p>
<p><i>A Collaborative Contributor who:</i> b) thinks critically about the meaning and purpose of work; c) develops one’s God-given potential and makes a meaningful contribution to society; d) finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</p>
<p><i>A Caring Family Member who:</i> e) ministers to the family, school, parish, and wider community through service.</p>
<p><i>A Responsible Citizen who:</i> j) contributes to the common good</p>

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

COMMUNITY AND THE COMMON GOOD
SOLIDARITY

Cross Curricular Expectations

Social Studies
<p>Ancient Civilizations A2.1 – formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p>

Language**Oral Communication**

1.5- make inferences using stated and implied ideas in oral texts

1.6– extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Materials:

- Cardstock (6 sheets)
- 2 buckets
- “We Believe” “We Do Not Believe” template printed on card stock and cut out
- Cloud template (attached)
- Book: “Is there Really a Human Race?” Jamie Lee Curtis ISBN – 13:978-0-06-075346-7
- 11x7 white paper (5-10 sheets so you have extra)
- Old magazines (please ensure there are not images or words that are not appropriate for students)
- Scissors (enough for the class)
- Glue (at least 10 glue sticks or glue bottles)
- 5 dark coloured markers
- NRSV Bible
- Leaf template printed and cut out
- Acorn templates printed and cut out
- Tree (brown construction paper for trunk and branches and green for top of tree) this will need to be put up prior to the retreat as it is an activity for the afternoon. For the sake of time you could simply draw a tree on the chalkboard/marker board.
- “Sign the Wall” template
- Tree or plant (optional)
- Write the Apostles Creed on chart paper for the children to read for the opening prayer
- Joseph and his Brothers, Kids Bible Stories link:
<https://www.youtube.com/watch?v=Wp8LulDzQgU>
- “We Believe” <https://www.youtube.com/watch?v=AEI2lgy38bY>
- LM 4.4 “We believe” “We don’t Believe” (set of 2 copied on cardstock)
- LM 4.5 template of bucket and cloud (2 copies)
- LM 4.6 “Sign the Wall” (1 per student)
- LM 4.7 leaf templates (enough copies so that each student can receive 1 leaf)
- LM 4.8 acorn template (enough copies so that each student can receive 1 acorn)

Living in Christian Community

Suggested Length of Time	Activities
20 min	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce self, adult or student helpers <p>Purpose of the day:</p> <p>Tell students: <i>A retreat is when we take some time to separate ourselves from anything that may distract us from God, like Jesus did on the mountain. There are a few examples in the bible where Jesus took some time to reconnect with God to see what he was saying to him. Today we are going to reflect on the meaning of community in relation to the Church and our mission in community.</i></p> <p>Opening Prayer:</p> <p>You may wish to invite a Parish priest to begin the retreat with a prayer or you can choose to use the following:</p> <p>+ <i>In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="text-align: center;"><u>A Prayer for Nurturing Our Catholic Community Loving God</u> <i>(TCDSB Catholic Teachers' Centre. 2009)</i></p> <p><i>You speak to us through your living WORD. Your WORD tells us your story. Your WORD comforts our lives. Your WORD challenges the way we live. Help us to live your WORD each day. Loving God, You are present to us whenever we gather to WORSHIP you. You call us to be a community of prayer in our Catholic School. You remind us that we gather as a community of faith. You tell us that whenever we gather in your name, you are with us. Help us to celebrate your presence in our community WORSHIP. Loving God, We are signs of your presence in our world whenever we WITNESS To your love and compassion, To your kindness and care, To your justice and peace. Strengthen us for the work of WITNESSING. Amen</i></p> <p><i>Let us pray together the Apostle's Creed,</i></p> <p><i>"I Believe ..."</i></p> <p>+ <i>In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

15 min	<p>Introductory Activity:</p> <ol style="list-style-type: none"> 1. Display two pictures of Jesus (one of him praying by himself on a mountain and one of him delivering a sermon to a crowd of people). You may choose to select these pictures from the internet prior to the start of the retreat. If pictures cannot be displayed, read the account of Jesus going to the mountain (Luke 5:12-16) or (Luke 6:12) and the Sermon on the Mount (Matt. 5:1-3). 2. Ask the students the following: <ul style="list-style-type: none"> • What is the difference between these two images (or stories) of Jesus? Prompt: <i>what is the setting? What is Jesus doing?</i> (One image shows that Jesus is alone, reflecting, praying, quiet, solemn, and away from the world. In the other image, Jesus is joyfully sharing his gifts and talents in the presence of the community.) • How do these images connect to retreat and service? Prompt: (The first image of Jesus praying by himself reminds us of a retreat as Jesus is taking time away to reflect and pray. The second image of Jesus delivering a sermon reminds us of service because Jesus is joyfully sharing his gifts and reminding the crowd that happiness comes through serving one another.) • What are some other examples of retreat and service? Prompt: <i>helping with the dishes at home versus reading a story together, sharing your crayons with a friend versus praying/reading the bible, etc.</i> <p>As the theme of this retreat is living in community, review the terms Community and Eucharist by asking the students the following:</p> <ul style="list-style-type: none"> • What is community? Answers may vary. You may have a volunteer read the following definition of community and you may wish to keep it posted throughout the day (Community - a group of people who live in the same area (such as a city, town, or neighborhood; - a group of people who have the same interests, religion, race, etc.,) Examples of community: school, church, our neighbourhood, hockey team, dance class, etc. • What is the Eucharist? (When we receive communion at Church, it is truly Jesus' body.) <p>Please note: The Catholic Catechism of the Catholic Church 1325 says: "The Eucharist is the efficacious sign and sublime cause of</p>
--------	---

	<p>that communion in the divine life and that unity of the People of God by which the Church is kept in being. It is the culmination both of God's action sanctifying the world in Christ and of the worship men offer to Christ and through him to the Father in the Holy Spirit.”</p> <p>Explain to students: <i>The Eucharist unites us or brings us together because, Jesus enters into each and every one of us and when consumed, nourishes us, and unites us with Jesus and together as community. Each mass the sacrament continues to make holy the earth and people.</i></p>
20 min	<p>Icebreaker - What Do We Believe? For this activity, you will need: “We believe” “We don’t Believe” cards (LM 4.4) printed on cardstock, cut out and mixed up.</p> <ol style="list-style-type: none"> 1. Divide the students into two equal groups. You may wish to divide the group by handing out numbers from 1 up to total number of people and then have them arrange themselves by even and odd numbers to form 2 teams. 2. Distribute to each team: a bucket, a cloud template (LM 4.5) and a set of “we believe/don’t believe cards” (LM 4.4). 3. Set a timer to 5-10 minutes. Have the students sort the statements into two categories of “What We believe” and “What We Don’t Believe”. Ask the students to place the “We believe”- true statements on the cloud, and the “we do not believe” false statements in the bucket. The first team to sort the statements correctly wins or whichever team has the most correct responses by time up wins. 4. While determining if the team picked the correct answers, read them out loud for everyone to hear so everyone has a chance to hear them. <p>Game Debrief:</p> <p>Gather the students together and discuss the following questions:</p> <p><i>How do you think this game is related to the topic of the day? Prompt: Why is it important that we believe the same thing as members of a Church community?</i> (As members of a Church community we believe that the Eucharist (Mass) is the celebration of the life, death and resurrection of Jesus Christ. During Mass, we receive the Eucharist (body and blood of Christ), physically and spiritually, thereby receiving the mercy, forgiveness, love, and healing from God. We are encouraged to become what we receive – Jesus.</p>

	<p>Also, as Catholics we honour Mary because we believe that she is the Mother of God. Since we all believe in the same creed, it creates unity and togetherness, and builds community.)</p> <ul style="list-style-type: none"> • What is the difference between one person believing something and a whole group or community of people believing something? (One person believing in something does not build community. In a community, there is more support, you feel welcome and accepted, and other people may see and want to be a part of it.) • Why is it important to know what we believe? (To understand and know what we believe helps us to stand up and defend it. It is also important for us to recognize our truths and beliefs as they are a part of our identity.) - You may wish to provide an example here. Such as: if I do not watch horror movies but my friend says, “come watch a scary movie with me” and I go anyway, I may have nightmares. It is very important for communities to stand by what they believe because it shows they have conviction (which means they stick to their belief even if other groups or people do not agree with them)
30 min	<p>Activity #1 - Book: “Is there really a Human Race?” by: Jamie Lee Curtis <i>Note: This book can also be accessed on YouTube.</i></p> <p>This book links to the idea that if we do not work together things will not work, (“we will CRASH!”) Life depends on our choices and how we live. Please note: This book does not contain page numbers. You may choose to use sticky notes in advance to flag the pages that will be discussed.</p> <ol style="list-style-type: none"> 1. Show the cover of the book to the students and ask them the following questions: <ul style="list-style-type: none"> • What do you think “human race” means? (2 meanings: human ethnicity or our culture, for example, my parents are French, so I am French-Canadian, or “race of humans” as in a competition to see who finishes first.) Please note: You may wish to write these definitions or post them for everyone to see while reading • If we compete with each other through life, what would happen? (Our friendships would breakdown because we would be competing with each other instead of working together. The whole human race was created by God to form relationships.) <p>Explain to the students that when we are in a competition, we always want to make ourselves better rather than thinking of others. This is not the way God intended the world to be. As Catholics, we believe that we are called to work together, and to</p>

	<p>help make each other better with our gifts and talents. Each of us has special gifts that God has given for serving one another and creation. For example, some are very good artists and will paint or design houses for a living, whereas others have difficulty drawing and are better at math so they may search for jobs with a bank. We each have gifts, which we can use for our God-given mission in life.</p> <ol style="list-style-type: none"> 2. Tell students: <i>Listen carefully to find out which 'human race' the author is talking about.</i> Read the story. 3. Turn to the 13th page (the page with a picture of a horse that reads “Is the race like a loop or an obstacle course?...”) <p>Ask students:</p> <ul style="list-style-type: none"> • <i>What do you notice about the way the story is written?</i> (It has rhyming words). • <i>Which definition of “race” is the author referring to?</i> (race- as in a competition) 4. Turn to the 19th page (The page that says: “Is it a sprint? A dash to the end?...” Read the page then ask students: <ul style="list-style-type: none"> • <i>What do you think will happen? The book says, “If we don’t help each other, we’re all going to ...” We are all going to what?</i> (crash!) discuss the answers and how focusing on ourselves results in division and competition and the down side of this way of living. 5. Finish reading the story. 6. Compare the pictures in the book on pages 3-4 versus pages 27-28. Options: (You can use the actual book, scan and project with smart board, or enlarge and copy images.) <p>Ask students:</p> <ul style="list-style-type: none"> • <i>What are the differences about these two images?</i> <ul style="list-style-type: none"> -page 3-4 (everyone walking in a line, not paying attention to each other, they do not look as happy, they look like they are rushing, each has their own job, gift, talent etc. but no one notices because they are facing in the same direction and not looking at each other.) -page 27-28 (they are working together, smiling, talking to each other, holding hands, even though they are different God wants people (us) to live – in a way that we support and work with our friends, family and community using our gifts and talents.)
--	---

	Break
	<p>Activity #2 – Collage Art Posters</p> <p>For this activity, you may choose to have adult volunteers walk around during this time to ask questions such as: “Why did you include this image or word in your poster?” or “How does this reflect God’s plan? or How does this not reflect God’s plan?”</p> <ol style="list-style-type: none"> 1. Divide the students into 4 or 5 groups (about 4 students per group). Give each group - magazines, 1 dark marker, scissors, glue, and an 11x17 piece of paper. 2. Explain to students: they are to fold the paper in half and the top of one half they are to write “crash” and on the other half “God’s plan” with the dark coloured marker. 3. Have students look for images and words in the magazine that are examples of - “crash” (e.g., competition, division, etc.) and “God’s plan” (e.g., solidarity, unity, working together, etc.). 4. Give students some time to prepare a short explanation of their poster for the group. They can take turns explaining the images they chose and why they represent “crash” and “God’s plan”. 5. Post the posters in the room. 6. Be sure to leave enough time to clean up. <p>In summary, tell the students that: <i>We have completed half our retreat and we have learned that a retreat is an opportunity for us to reflect with God. It is important for communities to work together, value each other’s gifts and talents, and help each other. This is God’s plan for He wants us to be united, especially as Christians and people that believe in Him. With God as our Father, we are all brothers and sisters. This means that everyone we meet – e.g. hockey coach, parents, priest, grocery store clerk, people from different religious backgrounds, etc., belongs to God’s family and He wants us to treat each other as brothers and sisters. When we live this way, we will see how each of our unique talents and abilities compliment each other to form a beautiful world – the body of Christ (cf. 1 Cor. 12:12-31).</i></p> <p><u>Brief meditation:</u></p> <ol style="list-style-type: none"> 1. Have everyone sit comfortably wherever they choose. 2. Turn off the lights, put a “do not disturb, meditating” sign on the door.

	<p>3. Once everyone is sitting/ lying comfortably, have them close their eyes.</p> <p>4. Explain: In silence, we listen to hear God and he speaks to us in many different ways (e.g., through our thoughts, feelings and emotions).</p> <p>5. Pray: <i>Lord God, may your Holy Spirit open our hearts so we can hear you. We thank you for the gift of community where we learn how to live and relate with one another as brothers and sisters. Come and remind us of how we see community in our school...</i> wait about 30 seconds <i>how we see community in our homes....</i> ...wait about 30 seconds <i>how we see community in our churches</i> ...wait about 30 seconds <i>how we see unity in our world</i> ...wait. <i>How can we bring unity and community to these places?</i> ...wait 30 seconds</p> <p>6. Then slowly tell everyone they can open their eyes. Quietly ask: <i>Does anyone have anything they would like to share about our time of reflection?</i></p> <p>After a few responses, lead the students in praying the “Grace before Meals”.</p>
Lunch	
15 min	<p>Icebreaker – Sign the Wall Give everyone a copy of the LM 4.6 “Sign the Wall”</p> <p>Tell the students: <i>You will have 10 minutes to walk around and have people sign your wall. When someone gives you their wall to write on, you will write your name beside the gift, talent, or activity that you think is one of your strengths. Something that you are known to do well. For example, I am good with numbers and working with people. My mom and my friends tell me this all the time.</i></p> <p>Before students begin this activity, you may choose to read the options on the LM to everyone (or have a volunteer read the options) so that students have a chance to think about which one they would like to look to sign for and to assist those who are not as quick at reading.</p>

5 min	<p><u>Welcome Back and Summary of Afternoon.</u></p> <p>Gather the students and say: <i>This afternoon we will have an opportunity to read the bible together, reflect on our individual gifts and remind ourselves how God wants us to use these gifts.</i></p> <p>Prayer:</p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Lord Jesus, thank you for sending us the Holy Spirit to guide us. We invite your Holy Spirit to be with us this afternoon as we explore our gifts and talents. We pray through Christ our Lord.</i></p> <p><i>Amen</i></p> <p><i>Hail Mary...</i></p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
30 min	<p>Activity #3 – Parable of the Vine and the Branches</p> <p>For this activity, you may wish to bring in a tree or a plant with a vine (or an image of one) as a tangible object for everyone to see.</p> <ol style="list-style-type: none"> 1. Read the following bible passage. <i>John 15:1-11 “I am the vine you are the branches”</i> 2. Ask students the following questions: <ul style="list-style-type: none"> • <i>What do you think this passage means?</i> (As we remain connected to Jesus, he lives in us, with us, and through us. God is the vine-grower – who gives us life. He hopes that we will use our lives to serve him and be examples of Jesus in the world. This relates to what we discussed this morning about community and about being one – one in God) • <i>How do we “abide in Jesus” (vs. 4) or stay connected with Him?</i> (prayer, reading scripture, going to Mass, praying the rosary, loving and caring for our brothers and sisters. He is the vine and we are the branches. Since we are connected, it is good for us to work together) • <i>What does it mean to “bear much fruit” (vs. 5)?</i> (when we do good things, our actions become a blessing for us and others; we can relate this to using our gifts as we become what God wants us to be – a reflection of Christ in our world)

	<ul style="list-style-type: none"> • Jesus lived with the people in the bible. How do we experience Jesus now? (In receiving the Eucharist, love of others, prayer, rosary, etc. church community, loving actions we witness or receive from those we love) • <i>In the Gospel of John, Jesus says, “...that they may all be one. As you, Father, are in me and I am in you, may they also be in us, so that the world may believe that you have sent me. (John 17:21)”</i> <i>What do you think this means?</i> (This is a prayer of unity. Jesus reminds us that in staying close to God we are united with God and as a result united with each other as we are all God’s children.) <p>3. Hand out the leaf templates (LM 4.7) – one for each person.</p> <p>4. Explain: <i>Take a moment and think of the qualities and gifts God has given you (pause for a moment). Write your qualities and gifts on the leaf. You will then come and stick them on the tree.</i> You may wish to post a list of examples, however, it is best for students to make a deeper and more personal connection to their gift by thinking of their own.</p> <p>In summary, tell the students that: <i>Through each of our unique gifts we build God’s kingdom and help bring peace to the communities we belong. That is why in making decisions for the future, it is important to choose things that suit your talents and bring you joy. That is what Jesus did. He loved telling people about the joys of the kingdom of God. By doing this, people wanted to be part of his community.</i></p>
	<p>Break - It is a good idea to set up the YouTube video at this time.</p>
<p>20 min</p>	<p>Activity #4- “Planting our Gifts”</p> <p>Introduce the next activity by saying: <i>For the final part of our retreat we will look at the life of Joseph, one of the 12 sons of Jacob, from the Old Testament. Joseph was a man blessed with a gift of interpreting dreams. God gave him the special ability to be able to tell people what their dreams meant, even kings. Many people were jealous of Joseph’s gift and even tried to get rid of him. What is this an example of from the story we read this morning?</i> (In the story we read this morning people were jealous, competed with one another, there was division, which would lead to a “Crash”. This is similar to the behaviour of the people towards Joseph.)</p> <p><i>Pay attention to how Joseph responded to his community and used his gifts.</i></p> <p>1. Watch the following video (from beginning to 4:10, can continue video from 9:09-end to show final outcome however not necessary for point of how brothers treated Joseph).</p> <p>https://www.youtube.com/watch?v=Wp8LulDzQgU</p>

20 min	<p>2. Ask students the following questions:</p> <ul style="list-style-type: none"> • <i>How were the brothers acting?</i> (in competition) • <i>How did Joseph respond to his brothers?</i> (He still used his gifts and trusted in God) <p>3. Tell students: <i>Sometimes when we stand up for what we believe or know is true, others make fun of us or would not want to be friends with us. However, if you love God, and follow Him, and use the gifts God has given you properly, then you can be sure that God will take care of you even if you lose certain friends. God always takes care of us and has a plan for each of us. We can be certain that his plan is the best and will bring us happiness.</i> <i>Look at all our gifts we have posted on the tree. All these gifts come from God and he loves it when we use these gifts to help our communities. For example, our families, friends, school, and church.</i> Time permitting, you may wish to read through the gifts and discuss how we can use specific gifts toward service. For example, if I play a musical instrument, I could play for my grandparents to cheer them up, or sacrifice my own time to teach my younger sibling how to play a song.</p> <p>4. Tell the students: <i>Today, you will all receive an acorn.</i> Hand out an acorn from LM 4.8 to each student. Continue by saying: <i>When an acorn falls from an oak tree, it has the potential to help the ecosystem. Many animals eat this natural growing crop. For example, squirrels, blue jays, mice, pigeons, and wood ducks. When these animals take the acorns, they often bring them to other locations and bury them to eat later. Sometimes the buried acorns take root and begin to grow into new oak trees in other areas. The acorn, therefore, has 2 purposes: it can feed other animals or can grow into a new oak tree that will produce many more acorns.</i> <i>If we compare ourselves to the acorn, we will see that we too have the potential to help others and build God’s kingdom. God has given us many gifts and He would like us to use them not just for ourselves, but to help others. When we use our gifts, we are promoting God’s love in our community.</i> <i>On these acorns, write how you can use your gifts to serve and help others or do work for God. How would God want you to use your gift in your community? Think of how Joseph used his gifts. When you are finished come and post your acorn in a place away from your leaf.</i></p> <p>5. You may wish to take a picture of the final tree and post on class portal or school website.</p> <p>6. Gather the students together to pray the closing prayer.</p>
--------	--

Closing prayer: (Adapted from prayer by John Cardinal Newman)

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

God has created us to do Him some definite service. He has committed some work to each of us, which He has not committed to another person. We have a mission. We may never know it in this life, but we shall be told it in the next. We are a link in a chain, a bond of connection between persons. He has not created us for nothing.

We shall be angels of peace to continue to do His work on earth. Amen

Invite the students to pray together by saying:

Let us now pray the prayer Jesus taught us:

Our Father...

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

You may wish to play “We Believe” by Newsboys as people are exiting.

LM 4.4 (p. 1 of 3)

What We Believe/What We Don't Believe Cards

God	The Eucharist is really the body of Christ
The Pope	Mary gave birth to Jesus by the Holy Spirit
Jesus died and rose again	The Saints
The Ten Commandments	Do unto others as you would have them do unto you
The 7 Sacraments (Baptism, Reconciliation, Communion, Confirmation, Marriage, Holy Orders, Anointing of the Sick)	The Holy Spirit

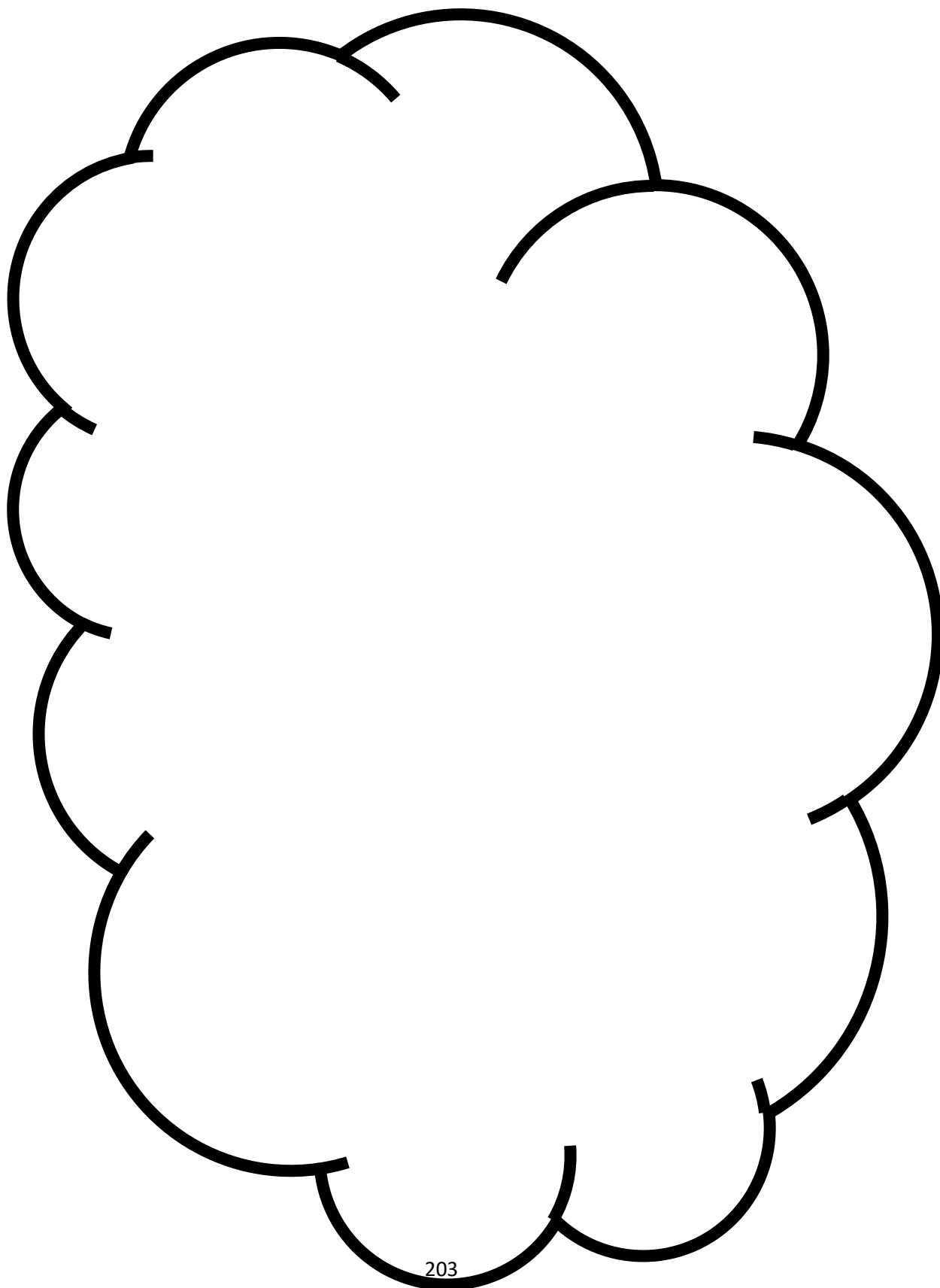
LM 4.4 (p. 2 of 3)

The Bible	Going to Church on Sunday
Loving our parents and those who care for us	God created all things
Rainbows happen when we make a wish	Church is only for adults
We do not have to read the Bible	Joseph is Jesus' real father
We can have the Eucharist before our First Communion	There are no communities in the world

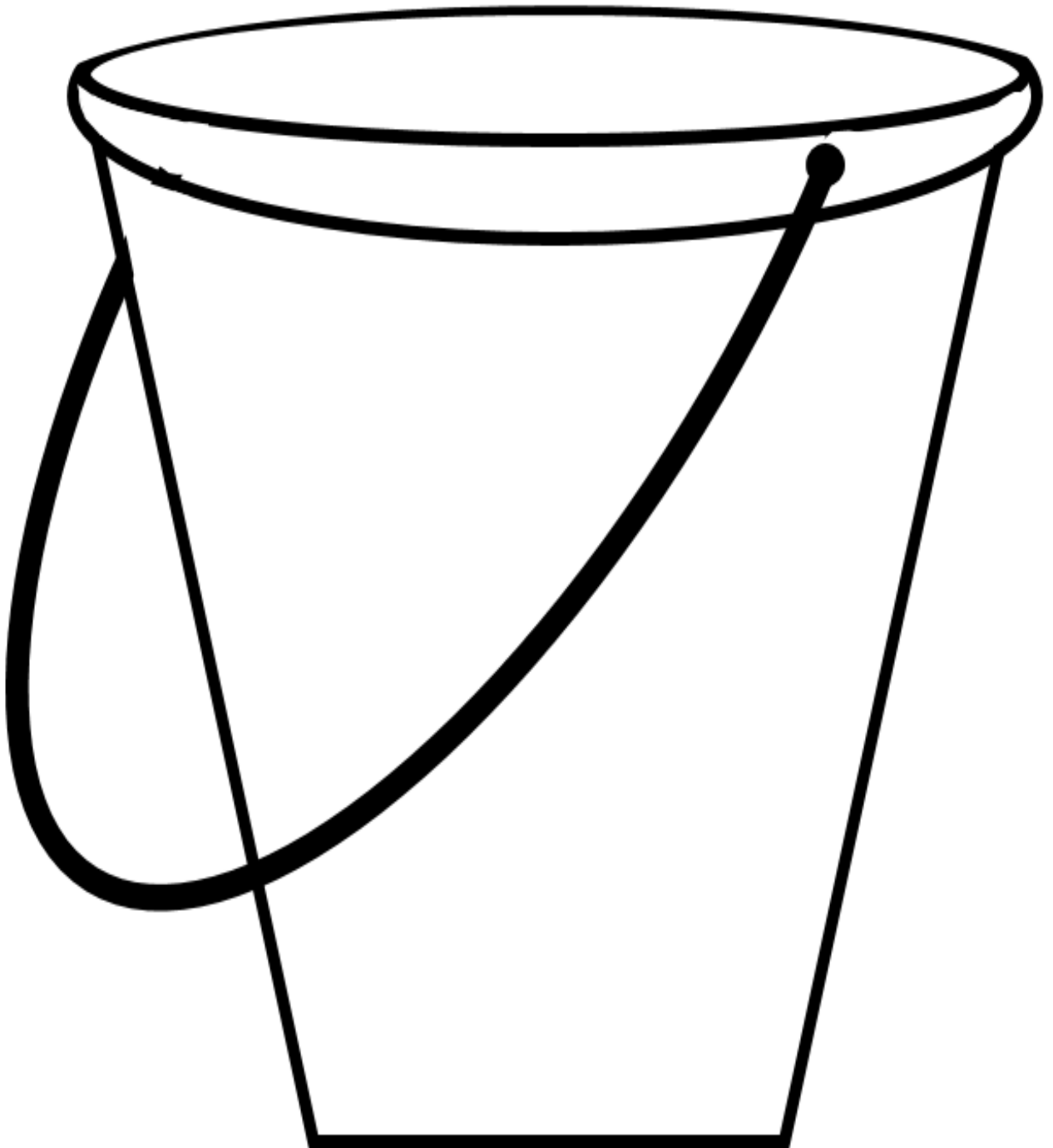
LM 4.4 (p. 3 of 3)

Cats and dogs can talk and pray	Christmas is all year
People do not need food	Humans have special powers
There are only angels in heaven	Computers can talk
Snow only falls when it is warm	

LM 4.5 (p. 1 of 2)



LM 4.5 (p. 2 of 2)

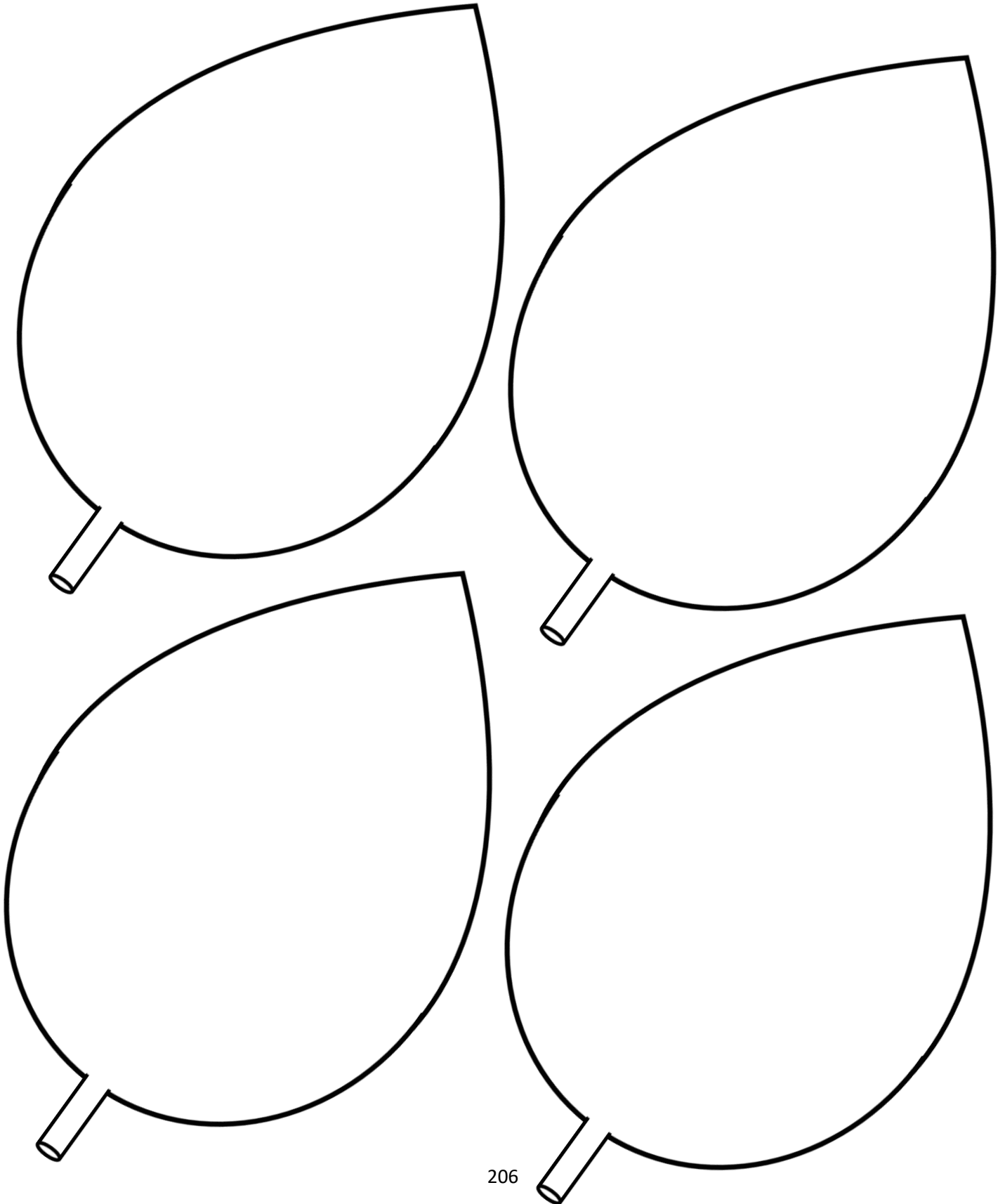


LM 4.6

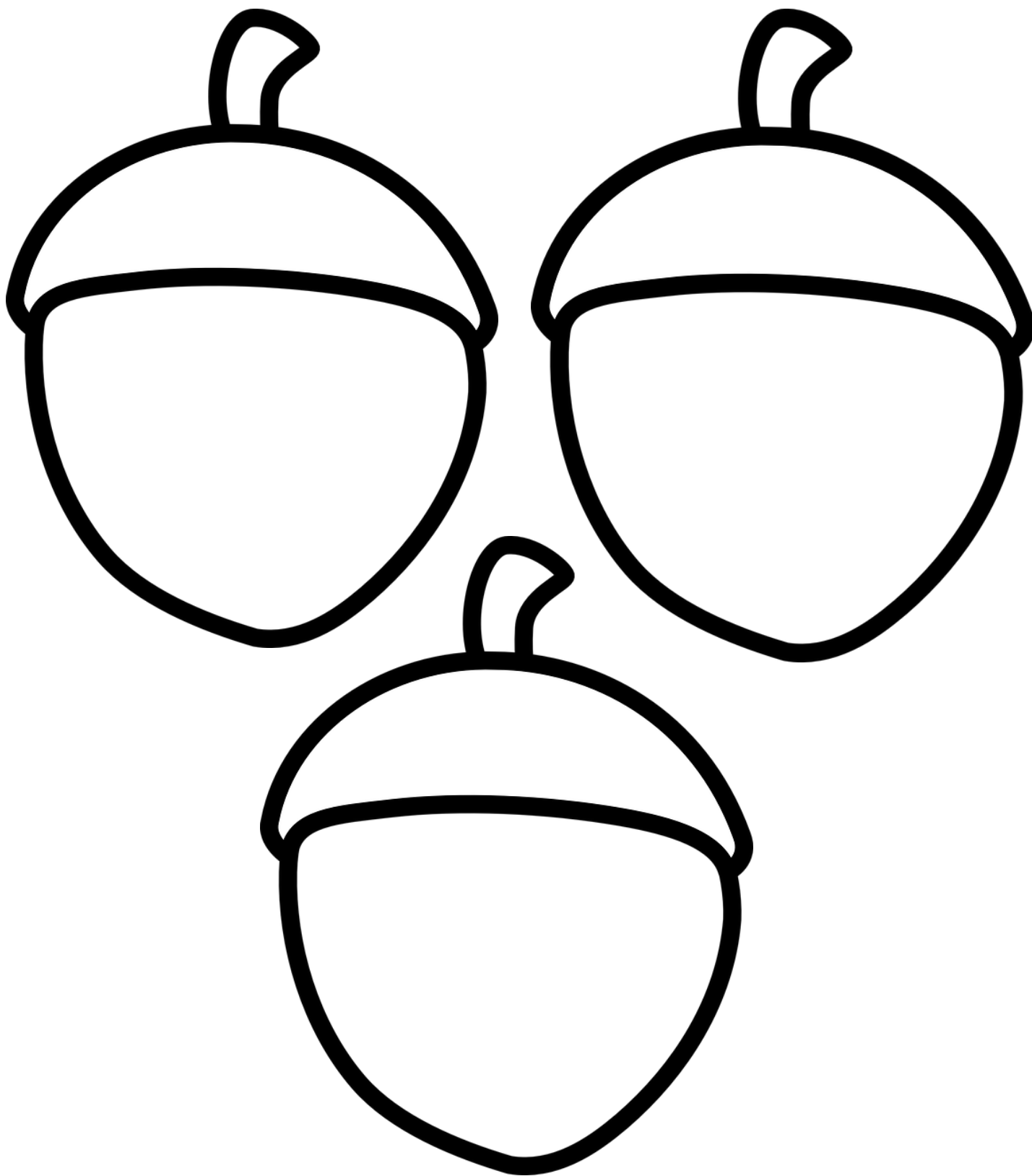
Sign the Wall

Can sing		Makes other people happy		Remembers facts
		Good at Math		Loves the Bible
Writes really well		Loves to travel		Can cook or bake
		Loves to help others		Is a good actor/actress
Can teach others		Speaks 2 or more languages		Plays a musical instrument
		Can skateboard		Loves animals
Is good at Art		Loves to play sports		Good with technology
		Cares for the environment		Is creative

LM 4.7



LM 4.8



Grade 5

Living a Life of Happiness

“But he said, ‘Blessed rather are those who hear the word of God and obey it!’”

Luke 11: 28

Retreat Description –

This retreat is designed to help students understand how following God’s teachings can lead us to happiness. Through a series of fun interactive activities, students will explore the 10 commandments and the beatitudes. They will also work together to discover how to apply the beatitudes in their everyday lives. Although this retreat is written for a full day, it can be spread over a couple of days.

Expectations:

Religious Education Policy Document –Grade 5

Specific Expectations
<p>Living A Moral Life: ML1.1: Examine the Sermon on the Mount (Matt. 5-7) to identify the relationship of the Decalogue of the Old Testament to the New Law (Law of the Gospels) and its authoritative teachings and guidance for the early Christian community. [CCC nos. 1965-1986; 1987-2029]</p>
<p>Praying: PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies), meditative prayer using various biblical passages (e.g. the Beatitudes, Jesus’ prayer of petition while on the cross – Father forgive them..., Jesus prays in the Garden of Gethsemane) and contemplative prayer (i.e. silence, images e.g. icons, adoration of the Blessed Sacrament). [CCC nos. 2697-2724]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i> c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;</p>
<p><i>A Reflective and Creative Thinker who:</i> c) thinks reflectively and creatively to evaluate situations and solve problems; d) makes decisions in light of gospel values with an informed moral conscience;</p>
<p><i>A Collaborative Contributor who:</i> a) works effectively as an interdependent team member; b) thinks critically about the meaning and purpose of work;</p>

Catholic Social Teachings

**This retreat may contain multiple Catholic Social Teachings depending on the discussions elicited by the students. The following are just a few of the Catholic Social Teachings that may be covered.*

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

OPTION FOR THE POOR AND VULNERABLE
SOLIDARITY
PROMOTION OF PEACE

Cross Curricular Expectations

<p>Health and Physical Education</p> <p>A1.1 - actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others) [PS, IS]</p> <p>B1 - perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B2 - apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>
<p>Arts</p> <p>Drama</p> <p>B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places</p> <p>B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role</p>

Materials:

- Chart paper (multiple sheets)
- Markers
- LM 5.1 “The Ten Commandments” (1 copy for teacher)
- LM 5.2 “The Eight Beatitudes” (1 copy for teacher)
- LM 5.3 “Understanding the Eight Beatitudes” (1 copy for teacher)
- Ziploc bags or envelopes (see Activity #2)
- Obstacle course materials (e.g., pylons, skipping ropes, etc. see Activity #2)
- Bible
- Data projector, laptop, and speakers (see Activity #4)
- “Close Encounters with the Beatitudes” DVD by Oblate media and Communication (see Activity #4). *This may be purchased from a Catholic Bookstore
- Blank paper or journals (see Activity #4)

Living a Life of Happiness

Suggested Length of Time	Activities
5-10 mins	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome/Attendance/Introduce any volunteers/supervisors - Review any rules for the day (i.e., respect, etc.) - Ask the students: “What is a retreat?” Based on the discussion that ensues, you might want to say: <p><i>A retreat literally means to withdraw or go away. In the spiritual sense, a retreat means to take time away from our regular daily schedules to reflect or meditate on our lives, our relationship with God and what we are being called to do. Today, we are going away from our regular routine to reflect on what it means to be “Happy” and how to live a life of Happiness the way God intended us to live.</i></p> <p>Opening Prayer</p> <p><i>Let us begin: + In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Loving God, We thank you for this opportunity to spend some time together, away from our regular routines and busy schedules. Help us recognize the many ways you call us to yourself. Teach us to desire and strive for the things that will make us happy; the things that you want for us, and not what we want for ourselves.</i></p> <p><i>We ask this through Christ our Lord. Amen</i></p> <p><i>Our Father...</i></p> <p><i>Amen.</i></p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
10- 15 mins	<p>Icebreaker - Select an icebreaker from the <i>Junior and Intermediate Icebreakers</i> section found in this document or you may choose to one of your own.</p>

~20 mins	<p>Activity #1 - What Makes Us Happy!</p> <p>The objective of this activity is to have students recognize that everything that is good, comes from God. To extend this activity, you may choose to have the students cut images out of magazines or newspapers instead of listing items.</p> <ol style="list-style-type: none"> 1. Divide the students up into small groups (~4-6 students per group). Provide each group with a sheet of chart paper and some markers. 2. Ask the students to divide their paper into two columns. Have them label one column “From God” and one “From us”. 3. Tell the students that you would like them to make a list of all the “things” that make us happy (i.e., nature, family, friends, toys, playing video games, etc.) and sort their answers into one of the two columns. <p>Note to teacher: While the students are making their list, circulate and check to ensure that items that are being listed are appropriate and are “good things” that make us happy.</p> <ol style="list-style-type: none"> 4. After about 5-10 minutes, have the students stop and take a look at their lists. You may choose to have a few groups share some of the items they wrote with the whole class. 5. Discuss with the students how the items they wrote under the column “From us” can really be attributed to “From God”. For example, if playing video games was written under “From us”, discuss how the people who created and engineered the video game was given a talent from God and used it. 6. Ask the students “Do rules or laws make us happy?” (Answers will vary). Have them briefly explain their reasoning.
15-20 mins	<p>Ten Commandments -recap</p> <ol style="list-style-type: none"> 7. Tell the students that God gave us rules because he wanted us to be happy. Ask the students if they remember the story of the 10 commandments. If they don’t know, briefly recap the story of Moses and summarize the story of the 10 commandments. 8. Tell the students <i>“The Israelites weren’t happy despite God giving them what they thought they wanted most, their freedom from the Egyptians. They complained about the lack of food and, when God gave them manna</i>

	<p><i>from heaven, they were only temporarily satisfied. Moses had left them alone for a few days to converse with God and when he did, they began to grow impatient and made a cow out of gold to worship instead. Knowing how often we, humans, get distracted and side-tracked, God gave Moses a set of rules or rather “commandments” for us to follow.”</i></p> <p>9. Explain to the students how following rules can make us happy and give us freedom, despite the fact that they limit us in some way. For example, a rule that a bird has to follow is to not walk across a highway. If it breaks that rule, there may be consequences and the bird might get hurt. If, on the other hand, it follows that rule, then it is free to fly above and be “happy”.</p> <p>10. Ask the students if they remember any of the commandments and write all 10 on the board or on chart paper. Use LM 5.1 as a reference. Tell the students that God gave us these rules so that we can live happily together.</p> <p>11. Tell the students that Jesus also gave us teachings on how to be happy as well. Let them know that they are going to play a game to discover what these teachings are after the break.</p>
	Break
20-30 mins	<p>Activity #2 - Beatitude Obstacle Course</p> <p>In this game, students will be split into teams and will race through an obstacle course to retrieve and assemble beatitude puzzle pieces.</p> <p>Please note: This game requires some preparation before the retreat. Write each beatitude out on a strip of paper (see LM 5.2) and cut the strip into puzzle pieces or parts so that there is only one word or two on the same piece of paper. Try to make sure that all beatitudes are cut into the same number of parts. Please keep the pieces that belong to a particular beatitude together in a Ziploc bag or envelope. The number of beatitudes used in this game should correspond to the number of teams playing. Should you choose not to make 8 teams, please reveal all 8 beatitudes after the game is finished.</p> <ol style="list-style-type: none"> 1. Divide the students into small groups. 2. Ask the students to form a line in their groups. In front of each line, assemble an “obstacle course” made from pylons, hula hoops, skipping ropes, etc. Be sure to tailor the obstacle course or modify this activity to the needs of the students in your classroom.

45 mins	<ol style="list-style-type: none"> 3. Place an envelope or a Ziploc bag with one of the 8 beatitudes pre-cut into pieces at the end of the course. 4. Explain the obstacle course to the students and tell them that they need to race through the course one at a time to retrieve one piece of the beatitude puzzle from the envelope or Ziploc bag at the end. They should continue to race until all the pieces have been retrieved. Then they will need to work together to assemble the beatitude sentence. 5. When all the groups have assembled their sentences correctly, ask each group to read their beatitude aloud to the class. At this point, if all 8 beatitudes have not been read aloud, you may choose to read the other ones out and inform the students that there are 8 of them. <p>Activity #3 - Exploring the Beatitudes</p> <ol style="list-style-type: none"> 1. Hand each group a piece of chart paper and some markers. Ask them to write their beatitude at the top of the paper and then answer the following questions: <ul style="list-style-type: none"> • What does it mean to be “blessed”? • As you read this beatitude, what questions come to mind? • What do you think this beatitude means? 2. After about 10-15 minutes, ask each group to present their answers to the class. 3. After each group presents, ask the students if they have any further questions. Gently correct any misconceptions and define any difficult words. You may choose to use LM 5.3 as a reference. 4. Post a list of the 8 beatitudes near the list of the 10 commandments. Ask the students to briefly discuss with the person sitting next to them similarities and differences between the 10 commandments and beatitudes. 5. After about 5 minutes, take up the answers with the whole class. You may choose to create a Venn diagram to compile their answers. 6. Tell the students: <i>“The Beatitudes are at the heart of Jesus’ preaching. They take up the promises made to the chosen people since Abraham.”</i> (CCC 1716) <i>Like the 10 commandments, the beatitudes call us to live in a way that will bring us happiness and lead us to the Kingdom of Heaven, except they do it in a different manner. It is not about obeying rules and</i>
---------	---

	<p><i>being ordered to follow them. The Beatitudes are an invitation to love God and follow him. After lunch, we will try to figure out how we can live by the Beatitudes.</i></p> <p>7. Lead the students in prayer before lunch.</p>
	Lunch
1-2 hrs	<p>Activity #4 - The Beatitudes in our lives</p> <p>Following lunch, gather the students together and briefly recap the learning from the morning session.</p> <ol style="list-style-type: none"> 1. Read the Sermon on the Mount to the students (Matthew 5: 1-12). 2. Tell the students that this afternoon we are going discover how to live by the Beatitudes. 3. Play the 14-minute video “Close Encounters with the Beatitudes”. This video provides some examples of how the Beatitudes can be applied in our daily lives. If you are unable to locate this video you may choose to play a 4 minute clip of the video found on YouTube (https://www.youtube.com/watch?v=AU6ggBdNbr8) or proceed to the next step. 4. Divide the students into small groups of 4-6 students per group and ask them to select a Beatitude. 5. Tell the students to brainstorm a few real-life examples that portray how their chosen Beatitude can be lived and ask them to select a couple that they will present to the class in a skit or tableau format. Advise them not to tell the other groups which Beatitude they have chosen as the other groups will be asked to guess after it is presented. 6. Allow the students the remainder of the period until the next scheduled break to work on their skit. You may choose to outline specific Drama curriculum expectations that you would like them to incorporate into their skits.
	Break
	<ol style="list-style-type: none"> 1. Gather the students together and have each group perform their skit. 2. Following each performance, ask the students to guess which Beatitude was demonstrated.

3. Briefly recap the day’s learning and inform the students that the next 15-20 minutes will be time for them to silently reflect on the day. You may choose to have them journal or draw their thoughts and feelings about the Beatitudes.
4. At the end of the time of reflection, gather the students together and say a closing prayer.

Closing prayer

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

Loving God,

As we continue to strive for your Kingdom in Heaven, help us remember your teachings from the Sermon on the Mount. Help us to live the Beatitudes and embrace what it means to be poor in spirit and pure in heart. Strengthen us as we reach out to others in mercy and peace. Guide us as we seek righteousness and help us to answer your call every day of our lives. May we continue to praise you and recognize that everything that is good comes from you.

Glory Be...

Amen.

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

LM 5.1

The Ten Commandments

1. I am the Lord your God: you shall not have strange gods before me
2. You shall not take the name of the LORD your God in vain.
3. Remember to keep holy the Lord's day.
4. Honor your father and mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbour.
9. You shall not covet your neighbour's wife.
10. You shall not covet your neighbour's goods.

LM 5.2

The Eight Beatitudes

1. Blessed are the poor in spirit for theirs is the kingdom of heaven. (Matt 5: 3)
(*Note: To be poor in spirit means to be detached from the things in this world.)
2. Blessed are those who mourn, for they will be comforted. (Matt 5: 4)
3. Blessed are the meek, for they will inherit the earth. (Matt 5: 5)
4. Blessed are those who hunger and thirst for righteousness, for they will be filled. (Matt 5: 6)
5. Blessed are the merciful, for they will receive mercy. (Matt 5: 7)
6. Blessed are the pure in heart, for they will see God. (Matt 5: 8)
7. Blessed are the peacemakers, for they will be called children of God. (Matt 5: 9)
8. Blessed are those who are persecuted for righteousness' sake, for theirs, is the kingdom of heaven. (Matt 5: 10)

LM 5.3 (p. 1 of 2)

Understanding The Eight Beatitudes

1. Blessed are the poor in spirit for theirs is the kingdom of heaven. (Matt 5: 3)
 - To be poor in spirit means to be detached from the things in this world.
 - It also means to see ourselves as God sees us
 - We need to fully depend on God
 - Our accomplishments in this world are not because of us (in other words we shouldn't be full of pride), but because of the gifts God has given to us

2. Blessed are those who mourn, for they will be comforted. (Matt 5: 4)
 - In difficult times, we should turn to the Lord for strength and comfort
 - Jesus comforts His people when they turn to him
 - In the Bible we God comforting his people who were suffering numerous times. Jesus came to bring good news to the afflicted and comfort the brokenhearted (Isaiah 61:1-2; Luke 4: 18-21)

3. Blessed are the meek, for they will inherit the earth. (Matt 5: 5)
 - The meek are those who are humble (not full of pride or self-centred), gentle, and who rely fully on God
 - Meek people are not weak but are strong spiritually
 - A meek person stands up for what is right and does not force their will on someone else

4. Blessed are those who hunger and thirst for righteousness, for they will be filled. (Matt 5: 6)
 - The righteous are those who strive for right relationships with God and the people around them
 - To hunger and thirst for righteousness is to yearn to do what God says is right and follow His commandments

5. Blessed are the merciful, for they will receive mercy. (Matt 5: 7)
 - To be merciful is to show mercy to others and not judge them or harbor grudges
 - Mercy involves treating others better than they deserve

LM 5.3 (p. 2 of 2)

6. Blessed are the pure in heart, for they will see God. (Matt 5: 8)

- To be pure in heart can mean not to be a hypocrite
- It enables us to see others with love as God would and accept them as “neighbours”

7. Blessed are the peacemakers, for they will be called children of God. (Matt 5: 9)

- To be a peacemaker does not only mean to live in peace but to strive to bring peace to others
- To bring peace to others is to be like Jesus

8. Blessed are those who are persecuted for righteousness’ sake, for theirs, is the kingdom of heaven. (Matt 5: 10)

- This beatitude encourages us to stand up for what is right even if it means we will be made fun of or hurt
- It tells us that if we are to suffer for the sake of God, we will share in his kingdom

Grade 5

Journeying Together in Prayer

*“Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of
God in Christ Jesus for you.”*

1 Thessalonians 4:16-18

Retreat Description –

In this full-day retreat, students will discuss what it means to pray and the many ways to engage in a conversation with God. Through music, nature, art, and word, students will explore the ACTS model of prayer.

Expectations:

Religious Education Policy Document –Grade 5

Specific Expectations
<p>Praying:</p> <p>PR1.1: Distinguish what is essential and different between personal and communal prayer and provide examples of how the Church has adapted communal prayers to reflect the culture of a particular people and the unity of the Christian faith (e.g. use of Peace Pipe at Eucharist for First Nations People of Canada). [CCC nos. 2562-2565; 2767-2772]</p> <p>PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies), meditative prayer using various biblical passages (e.g. the Beatitudes, Jesus’ prayer of petition while on the cross – Father forgive them..., Jesus prays in the Garden of Gethsemane) and contemplative prayer (i.e. silence, images e.g. icons, adoration of the Blessed Sacrament). [CCC nos. 2697-2724]</p> <p>PR2.2: Demonstrate an understanding of the unique characteristics of the three major expressions of prayer found in the Tradition of the Church and witnessed in the life of Jesus and Mary (i.e. vocal, meditation, and contemplation). [CCC nos. 2697-2724]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i></p> <p>c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; f) seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship; i) integrates faith with life;</p>
<p><i>A Responsible Citizen who:</i></p> <p>b) accepts accountability for one’s own actions; c) seeks and grants forgiveness;</p>
<p><i>A Collaborative Contributor who:</i></p> <p>a) works effectively as an interdependent team member; e) respects the rights, responsibilities and contributions of self and others;</p>

Materials:

- Chart paper
- Blank paper 8.5" x 11"
- Colouring utensils (e.g., markers, pencil crayons, crayons, pastels, etc.)
- Tape
- LM 5.4 "Scripture Passages Concerning Prayer" (1 passage per small group – please see Activity 1)
- LM 5.5 "Examination of Conscience" (one per student)
- Paper Kites (optional if using Ribbons)
- Ribbons (optional if using Kites)
- Reflective Music
- CD player
- Laptop, Projector, and Speakers (if showing song on YouTube)
- Meditation on Reconciliation or Forgiveness (e.g., "Reconciliation" from *Guided Meditations for Young Catholics* by Glynnis Hope Dawson)

Journeying Together in Prayer

Suggested Length of Time	Activities
15 mins	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome/Attendance/Introduce any volunteers/supervisors - Review any rules for the day (i.e., respect, etc.) - Ask the students: “What is a retreat?” Based on the discussion that ensues, you might want to say: <i>“A retreat means to literally withdraw or go away. In the spiritual sense, a retreat means to take time away from our regular daily schedules to reflect or meditate on our lives, our relationship with God and what we are being called to do. Today, we are going away from our regular routine to reflect on our relationship with God and discover ways we can deepen our friendship with him.</i> <p>Opening Prayer –</p> <p><i>Let us begin:</i></p> <p><i>+In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Heavenly Father,</i></p> <p><i>Thank you for this opportunity to come together and reflect on our relationship with you.</i></p> <p><i>We know that at times we get distracted by the many things we have to do in our lives. We tend to focus on our friends, our families, our problems, the things we have done, and the things we need to do. In those times, we forget to recognize you, give you the praise and thanks you deserve, and listen to how you are guiding us.</i></p> <p><i>Guide us today, as we learn more about the many ways we can enter into prayer. Open our minds, our hearts and our ears so that we might know you, seek you, and hear you speak to us more often.</i></p> <p><i>We ask this through our Lord, Jesus Christ. Amen.</i></p>

	<p><i>We will now ask our heavenly Mother, to be with us today as we pray:</i></p> <p><i>Hail Mary.....</i></p> <p><i>Amen.</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
5 – 7 mins	<p>Icebreaker – Select an icebreaker from the <i>Junior and Intermediate Icebreakers</i> section found in this document or you may choose to one of your own.</p>
~40 mins	<p>Activity #1 - What is Prayer?</p> <p>The objective of this activity is to have students understand that prayer is a conversation with God and can take many forms.</p> <ol style="list-style-type: none"> 1. Divide the students up into small groups (~ 4 students per group). Provide each group with a sheet of chart paper and each student with a marker. 2. Have the groups divide their chart paper into 4 equal quadrants and write the word “prayer” in the middle. 3. Ask the students to each choose a quadrant on the paper and silently write down everything they know about “prayer” and/or what it means to them. Students may also list the types of prayers they are familiar with. 4. Allow 5 minutes for the students to brainstorm their thoughts. 5. Ask students to share what they wrote with their group members first then have them compile their best definition of prayer based on their collective thinking. 6. Invite groups to share their definitions with the whole class and engage them in a brief discussion about prayer. You may wish to highlight the following points in the discussion: <ul style="list-style-type: none"> • Prayer is a conversation with God • Conversations involve 2 parts (speaking and listening) • There are many types of prayers • There is not one “right” way to pray • Prayer can be personal or communal

	<ol style="list-style-type: none"> 7. Remind students that Jesus taught us to pray. Read Luke 11: 2-4 to the students. Briefly discuss the passage with them. You may also choose to ask them to share what the “Lord’s prayer” means to them. 8. Explain to students that the bible reveals to us a few characteristics of prayer. 9. Assign a scripture passage from LM 5.4 “Scripture Passages Concerning Prayer” to each group. 10. Instruct students to read the assigned passage and invite them to answer the following questions: <ul style="list-style-type: none"> • What does your passage tell you about prayer? • Based on your passage, what characteristics or traits does one need in order to pray? (e.g., faith, perseverance, trust, openness, etc.) 11. After a few minutes, invite groups to share their answers with the class. 12. Explain to students that there are many different types of prayer and ways to pray. Now that they have discovered what scripture reveals about prayer, they will be given an opportunity explore a few forms of prayer. You may choose to remind students that prayer has a personal aspect to it and that not all types of prayer will resonate with each person.
<p>15 mins</p>	<p>Adoration</p> <p>The objective of this activity is to have students explore a form of Adoration through praise and worship.</p> <ol style="list-style-type: none"> 1. Write the word “Adoration” on the board or chart paper. Invite student volunteers to share what this word means to them. 2. Inform students that adoration of God can take on many forms. One way to adore God can be to sing praises to him. 3. Invite students to join in singing a praise and worship song of your choice or teach them the suggestion listed below. Remind them that it is often said that “To sing is to pray twice” as we are praising God with both our voices and words. Song suggestion: “Lord I Lift Your Name on High” https://www.youtube.com/watch?v=c12Ta6_WJrw

	<ol style="list-style-type: none"> After singing together, invite student volunteers to share their thoughts about adoration through song.
	Break
45 mins -1 hr.	<p><i>Contrition/Confession</i> The objective of this activity is to allow students an opportunity to engage in a self-examination of their conscience.</p> <ol style="list-style-type: none"> Write the word Contrition or Confession on the board. You may choose to have students “think-pair-share” what the word means to them in partners. Lead students in a forgiveness or reconciliation themed guided meditation of your choice (e.g., “Reconciliation” from <i>Guided Meditations for Young Catholics</i> by Glynnis Hope Dawson). Alternatively, you could lead the students in an examination of conscience using LM 5.5. After their reflection, allow students to draft a short prayer to God asking for forgiveness. You may choose to have them construct a general prayer in small groups or a personal one individually. Invite students to decorate a kite or ribbons with their prayer. Inform them that they will use the kites or ribbons in the afternoon.
	Lunch
1 hr.	<p><i>Thanksgiving</i> The objective of this activity is to provide students an opportunity to reflect on what they are grateful for.</p> <ol style="list-style-type: none"> Briefly review the activities done before lunch with the students. Have students gather their kites/ribbons that they decorated before lunch and bring it with them on a nature walk outside. Lead the students to an open area to fly their kites, or tie their ribbons around a tree. Guide students to observe the beauty of nature and their surroundings. Encourage them to share things they could be grateful for based on their observations.

	<ol style="list-style-type: none"> 5. Remind students that being thankful and saying thank you to God is another way they can pray. You may choose to allow them free time, to reflect and pray their own prayers of thanksgiving independently. 6. Engage students in a short prayer of thanks to God, before returning back indoors.
Break	
30-40 mins.	<p>Supplication The objective of this activity is to allow students an opportunity to pray for what they need.</p> <ol style="list-style-type: none"> 1. Write the word “Supplication” on chart paper or the board and explain to students that “supplication” means to ask. 2. Ask students to discuss with a partner the types of needs or people they could pray for (e.g., family, friends, those who are sick, etc.). After a few minutes, have a couple of volunteers share their answers with the class. 3. Provide students with a blank sheet of paper and colouring utensils (e.g., markers, crayons, pencil crayons, pastels, etc.). 4. Play some reflective music and invite students to think of people they would like to pray for and needs that they would like God’s help with. 5. Tell students that once they have thought of who/what they would like to pray for, invite them to enter into prayer with the sign of the cross and draw/doodle abstractly while they converse with God in their head. 6. When they have finished, you may choose to collect their prayer pictures to display or encourage them to take their drawings home. <p>Conclusion</p> <ol style="list-style-type: none"> 1. Gather the students together and invite them to share their thoughts about the prayer activities they engaged in over the course of the day. 2. Explain to them that today, they learned the “ACTS” model of prayer. Write the headings “Adoration”, “Contrition/Confession”, “Thanksgiving”, and “Supplication” on the board or chart paper.

	<p>3. Briefly recap the types of prayers they prayed for each heading. Remind students that there are many types of prayers and many ways to pray. Under each heading, you may provide a few examples or have students brainstorm other types of ways they can adore, confess, thank, or supplicate God in prayer.</p> <p>4. Explain to students that the “ACTS” model can also be used together as a template for conversing with God. Remind students that it is important to praise and thank God before we ask for our needs.</p>
	<p>Closing Prayer –</p> <p><i>+In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>Loving God,</p> <p>We thank you for the opportunity we had today to journey with you in prayer. Help us remember to seek opportunities to converse with you.</p> <p>Amen.</p> <p>Glory Be to the Father....</p> <p><i>+In the Name of the Father, and of the Son, and of the Holy Spirit</i></p>

LM 5.4 (p. 1 of 3)

Scripture Passages Concerning Prayer

Matthew 6: 5-14

‘And whenever you pray, do not be like the hypocrites; for they love to stand and pray in the synagogues and at the street corners, so that they may be seen by others. Truly I tell you, they have received their reward. But whenever you pray, go into your room and shut the door and pray to your Father who is in secret; and your Father who sees in secret will reward you.

‘When you are praying, do not heap up empty phrases as the Gentiles do; for they think that they will be heard because of their many words. Do not be like them, for your Father knows what you need before you ask him.

‘Pray then in this way:

Our Father in heaven,
hallowed be your name.
Your kingdom come.
Your will be done,
on earth as it is in heaven.
Give us this day our daily bread.
And forgive us our debts,
as we also have forgiven our debtors.
And do not bring us to the time of trial,
but rescue us from the evil one.

For if you forgive others their trespasses, your heavenly Father will also forgive you;

Matthew 7: 7-11

‘Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened. Is there anyone among you who, if your child asks for bread, will give a stone? Or if the child asks for a fish, will give a snake? If you then, who are evil, know how to give good gifts to your children, how much more will your Father in heaven give good things to those who ask him!

LM 5.4 (p. 2 of 3)

Luke 11: 5-8

And he said to them, ‘Suppose one of you has a friend, and you go to him at midnight and say to him, “Friend, lend me three loaves of bread; for a friend of mine has arrived, and I have nothing to set before him.” And he answers from within, “Do not bother me; the door has already been locked, and my children are with me in bed; I cannot get up and give you anything.” I tell you, even though he will not get up and give him anything because he is his friend, at least because of his persistence he will get up and give him whatever he needs.

Luke 18: 1-8

Then Jesus told them a parable about their need to pray always and not to lose heart. He said, ‘In a certain city there was a judge who neither feared God nor had respect for people. In that city there was a widow who kept coming to him and saying, “Grant me justice against my opponent.” For a while he refused; but later he said to himself, “Though I have no fear of God and no respect for anyone, yet because this widow keeps bothering me, I will grant her justice, so that she may not wear me out by continually coming.” ’ And the Lord said, ‘Listen to what the unjust judge says. And will not God grant justice to his chosen ones who cry to him day and night? Will he delay long in helping them? I tell you, he will quickly grant justice to them. And yet, when the Son of Man comes, will he find faith on earth?’

Jeremiah 29: 11-15

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Then when you call upon me and come and pray to me, I will hear you. When you search for me, you will find me; if you seek me with all your heart, I will let you find me, says the Lord, and I will restore your fortunes and gather you from all the nations and all the places where I have driven you, says the Lord, and I will bring you back to the place from which I sent you into exile.

Because you have said, ‘The Lord has raised up prophets for us in Babylon’—

LM 5.4 (p. 3 of 3)

Matthew 21: 18-22

In the morning, when he returned to the city, he was hungry. And seeing a fig tree by the side of the road, he went to it and found nothing at all on it but leaves. Then he said to it, 'May no fruit ever come from you again!' And the fig tree withered at once. When the disciples saw it, they were amazed, saying, 'How did the fig tree wither at once?' Jesus answered them, 'Truly I tell you, if you have faith and do not doubt, not only will you do what has been done to the fig tree, but even if you say to this mountain, "Be lifted up and thrown into the sea", it will be done. Whatever you ask for in prayer with faith, you will receive.'

LM 5.5

Examination of Conscience

- Do I set aside time in my day to talk to God?
- Do I put more importance on playing, friends, TV, videogames, money, etc., than I do on God?
- Do I use the Lord's name with honour and respect?
- Do I pay attention in Mass?
- Do I make excuses so I do not have to go to Mass?
- Am I respectful to my parents? Do I talk back to them?
- Do I listen to my parents?
- Do I do my chores at home? Do I help my parents as much as I can?
- Am I respectful to my brothers, sisters and/or friends?
- Do I begin fights or arguments on purpose?
- Am I respectful to my teachers? Do I listen to my teachers?
- Have I been lazy at home or at school?
- Have I blamed others for things that I have done?
- Do I hurt other people's feelings purposely?
- Do I gossip? Have I spread rumours or said hurtful things about others?
- Have I forgiven others?
- Do I watch things I know I shouldn't (on TV or online)?
- Do I see things I should tell someone about but do not report?
- Have I taken and purposely failed to return things that do not belong to me?
- Am I truthful?
- Have I ever cheated in games or on tests, etc.?
- Am I unfair to others in games that we play?
- Do you pretend not to see people so that you do not have to say hello or offer a helping hand?

Grade 6

My Life has a Purpose

*“For surely I know the plans I have for you, says the LORD,
plans for your welfare and not for harm, to give you a future with hope.”*

-Jeremiah 29:11

Retreat Description –

The purpose of this retreat is to provide an opportunity for students to understand the meaning of vocation. Students will explore their own gifts and talents and how these can be used to serve communities – family, parish, and school.

Expectations:

Religious Education Policy Document – Grade 6

<p>Specific Expectations</p>
<p>Living a Moral Life:</p> <p>ML3.1: Locate and examine gospel passages to identify how Jesus called individuals to holiness and guided them in the moral life (e.g. Matt. 19:16-26 - the rich young man, Jn. 4:1-26 - the Samaritan woman, Mk. 10:35-45 - the disciples request for positions of honour, etc.). [CCC nos. 2012-2016]</p>
<p>Living in Solidarity:</p> <p>LS1.1: Identify and compare the call stories in Scripture which reflect conversion and fidelity to God as the foundation of our vocation and which can transform the lives of others (e.g. Moses 3:7-10; Jeremiah 1:1-10; John 1:35-42; Mary - Luke 1:26-38). [CCC nos. 1262-1284]</p> <p>LS1.2: Describe the call of Christian ‘vocation’ received in baptism (i.e. everyone is called to serve society, to discern their gifts and talents and to be united in making a contribution in the world) and determine ways we can respond to this call as young people. [CCC nos. 1262-1284; 1897-1927]</p> <p>LS1.3: Identify the areas of “personal responsibility” that students assume in their lives and connect this to the vocation to participate in family, school and parish. [CCC nos. 1913-1917]</p>
<p>Praying:</p> <p>PR1.3: Explain how praying the psalms and prayers of the Catholic Tradition (e.g. Prayer of St. Francis, St. Ignatius of Loyola) transforms the hearts of persons (teach and form us through the gift of God’s grace) and apply the messages of justice, peace and reconciliation found in these prayers to issues of injustice, peace and reconciliation young people face today (e.g. cyber bullying, vandalism, poverty, inequality, exclusion). [CCC nos. 2585- 2589; 2607-2615; 2683-84]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i></p> <p>d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</p> <p>g) understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey</p> <p>i) integrates faith with life</p>
<p><i>A Self Directed, Responsible, Life-long Learner who:</i></p> <p>e) sets appropriate goals and priorities in school, work and personal life</p> <p>g) examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p>
<p><i>A Collaborative Contributor who:</i></p> <p>b) thinks critically about the meaning and purpose of work</p> <p>c) develops one’s God-given potential and makes a meaningful contribution to society</p> <p>d) finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</p> <p>e) respects the rights, responsibilities and contributions of self and others</p> <p>h) applies skills for employability, self-employment and entrepreneurship relative to Christian vocation</p>

A Caring Family Member who:

c) values and honours the important role of the family in society

A Responsible Citizen who:

f) respects and affirms the diversity and interdependence of the world's peoples and cultures

j) contributes to the common good

Catholic Social Teachings

**This retreat may contain multiple Catholic Social Teachings depending on the discussions elicited by the students. The following are just a few of the Catholic Social Teachings that may be covered.*

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

RIGHTS AND RESPONSIBILITIES**SOLIDARITY****Cross Curricular Expectations****Physical Education****Active Living**

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]

Human Development and Sexual Health

C1.3 identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) [PS]

C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feeling)

C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings) [IS, CT]

C3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food)

Language Arts**Oral Communication**

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That’s really interesting. You must have been excited.)

1.5 interpret oral texts by using stated and implied ideas from the texts Teacher prompts: “What messages did you get from the speaker’s tone of voice/body language/facial expressions?” “How does paying attention to a speaker’s body language help you interpret what is being said?”

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 other texts, including print and visual texts; and to the world around them (e.g., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas)

Reading

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

1.8 make judgments and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

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

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., identify the steps required to gather information; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

Materials:

- LM 6.1 “Scripture Posters” (1 copy)
- LM 6.2 “4 Pictures, 1 Person in the Bible” (4 pages per group – see Icebreaker)
- LM 6.3 “All About Me” (class set)
- LM 6.4 “Acorn Template” (class set)
- various colors of 8 ½ x 11 paper
- multicoloured sticky notes (at least four colours)
- markers
- chart paper (five sheets)
- “The Oak Inside the Acorn” By: Max Lucado
- two ping pong balls
- masking tape
- two plastic or thick cardboard plates
- a basket or hat to draw names
- Books about different saints as well as video biographies of saints. Some examples are:
St. Gianna Boretta Molla - <https://www.youtube.com/watch?v=q4-MZAUYFUg>
St. Martin De Porres - https://www.youtube.com/watch?v=IN_FF5JidG0
Blessed Pierre Frassati - <https://www.youtube.com/watch?v=EhwGcYy7LtM>
St. Teresa of Calcutta - <https://www.youtube.com/watch?v=mEZGjL1akt0>

My Life has a Purpose

Suggested Length of Time	Activities
20 minutes	<p>In preparation for the retreat:</p> <ul style="list-style-type: none"> • Print LM 6.1 “Scripture Posters” on various colours of 8 ½ x 11 paper and post in classroom prior to retreat. You may wish to copy the quotes onto chart paper to enlarge. • Copy and cut out the acorns from LM 6.3 “Acorn Template. Prepare enough acorns so that each student can receive 3 acorns. You may choose to prepare a few extra to include adults or volunteers that will be assisting in the retreat. <p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce self, adult or student helpers <p>Purpose of the day:</p> <p>Tell students: <i>Today, we will take some time to reflect and look at some of the gifts and talents God has given each one of us. God has created everyone in the world with a purpose. We will be happy, when we fulfill our purpose through living our lives the way God intends us to live, and by using our gifts for good.</i></p> <p>Ask students: <i>What is a retreat?</i> Answers will vary. (When we set aside time to separate ourselves from distractions and focus on God. We often listen to God and pray knowing that God’s presence is with always with us.)</p> <p>Tell students: <i>Today’s retreat will help us reflect on our purpose in life. We will also reflect on how God gives each living being a purpose and gifts to attain their unique calling and mission in this world.</i></p> <p>Opening Prayer:</p> <p><u>Prayer to Know One’s Vocation</u></p> <p>You may wish to invite a Parish priest to begin the retreat with a prayer or you can choose to use the following prayer taken from the United States Conference of Catholic Bishops’ website (http://www.usccb.org/prayer-and-worship/prayers-and-devotions/prayers/prayer-to-know-ones-vocation.cfm) as shown below or one of your own:</p>

20 minutes	<p>+ <i>In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Lord, my God and my loving Father, you have made me to know you, to love you, to serve you, and thereby to find and to fulfill my deepest longings. I know that you are in all things, and that every path can lead me to you.</i></p> <p><i>But of them all, there is one especially by which you want me to come to you. Since I will do what you want of me, I pray you, send your Holy Spirit to me: into my mind, to show me what you want of me; into my heart, to give me the determination to do it, and to do it with all my love, with all my mind, and with all of my strength right to the end. Jesus, I trust in you.</i></p> <p><i>Amen</i></p> <p><i>Let us pray together the Our Father,</i></p> <p><i>“Our Father ...</i> <i>... Amen.</i></p> <p>+ <i>In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>Introductory Activity:</p> <ol style="list-style-type: none"> 1. Tell students: <i>We will work in small groups to come up with a definition for “vocation” and what it means to be called.</i> 2. Have various students read each of the scripture posters posted around the room (LM 6.1) to the class. 3. Ask students: <i>Do you have any questions about the Scripture? Ensure students understand the words.</i> 4. Tell students: <i>You will use these passages from the Bible to come up with a definition for vocation. Each group will receive sticky notes and a marker. Write one definition for vocation or calling on a sticky note.</i> 5. Divide students into groups of 4 or 5. 6. Give each group sticky notes (1 colour each group) and a marker. <p>Note: You may wish to assign one poster per group depending on your class.</p>
------------	--

	<p>7. Give students 5-10 minutes to come up with definitions. During this time. Put up a sheet of chart paper with the word “vocation” and another with the word “calling” written on it.</p> <p>8. Write this question on the board or chart paper. <i>What does it mean to have a vocation or to be called?</i></p> <p>9. Have students read responses until all sticky notes have been read. You may wish to paraphrase to ensure the right definitions are being formulated. (Answers will vary. Some may respond – to know that there is a special purpose in your life and to live like it. To do things because you know it is a special task that only you can do, to know that what you are doing is what you are meant to do, God called you to do it.)</p> <p>10. As a group, sort the sticky note responses under the heading that best suits it “vocation” or “calling.”</p>
20 minutes	<p>Icebreaker - Four Pictures, One Person The purpose of this activity is to have students work together to examine some people in the bible and what it looks like to be called.</p> <ol style="list-style-type: none"> 1. Divide students into 4 groups. 2. Each group receives one copy of LM 6.2 “4 Pictures, 1 Person in the Bible” (4 pages for each group). 3. Tell students: <i>You will have 15 minutes to guess which person from the bible the four pictures represent. For example, Jesus would be represented by: a cross, 12 apostles, crown of thorns, and a King’s crown.</i> 4. Give each group 15-20 minutes to guess the person. The first group to respond to all four sheets will share their answers. Accommodation: You can write answers (Moses, Mary, Abraham, Noah) on the board for students to choose from or provide each student with a Bible to search through the books of Genesis, Exodus and the Gospel of Luke in order to find the person represented by the pictures. 5. Take up each picture, discussing the correlating person in scripture. Each of these people from the bible was called for a purpose. Answers: <ol style="list-style-type: none"> a. Moses: Moses was found and raised by Egyptians. God called Moses through the burning bush. Through Moses God parted the Red Sea to save God’s people from their enemies. God spoke directly to Moses and Moses wrote the Ten Commandments.

	<p>b. Mary: God called Mary through the Angel Gabriel telling Mary she was chosen by God and would be the mother of Jesus. This was through the power of the Holy Spirit. Mary had Jesus in a stable. We pray the rosary today ask Mary for blessings from God.</p> <p>c. Abraham: was a shepherd. He was called when God asked him to sacrifice his only son. God provided a ram instead so Abraham’s son could live. God blessed Abraham and promised him that his descendants will be as numerous as the stars of heaven and as the sand on the seashore.</p> <p>d. Noah: God called Noah to build an ark to save the animals and his family from the flood. At the end of forty days of rain, Noah sent out a dove to see if the waters had subsided. The dove returned with an olive leaf. The rainbow is the sign of the covenant God made with Noah.</p> <p>Tell students: <i>We can see how God used each of these people to complete a task. Each person had special gifts or talents that God gave them, and He helps them to use those gifts to serve others.</i></p>
25 minutes	<p>Activity #1 – All About Me!</p> <p>Purpose: For students to begin to reflect on and recognize some of their God given talents.</p> <p>Note: You may wish to complete the “All About Me Template” of yourself as an example for students.</p> <ol style="list-style-type: none"> 1. Tell students: <i>You will fill in the petals of this picture. Each petal is precious and makes the flower/plant more beautiful for all to see. On each petal you will write a quality, talent or characteristic about yourself (e.g., sister, friend, student, son, cousin, soccer player, eco-team member, believer in God, etc.).</i> 2. Distribute LM 6.3 “All About Me” to each student. 3. Give 15-20 minutes to complete. 4. Take some time to share some of the qualities, talents or characteristics that people have. Note similarities and differences. Discuss how these traits are used at home, at church and at school. 5. Tell students: <i>We have had a busy morning! We discussed what the meaning of vocation and calling is, and looked at some of the people in the bible that were called for a special task by God. We are also starting to think about our own traits as given to us by God. In the book of Jeremiah, the Bible says: “Before I formed you in the womb I</i>

	<p><i>knew you, and before you were born I consecrated you; appointed you a prophet to the nations.” God had a purpose for us before we were born. Because God created us and he knew our purpose, he gave us certain qualities, talents, characteristics, and interests in order to make us happy..</i></p> <p>6. You may wish to share your personal experience in how you came to the vocation of teaching with the group.</p>
Break	
35 minutes	<p>Activity #2 - Book: “The Oak Tree Inside the Acorn” by: Max Lucado <i>This book is about an acorn that is hesitant to leave his mom (an oak tree). His mom assures him that he will be great as he allows himself to be everything God made him to be.</i></p> <p><i>The purpose of this activity is to discuss with students our personal talents and gifts, which when used properly, can bear beautiful fruit.</i></p> <ol style="list-style-type: none"> 1. Discuss the title of the book. Think about the title of the book for a minute. <ul style="list-style-type: none"> • What does it mean? Answers will vary. • How is it possible for an oak tree to be inside an acorn? Answers will vary. 2. Read the book to the students. You may choose to revisit the questions about the title once the story is read as opinions may have changed. 3. How is this related to the topic of our retreat- vocation? (The acorn did not know what its purpose was but learned later. The acorn had to trust what his mom said like we have to trust God.)
30 minutes	<p>Activity #3: Our Acorns The purpose of this activity is to have students recognize other people’s gifts and talents, and to build an awareness of our own gifts.</p> <ol style="list-style-type: none"> 1. Distribute 3 pre-cut acorns from LM 6.4 to each student and ask them to write their name on the back of each acorn. 2. Collect the acorns and place them in a basket near the front of the room. 3. Tell students: Now, we are going to reflect on our classmates and the wonderful gifts they have to offer to the community. Each of you will come up and pick three acorns. On the back of each acorn, you will

25 minutes	<p><i>find another student’s name written. Make sure you pick 3 different names. If you get your name, put it back in the basket and pick another one. On each acorn, write one characteristic, quality or talent that you think the person possesses. When you are finished, come up and place your completed acorns back in the basket.</i></p> <p>Have students do this activity in silence. You may wish to play soft instrumental praise and worship music at this time.</p> <p>Note: While you lead the meditation, you may wish to have volunteers sort the acorns according to the names at the back and begin placing them on student’s desks.</p> <p>4. Explain to students: When a friend speaks to us, we take time to listen to them. Likewise, since God speaks to us all the time, we also need to take time to listen. <i>This may mean we need to be quiet or silent in His presence. We will meditate together to ask God to help us to recognize some of our gifts.</i></p> <p>Meditation:</p> <ol style="list-style-type: none"> 1. Have everyone sit comfortably at their desks with their heads down and eyes closed. 2. Turn off the lights; put a “do not disturb, meditating” sign on the door. 3. Explain: In silence, we listen to hear God and he speaks to us in many different ways (e.g., through our thoughts, feelings and emotions). 4. Pray: <i>Lord God, we ask you speak to us so we can hear your voice. Thank you for creating us, and giving us all our gifts and talents. Thank you for helping us to use our gifts and talents properly in order to be happy. Think about each question.</i> ...Wait about 30 seconds say: <i>what are some of the gifts and talents I have?</i> ...wait about a minute say: <i>what do I do well?</i> ...wait a minute Say: <i>at what times do I use these gifts?</i> ...wait. Say: <i>at school?</i> ...wait. Say: <i>at home?</i> ...wait. Say: <i>at church?</i> ...wait.
------------	--

	<p>Say: <i>in the community?</i> ...wait. say: <i>when have people thanked me or affirmed my gifts?</i> ...wait about a minute Say: Thank you God for speaking to us... for wanting us to hear you speak to us... Thank you for creating us with a purpose.</p> <p>5. Then slowly tell everyone they can open their eyes.</p> <p>6. Tell students: <i>Now, you will receive your acorns with the traits that your friends recognized in you. You do not have to share these with your friends. They are for you to reflect on and be able to recognize something in yourself that you may not have noticed before.</i></p> <p>7. After acorns have been distributed. Lead the students in praying, "Grace before Meals".</p>
Lunch	
<p>5 minutes</p>	<p>Please note: in preparation for activity #4 tape two tracks side by side on the ground. Each track should be about thirty centimeters wide. The two separate tracks should be at least two feet apart. Each track can be about one-two meters in length.</p> <p>Welcome back and summary of afternoon. Tell students: <i>This morning we reflected on people who had vocations from God, in the Bible. We also learned about the acorn that was nervous about where his life would take him and then realized that he was made for a purpose (to be an oak tree). We looked at some of our talents, characteristics and qualities that we bring to our communities: family, church and school. This afternoon we will have an opportunity to read the bible, reflect on our gifts, and think about how God wants us to use these gifts.</i></p> <p><i>Let us begin our afternoon with a prayer.</i> <i>Join me as we make the sign of our faith and pray a Hail Mary together.</i></p> <p>Prayer:</p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Hail Mary...</i></p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

45 minutes	<p>Activity #4: God Guides my Life</p> <p>The purpose of this activity is to reflect on how God guides our life.</p> <p>Tell students: <i>We are going to play a game. Each group has a track on the ground. Each of you will have a ping-pong ball and a paper/plastic plate. The goal is to fan the ball through the track. If the ball goes out of the track you must start again. You should not touch the ball with your hand. Once you get the ball to the end of the track successfully, pass the ping-pong ball and plate to the next person on your team. The first team to finish wins!</i></p> <ol style="list-style-type: none"> 1. Divide the class into two teams and instruct each team to line up behind their tracks. Provide the first player of each team with a ping-pong ball and a plate. 2. Instruct the first players to place the ping-pong ball at the start of the track and tell students: <i>When I say, “go,” you may begin! Don’t forget to cheer on your teammates! “GO!”</i> 3. After one team has successfully completed the game, gather the students together. 4. Game Debrief: Ask students: <i>Was it hard to get the ball to go where you wanted it to go? Why or why not? (Responses will vary, but some may say the ball changed its course based on other factors like debris, or rolled too fast, etc.).</i> <p>Tell students: <i>God guides us similarly. We do not always feel it and He does not force us. He allows us to choose even when there is a path that he hopes we will take. For example: we could have a choice to help a friend in need or choose say we are too busy.</i></p> <p>Ask students: <i>How does God speak to us or let us know which way he wants us to take? (1. Through our conscience – our conscience guides us to know what is right or wrong; 2. Through prayer – prayer is an intimate conversation with God; 3. Through others – our parents, teachers, priests, etc. – as long as their advice is consistent with our faith)</i></p> <p>Tell students: <i>The effort you put into fanning the ball within the path is nothing compared to how much God loves us and wants us to be happy.</i></p>
	Break

Activity #5: The Gifts and Vocation of the Saints

The purpose of this activity is to have students reflect on the lives of the saints and their unique service to the God. Students will also reflect on vocations of marriage, single, and consecrated life.

1. Give students time to explore video biographies of saints and books provided (listed in the material section).
2. Discuss the various vocations of the saints, and the gifts they needed to live out those vocations: marriage, consecrated life, single, and family life.
3. Discuss the gifts of the saints and how God guided them to do His work.

Closing prayer and reflection:

Tell students: ***Just as each of the saints found their purpose in life and used it to honour God, we are encouraged to discover God’s plan for us and to put it into action as well.***

Listen to the following bible passage from the book of the prophet Isaiah (Isaiah 61: 1-2). Jesus used this passage in the Gospel of Luke (Luke 4: 18-19) to illustrate his purpose – to rebuild the kingdom of God on earth. As disciples of Christ, we carry the same mission – to bring the Good News to others.

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

A Reading from the Prophet Isaiah:

“The spirit of the Lord God is upon me,
because the Lord has anointed me;
he has sent me to bring good news to the oppressed,
to bind up the brokenhearted,
to proclaim liberty to the captives,
and release to the prisoners;
to proclaim the year of the Lord’s favor,
and the day of vengeance of our God;
to comfort all who mourn.”

The Word of the Lord

Thanks be to God

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

LM 6.1 – Scripture posters (p. 1 of 8)

Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good.

~ 1 Corinthians 12:4-7

LM 6.1 – (p. 2 of 8)

To one is given through the Spirit... wisdom, and to another ... knowledge according to the same Spirit, to another faith by the same Spirit, to another gifts of healing by the one Spirit, to another the working of miracles, to another prophecy, to another the discernment of spirits, to another various kinds of tongues, to another the interpretation of tongues.

~ 1 Corinthians 12:7-10

LM 6.1 – (p. 3 of 8)

ALL THESE [GIFTS] ARE
ACTIVATED BY ONE AND THE
SAME SPIRIT, WHO ALLOTS
TO EACH ONE INDIVIDUALLY
JUST AS THE SPIRIT
CHOOSES.

~ 1 CORINTHIANS 12:7-11

LM 6.1 – (p. 4 of 8)

And Jesus said to them,
“Follow me and I will
make you fish for
people.”
~ Mark 1:17

LM 6.1 – (p. 5 of 8)

**THE SPIRIT OF THE LORD IS UPON ME,
BECAUSE HE HAS ANOINTED ME
TO BRING GOOD NEWS TO THE POOR.
HE HAS SENT ME TO PROCLAIM
RELEASE TO THE CAPTIVES AND
RECOVERY OF SIGHT TO THE BLIND,
TO LET THE OPPRESSED GO FREE...
~ LUKE 4:18**

LM 6.1 – (p. 6 of 8)

**The LORD called me before I was born,
while I was in my mother's womb
he named me.**

**He made my mouth like a sharp sword,
in the shadow of his hand he hid me;
he made me a polished arrow,
in his quiver he hid me away.**

**And he said to me, "You are my servant,
Israel, in whom I will be glorified."**

~ Isaiah 49:1-3

LM 6.1 – (p. 7 of 8)

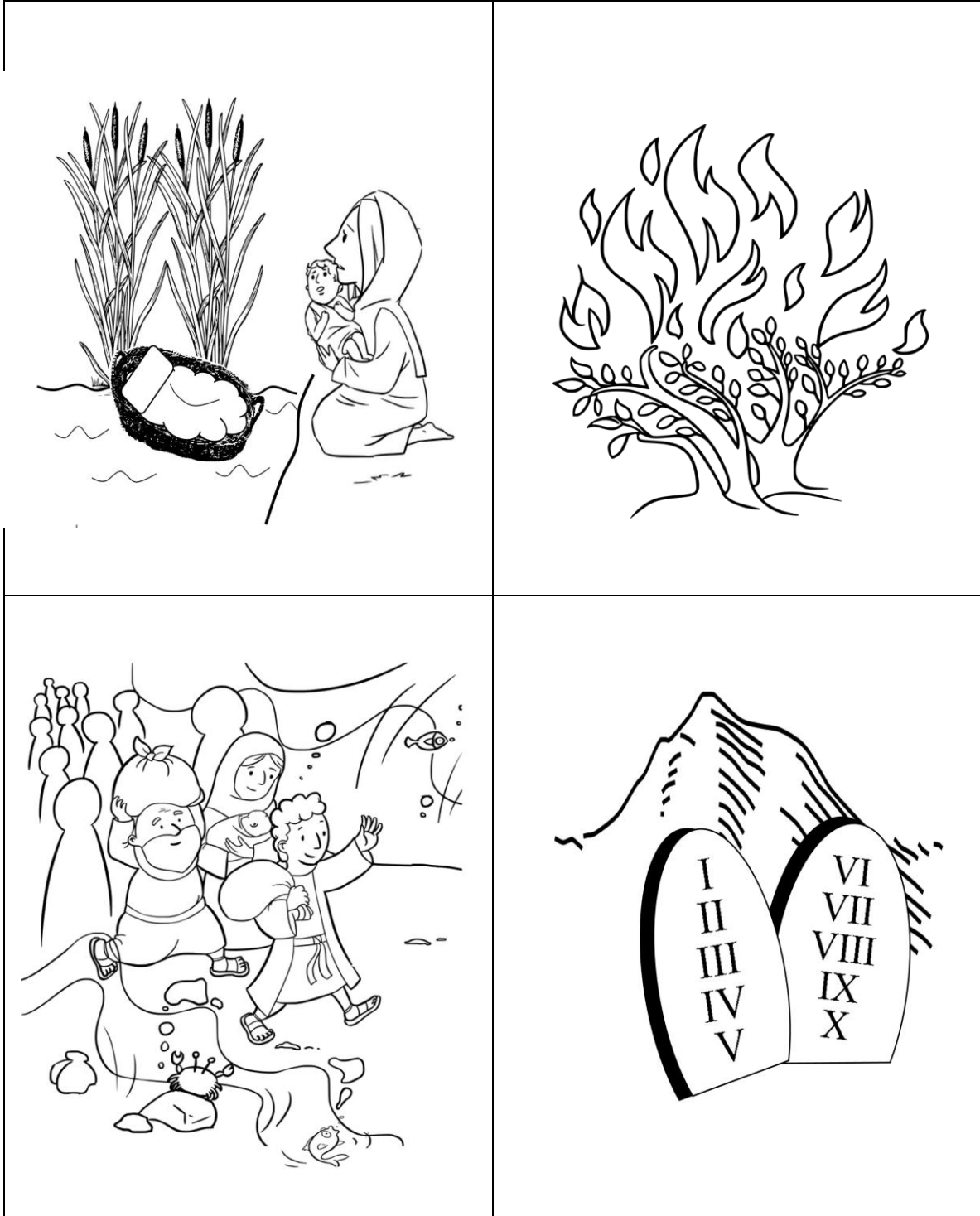
FOR SURELY I KNOW THE
PLANS I HAVE FOR YOU,
SAYS THE LORD,
PLANS FOR YOUR WELFARE
AND NOT FOR HARM, TO GIVE
YOU A FUTURE WITH HOPE.
~ JEREMIAH 29:11

LM 6.1 – (p. 8 of 8)

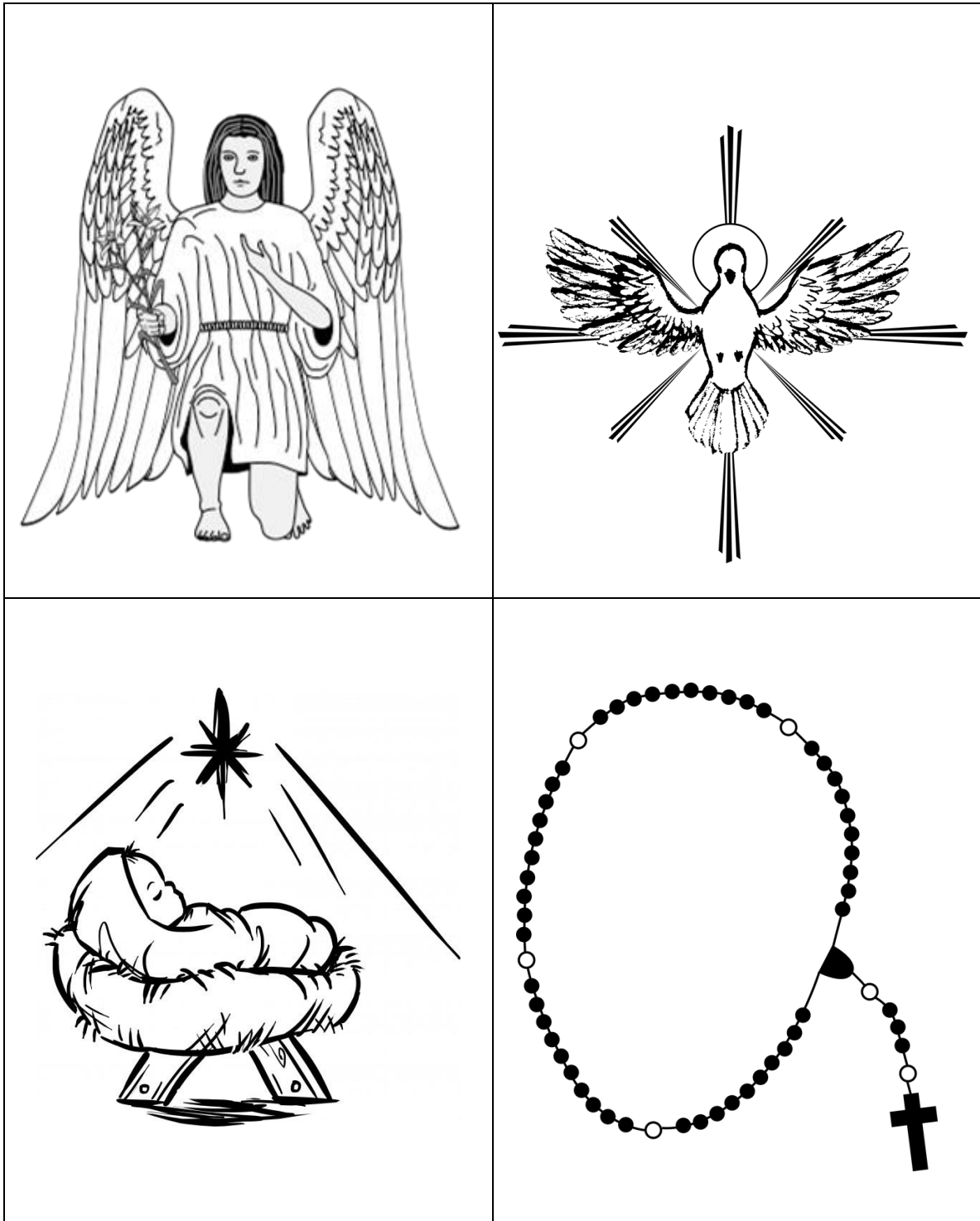
**But now thus says the LORD,
he who created you, O Jacob,
he who formed you, O Israel:
Do not fear, for I have redeemed you;
I have called you by name,
you are mine.
When you pass through the waters,
I will be with you;
and through the rivers,
they shall not overwhelm you;
when you walk through fire you shall not
be burned,
and the flame shall not consume you.
~ Isaiah 43: 1-2**

LM 6.2 (p. 1 of 4)

Four Pictures, One Person in the Bible



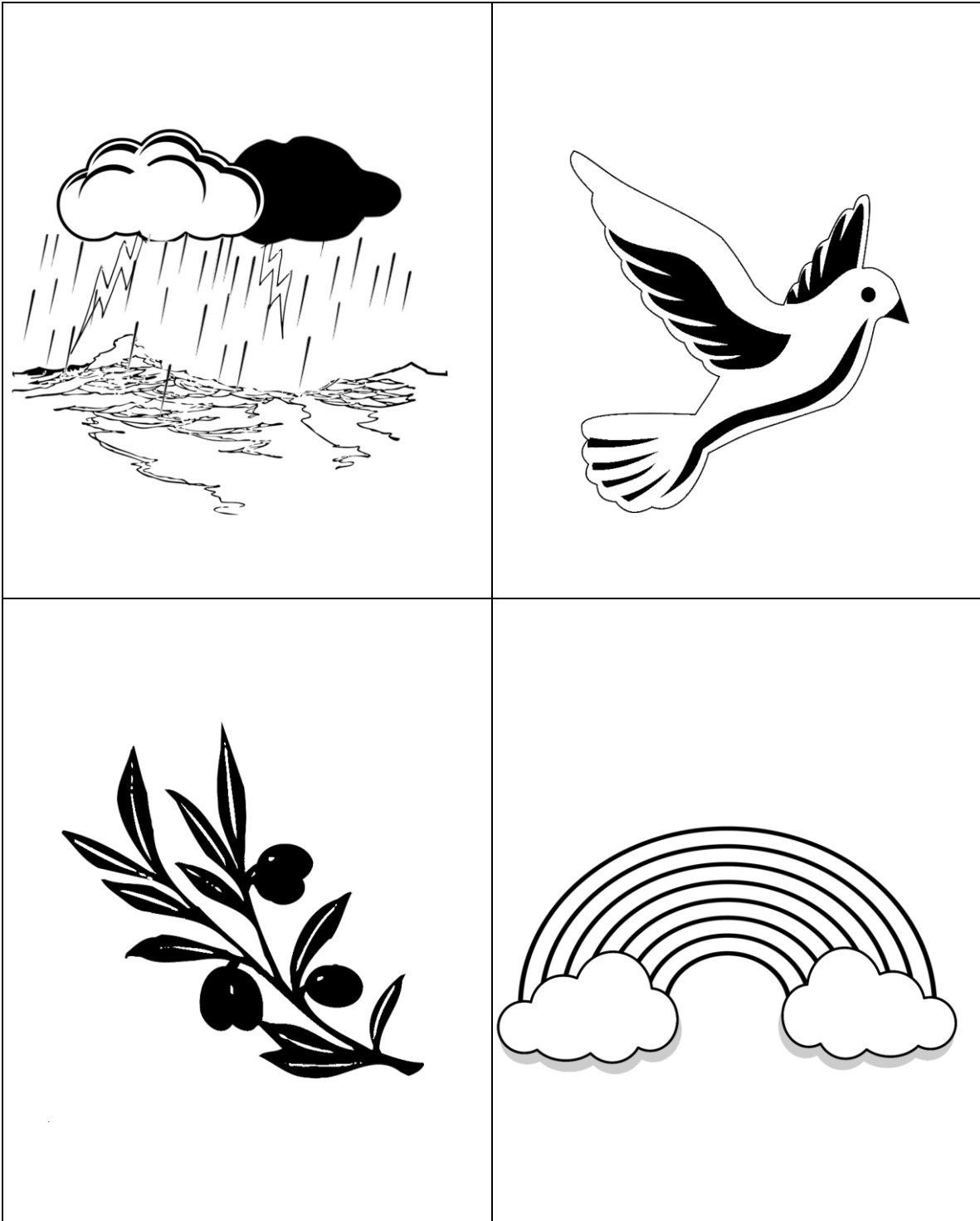
LM 6.2 (p. 2 of 4)



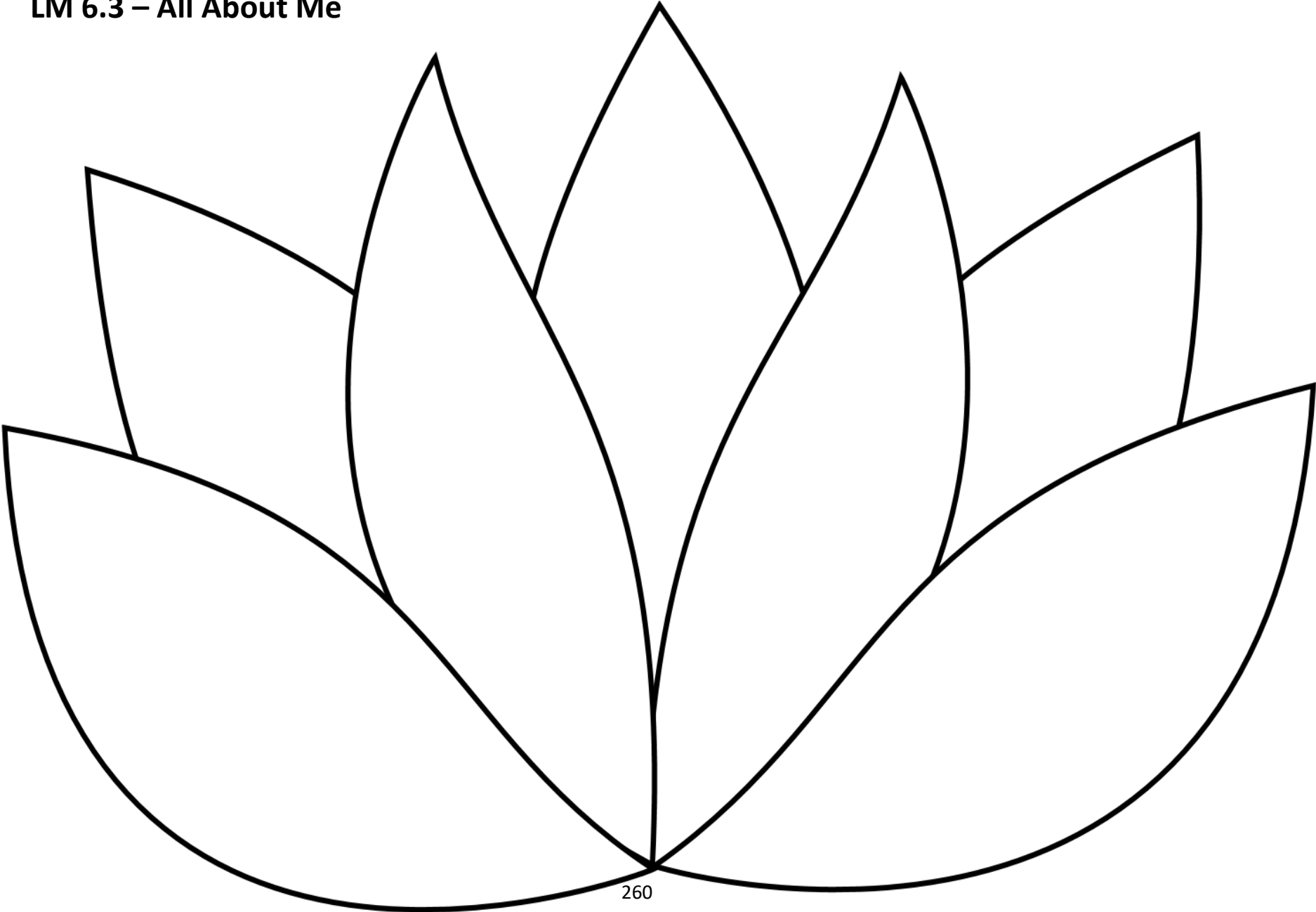
LM 6.2 (p. 3 of 4)



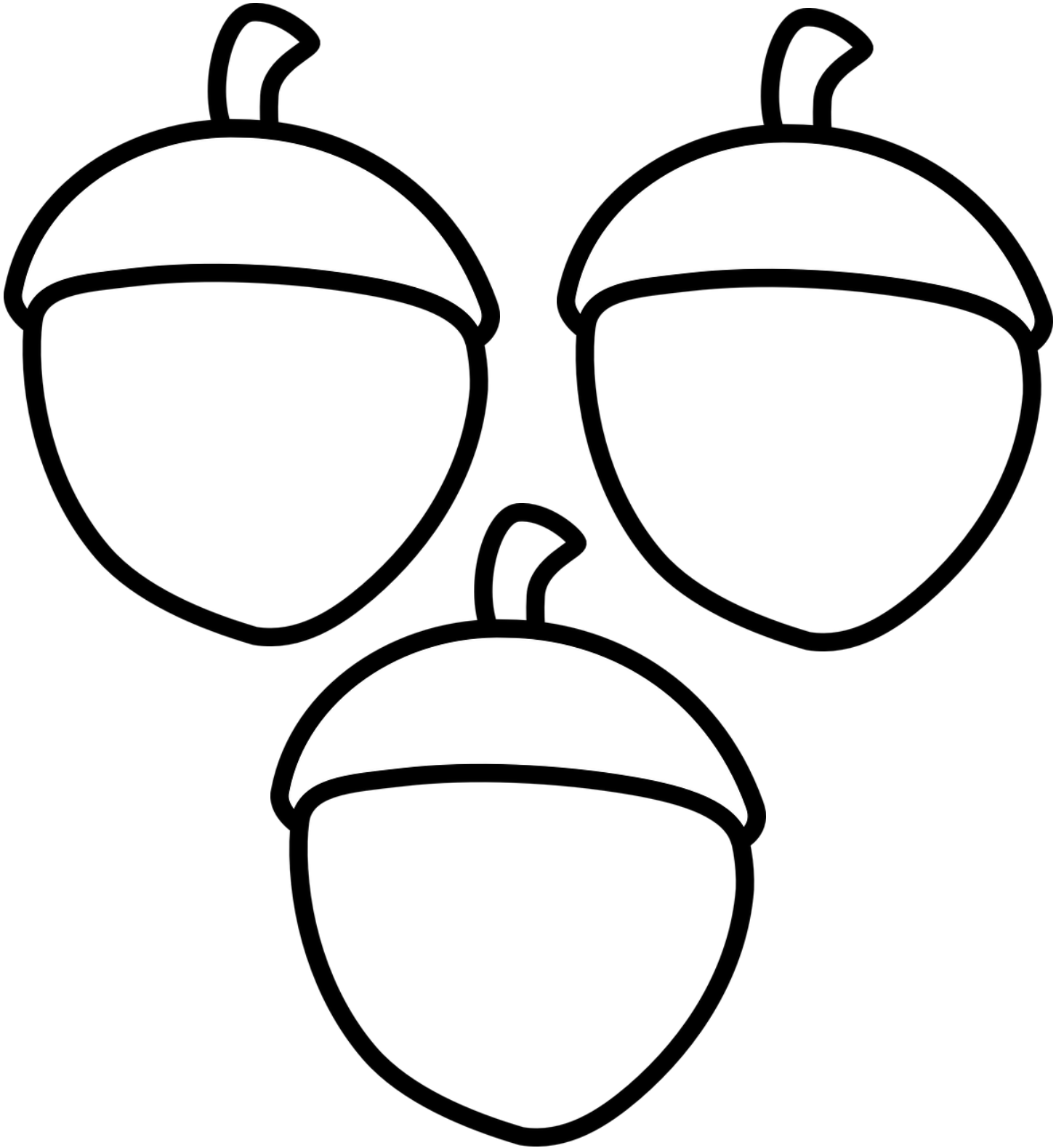
LM 6.2 (p. 4 of 4)



LM 6.3 – All About Me



LM 6.4 – Acorn Template



Grade 6

Making Decisions

“I can do nothing on my own. As I hear, I judge; and my judgment is just, because I seek to do not my own will but the will of him who sent me...”

John 5:30

Retreat Description –

This retreat aims to help students explore their Christian call to act morally and in good conscience using examples that Christ has given us, as well as the examples of some of the Saints. Students will spend time examining and reflecting on what it means to be holy, and how this call to holiness encourages us to take action to care for those who are in need. With this in mind, students will learn to use the Catholic model of moral decision making to help make choices in their lives.

Expectations:

Religious Education Policy Document – Grade 6

Specific Expectations
<p>Living A Moral Life:</p> <p>ML2.2: With reference to the Church’s moral teachings, define the meaning of conscience (see: Lumen Gentium, no. 16) and the process of “conscience formation” and explain using examples how an informed conscience can be helped when making good moral decisions (to judge and act with knowledge). [CCC nos. 1776-1802]</p> <p>ML2.3: Apply a Catholic model of moral decision-making (i.e. SEE, JUDGE, and ACT) to ethical issues that arise at school or in the world (bullying, fighting, failing to do homework, and disrespecting authority). [CCC nos. 1749-1785]</p> <p>ML3.1: Locate and examine gospel passages to identify how Jesus called individuals to holiness and guided them in the moral life (e.g. Matt. 19:16-26 - the rich young man, Jn. 4:1-26 - the Samaritan woman, Mk. 10:35-45 - the disciples request for positions of honour, etc.). [CCC nos. 2012-2016]</p> <p>ML3.2: With reference to Catholic moral teaching, identify the characteristics of holiness and what is necessary if individuals are to “be holy” as Jesus is holy.</p> <p>ML3.3: Explain using examples the relationship between making good moral choices, developing Christian virtues and holiness.</p> <p>ML3.4: Examine the lives of the saints and provide examples of how their lives modeled for us what it means to live a moral and holy life (e.g. St. Brother André, Oscar Romero, Dorothy Day, St. Padre Pio, Blessed Mother Teresa). [CCC nos. 1783-1785]</p>

Ontario Catholic School Graduate Expectations

<p><i>A Responsible Citizen who:</i></p> <p>a) acts morally and legally as a person formed in Catholic traditions;</p> <p>e) witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p>
<p><i>A Collaborative Contributor who:</i></p> <p>a) works effectively as an interdependent team member;</p> <p>b) thinks critically about the meaning and purpose of work;</p>

Catholic Social Teachings

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

SOLIDARITY

Cross Curricular Expectations

<p>Arts</p> <p>Drama</p> <p>B1.1 - engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places</p>
--

Materials:

- magazines
- masking tape
- chart paper
- cardstock paper
- LM 6.5 – The Rich Young Man
- LM 6.6 – Jesus and the Woman of Samaria
- LM 6.7 – The Request of James and John
- LM 6.8 – Creating a Story Board (1 per group - optional)
- LM 6.9 (11 pages total) – SEE, JUDGE, ACT, & EVALUATE (1 copy of each page)
- LM 6.10 (4 pages total) — Holy Decision Makers (1 -2 copies –depending on number of groups)
- LM 6.11 – (1 copy – optional)
- Scissors
- Bibles (at least 1 per pair, a class set would be ideal)
- glue sticks

Making Decisions

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce adult or student helpers - <i>Why are we here today?</i> Today we are going to spend some time thinking and/or reflecting on characteristics that describe who we are, how we are called to be holy, and how our call to holiness calls us to act fairly (justly) and in good conscience. We will also explore decision making and strategies for making good decisions. - <i>What is a retreat?</i> A retreat is when we take a moment out of our regular day to stop and reflect on how we are doing in our lives at this moment in time. What are our relationships with God, our friends, our families, our communities and ourselves? What is working? What is not working? What can we do to make things better? Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p style="padding-left: 40px;"><i>Loving God,</i></p> <p style="padding-left: 40px;"><i>We are gathered here today to celebrate our call to be holy.</i></p> <p style="padding-left: 40px;"><i>You have given us many examples of ways to be holy through your many actions, but also through the actions of the saints.</i></p> <p style="padding-left: 40px;"><i>Help us to reflect on your examples of how to make moral decisions, to care for others and how to listen to our conscience.</i></p> <p style="padding-left: 40px;"><i>We ask this through Christ, our Saviour. Amen.</i></p> <p style="padding-left: 40px;"><i>Please join me in saying the prayer that Jesus taught us...</i></p> <p style="padding-left: 40px;"><i>Our Father...</i></p> <p style="padding-left: 40px;"><i>Amen.</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

10 minutes	Icebreaker - Select an icebreaker from the <i>Junior and Intermediate Icebreakers</i> section found in this document or you may choose to one of your own.
<p>1 hour, 10 minutes</p> <p>(suggested time 15 minutes)</p> <p>(suggested time 5 minutes)</p>	<p>Activity #1—Who Am I?</p> <p>The objective of this activity is to explore characteristics and words that best describe us as individuals. Students will be making collages and using them to describe who they are and how these qualities tie into the teachings of Jesus. We will be using these collages throughout the retreat.</p> <ol style="list-style-type: none"> Hand out magazines, scissors, and glue sticks to students. Using the magazines, ask the students to cut or tear out pictures and words that they like or feel attracted to. They can be pictures that describe them, things that they aspire towards, or things that they find beautiful or interesting. Ask students to create a collage of the pictures and words that they have chosen. Next, have students reflect on the back of their artwork or on scrap pieces of paper on why they chose their pictures and words. Possible reflection questions are listed below. Please feel free to use your own questions to help your students reflect on their collage. <ul style="list-style-type: none"> <i>What do you like and/or dislike about your collage?</i> <i>Which pictures or words do you feel best describe you?</i> <i>Does your collage use mainly warm or cool colours? Is it a mixture of both?</i> <i>Why do you think you were drawn to these colours? Explain your thinking.</i> As a class, use chart paper or another means of displaying ideas to brainstorm characteristics or qualities that students feel best describe them. Also include characteristics or qualities that students aspire to have or be (e.g., honest, loving, fair, brave, loyal...). Next, brainstorm characteristics or qualities that best describe Jesus (e.g., loving, kind, compassionate, humble, a servant, patient, gentle, prayerful, forgiving, etc.). On the back of their artwork, or on their scrap piece of paper, have students choose 10 qualities that best describe them and/or 10 qualities that they aspire towards (<i>It can be a mixture of both if they choose</i>). Ask them to reflect on these qualities. Some questions you

	<p>could ask them to think about are listed below. Please feel free to use your own questions to help your students reflect on their collage.</p> <ul style="list-style-type: none"> • <i>Which qualities describe you? Which ones do you hope you can learn or develop?</i> • <i>Are these qualities that Jesus asks us to be like?</i> • <i>What do you think Jesus would say about the ten qualities that you chose?</i> <p>8. Remind students of Christ’s call to <i>“Love our neighbour as ourselves”</i> (Matthew 19:19). Have students look at their 10 qualities and their collages. In pairs or small groups no larger than four, ask your students to reflect on the following question for each individual: <i>“How does your collage and 10 qualities reflect how you are a follower of Christ?”</i> Encourage group members to add input if their partner/group member needs a little help. Allow students the opportunity to look at magazines to find words that remind them of how we are called to <i>“love our neighbour as ourselves.”</i></p> <p>9. Gather your group together and allow students who would like to share their thoughts about this first activity with the class.</p> <p>10. During break, tape up the collages and display for students to examine for the rest of the day.</p>
Break	
15 minutes	<p>Activity #2 – Being Holy</p> <p>The objective of this activity is to examine what it means to be holy. How can we relate our Catholic Moral Teachings to the stories we have about Jesus and how He treats others? We will be spending some time reflecting as a group as well as individually during this part of the retreat.</p> <ol style="list-style-type: none"> 1. As a class brainstorm what it means to be holy (e.g., to be in a right relationship with God; acting as Jesus acts, acting out of love and justice; to be dedicated to God). Making a moral decision is a decision that we make to be in line with God, and is a fundamental principle on how we should treat others and ourselves. When Jesus calls us to holiness, He is asking us to follow His example of being loving, kind, patient etc. You may choose to refer to the chart regarding qualities of Jesus from Activity #1. 2. Ask students: <i>Where do we look to find how to live a moral life?</i> 3. Discuss with students that Catholic Moral teachings are things that Jesus has taught us to help us live our lives as we are meant to be –

reflections of God. In other words, we are meant to live our lives focused on love, truth and beauty. We have concrete “rules” in the bible that help us to understand Catholic Moral Teachings: The Ten Commandments, the Beatitudes, the Golden Rule are examples of things that can guide us to be morally good.

Note to teacher:

Catholic moral teachings begin with the fact that we are made in the image of God. He has given us a mind to reason and think, and free will to discern what is good, beautiful and true. The freedom God gives us is a gift, because it allows us to make a choice to say “yes” to Him and inevitably leads to our happiness.

Moral acts can be divided into three parts: what we do, why we do it, and the situation surrounding the act (e.g., where we are, when the act happens, etc.)

Good moral acts need to begin with good intentions and good actions. On the other hand, an evil action that results in something good is morally wrong.

4. Divide the class into groups of 3-4 students. Disperse bibles or hand out bible passages on LM 6.5-6.7 that corresponds to one of the readings below.
 - The Rich Young Man (Matthew 19: 16-28)
 - Jesus and the Woman of Samaria (John 4: 1-26)
 - The Request of James and John (Mark 10: 35-45)
5. Ask students to read the passage and discuss the following:
 - How the story could be an example of how we are called to holiness.
 - The ways that Jesus’ story relates to our Catholic Moral Teachings.
6. Hand out chart paper. Use LM 6.8— “Creating a Storyboard” as a guide to create a storyboard. Have groups draw a storyboard depicting the story from the bible. Below each of their pictures, ask students to fill in the smaller box with text that explains:
 - a) What is happening in the story
 - b) A Catholic Moral Teaching or a good moral act that is occurring.
7. Gather your students for a large group discussion. Have your students share their artwork with the class.

	<p>8. To consolidate the work from this morning, have your students take down their collages. Either on the back of their artwork or in their journals, have them reflect on how Jesus' has called them to be holy and to make Catholic moral decisions. Ask students how they can use the qualities that they identified this morning to help them with this task.</p> <p>Gather your class to pray for lunch. Have a student lead <i>Grace Before Meals</i>.</p>
Lunch	
<p>1 hour, 15 minutes</p>	<p>Welcome your students back for their afternoon retreat session. Recap what they did in the morning and explain to them that the rest of the afternoon will be focused on making decisions.</p> <p>Have a student lead the class in an Our Father to begin the afternoon session. Allow students an opportunity to offer up any intentions they may have.</p> <p>Activity #3—Making Decisions</p> <p>The objective of this activity is to explore what it means to have a conscience, how it helps us to make moral decisions, and to reflect on how to make moral decisions.</p> <p>1. Discuss with your students about the word “conscience”. Write a class definition and post it.</p> <p>Note to teacher:</p> <p>The Catholic Catechism describes moral consciousness in this way: <i>“Deep within his conscience man discovers a law which he has not laid upon himself but which he must obey. Its voice, ever calling him to love and to do what is good and to avoid evil, sounds in his heart at the right moment. . . . For man has in his heart a law inscribed by God. . . . His conscience is man's most secret core and his sanctuary. There he is alone with God whose voice echoes in his depths.”</i> (CCC 1776) In other words, conscience guides a person in discerning the moral aspects of the acts they about to commit, are in the process of committing or have already committed (see CCC 1778). It helps the person make judgements that he or she knows to be just and right (CCC 1778). Our conscience enables us to be responsible for things or actions that happen (see CCC 1781).</p>

2. Remind students that this morning we discussed about our Catholic Moral Teachings. In a think-pair-share, ask them to discuss how our conscience can help us remember our Catholic Moral Teachings.
3. Tell students that the next activity will require them to create a strategy for how to make decisions. In small groups of 3-4, give students a sheet of chart paper and markers. Ask them *“What are some strategies that you use to make big decisions?”* If students are having a difficult time coming up with strategies, present some sample problems for when they might need to make a big decision (e.g., telling someone that you like them, standing up to a bully, joining a club or trying out for a team, admitting to a parent/guardian that you have done something that would disappoint them, changing schools, doing something different than all your friends, etc.)

Some possible strategies students may use, may be found in the Grade 6 Fully Alive Supplemental Package for lesson 1B, New Page 196a, entitled: *“Living in the World, Making Good Decisions”*. (see <http://iceont.ca/resources/teacher-resources/resources-for-elementary-teachers/>)

- Identify the problem
 - Pray to God about the issue
 - Brainstorm solutions
 - Develop a support team
 - Considering possible consequences for each decision
4. While they are discussing, post the pictures from LM 6.9 *“SEE, JUDGE, ACT, & EVALUATE”* or post pictures of your own choice that will encourage your students to SEE-JUDGE-ACT-EVALUATE around the room on the walls. Place a piece of chart paper that has been divided into four columns labeled *“See,” “Judge,” “Act,”* and *“Evaluate”* underneath each picture.
 5. Gather students to discuss their strategies. Explain to them that when we make decisions, we can look at our strategies in a four-step model. The following four-step model is adapted from the Fully Alive *“See Judge, Act & Evaluate”* Model – see Theme 5, Topic 1B BLM #25b:
 - a. First, we need to SEE or observe. This involves recognizing when things are not fair or just. In other words, we need to identify and name the situation that is causing concern. To do this we should ask ourselves:

	<ul style="list-style-type: none"> • What are the people in this situation doing, feeling, and saying? <p>b. Next, we need to JUDGE. This is where our conscience plays a role. We ask ourselves “Is the situation we are witnessing fair? Is it bringing the love of Christ to the world, or is it doing the opposite?”</p> <p>The “See, Judge, Act, Evaluate” Model encourages us to:</p> <ul style="list-style-type: none"> • Look for options and possible outcomes • Pray and discern • Consult Scripture, Tradition and Natural Law • Obtain advice from our support team (family/parents, trusted adult, priest) • Reflect on past experiences <p>c. Then we need to ACT and make sure that our actions are based from love. We ask ourselves - what action needs to be taken:</p> <ul style="list-style-type: none"> • To change the situation? • To address the reason for the problem? <p>d. Finally, we need to EVALUATE. How will we know if our decision was effective? We need to remember:</p> <ul style="list-style-type: none"> • To never do evil even if it is for a good cause. • To follow the Golden Rule and treat others the way we want to be treated. • That everything we do should reflect Jesus’ love and loving guidance. <p>6. Draw your students’ attention to the pictures around the room. Explain to them that each picture is meant to have them SEE, JUDGE, ACT and EVALUATE.</p> <p>7. Distribute pens/pencils to your students and allow them a few minutes to walk around the room and write below each picture what they see, how they would judge the situation, how they would act, and how they would evaluate. Depending on the group of students, you may choose to have them visit each picture, or allow them to wander freely and write below a few pictures.</p> <p>8. Disperse students to each picture, creating small groups. Have each group decide on one or two points for each category (SEE, JUDGE, ACT, EVALUATE), that they would like to share with the class.</p>
--	--

	<p>9. Gather the class to share their picture and the comments that they chose.</p> <p>10. To conclude this activity, draw your students' attention back to their collages. Ask students:</p> <ul style="list-style-type: none"> • <i>How does our conscience help us to become the people we are and who we want to be?</i> • <i>How does the Catholic Model of Decision Making (SEE, JUDGE, ACT, and EVALUATE) help us to be true to the people we want to be?</i>
15 minutes	Break
30 minutes	<p>Briefly review the three previous sessions. Explain that in the final piece to the retreat they will dramatize stories of people who followed their conscience and used the Catholic Decision-Making Model (See, Judge, Act, and Evaluate).</p> <p>Activity #4—Holy Decision Makers</p> <p>The objective of this activity is to have students study a saint, or a contemporary committed believer who made decisions according to the Catholic Decision-Making Model, and share their stories with their peers.</p> <p>Note to teacher: You may choose to include a short biography of a member from your community that is known to both you and your students, who has followed the Catholic Decision-Making Model to bring Christ's teaching to others.</p> <p><i>If you or your students know of another person from your own community that has followed the Catholic Decision-Making Model to bring Christ's teaching to the world, be sure to include a short biography for your students to use in this activity.</i></p> <ol style="list-style-type: none"> 1. Divide your students into small groups. 2. Distribute the biography of one saint or contemporary committed believer from LM 6.10 "Holy Decision Makers" to each group.
15 minutes	<ol style="list-style-type: none"> 3. Ask students to create a re-enactment of their assigned person's life that portrays at least one decision they made according to the Catholic Decision-Making Model. Remind them that during their presentations, all group members need to participate and contribute to the drama. All characters in the skit must be represented with dignity and respect.

	<p>4. Before sending students to create their skits, you may choose to have them develop Success Criteria to base their understanding of the See, Judge, Act, and Evaluate model.</p> <p>5. Have students share their skits with their peers.</p> <p>Activity #5—Consolidation</p> <p>1. Redistribute the collages that the students made this morning. Invite them to reflect on the day by writing on the back of their collages what learnings they will take from today’s retreat. You may choose to ask them the following:</p> <ul style="list-style-type: none"> • How will your learnings from today affect your relationships with God, your friends, your families and yourselves? • What did you like or dislike about the retreat and why? <p>2. Gather your students one last time and invite students to share their thoughts with the class if they wish.</p>
5 minutes	<p>Closing Prayer – Refer to LM 6.11 (1 Copy) (<i>Invitation for a student to read to class is recommended</i>)</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Caring and loving God,</i></p> <p><i>Thank you for our retreat, the time we had with each other and with you.</i></p> <p><i>We are grateful for the opportunity to develop a deeper understanding of your love, and of our call to share your love with others by being holy.</i></p> <p><i>Help us to open our eyes to SEE the good in the world, but also to see the things that need to change.</i></p> <p><i>Open our hearts so that we can honestly JUDGE our actions and those of others, in order to build a world that is filled with your love.</i></p> <p><i>Give us the courage to ACT when we see things that are unfair or unjust, so that we can work towards making a positive change.</i></p> <p><i>May the Holy Spirit continue to guide our hearts to make the right decisions for the betterment of our world.</i></p> <p><i>We pray through Jesus Christ, our Lord. Amen.</i></p>

	<p><i>Please join us in concluding our retreat by asking Mother Mary to pray for us as we take on more responsibility in making decisions in our lives:</i></p> <p><i>Hail Mary...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
--	---

LM 6.5**The Rich Young Man****(Matthew 19:16-28)**

Then someone came to him and said, “Teacher, what good deed must I do to have eternal life?” And he said to him, “Why do you ask me about what is good? There is only one who is good. If you wish to enter into life, keep the commandments.” He said to him, “Which ones?” And Jesus said, “You shall not murder; You shall not commit adultery; You shall not steal; You shall not bear false witness; Honour your father and mother; also, You shall love your neighbour as yourself.” The young man said to him, “I have kept all these; what do I still lack?” Jesus said to him, “If you wish to be perfect, go, sell your possessions, and give the money to the poor, and you will have treasure in heaven; then come, follow me. When the young man heard this word, he went away grieving, for he had many possessions.

Then Jesus said to his disciples, “Truly I tell you, it will be hard for a rich person to enter the kingdom of heaven. Again I tell you, it is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God.” When the disciples heard this, they were greatly astounded and said, “Then who can be saved?” But Jesus looked at them and said, “For mortals it is impossible, but for God all things are possible.”

LM 6.6 (p. 1 of 2)**Jesus and the Woman of Samaria****(John 4:1-26)**

Now when Jesus learned that the Pharisees had heard, “Jesus is making and baptizing more disciples than John”—although it was not Jesus himself but his disciples who baptized—he left Judea and started back to Galilee. But he had to go through Samaria. So he came to a Samaritan city called Sychar, near the plot of ground that Jacob had given to his son Joseph. Jacob’s well was there, and Jesus. Tired out by his journey, was sitting by the well. It was about noon.

A Samaritan woman came to draw water, and Jesus said to her, “Give me a drink.” (His disciples had gone to the city to buy food.) The Samaritan woman said to him, “How is it that you, a Jew, ask a drink of me, a woman of Samaria?” (Jews do not share things in common with Samaritans.) Jesus answered her, “If you knew the gift of God, and who it is that is saying to you, ‘Give me a drink,’ you would have asked him, and he would have given you living water.” The woman said to him, “Sir, you have no bucket, and the well is deep. Where do you get that living water? Are you greater than our ancestor Jacob, who gave us the well, and with his sons and his flocks drank from it?” Jesus said to her, “Everyone who drinks of this water will be thirsty again, but those who drink of the water that I will give them will never be thirsty. The water that I will give will become in them a spring of water gushing up to eternal life.” The woman said to him, “Sir, give me this water, so that I may never be thirsty or have to keep coming here to draw water.”

LM 6.6 (p. 2 of 2)**Jesus and the Woman of Samaria con't**

Jesus said to her, “Go, call your husband, and come back.” The woman answered him, “I have no husband.” Jesus said to her, “You are right in saying, ‘I have no husband’; for you have had five husbands, and the one you have now is not your husband. What you have said is true!” The woman said to him, “Sir, I see that you are a prophet. Our ancestors worshiped on this mountain, but you say that the place where people must worship is in Jerusalem.” Jesus said to her, “Woman, believe me, the hour is coming when you will worship the Father neither on this mountain nor in Jerusalem. You worship what you do not know; we worship what we know, for salvation is from the Jews. But the hour is coming, and is now here, when the true worshipers will worship the Father in spirit and truth, for the Father seeks such as these to worship him. God is spirit, and those who worship him must worship in spirit and truth.” The woman said to him, “I know that Messiah is coming” (who is called Christ). “When he comes, he will proclaim all things to us.” Jesus said to her, “I am he, the one who is speaking to you.”

LM 6.7**The Request of James and John**
(Mark 10:35-45)

James and John, the sons of Zebedee, came forward to him and said to him, “Teacher, we want you to do for us whatever we ask of you.” And he said to them, “What is it you want me to do for you?” And they said to him, “Grant us to sit, one at your right hand and one at your left, in your glory.” But Jesus said to them, “You do not know what you are asking. Are you able to drink the cup that I drink, or be baptized with the baptism that I am baptized with?” They replied, “We are able.” Then Jesus said to them, “The cup that I drink you will drink; and with the baptism with which I am baptized, you will be baptized; but to sit at my right hand or at my left is not mine to grant, but it is for those for whom it has been prepared.”

When the ten heard this, they began to be angry with James and John. So Jesus called them and said to them, “You know that among the Gentiles those whom they recognize as their rulers lord it over them, and their great ones are tyrants over them. But it is not so among you; but whoever wishes to become great among you must be your servant, and whoever wishes to be first among you must be slave of all. For the Son of Man came not to be served but to serve, and to give his life a ransom for many.”

LM 6.8

Creating a Storyboard

1. Divide your chart paper using this Storyboard Chart as a guide.
2. ***On your chart paper,*** draw pictures in the large boxes to describe your bible story. Be sure to illustrate a beginning, middle and end.
3. In the smaller boxes, answer the following:
 - a. What is happening in the story?
 - b. Identify a Catholic Moral teaching, a good moral act? (i.e. Where can we find an action that is loving, beautiful and/or truthful?)

	3.		6.
	2.		5.
	1.		4.

LM 6.9 (p. 1 of 11)

See, Judge, Act, & Evaluate



Photo by [Elizabet21](#)

LM 6.9 (p. 2 of 11)

See, Judge, Act, & Evaluate



Photo by [Thomas Ricker](#)

LM 6.9 (p. 3 of 11)

See, Judge, Act, & Evaluate



Photo by [Twentyfour Students](#)

LM 6.9 (p. 4 of 11)

See, Judge, Act, & Evaluate



Photo by [Derrick Mealiffe](#)

LM 6.9 (p. 5 of 11)

See, Judge, Act, & Evaluate



Photo by [Sarah Melikian](#)

LM 6.9 (p. 6 of 11)

See, Judge, Act, & Evaluate



Photo by [SCA Svenska Cellulosa Aktiebolaget](#)

LM 6.9 (p. 7 of 11)

See, Judge, Act, & Evaluate



Photo by [ValeriaRodrigues](#)

LM 6.9 (p. 8 of 11)

See, Judge, Act, & Evaluate



Photo by [geralt](#)

LM 6.9 (p. 9 of 11)

See, Judge, Act, & Evaluate



Photo by [John Regai](#)

LM 6.9 (p. 10 of 11)

See, Judge, Act, & Evaluate



U.S. Army photo by [Sgt. Synthia Rosario, 5th Mobile Public Affairs Detachment](#)

LM 6.9 (p. 11 of 11)

See, Judge, Act, & Evaluate



Photo by [Tracy Le Blanc](#)

LM 6.10 (p. 1 of 4)

Holy Decision Makers: Saint André Bessette

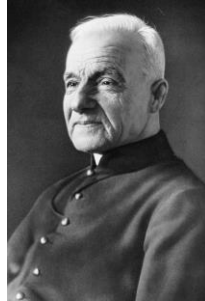


Photo of [Saint André Bessette](#)

*Note – A video about his life can be viewed at this link: https://www.catholic.org/saints/saint.php?saint_id=18

Alfred Bessette⁶ was born August 9, 1845 in Mont-Saint-Gregoire, Quebec. He was the 8th child of 12 children. Sadly, his father was killed working as a lumberman (a tree fell on him) and three years later, his mother died of tuberculosis. Bessette was orphaned by the age of 12.

He received the name Brother André after he entered a religious order, the Congregation of Holy Cross.

Saint André Bessette's main task was as a porter at Notre Dame College in Cote-des-Neiges, Quebec, while also acting as a sacristan, messenger and laundry worker. When people in a nearby college got sick, Saint André volunteered to help care for them. He was known to rub some oil that was from the college chapel and to pray for St. Joseph to help them. Not one person died, and soon thousands of people were asking for his help. This made some people at the College, others from his order, as well as doctors uncomfortable and disagreeable. He was removed from his duty as a porter, but continued to help the sick at a nearby tramway.

Saint André Bessette died January 6, 1937 at age 85. He was beatified by Saint Pope John Paul II on May 23, 1982 and made a saint (canonized) on October 17, 2010 by Pope Benedict XVI.

⁶ Adapted from https://en.wikipedia.org/wiki/Andr%C3%A9_Bessette

LM 6.10 (p. 2 of 4)

Holy Decision Makers: Dorothy Day

Photo of [Dorothy Day](#)

Dorothy Day⁷ was born on November 8, 1897 in Brooklyn, New York. She became a Catholic as an adult. Dorothy Day studied as a journalist. She was a suffragist (a woman who believed that women should be allowed to vote) who did not believe in war or violence. She was passionate about social justice for the poor. Her work began during the Great Depression, a time when the whole world was suffering from the aftermath of World War I. At this time, many people did not have jobs, or had very little money to buy food and keep a roof over their heads.

Dorothy Day, with her friend Peter Maurin, began a social justice newspaper called “The Catholic Worker”. This newspaper focused its articles on union strikes, the unfair treatment of workers (mainly women and African Americans), and also provided information about Catholic Social teachings.

Following the first publication of *The Catholic Worker*, Dorothy Day and Peter Maurin opened a soup kitchen to provide food and clothing for those affected greatly by the Great Depression. Eventually they were able to find housing for homeless individuals and developed farms to help feed those in need. Soon, Catholic Worker soup kitchens began opening across America, Canada and even Britain.

Dorothy Day continued her work as a social justice activist throughout her life. She died at age 83, on November 28, 1980. Saint Pope John Paul II declared her a Servant of God in March 2000.

⁷ Adapted from https://en.wikipedia.org/wiki/Dorothy_Day and <https://www.thoughtco.com/dorothy-day-biography-4154465>

LM 6.10 (p. 3 of 4)

Holy Decision Makers: Saint Oscar Romero

Photo of [Oscar Romero](#)

Oscar Romero⁸ was born on August 15, 1917 in San Miguel, El Salvador. When he was thirteen, he entered the seminary (where men go to learn how to be a priest), but returned home shortly after when his mother became sick after the birth of her eighth child. He later returned to the seminary and became a priest. While he was a priest, he organized several different groups, (such as an Alcoholics Anonymous), to help those in his community. He was ordained in Rome on April 4, 1942 and became a Bishop in 1970. In 1974, he became the Bishop of Santiago de Maria, but was moved back to San Salvador as the Archbishop in 1977.

When his friend Rutilio Grande, a Jesuit priest, was assassinated for his work with the poor, Romero began to become more active in speaking up for those in need and fighting for Social Justice. He spoke up against the assassinations and torture of those in his community, many who were priests and nuns working to help the poor.

Oscar Romero was celebrating mass when he was fatally shot on March 24, 1980. He is on the road to becoming a saint. He was declared a martyr (someone who gives witness to our faith, often dying in the process) in February 2015, and beatified on May 23, 2015. He was canonized on October 14, 2018.

⁸ Adapted from https://en.wikipedia.org/wiki/%C3%93scar_Romero

LM 6.10 (p. 4 of 4)

Holy Decision Makers: Saint Teresa of Calcutta



Photo of [St. Teresa of Calcutta](#)

Agnes Gonxha Bojaxhiu⁹ (AG-ness GONE-jay Boo-yah-JOO) was born in Albania on August 26, 1910. As a girl, she loved the stories of missionaries (Christians who went to far away places to teach others about Jesus). When she was 18, she decided to join the Loretto Sisters, taking the name, Teresa. She travelled to India, learned English (the language the Loretto Sisters used to teach in their schools) and also learned Bengali, the language spoken by the children she taught. She served as headmistress of a school in Calcutta for nearly 20 years.

She began her missionary work in 1948, replacing her habit for a simple sari. She received some basic medical training and began to work with those sick on the streets in Calcutta. Later, Sister Teresa was joined by a small group of women helping “the poorest of the poor.” This eventually became a religious order known as the Sisters of Charity. Mother Teresa opened homes for people suffering from leprosy and Homes for the Dying, where people who were sick and abandoned could be cleaned, clothed, fed and cared for during their last days. She and her sisters also opened orphanages for abandoned children.

Saint Teresa died on September 5, 1997. Today, the Sisters of Charity continue to thrive, helping the poorest of the poor. In her biography, she described herself: "By blood, I am Albanian. By citizenship, an Indian. By faith, I am a Catholic nun. As to my calling, I belong to the world. As to my heart, I belong entirely to the Heart of Jesus." Saint Teresa was beatified on October 19, 2003 and will be canonized as a saint on September 4, 2016.

⁹ Adapted from https://en.wikipedia.org/wiki/Mother_Teresa

LM 6.11

Closing Prayer

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

Caring and loving God,

Thank you for our retreat, the time we had with each other and with you.

We are grateful for the opportunity to develop a deeper understanding of your love, and of our call to share your love with others by being holy.

Help us to open our eyes to **SEE** the good in the world, but also to see the things that need to change.

Open our hearts so that we can honestly **JUDGE** our actions and those of others, in order to build a world that is filled with your love.

Give us the courage to **ACT** when we see things that are unfair or unjust, so that we can work towards making a positive change.

May the Holy Spirit continue to guide our hearts to make the right decisions for the betterment of our world.

We pray through Jesus Christ, our Lord. Amen.

Please join us in concluding our retreat by asking Mother Mary to pray for us as we take on more responsibility in making decisions in our lives:

Hail Mary...

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

Intermediate Retreats

Grade 7 or 8

Keep Christ in Christmas: An Advent Retreat

“The steadfast love of the LORD never ceases,
his mercies never come to an end;
they are new every morning;
great is your faithfulness.

‘The LORD is my portion,’ says my soul,
‘therefore I will hope in him.’

The LORD is good to those who wait for him,
to the soul that seeks him.

It is good that one should wait quietly
for the salvation of the LORD.”

Lamentations 3:22-26

Retreat Description –

This class retreat focuses on the beautiful and special season of Advent. The word Advent is derived from the Latin word “adventus” meaning “coming” and indeed we anticipate the “coming” of our Lord, Jesus – who is the light of the world. This retreat aims to help students understand what Advent means, define it for themselves, and think about all that distracts us from the true meaning of this season. Are your students ready for Advent?

Expectations:

Religious Education Policy Document

<p>Specific Expectations</p>
<p>Believing:</p> <p><i>Grade 7</i></p> <p>BL2.1: Identify the significance and meaning of Jesus Christ’s redemptive death on the Cross in God’s Plan of Salvation (i.e. Jesus and Israel, the Law, the Messiah, the sacrifice of the Cross for our sins). [CCC nos. 571-623]</p> <p>BL2.2: Summarize the Church’s teaching on the meaning and significance of Christ’s death (buried, descent into Hell) and resurrection on the third day and describe how these events are celebrated in the Church’s tradition (i.e. Liturgical Season, sacraments, etc.). [CCC nos. 571-658]</p>
<p>Living a Moral Life:</p> <p><i>Grade 7</i></p> <p>ML2.2: Describe through the use of example, how making moral choices promotes a life of virtue. [CCC nos. 1776-1829]</p> <p>ML3: Demonstrate an understanding of the importance of developing a life of virtue (good habits and practices; Cardinal and Theological Virtues) in order to discern and implement the moral teachings found in the Gospels and applied through the teachings of the Church. [CCC nos. 1803-1845]</p> <p><i>Grade 8</i></p> <p>ML1.3: Using examples of moral dilemmas faced by young people, demonstrate how choosing to live a Christian moral life reflects a witness to God, a respect for personal dignity and promotes the common good for others. [CCC nos. 1700-1715; 2012-2051; 19]</p> <p>ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision-making. [CCC nos. 1776-1789]</p>
<p>Living in Communion:</p> <p><i>Grade 7</i></p> <p>LC1.3: Describe ways in which the First and Second Commandments promote in the Church the virtues of faith, hope and charity, the practice of religion, and the freedom of religious expression. [CCC nos. 2084-2167]</p> <p><i>Grade 8</i></p> <p>LC1.2: Outline requirements of participation in the Church as community (e.g. participation in the Eucharist, a life of prayer, continual faith formation that deepens understanding of the statements of the Creed, works of service to the poor) and using examples, explain the importance of participation.</p>

Living in Solidarity:

Grade 7

LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems (i.e. poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversion of society) and respect for the common good. [CCC nos. 356-384; 1928-1933; 1391-1401]

Grade 8

LS1: Understand that the principle of human dignity, revealed in Scripture (i.e. the belief that the human person is made in the image and likeness of God) requires Christians to work for the common good of all people (i.e. respect for the social nature of the human person) and to participate in society. [CCC nos. 1877-1885]

LS2:Focus: Principle of Rights and Responsibilities

Understand that the principles of responsibility and participation in society are Christian social virtues, which call us to roles of leadership, to evangelize through our witness of the Gospel and through the promotion of social justice in the world. [CCC nos. 1877-1948]

LS3: Demonstrate an understanding of the mission of the Church as animated by the Holy Spirit and focused on sharing the Good News of Jesus Christ with all people of the earth. [CCC nos. 830-856]

LS2.3: Define the Church's social teaching with respect to personal responsibility (i.e. care of family and their education, conscientious work, etc.) and participation in public life (i.e. leadership, politics, culture, etc.) and give examples of how each promotes the good of individuals and the common good of society. [CCC nos. 356-384; 1928-1933; 1391-1401]

Praying:

Grade 7

PR2: Understand that the various forms of prayer have their origin in scripture and are expressed in the Church's tradition of communal prayer. [CCC nos. 1174-1178; 2623-2649]

Grade 8

PR1.1: Identify how a Life of Prayer involves the theological virtues (i.e. faith, hope, and love) and how these are expressed in the Our Father as a prayer. [CCC nos. 2607-2615; 2777-2802]

PR2.3: Identify things which undermine the development of a life of prayer (e.g. lack of faith, distraction, not wanting to make the effort, cultural and social influences, lack of experience and a praying community) and explain how these have been addressed in the Tradition of the Church (i.e. examples of saints). [CCC nos. 2725-2745]186

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i> a) illustrates a basic understanding of the saving story of our Christian faith; d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good; f) seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship; i) integrates faith with life;</p>
<p><i>A Self-Directed, Responsible, Lifelong Learner Who:</i> a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; b) demonstrates flexibility and adaptability; c) takes initiative and demonstrates Christian leadership;</p>
<p><i>A Reflective and Creative Thinker who:</i> a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges; b) creates, adapts, evaluates new ideas in light of the common good; c) thinks reflectively and creatively to evaluate situations and solve problems;</p>
<p><i>A Responsible Citizen who:</i> j) contributes to the common good</p>

Materials:

- Masking tape (1 role)
- chart paper (5 sheets)
- markers (minimum of 15, various colours)
- laptop/tablet with a projector and speakers
- construction paper – purple, pink, white, yellow (optional – only necessary if you are making candles to substitute real candles)
- white sheets of paper (4 minimum)
- 3 purple flameless candles
- 1 pink flameless candle
- Music – see document
- Various store fliers, catalogues (minimum of 12 to 18)
- Various charitable gift catalogues (from charitable organizations of your choice) (minimum of 6)
- Variety of liturgical Christmas carols (if you wish to sing at the end of the day)
- LM 1 (class set)
- LM 2 (class set)
- LM 3 (class set)

Keep Christ in Christmas:

An Advent Retreat

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> • Introduce teacher facilitator and/or student helpers • Take attendance • Begin with a prayer: <p>Opening Prayer: <i>As we prepare for the coming of the Lord, we pray:</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Dear God,</i></p> <p><i>Advent is a time of hope and anticipation of the birth of Jesus Christ our Savior.</i></p> <p><i>Throughout this Advent season, we look forward to celebrating the fact that God loves us so much that he sent his Son into the world to save us.</i></p> <p><i>In this period of waiting, we ask for patience and guidance in our daily lives.</i></p> <p><i>Help us to speak words of kindness to others and continue to thank you for our blessings.</i></p> <p><i>This “waiting” is full of the hope that God promises us as we prepare for Christ in the feast of Christmas.</i> <i>Amen.</i></p> <p><i>Let us pray together the Glory be:</i></p> <p><i>Glory be to the Father, and to the Son, and to the Holy Spirit: As it was in the beginning, is now, and ever shall be, world without end. Amen.</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>

	<p>Retreat day agenda:</p> <p>You may want to use the following script or adjust as you wish:</p> <p><i>Our retreat today is going to focus on the beautiful and special season of Advent. The word Advent mean “coming” and this is very appropriate since we joyfully anticipate the “coming” of our Lord, Jesus, light of the world. However, this season is often not focused on the beautiful birth of Christ but on other things – meaningless distractions.</i></p> <p><i>Today we will begin with an icebreaker; we will think about the meaning of Advent, perform a skit, think about our Christmas shopping activities, watch a movie and pray together.</i></p> <p><i>Are you ready for Advent? Let’s start our retreat and find out!</i></p>
<p>10-15 minutes</p>	<p>Icebreaker – <i>Birthday Line-up</i> (found in the intermediate Icebreaker Section)</p> <p>Icebreaker Debrief: Ask the students the following: “What did you learn from doing this without being able to speak?”</p>
<p>10 minutes</p>	<p>Activity #1 – Advent Popcorn</p> <ol style="list-style-type: none"> 1. Ask students to quietly recall all they can about the season of Advent. 2. Instruct the students to call out “Advent is But Advent is not” statements. 3. Students may call out an answer for either one as the class attempts to do as many as they can. <i>E.g. Advent is Jesus But Advent is not presents.</i> <p>What is Advent? Show the following YouTube video as a way to remind students about the essence of Advent: “Advent in 2 Minutes” produced by the Paulist fathers - http://www.youtube.com/watch?v=S02KOlw7dIA</p>
<p>30 minutes</p>	<p>Activity #2 – Human Advent Wreath Preparation</p> <p>You may choose to use the LM 1 to facilitate this “Advent Wreath Blessing” activity. The student’s script and instructions are within LM 1.</p> <p>Encourage students to use the script as it has been written to fully enact the lighting of the Advent wreath and the importance of each part.</p>

Explain the following instructions to students to make the activity run effectively:

1. Students can volunteer to either be readers during the skit or perform in the skit.
2. Select 4 readers and the remaining students should all be divided into 4 groups.
3. Each of the 4 groups will be given an Advent theme to portray. Explain to the students that there are four themes represented in the Advent wreath. These themes may vary depending on the Church but the ones that are commonly used are: hope, faith, peace, joy, and love. For the purposes of this retreat the themes that will be represented are: love, faith, joy and hope.

****Note:** *If you would like to use different themes than the ones included in this retreat, please adjust the activities and questions accordingly.*

4. Students should create a 5-minute skit reflective of their group's virtue using the following prompt:
 - "Show how Christ brings **love** into the world." (could be a modern-day scenario)
 - "Show how Christ brings **faith** into the world." (could be a modern-day scenario)
 - "Show how Christ brings **joy** into the world." (could be a modern-day scenario)
 - "Show how Christ brings **hope** into the world." (could be a modern-day scenario)
5. Give students at least 15 to 20 minutes to develop their 5-minute skit. (You will need to judge how much time their specific group will need.)
6. While the students who are acting/participating in their skit practice, the 4 readers should map out a circle on the floor using masking tape. They should also mark out the four spots they will stand on within the circle as they read each of their parts.
7. These 4 students should also take some time to practice their reading as they will be leading this prayerful skit.

	<p>8. These 4 students can also make signs (using the white paper) for each of the 4 words – 1 sign per word: love, faith, joy, hope. They could hold these signs during the skit during the appropriate reading.</p> <p>9. Performances will begin after the break.</p>
10-15 minutes	Break
35-40 minutes	<p>Activity #3 - Human Advent Wreath Blessing – Performance/Prayer</p> <ol style="list-style-type: none"> 1. Refer to the LM 1 to follow the script of the Advent Wreath blessing. 2. Have all students standing in the circle or “human wreath” during the blessing. NOTE: Please use flameless candles for this activity. Another option may be to make candles with construction paper or attach a “flame” made from construction paper to regular candles. You may select a student to “light” a flameless candle when indicated in the prayer. 3. After all four candles are lit sing “O Come Emmanuel” as a class. See LM 2 for lyrics. Distribute the lyrics to the class, for everyone to follow. You may also choose to project them on a wall or write them on chart paper. Another option is to sing along to a YouTube version with the lyrics. For example, https://www.youtube.com/watch?v=4Q6iesplJRM (this can first be played quietly in the background while students are working on their parts for this wreath, that way they become familiar with it prior to singing it)
10-15 minutes	<p>Human Advent Wreath Debrief</p> <p>You may use the following questions to invite reflective discussion after the blessing/presentation.</p> <p>Debrief Questions:</p> <ul style="list-style-type: none"> • Why is it important to pray in community? • How did the skits bring to life the teachings of Jesus? • Why is love a virtue that is contemplated during the Advent season? • Why is faith a virtue that is contemplated during the Advent season? • Why is joy a fruit of the Spirit that is contemplated during the Advent season? • Why is hope a virtue that is contemplated during the Advent season? • Are these some of the most important virtues that Christ teaches us? Why?
40 minutes	Lunch

50-60 minutes	<p>Activity #4 – Shop ‘til You Drop</p> <p>The goal of this activity is to invite the students to be mindful of the way the media and society calls us away from the true meaning of the Advent season, tempting us to be focused on consumerism.</p> <p>Ask students to reflect or recall the importance of the virtues highlighted during the morning activities such as “Human Advent Wreath.” Tell them that they should keep those virtues in mind as they complete the next activity.</p> <ol style="list-style-type: none"> 1. Divide the students into 5 or 6 groups and supply each with chart paper, markers and a selection of Christmas advertisements, store flyers, catalogues, etc. (2 to 3 different fliers for each group is optimal) 2. On chart paper, ask students to create a t-chart graphic organizer with 2 columns: “<i>What I want</i>” and “<i>What I want to give</i>”. Students will either write items in each column or cut out images. 3. Give students 15 minutes to compose their wish lists. 4. Ask students to go through their list and add prices to each of their items. If they are not certain of an exact price, students should make educated guesses or ask you for ideas. 5. Once prices are on each item, ask each group to roughly calculate a total price of their lists and share it with the class. 6. This activity will generate some excitement, so it may be an appropriate time to ask students some debrief questions: <ul style="list-style-type: none"> • <i>What do you think of the amount of money that our group can potentially spend on Christmas gifts?</i> • <i>If Christmas is supposed to be about the birth of Christ, why is it that we tend to place so much importance on materialistic gifts?</i> • <i>Is there a better way to experience the true meaning of this season?</i> 7. Provide each group with some charitable gift catalogues from organizations such as: Chalice, Development and Peace, World Vision, Plan Canada, Save the Children, Because I’m a Girl, The Malala Fund, Free the Children, etc. <p>NOTE: <i>All these organizations have websites with virtual catalogues and informative videos. If your group has access to laptops, tablets or smart devices, this may be a more time effective option.</i></p>
---------------	--

	<p>8. Instruct each group to pick one of their reasonably priced gift items and find one item in the charitable gift catalogue of a similar price.</p> <p>NOTE: Students should look for an item that they feel is necessary for those who have great needs.</p> <p>9. The class then debates as to what item is most necessary for someone in need with reasons justifying their selection.</p> <p>Optional Activity Extension Challenge your class to:</p> <ul style="list-style-type: none"> a) Take this information home to their families and discuss the potential ways their families can contribute to any of these or other charities or think about changing their gift giving traditions b) Propose a class Christmas challenge. For example, raising money for a charity of the class' choosing. c) Organize a school-wide fundraiser or create an awareness campaign.
10 minutes	Break
25 - 120 minutes	<p>Activity #5 – Movie: “Scrooged” (with Bill Murray)</p> <p>Film Synopsis: The main character Frank Cross is a successful television executive whose blind ambition has driven away the love of his life. Frank is visited by a series of ghosts who give him a chance to re-evaluate his actions and right the wrongs of his past.</p> <p>This movie is approximately 101 minutes long. If you are not able to find this movie on DVD, there are several sites you may use which have this movie. One of these sites is as follows: http://video.tt/watch_video.php?v=9yI5epKAK (will work with proper plug-ins)</p> <ul style="list-style-type: none"> 1. Distribute LM 3 “Movie Review: Scrooged” to the students and have them watch the movie “Scrooged”. 2. Provide some time for the students to discuss their answers in small groups to the questions on LM 3. 3. Engage the class in a brief discussion how the movie connects with the Advent themes “love, faith, joy, and hope”.

	<p>Please note:</p> <ul style="list-style-type: none"> • Public performance rights may be needed to show the entire movie to a group. • If you do not wish to show the entire movie, select relevant scenes and use the questions on LM 3 for discussion. • You may also choose to watch another movie or video that can be connected to the virtues of Advent or the true meaning of Advent. • LM 3 <i>can be used to guide a discussion, to have students engage in quiet reflection at the end of the day or can be used as an assignment to reflect on the movie at home.</i>
<p>5 minutes</p>	<p>Closing Prayer Conclude the retreat day with a prayer:</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p> <p><i>Lord,</i> <i>We pray to you during this precious time of waiting in joyful hope for the birth of your son Jesus Christ,</i></p> <p><i>We ask you to continue to give us the gift of patience as we journey through the weeks of Advent</i></p> <p><i>Give us the courage to be bearers of light and hope for all to see.</i></p> <p><i>Give us wisdom to embrace the virtues of this special season; love, faith, joy and hope</i></p> <p><i>We pray in the name of Jesus, our Savior, who is God’s greatest gift to us. Amen.</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>End the day with the song “O Come, All Ye Faithful” or any other liturgical Christmas carol.</p> <p>Remember: “Singing is praying twice”.</p>

LM 1

Advent Wreath Blessing



NOTE: Each of the parts to be read are indicated as Reader 1, 2, 3, or 4. However, you may use as many or as few as you wish to go through the blessing. Make it as specific to your group as you wish.

Also, note that all parts in bold italics are instructions. Make sure to read through the script in its entirety so that you are prepared for the instructions, especially when the candles need to be lit.

Teacher: Let us begin our Advent Wreath blessing with a sign of our faith:

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

Reader 1: We gather around this Advent Wreath to celebrate the beginning of the holy season of Advent. The word advent means “coming.” We join with the Church throughout the world to prepare for the three-fold coming of Jesus Christ. First, he comes to us as a baby in Bethlehem at Christmas. Second, he comes to us in our hearts in Holy Communion. Finally, he comes to us at the end of this world.

Have student hold up the sign with the word LOVE.

Transition into **** LOVE Skit**

Reader 2: The Advent Wreath is made into the shape of a circle to remind us of God's everlasting love for us.

Reader 3: The evergreen boughs remind us that God's love for us never dies or fades away.

Reader 4: We light the first purple candle. It represents the virtue of love. Jesus loves us so much that he became human to be our Savior, to teach us now to follow him.

Reader 1: (*Light the first purple candle.*) Let us thank Jesus as we pray the Glory Be...

All pray the Glory Be:

**Glory be to the Father, and to the Son, and to the Holy Spirit,
as it was in the beginning,
is now and ever shall be,
world without end.
Amen.**

Have student hold up the sign with the word FAITH.

Transition into **** Faith Skit**

Reader 2: Next, we will light the second purple candle. (*Light the second purple candle now.*). The second purple candle represents the virtue of faith. We thank Jesus for the great gift he has given us through his presence in Holy Communion and his living word in the Bible.

Reader 3: Let us ask God to increase our faith in Jesus as we pray the Glory Be...

All pray the Glory Be.

Have student hold up the sign with the word JOY.

Transition into **** Joy Skit**

Reader 4: Now we light the third candle -- the rose-colored candle. (*Light the pink candle.*) The rose-colored candle represents our joy in the fact that Jesus will soon be here.

Reader 1: We ask Jesus to increase our joy in knowing he is near. Let us honour him by praying the Glory Be...

All pray the Glory Be.

Have student hold up the sign with the word HOPE.

Transition into **** Hope Skit**

Reader 2: The last candle in the Advent wreath is another purple one. (*Light the last purple candle.*) The fourth candle represents our confident hope in Jesus, who has overcome the darkness of death and sin in this world.

Reader 3: Bless this Advent Wreath, God, and help us to joyfully prepare to celebrate the birthday of your Son Jesus at Christmas. We pray once again the Glory Be...

All pray the Glory Be.

Reader 4: Blessed are you, O Lord our God, king of the universe. You sent your Son to be the Light of the world and to spread his light of love to all. Bless us and accept this wreath of light made from our hands. May the brightness of these lights be a sign of how close your Son is to us. Help us to remember that we might prepare in joy for his humble birth in a manger and be ready to receive him at his coming again in glory; through the same Jesus Christ our Lord, who lives and reigns with you and the Holy Spirit, one God, now and forever. Amen.

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

Advent Wreath Blessing "Copyright © 2010 CATECHIST Magazine. Reprinted with permission."

LM 2

O Come, O Come, Emmanuel

O come, O come, Emmanuel,
and ransom captive Israel,
that mourns in lonely exile here
until the Son of God appear.

Refrain:

Rejoice! Rejoice!

Emmanuel shall come to thee, O Israel.

O come, thou Wisdom from on high,
who orderest all things mightily;
to us the path of knowledge show,
and teach us in her ways to go. ***Refrain***

O come, thou Rod of Jesse, free
thine own from Satan's tyranny;
from depths of hell thy people save,
and give them victory over the grave. ***Refrain***

O come, thou Dayspring, come and cheer
our spirits by thine advent here;
disperse the gloomy clouds of night,
and death's dark shadows put to flight. ***Refrain***

O come, thou Key of David, come,
and open wide our heavenly home;
make safe the way that leads on high,
and close the path to misery. ***Refrain***

O come, O come, great Lord of might,
who to thy tribes on Sinai's height
in ancient times once gave the law
in cloud and majesty and awe. ***Refrain***

O come, thou Root of Jesse's tree,
an ensign of thy people be;
before thee rulers silent fall;
all peoples on thy mercy call. **Refrain**

O come, Desire of nations, bind
in one the hearts of all mankind;
bid thou our sad divisions cease,
and be thyself our King of Peace. **Refrain**

O come, O come, Emmanuel,
and ransom captive Israel,
that mourns in lonely exile here
until the Son of God appear. **Refrain**

LM 3

Student: _____

Movie Review: "Scrooged"

Frank Cross (Bill Murray) is a selfish, cynical T.V. executive who is haunted by three spirits bearing lessons on Christmas Eve. Can they help Frank change his ways? It is a funny movie with some great lessons to be learned. Watch and enjoy!

Reflect on the questions once you have watched the film:

1. Which classic Christmas movie is Scrooged a parody of?
2. Comment on Frank Cross' conversion or change of heart at the end of the film. How does he change his life? Why does he change his life?
3. How does this film relate to the Advent theme of love?
4. How does this film relate to the Advent theme of hope?
5. How does this film relate to the Advent theme of faith?
6. How does this film relate to the Advent theme of joy?
7. What are some of your favourite movies, programs, and songs that help you connect with the true meaning of Advent.

Grade 7 or 8

Walking with Christ:

A Lenten Journey

Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil. He fasted for forty days and forty nights, and afterwards he was famished. The tempter came and said to him, 'If you are the Son of God, command these stones to become loaves of bread.' But he answered, 'It is written,

"One does not live by bread alone, but by every word that comes from the mouth of God."

Then the devil took him to the holy city and placed him on the pinnacle of the temple, saying to him, 'If you are the Son of God, throw yourself down; for it is written,

"He will command his angels concerning you", and "On their hands they will bear you up, so that you will not dash your foot against a stone." Jesus said to him, 'Again it is written, "Do not put the Lord your God to the test."'

Again, the devil took him to a very high mountain and showed him all the kingdoms of the world and their splendour; and he said to him, 'All these I will give you, if you will fall down and worship me.' Jesus said to him, 'Away with you, Satan! For it is written,

"Worship the Lord your God, and serve only him."

Then the devil left him, and suddenly angels came and waited on him.

Matthew 4:1-11

Retreat Description –

As Christians, Lent is the most important time of the year. It is a time for fasting, repentance and thoughtful reflection. It is also a time to search for ways in which we can be better people as we sadly remember Jesus' sacrifice and eagerly await His resurrection. This retreat gives students an opportunity to explore the importance of Lent, to reflect on their own actions, and to use prayer to peacefully enjoy the hope of new life. Take your students through this journey of self-discovery.

Expectations:

Religious Education Policy Document

Believing:

Grade 7

BL2: Demonstrate an understanding of Jesus Christ as the Messiah who fulfills the covenant of God's salvation through the Paschal Mystery (i.e. his passion, death and resurrection / ascension). [CCC nos. 50-73; 101-141; 422-682]

BL2.1: Identify the significance and meaning of Jesus Christ's redemptive death on the Cross in God's Plan of Salvation (i.e. Jesus and Israel, the Law, the Messiah, the sacrifice of the Cross for our sins). [CCC nos. 571-623]

Celebrating:

Grade 7

CL2.2: Compare what is signified in the "bread and wine" of the Old Testament to its New Covenant meaning in the New Testament and to the meaning of the Eucharist. (See: Exodus 12; Leviticus 17:11; Isaiah 54:4-6; Hebrews 10:10-14; Matt. 26:26-30; Mk. 6:30-44; Jn. 2:1-12; Jn. 6:23, 32-33, 35, 54-57.) [CCC nos. 1333-1336]

Living a Moral Life:

Grade 8

ML3.1: Identify New Testament passages that reveal the role of the Holy Spirit in the life of Jesus and explain how these events are examples of the power of grace over sin. (Pentecost in Acts 2:1-4; Jesus drives out demons – Luke 11:14; Matt. 7:21-23; Matt. 12:22-32; the temptations of Jesus – Matt. 4:1-11; Jesus in the garden of Gethsemane – Lk. 22:39-46; the crucifixion of Jesus' life – Luke 23:26-49; Matt. 27:45-61; John 19:17-37.) [CCC nos. 1810-1811; 1987-2029]

Living in Communion:

Grade 8

LC1.1: Select and use passages from the New Testament to describe the meaning of "Church as community" (e.g. Acts 2:42-47; Romans 12:3-13; Matt. 5:13-16; Hebrews 10:24-25; John 15:1-2) and state how the communal nature of the Church witnesses to the reign of God in the world through the Holy Spirit. [CCC nos. 702-732]

LC2.3: Identify and interpret stories in the New Testament that demonstrate the significant role of the Holy Spirit in the life of Jesus and his followers (e.g. Luke 1:26-39 – the Annunciation; Luke 4:16-21 – "The spirit of the Lord is Upon me..."; Luke 4:1-2 – Jesus is led into the desert; Acts 2:1-13 – Pentecost; Luke 16:5-15 – The Paraclete; Rom. 5:5 – the Holy Spirit pours out God's love on the early Church). [CCC nos. 737-747]

Living in Solidarity:

Grade 8

LS3.1: Examine a selection of scripture passages to identify the nature of Jesus' mission and the role of the Holy Spirit in the mission of Jesus and of the Church (Lk. 4:14-30; Jn. 20:21; 2 Peter 1:20-21; 2 Tim. 1:13-14; 2 Cor. 13:14; Matt. 28:19).

LS3.3: Identify and describe some of the efforts the Church has made to continue Christ's mission to spread the Good News to all people of the world (e.g. working with people from other religions on issues of social justice as a means to spread the Good News of Jesus Christ; witnessing to Christ through our work with those in need; participating in ecumenical and interfaith dialogue). [CCC nos. 830-856]

Prayer

Grade 8

PR1.3: Identify biblical passages in the New Testament in which Jesus teaches the disciples through word and act how to pray (Matthew 6:5-15, 14:23, 26:36-46; Mark 1:35, 6:46, 14:32-40; Luke 3:21-22, 5:16, 6:12-13, 9:18, 28-29, 11:1, 22:31-32, 39-46, 23:34; John 6:15; Hebrews 5:7) and explain what these passages reveal about his relationship with his Father and how we are to pray. [CCC nos. 2761-2766]

PR2.3: Identify things which undermine the development of a life of prayer (e.g. lack of faith, distraction, not wanting to make the effort, cultural and social influences, lack of experience and a praying community) and explain how these have been addressed in the Tradition of the Church (i.e. examples of saints).

Ontario Catholic School Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community who:

- a) illustrates a basic understanding of the saving story of our Christian faith;
- b) participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- f) seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- i) integrates faith with life;

A Self-Directed, Responsible, Lifelong Learner who:

- g) examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities;

A Reflective and Creative Thinker who:

- a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- b) creates, adapts, evaluates new ideas in light of the common good;
- d) makes decisions in light of gospel values with an informed moral conscience;

A Responsible Citizen who:

- a) acts morally and legally as a person formed in Catholic traditions;
- b) accepts accountability for one’s own actions;
- j) contributes to the common good

Materials:

- Bible (1)
- crayons/markers/pencil crayons (class set)
- pencils (class set)
- object to hide (rock, rosary, candle)
- scarf (for blindfold)
- masking tape (1 role)
- 1 sheet of light coloured paper e.g., construction paper (1 per student)
- Stations of the Cross posters (some schools will have a set, or you may search for images online or you may purchase these online or at a Catholic Religious Bookstore such as: Broughtons Church Supplies, Religious Books & Gifts; Joseph's Inspirational Inc.; DiCarlo Religious Supply Centre)
- Laptop/tablet with a projector and speakers
- Disposable cups (1 per student)
- Disposable plates (1 per student)
- Paper napkins (1 per student with some extra)
- Grape juice – enough for class
- Pizza – order enough for class
- Apple slices – enough for class
- Pretzels – enough for class
- LM 1 “The Voices in My Life” (1 copy per student)
- LM 2 “Grace Before Meals for Lent” (1 copy per student)
- LM 3 “The Stations of the Cross for Youth (1 copy per student)
- LM 4 (1 copy per student)
- LM 5 (1 copy per student)

Walking with Christ:

A Lenten Journey

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> • Introduce teacher facilitator and/or student helpers • Take attendance • Begin with a prayer: <p>Opening Prayer</p> <p><i>Lent reminds us to repent, to pray and to do penance and so we begin:</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p> <p><i>Dear Jesus,</i></p> <p><i>During this Lenten season let us remember the importance of prayer in our lives,</i></p> <p><i>Give us the strength to ask for personal forgiveness of our sins and to allow us to follow your word and example with kindness and mercy</i></p> <p><i>Lord, we ask that you provide us with courage and strength to incorporate prayer, fasting, and almsgiving into our lives so that we may truly live with love, and compassion in our hearts.</i></p> <p><i>Help us to remember those who are in need in our community and encourage us to show our love and compassion for them through our actions and words.</i></p> <p><i>Amen.</i></p> <p><i>Let us pray together the Our Father:</i></p> <p>Our Father...</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p> <p>Retreat day agenda:</p> <p>You may choose to use the following script or adjust as you wish:</p> <p><i>Our retreat today is focusing on the most important time of the year: Lent. During Lent, we should search for ways to be better people as we remember</i></p>

	<p><i>Jesus' sacrifice. We know that Jesus returns to us through His resurrection and we too have hope for a renewed life.</i></p> <p><i>Today we will begin with an icebreaker; we will play a game together, do an art activity, have a special meal together just as Jesus did with his friends, participate in a guided meditation, walk the Stations of the Cross together and pray together.</i></p> <p><i>Just like Jesus' journey, today will also be part of your journey to find ways to be closer to God. Let us now begin.</i></p>
<p>10 minutes</p>	<p>Icebreaker - Mr. and Mrs. Right (found in the Intermediate Icebreaker Section)</p>
<p>40 - 50 minutes</p>	<p>Activity #1 - A Voice in the Crowd</p> <p>This activity takes students through the confusion of trying to listen to one voice with many people speaking or making noise all at the same time. Students will understand that reaching your goal (of finding the designated item) can be quite difficult with so many distractions.</p> <ol style="list-style-type: none"> 1. Ask for 2 student volunteers. 2. One of the volunteers will be blindfolded and the other will be asked to guide the blindfolded student to a hidden object in the room using only vocal instructions. <p>NOTE:</p> <ul style="list-style-type: none"> • ensure that the blindfolded student does not see where the item is hidden • object can be any small item symbolic of God e.g. Rock, candle, bible, rosary, etc. <ol style="list-style-type: none"> 3. The guide is asked to give the blindfolded student exact instructions which will lead him/her to find the hidden object. The guide can never touch or physically direct the blindfolded student. 4. All the other students in the class must try to confuse the blindfolded student by shouting out incorrect instructions about where to find the object, while the guide calmly continues to call out correct instructions. 5. The game continues until the blinded student finds the object. 6. After the activity is over, lead the discussion using the following questions: <ul style="list-style-type: none"> • Questions for blindfolded student: <ol style="list-style-type: none"> 1. Was it difficult to hear the guide's instructions over the noise and chaos? 2. What strategies did you use to stay focused on her/his voice?

	<ul style="list-style-type: none"> • Questions to the class: <ol style="list-style-type: none"> 1. What is the quiet voice symbolic of? 2. What are the confusing voices symbolic of? <p>NOTE: You may decide to flush out the importance of the activity. Therefore, explain that the loud voices represent sin, societal pressures, peer pressure, inner weakness, etc. The quiet, guiding voice represents God and his consistent guidance and support. Ask students to recall the scriptural story of when Jesus was tempted by Satan in the desert. Discuss the idea that Christ himself was tempted to stray from God but remained faithful.</p> <p>Personal Reflective Activity:</p> <ol style="list-style-type: none"> 1. Distribute the graphic organizer (LM 1 “The Voices in My Life) to students and ask them to find a quiet spot in the room to fill it in. 2. Explain that ideas or reflections will be shared and that it is not required for students to put their name on this handout. 3. While the students are filling out the handout, you may have the following song playing in the background: <ul style="list-style-type: none"> • “I Surrender”, Hillsong https://www.youtube.com/watch?v=ZFORjUcHkKU • “Draw me close to you” https://www.youtube.com/watch?v=IdJBYyNsQd0 <p>NOTE: You should also participate in this activity.</p> <ol style="list-style-type: none"> 4. Collect LM 1 and tape them up on the wall. 5. Once they are posted on the wall, students are asked to do a silent walk-about and read the responses given. This will allow them to realize that their struggles, sins and triumphs are shared with their peers. This also reminds students that their faith journey is shared within their community. This faith journey is complicated for everyone and it is a lifelong quest.
10-15 minutes	Break
30-40 minutes	<p>Activity #2 – “Walk with Jesus when ...”</p> <p>This activity will inform students about the importance of Lent and allow students to realize that they too walk with Jesus when they engage in Christ-like behaviours.</p> <ol style="list-style-type: none"> 1. Show the following YouTube video about the Lenten season: “So What’s the Story with Lent?” https://www.youtube.com/watch?v=zAuB-3V46zk

	<p>2. Lead a discussion with students about what Lent really means. The following questions may help lead the discussion:</p> <ul style="list-style-type: none"> • What is Lent? • What sorts of things do people “sacrifice” during Lent? • Give examples of things you have given up or done during Lent? • What is the purpose of this penance or sacrifice? • Like Jesus sacrificed, we are also called to give alms, which means sharing what we have with others. In this way, instead of giving something up, Lent is a time to do “good.” Doing “good” in turn improves who we are as Christians or Christ-like people. What are some examples of Christ-like actions? (Example: reaching out to someone who does not have many friends) <p>Activity #3 – Footprint Activity</p> <ol style="list-style-type: none"> 1. Each student will need 1 sheet of light coloured paper (e.g., construction paper, kraft paper, etc.) 2. Direct students to trace their foot on their sheet of paper and cut it out. 3. Ask students to write “I walk with Jesus when...” on their footprint and complete their statement with an example of Christ-like behaviour. When they are done, they may decorate their footprint. 4. As the activity is in progress, you may want to have background music playing. E.g., <i>“Just a closer walk with thee”</i> http://www.dailymotion.com/video/xocrdu_southern-gospel-song-video-just-a-closer-walk-with-thee_music 5. You may choose to create a Lenten journey path display with the completed footprints in the room to remind students to continue walking with Jesus.
	<p style="text-align: center;">Community Lunch ** See below **</p> <p>You may want to start lunch early and have them go to “Lunch recess” at the end of your community lunch.</p>

40 minutes	<p>Activity #4 - "Feeding our Souls"</p> <p>This community lunch will require some planning on your part. This lunch is meant to re-enact the Last Supper.</p> <p>Please note: although Lent ends before the Mass of the Last Supper, the objective of this lunch is not only to build community, but also to provide an opportunity to reflect on the importance of nourishing our souls.</p> <p>To prepare for the meal, you will need to order a plain pizza in advance so that it arrives in time for lunch. Please keep in mind dietary needs of the students as there may be students with food allergies. Also, you will need to prepare the following items in advance:</p> <ul style="list-style-type: none"> • Paper plates • Grape juice in jugs (No drink boxes for environmental reasons) • Cups (Paper cups, not Styrofoam – for environmental reasons) • Napkins • Apples slices – may need to cut them ahead of time • Pretzels – fun snack with a Lenten connection (made by monks during Lent) <ol style="list-style-type: none"> 1. Each student will have a duty during this meal, helping in some way (e.g., serving pizza/beverages/apples/pretzels, distributing the placemats, clean up, etc.) 2. You may wish to watch the following video about the Last Supper before beginning the meal or find an alternative: https://www.youtube.com/watch?v=kbWhiIO4Q3k 3. Lead the class in a very short discussion about the Last Supper: <ul style="list-style-type: none"> • Why do we revisit the Last Supper? • How did Jesus want his apostles to remember Him? • Why did Jesus want his apostles to remember Him? • How can we use what Jesus tried to teach the apostles at the Last Supper in our lives today? 4. Remind the students that Lent ends before the Mass of the Last Supper. Explain to them that their simple meal serves as a reminder that it is more important to live in ways that nourish our soul than to strive to feed our superficial wants. Lent is a time to reflect on this and improve our Christian lives. 5. Select one student to read the grace before meals. You may want to use LM 2 "Grace Before Meals for Lent" or any suitable alternative.
------------	--

	<p>6. While students eat, the following songs may be played:</p> <p>“Beautiful City” https://www.youtube.com/watch?v=EXezjFLTI-c</p> <p>“In remembrance of me” https://www.youtube.com/watch?v=nV_kFlsKrQU</p> <p>“City of God” https://www.youtube.com/watch?v=KSyu-a8ov7A</p> <p>“Make me a channel of your peace” https://www.youtube.com/watch?v=jOvQLMfppN8</p> <p>“Be not afraid” https://www.youtube.com/watch?v=dWpG7qHtB8q</p> <p>7. Once they have eaten and cleaned up their place setting, allow them to break.</p>
30-40 minutes	Break
10-15 minutes	<p>Activity #5 - “Meditation”</p> <p>For this activity, you will need to select an appropriate Catholic “Lent-themed” guided meditation. If possible, dim the lights, light some candles, and use meditation music.</p> <p>Recommended Guided Meditation resource: <i>Glynnis Hope B. Dawson. <u>Guided Meditations for Young Catholics</u>. (Novalis Publishing Inc, 2013), p 91 Lent and Easter</i></p> <p>If you wish for a more visual meditation to center students, the Loyola Press 3-Minute Mediations (a Jesuit Ministry) are wonderfully created with photographs and music. The following are a few meditations from that site which may be appropriate at this time:</p> <ul style="list-style-type: none"> • http://www.loyolapress.com/assets/Bookcovers/116347_marked-with-salvation.swf • http://www.loyolapress.com/assets/Bookcovers/116354_are-you-hungry.swf • http://www.loyolapress.com/assets/Bookcovers/5299_life-restored.swf • http://www.loyolapress.com/assets/Bookcovers/118417_consequences-of-not-repenting.swf • http://www.loyolapress.com/assets/Bookcovers/118424_lost-and-found.swf

<p>30-40 minutes</p>	<p>Activity #6 – “Stations of the Cross”</p> <p>The following activity requires posters of the Stations of the Cross. You may search for Stations of the Cross images online or you may wish to purchase a poster set for your school either online or at a Catholic Religious Bookstore such as: Broughton’s Church Supplies Religious Books & Gifts, Joseph’s Inspirational Inc., DiCarlo Religious Supply Centre, etc.</p> <p>However, if you wish to make it a cross-curricular project, in preparation for this retreat have students create each of the stations as an art pieces in the weeks prior to the retreat.</p> <ol style="list-style-type: none"> 1. The stations should be posted around the location of your retreat (the school, the gym, the church hall, etc.) but not lined up close together as you will want the class to be able to walk around and chant in between stations. If possible and weather permitting, the stations can be posted outside around the building. 2. The script for the Stations is attached in this document (LM 3 “The Stations of the Cross for Youth”) or you may use an alternative resource. Remind the students that the “You” written in the script refers to Jesus. 3. Divide students into small groups and distribute 1 station per group. Allow them to practice their reading and division of the reading amongst their group members. 4. Provide students with props for the walk. You will need a student to carry each of the following: 2 candles (1 student per candle), 1 cross and perhaps a bible. 5. Have students organize themselves in the order in which they will read. 6. If you would like the students to chant between stations, “Jesus, Remember Me” is recommended. The words are simple and the music is repetitive. In LM 4 you will find the lyrics which can be sliced into small strips so students can each have their own, if they need. You will need to copy and slice them before the retreat day. This link will help with the song: https://www.youtube.com/watch?v=RGB2E0NzO2A
<p>5-10 minutes</p>	<p>“Stations of the Cross” Debrief: Reflection Time</p> <p>You may wish to reflect on the day’s activities, especially on their experience with the way of the cross. Use as much time to debrief as you think your class needs to digest this experience. Perhaps use some of the following reflection questions to guide a short discussion:</p>

	<p>Debrief Questions:</p> <ol style="list-style-type: none"> 1. <i>What were you feeling as we walked the Stations?</i> 2. <i>What Station made the most impact on you?</i> 3. <i>Why is it important to understand the journey and sacrifice Christ embraced for us?</i> 4. <i>What is one thing you are now motivated to do for others after experiencing the Stations of the Cross?</i>
<p>5 minutes</p>	<p>Closing Prayer Conclude the retreat day with a scripture reading and a prayer.</p> <p><i>From Psalms 46:10 we read: "Be still, and know that I am God."</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p> <p><i>Dear Jesus,</i></p> <p><i>During these next 40 days we are reminded of your great sacrifice and love for us Help us as we journey with you in our lives, so that we can imitate you and continue to be the best that we are made to be. We ask this through our savior, Jesus Christ.</i></p> <p><i>Amen.</i></p> <p><i>Glory Be...</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p>

LM 1

The Voices in My Life

Fill in the organizer with as many points as you can think of.

<p>What pressures in society lead me away from God?</p>	<p>What pressures in personal relationships lead me away from God?</p>
<p>What in society brings me to God?</p>	<p>What in personal relationships brings me to God?</p>

LM 2

Grace Before Meals For Lent

Loving Father,

We pray that we may be truly thankful for the many blessings we enjoy this day.

We are grateful for the food that you have graciously given us and for those who have given their time in the preparation of this meal.

Bless us on our remaining Lenten journey and help us to remember how your Son Jesus gave us the perfect example of what it means to love one another.

We ask this through Christ Our Lord.

Amen.



LM 3

The Stations of the Cross (for Youth)

(Taken from http://www.archwinnipeg.ca/wcm-docs/youth_resources/youth_resource-1238107982.pdf.

Reprinted with permission from Life Teen)

The First Station: Jesus is Condemned to death

There you stand before the crowd after being beaten. You never deny yourself, yet humbly accept the punishment given to you by those who had witnessed your miracles. It's easy to look at this scene now and think, 'How could they have accused you and condemned you to death? All you did was love every person you met.' Yet they are not alone in their condemnation of you.

Pause

How often do I ignore you at school in the person no one wants to talk to? How often do my words condemn you in the way that I speak about others? It was not only the Jews and Pontius Pilate who condemned you, but I stand next to them shouting just as loud, 'Crucify Him!'

Pause

Jesus, forgive me for the ways in which I condemn and pierce others with my words and actions. Help me to love like you and to learn from your example.

The Second Station: Jesus carries the Cross

By now you have endured a sleepless night, betrayal by your friends, and a beating that is too horrible to fully imagine. You've been whipped, stripped, and spit on by countless faces, some of whom last week treated you as royalty as you entered the city. And now, they hand you a cross to carry. The weight of it is far more than any number of pounds we can figure. For in carrying the cross, you carry the weight of our sins.

Pause

How often do I forget that you have carried the load for me? How often do I try to carry things on my own, not allowing you to help me? It was not only the sins of

the world that you carried; it was my sin, my selfishness, my pride, my anger. Each added more weight to the load. And it was not only my sin you carried but also my burdens, my worries, my fears, my sadness, my insecurities. Each you carried step by step up towards Golgotha, the place of the Skull.

Pause

Jesus, help me not to forget the load that you carried for me. Give me the strength and the courage to let go of those things that separate me from you.

The Third Station: Jesus Falls for the First time

As you walk through the narrow streets, every movement, every jolt burns and reopens your wounds. The pain along with the weight of the cross becomes too much and you fall. In boxing, when a fighter falls and is too beaten to continue, the fight is stopped by the referee. Yet, there is no one there to stop the battle that you fight for us. Even though you know what still lies ahead, you do not stop and somehow find the strength to continue.

Pause

How many times have I fallen in my walk? Too many to count, I'm sure. So many times when I fall I don't feel like getting back up and trying again. There are too many temptations that I am faced with that feel too fun and easy to do because so many around me are doing them.

Pause

Jesus, help me to remember your courage and perseverance when you fell. Give me the courage to get back up when I fall. Help me remember that it is worth it to live as you lived.

The Fourth Station: Jesus Meets His Mother

Amid all the shouts and jeers from the crowd that move like a wave in your mind as you struggle to remain conscious, one voice stands out. At first it is so faint that you wonder if it is real, but then as your eyes meet and you see her face you are not surprised that she is there for you. She has always been there for you. Her

'Yes' to the Father has been a light in the darkness. And now, here in your darkest hour, she is there.

Pause

There are so many times when I feel alone in my struggles. It seems that no one understands what I am going through, especially my parents; but I realize they must. How many times have I hidden things from my parents out of fear of what they would say, or what trouble I would be in when all they want is to love me?

Pause

Jesus, help me to remember that I am never alone in my struggles. Help me to see my parents as you saw yours. Help me know their love for me and when things are hard between us, help me to remember the light of your Mother in my life.

The Fifth Station: Simon helps Jesus carry his Cross

The soldiers who had beaten you all day had what appears to be a moment of compassion. Yet instead, their selfish motives override their opportunity for charity. They only want to follow their orders to get you up to the place where you will be crucified. How beaten you look that they decide to grab Simon a Cyrenian out of the crowd to help you carry the cross. He follows behind you, walking in your steps, helping you move forward. You press on, knowing that the worst is yet to come.

Pause

How often do I pass up an opportunity to help someone in need? Do I let what others may think of me stop me from reaching out?

Pause

Jesus, open my ears to hear the ways that you call me to serve. Help me follow Simon's example of helping others. Help me to know what it means to be a true and faithful servant.

The Sixth Station: Veronica wipes the face of Jesus

By now the thorns cut so deeply into your head that even seeing where you should step next is almost impossible. Up to this point all who approach you, other than your mother, either shout at you or spit in your face. As Veronica approaches, she walks differently than the others. As she reaches out her hands and wipes your face with her cloth, suddenly her face of compassion becomes clear. No words are necessary, both your eyes say it all. For in that moment, your dignity as a man is restored.

Pause

How many times have I forgotten that each person is made in your image and likeness and therefore deserves my respect? Do I make others objects of my pleasure and ignore their humanity? Veronica courageously stepped forward and dared to treat you differently than everyone else. Could I do the same?

Pause

Jesus, help me to see your presence in others. Give me the courage to follow Veronica's example of treating others with love even when no one else does.

The Seventh Station: Jesus falls the second time.

The soldiers are enraged at you for falling this time. They can't understand how Simon's help is not enough. In their anger they hit you again and again before they remember that you have to be alive to be crucified. The beating stops, but the shouts and taunts become louder and harsher. At this moment you can stop this! You are the Messiah and have the power to reveal yourself to everyone there. But you know that it would not fulfill all that is written about you. You know that you must be faithful to all of the Father's promises to His people. Remembering your love and your faithfulness you get up, and now with your wounds full of dirt and each step embedding it deeper, you keep going.

Pause

How many times have I failed to follow through on my promises? Or worse yet, how often have I lied even to people I care about? Do I remember your faithfulness even when I fail?

Pause

Jesus, help me to believe in your faithfulness and love for me. Give me the grace to follow through on my word to others. Help me to be a person of integrity.

The Eighth Station: Jesus meets the women of Jerusalem.

Their wailing sounds like a funeral. They cry and weep as if you are already dead. While air still passes through your lungs and your heart still beats, to them, you are dead. They know you are on your way to be crucified and because of the beating you have endured you already look like you should not be breathing at all. Yet in this moment consumed by death, you speak words of life and say, "Daughters of Jerusalem, do not weep for me."

Pause

Do I listen to your words in my life? How often have the things I've watched or listened led me away from you? Have I allowed the gospel of Life to reign in my heart?

Pause

Jesus, help me to listen to your words of life. Show me ways that I can put you first.

The Ninth Station: Jesus falls for the third time.

Again you fall, this time from sheer exhaustion. Only your will presses you forward while your body refuses. How difficult it must be to be you, fully God and fully man. God knows that this has to be finished and that it is not yet complete. Man feels the excruciating pain and every bone in your body wants to stop right here and move no further. Somehow both join together and you muster the strength to get up. You vow to not fall again because now you can see the place they are leading you to. You know the end is close and so you press on.

Pause

How many times have I let my flesh win over my spirit? How often have I chosen to sin rather than to follow your way? Was it my sin that became too heavy that you fell this third time?

Pause

Jesus, help me to follow your ways. Help me remember your victory over my sin. Give me the grace to recognize when I sin and the desire to sin no more.

The Tenth Station: Jesus is stripped of his garments.

In some ways to get to this point is a relief because you know this is almost over. In other ways it is terrifying because you know the worst pain possible for man to endure is still waiting for you. By now your bloodied cuts have dried into your garments, because of this they act as a layer of skin for you since so little of your own remains. As the soldiers strip you bear it is not the nakedness that is painful but rather the vicious tearing of your skin. The cuts that had closed, now reopen and once again a river of blood runs all over your body. You are stripped of your dignity as a man, for even animals are given a swifter, less painful death.

Pause

How often have I judged others by the way they look or what they are wearing? Do I find my own self-worth and self-identity by the clothes I wear or the way I look?

Pause

Jesus, help me to look past the outside of others. Help me not to judge them by how they look or what they wear. Help me to find myself worth and identity in you.

The Eleventh Station: Jesus is nailed to the cross.

Lying down on wood is not foreign to you. The first place you were laid when you came into this world was a wooden manger. There you were laid in love and now it is out of love that you lay here on this wooden cross. The soldiers pull your right arm out beside you and then horrific pain flows through your entire body. The nail pierces not only your hand but also your whole body. The soldier pounds it in,

only stopping to wipe your blood off his own face. Again, the nail is driven into your other hand and the pain jolts your entire body. Pain shoots up your legs as they nail your feet.

Pause

In reflection, I am angered by the soldiers. I can't understand why they are doing this to you and yet what is hardest to realize is that not only am I in the crowd watching all of this, but I'm also one of them nailing you to the cross. How many times has my sin become a strike of the nail into your body? How often do I turn away from your mercy?

Pause

Jesus, I'm sorry for nailing you to the cross with my own sin. Help me to seek your forgiveness and mercy for the times that I sin.

The Twelfth Station: Jesus dies on the Cross.

Above your head is the inscription, 'King of the Jews'. As you use every last ounce of life left in you to lift your body so that you can speak, you do not look the part. Yet, every word out of your mouth is one of love, truly from another kingdom. The faces of all humanity must flash before your eyes as one by one you recount whom you are doing this for. And finally you say, 'Father, into your hands I commend my spirit...it is finished.' You breathe your last and it looks as though this is the end.

Long Pause

Jesus, help me never forget your love for me. Help me to know that you died for me. Fill me with comfort in knowing that I never suffer anything you don't understand.

The Thirteenth Station: Jesus is taken down from the Cross.

The first arms that held you in this world are also the last. Your mother was told a sword would pierce her heart the day she presented you as an infant to the Father. Now as she holds your body that is mangled beyond recognition, she sees not only the man she now holds, but also the child she held and her heart is

pierced. Your comfort to her will come but in this moment she has only the Father to be with her in her sorrow and pain. All hope seems gone.

Pause

How many times have I lost hope in you? How often have I doubted your ability to be God in my life over all things?

Pause

Jesus, help me to trust in you. Help me to place all of my hope in you and give me peace in knowing that you are Lord over all things.

The Fourteenth Station: Jesus is placed in the tomb.

You are laid to rest by Joseph of Arimathea, Mary Magdalene, Mary your mother and a few other women. As your body is anointed, Mary Magdalene remembers your eyes penetrating her heart. Tears stream down her face along with the others there as they too remember your love. They wrap your body in clean linens and lay it in a new tomb. The stone is rolled over the entrance and now it surely is the end. Up to this point, death is final. While those you have lived with, laughed with and cried with are in their heightened sorrow believing all is over, you are conquering sin and death.

Pause

How many times has death felt like the end? When I've lost a loved one it can be so hard to remember your victory. How often do I miss the opportunities to say, "I love you" to those special people in my life? Do my family and friends know how I feel about them?

Pause

Jesus, help me always remember that death is not the end. Give me the strength to say the words, 'I love you' to those people in my life that I do love. Help me to love every person not just in words but also with my actions.

Jesus, I love you, I need you, and I trust you.

Amen.

LM 4

JESUS, REMEMBER ME

**Jesus, remember me when you come into your kingdom.
Jesus, remember me when you come into your kingdom.**

JESUS, REMEMBER ME

**Jesus, remember me when you come into your kingdom.
Jesus, remember me when you come into your kingdom.**

JESUS, REMEMBER ME

**Jesus, remember me when you come into your kingdom.
Jesus, remember me when you come into your kingdom.**

JESUS, REMEMBER ME

**Jesus, remember me when you come into your kingdom.
Jesus, remember me when you come into your kingdom.**

JESUS, REMEMBER ME

**Jesus, remember me when you come into your kingdom.
Jesus, remember me when you come into your kingdom.**

Grade 7 or 8

Called to be Witnesses:

A Confirmation Retreat

“But you will receive power when the Holy Spirit has come upon you; and you will be my witnesses in Jerusalem, in all Judea and Samaria, and to the ends of the earth.”

Acts 1: 8

Retreat Description –

This in-class retreat focuses on Confirmation. It gives students the opportunity to look at the gifts and talents that God has bestowed upon them and how to use them according to his plan. During this retreat, students will reflect upon the gifts of the Holy Spirit and how they can be used daily. Time will also be spent looking at the importance of prayer in cultivating a relationship with God. Ours is a journey of faith, which begins at baptism and evolves through each of the sacraments. Students will be given the opportunity to reflect upon their own faith journey as they prepare to receive the sacrament of confirmation. This retreat is designed for students either in grade 7 or grade 8 who are preparing to receive the sacrament of Confirmation. This retreat would be appropriate to take place after students have gone through some catechetical preparation for this sacrament.

Expectations:

Religious Education Policy Document – Grade 7 and 8

Specific Expectations
<p>Believing: <i>Grade 7 –</i> BL3: Demonstrate an understanding of how the Church is called in its mission to witness to being apostolic (i.e. the Church is Apostolic). [CCC nos. 857-896]</p> <p>BL3.3: Identify the three ways in which the Church is Apostolic (i.e. founded on the apostles) and the one aspect which cannot be transmitted (i.e. chosen witnesses of the resurrection).</p> <p><i>Grade 8</i> BL2: Demonstrate an understanding of the Church’s teaching on the role of the Holy Spirit, the mission of the Son, and the continued presence of the Holy Spirit in the Church. [CCC nos. 683-747]</p> <p>BL 3: Demonstrate an understanding of the meaning of the four marks of the Church: One, Holy, Catholic and Apostolic and how these four marks are lived out in the life of the Church. [CCC nos. 811-945]</p>
<p>Celebrating: <i>Grade 8</i> CL1: Focus: Confirmation Understand that the Sacraments strengthen, sanctify and sustain our life of witness to Christ in the Church and the world. [CCC nos. 1285-1321]</p> <p>CL1.1: Connect the actions of the Holy Spirit revealed at Pentecost in the early Church with the effects of the sacrament of Confirmation (the perfection of baptismal grace, the help of the Holy Spirit’s gifts and fruits, indelible mark, call to spread and defend the faith, stewardship). [CCC nos.1285; 1295-1296; 1302-1305; 1315-1317]</p> <p>CL1.2: Identify in the Rite of Confirmation – requirements for the reception, the minister, the signs and rituals (<i>laying on of hands, anointing with chrism</i>) and what they symbolize and impart on the receiver, and explain how this sacrament reveals the Holy Spirit as one who gathers and forms the Church for service in the world. [CCC nos. 1293-1301; 1306- 1314]</p>
<p>Living a Moral Life <i>Grade 8</i> ML1.3: Using examples of moral dilemmas faced by young people, demonstrate how choosing to live a Christian moral life reflects a witness to God, a respect for personal dignity and promotes the common good for others. [CCC nos. 1700-1715; 2012-2051; 1928-1948]</p>
<p>Living in Communion: <i>Grade 7</i> LC1: Understand that belonging to the community of the Church involves responsibilities of faith (belief and worship) and of Christian living (solidarity and moral life). [CCC nos. 2084-2257]</p> <p>LC2.2: Using particular saints as examples, outline the process of how a person becomes recognized as a saint (i.e. holy man or woman) by the Church. [CCC nos. 946-975]</p>

<p><i>Grade 8</i></p> <p>LC1.3: Explain giving examples, how the Grace of Christ and the gifts of the Holy Spirit received through the sacrament of Confirmation, support a life of faith and encourage participation in the life of the Church (e.g. strengthens our communion with Christ, our understanding of Grace, Church fellowship, the will to witnessing to Christ through words and actions, endows new gifts – wisdom, counsel, etc.). [CCC nos. 733-747]</p>
<p>Living in Solidarity:</p> <p><i>Grade 7</i></p> <p>LS1: Understand that through the sacraments of service we receive the gift of grace to live our vocations as Catholic Christians for the benefit of society and the world. [CCC nos. 1285-1321; 1533-1600; 1601-1666]</p> <p><i>Grade 8</i></p> <p>LS3.1: Examine a selection of scripture passages to identify the nature of Jesus’ mission and the role of the Holy Spirit in the mission of Jesus and of the Church (Lk. 4:14-30; Jn. 20:21; 2 Peter 1:20-21; 2 Tim. 1:13-14; 2 Cor. 13:14; Matt. 28:19).</p>
<p>Prayer:</p> <p><i>Grade 8</i></p> <p>PR2.2: Identify how the profession of faith which we make in the Apostles Creed and Nicene Creed not only deepen our understanding of the central beliefs of the Church but are essential for a life of prayer. [CCC nos. 2565, 2655]</p> <p>PR2.3: Identify things which undermine the development of a life of prayer (e.g. lack of faith, distraction, not wanting to make the effort, cultural and social influences, lack of experience and a praying community) and explain how these have been addressed in the Tradition of the Church (i.e. examples of saints).</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i></p> <p>e) speaks the language of life... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)</p> <p>f) seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;</p> <p>g) understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;</p> <p>i) integrates faith with life;</p>
<p><i>An Effective Communicator who:</i></p> <p>a) listens actively and critically to understand and learn in light of gospel values;</p> <p>b) reads, understands and uses written materials effectively;</p> <p>c) presents information and ideas clearly and honestly and with sensitivity to others;</p>
<p><i>A Collaborative Contributor who:</i></p> <p>a) works effectively as an interdependent team member;</p> <p>e) respects the rights, responsibilities and contributions of self and others;</p> <p>f) exercises Christian leadership in the achievement of individual and group goals;</p>

Materials:

- chart paper (~15 sheets)
- markers
- tape
- pens, pencils
- LCD, laptop, speakers and screen
- Saint information sheets – 5-6 different saints depending on how many student/groups (This information can be found online or in saint books.)
- Saint names written on construction paper and matching pictures. (Teachers should find this information online or in books).
- LM C.1a “Gifts of the Holy Spirit” (class set)
- LM C.1b “Gifts of the Holy Spirit Answer Sheet” (for teacher use only)
- C.2 “The Apostles Creed” (class set)
- C.3 “iBelieve” (class set)
- C.4 “Dear God” (class set)

Called to be Witnesses

Suggested Length of Time	Activities
10-15 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce Adult or student helpers - <i>Why are we here today?</i> We are here for a <u>Confirmation Retreat</u>. - <i>What is a retreat? What does the word “retreat” mean? What is a Confirmation retreat?</i> The word retreat can mean to take a step back. It is when we take time out of our regular routine to stop and reflect on our lives. We take a step back to look at our relationships with God, our families and our friends. We take time to reflect on what aspects of our lives and relationships work and which do not. What can we do to improve those aspects of our lives that we are not happy with? How can we better use the Gifts of the Holy Spirit confirmed in us by God to become witnesses of faith. Retreats allow us a moment to slow down from our very busy lives to reflect on whether we are behaving in ways that show we are the loving and caring individuals God created. <p>Opening Prayer:</p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen</i></p> <p style="text-align: center;"><i>Loving God,</i></p> <p style="text-align: center;"><i>As we gather together this day to journey together, we ask you to open our minds and hearts to hear your call to become witnesses of faith. We ask that you be ever present in our journey to better our understanding of the sacrament of Confirmation and our ability to see the grace given to us through the Gifts of the Holy Spirit.</i></p> <p style="text-align: center;"><i>We ask this, through our Lord, Jesus Christ.</i> <i>Amen.</i></p> <p style="text-align: center;"><i>Let us pray together:</i> <i>Our Father....</i></p> <p style="text-align: center;"><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen</i></p>

	<p>- Briefly inform the students of the structure of the day as well as any rules that you would like to establish. <i>(Before we get started, let`s talk about the importance of participating. You will only get out of the retreat what you put into it. Let`s try to be open to the activities that we will be doing today. We will begin our day with an icebreaker. We will then look at where our Faith Journey began, talk about what it means to be confirmed, take a look at the Gifts of the Holy Spirit and what it means to be a witness of faith. We will end our day by looking at prayer, specifically the Creed and what it means for us today. We will then wrap up our retreat with a prayer.)</i></p>
<p>5-7 minutes</p>	<p>Icebreaker - Choose one from "Intermediate Icebreakers" found in this document.</p>
<p>20 minutes</p>	<p>Activity #1 – In the Beginning. In this portion of the retreat, the links that exist between the 3 sacraments of initiation: Baptism, Eucharist and Confirmation, will be established.</p> <ol style="list-style-type: none"> 1. Ask the students the following questions to generate a discussion. <ul style="list-style-type: none"> • <i>When did our faith journey begin?</i> (Baptism) • <i>What is baptism?</i> (The first sacrament we receive. A sacrament of initiation) • <i>What is a sacrament?</i> (Students could give many answers, however clarification needs to be made that it is a gift given to us by God, an outward sign of inward Grace) • <i>What are some of the symbols of baptism?</i> (Water, candle, holy oil, white garment) • <i>What do each symbolize?</i> (Water – purification, eternal life, life giving, cleansing, and our bodies cannot survive without water just as our souls cannot survive without God. When holy water is poured over us, it is prayed that we may be born into the water and into the Holy Spirit.(CCC 1238) Holy Oil, or sacred chrism, which are perfumed oil consecrated by the bishop, we have been anointed with the gift of the Holy Spirit.(CCC 1241) White Garment symbolizes that we have "put on Christ," and the candle, lit from the Easter candle, signifies that Christ has enlightened our lives, in him we are "the light of the world."(CCC 1243)) 2. Instruct students to discuss how baptism and confirmation are similar with an elbow partner. 3. Allow for a 3 – 5-minute discussion and then have students share ideas with the larger group. 4. Tell students that: <i>We are anointed with the holy oil and God confirms in us the gifts of the Holy Spirit. We are brought closer to the church</i>

	<p><i>and are enriched with a special strength of the Holy Spirit. (CCC 1285) Which is why we now are true witnesses of Christ, given the job to spread the word of God and the love of Jesus to all. (CCC 1285)</i></p> <p>5. Ask students: <i>How do Baptism and Confirmation connect us to the Saints?</i> (Like us the saints also have received these sacraments. Baptism calls us to be saints as well and confirmation gives us the tools we need to spread God’s word, just as the saints did.)</p> <p>6. A possible video that could be used to enhance this section is: “Sacraments 101: Why we’re confirmed?” from Bustedhalo.com http://bustedhalo.com/video/confirmation-why-were-confirmed</p>
<p>45 mins – 1 hour</p>	<p>Activity #2 – Name that Saint</p> <p>Students will have the opportunity to learn about a few saints. The goal is to highlight aspects of the saint’s life from which we could learn. Saints are true witnesses of faith and it is important for the students to understand what that term means.</p> <p>Please Note: This activity requires you to prepare the saint information sheets in advance. Information on saints can be found on-line or in saint books. You will require as many saint information sheets as there are groups.</p> <ol style="list-style-type: none"> 1. Divide students into groups of 4 or 5. 2. Each group will receive a brief information sheet about a saint. They are to keep this information secret. They cannot tell other groups what saint they have. 3. Each group will read the information sheets on their saint and become “the experts”. The group will then have to present their information to the others. This could be done as a skit, a song, a cartoon strip, a story board etc. Students are not allowed to use the saints’ name during the presentation as the entire class will have to guess the saint. Ask students to be sure to highlight why this particular saint is a witness of faith. 4. As students are working on their presentations, be sure that you have the saint names written on strips of construction paper and their corresponding pictures ready to post. 5. Have the students present their saints and ask the class to guess which saint was portrayed. Match the picture to saint name (or invite

	students to do the matching) and post the correct guess on a wall. This part of the activity is used as a consolidation piece cross reference a picture to the students' presentation.
	Break (10-15 minutes)
30 - 40 minutes	<p>Activity #3 – Your Gifts Graffiti Wall</p> <p>The goal of this activity is to have the students reflect upon their own gifts and talents and how they can use them to become witness of faith.</p> <ol style="list-style-type: none"> 1. Review and explain the gifts of the Holy Spirit. 2. Distribute LM C.1 “Gifts of the Holy Spirit” to students and complete the activity with them. 3. Ask students to indicate some of the gifts of the Holy Spirit that were exemplified in the Saints that were presented in the previous activity. 4. Divide students into groups of 3 or 4. 5. Provide each group with a sheet of chart paper and markers. 6. In the center of the chart paper ask the students to write the words “WITNESS OF FAITH”. 7. Pose the following questions to the students: <i>What are your gifts and talents? How do you use these gifts and talents?</i> Students can answer these questions by drawing or writing words on the chart paper. Or students in the group tell their partner what gifts and talents they see in them. 8. Give students about 15 minutes to complete this activity. 9. Once each group is ready, have them present their graffiti chart paper to the entire the entire class. 10. Make sure to emphasize the idea that God has given each one of us many gifts and talents. He is calling us to use these gifts in our everyday lives to enhance the lives of others and to strengthen our relationship with God. In doing this, we strive to be like saints and hope to be witnesses of faith. Post their creations on the walls.
	Lunch (40 minutes)

<p>45 minutes</p>	<p>As a recap of the morning session remind students of the following: <i>God has called us by name through baptism. At Eucharist, he feeds us and nourishes us. At Confirmation, He sends and gives us a mission to be witnesses of faith and gives us the tools needed to accomplish that mission.</i></p> <p>Activity #4 – iBelieve</p> <p>The goal of this activity is to present to the students the importance of prayer as the foundation of our relationship with God. We will look at the Creed; the profession of our faith, lived out by the saints’ and our mission as Catholics.</p> <ol style="list-style-type: none"> 1. Distribute to students LM C.2 - a copy of the Apostles Creed. Have students recite the creed out loud. Ask students the following question: <i>what did you hear?</i> Students will give various responses, but the answer is that they sound robotic in the manner in which they say the prayer. 2. Show the following video: The Creed produced by Outside da Box https://www.youtube.com/watch?v=0YNeTwWU1RE 3. You may want to pause at various points in the video to pose questions for discussions: 0:34 – <i>What is the difference in believing there is a God and believing in God?</i> 0:53 – <i>Why did Jesus die for us? Is this video saying we just sound like robots when we say the creed or do we act like robots in our faith life as well?</i> 4. Pose the following questions as a follow up: <i>Which part of this video speaks to you most? Do you believe that the church is just a building or rather that people make the church? Does the Holy Spirit live within you? What does the Creed tell us to do?</i> 5. Have the students create 10 “I Believe” statements (LM C.3) based on what we as Confirmed Catholics are called to do and be. Allow students about 20 minutes to complete this activity. 6. Have students share their “I Believe” statements.
<p>BREAK (10- 15 minutes)</p>	
<p>30 minutes</p>	<p>Activity #5 – iPray</p> <ol style="list-style-type: none"> 1. Remind students of what they saw on the video, or how they sounded reciting the Creed. You may choose to say the following: <i>Prayer is a time where we are able to converse with God. It is a time of reflection, a time where we can share our hopes, our dreams and</i>

	<p><i>our fears. It is a time when we can thank God for all the blessings he has bestowed upon us in our lives. We can thank him for our families, our friends. We can ask God to help those in our families and in our communities that are sick and in need of our prayers.</i></p> <p>2. Distribute LM C.4 “Dear God” letters to students and ask them to spend some time in reflection and write a letter to God. This will be a time to allow them to express their hopes, dreams, fears, etc., in writing. Reassure students that these letters will not be read by anyone and they will not be marked. It could be suggested to students to re-read these letters before their Confirmation as a reminder of everything they prayed for on this retreat.</p> <p>3. Some reflective music can be played during this time to remind students they are to be writing and not talking to their friends.</p>
	<p>Conclusion</p> <p>Conclude the retreat day with a prayer and scripture reading as follows:</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>A Reading from the Acts of the Apostles (2:1-4)</i></p> <p><i>When the day of Pentecost had come, they were all together in one place. And suddenly from heaven there came a sound like the rush of a violent wind, and it filled the entire house where they were sitting. Divided tongues, as of fire, appeared among them, and a tongue rested on each of them. All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.</i></p> <p><i>The Word of the Lord.</i></p> <p>Thanks be to God.</p> <p>Pause for a moment of silence then pray:</p> <p><i>Heavenly Father,</i></p> <p><i>We thank you for the time that we have spent today in preparation for our Confirmation. We ask that you send the Holy Spirit upon us so that we may become more active in our faith. We ask that you give us the tools to become more like saints and less like robots. We ask that you give us the strength and the courage to live out our faith every day in all our actions and deeds. We ask that just as the apostles were filled by the</i></p>

*Holy Spirit, that we too be filled, so as to do your work here on earth.
We ask this through Christ our Lord.
Amen.*

*Let us pray together:
Glory Be...*

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

LM C.1a



Gifts of the Holy Spirit

Complete the following sentences by choosing the correct word from the word box.

1. This gift allows me to educate myself and to be aware of the world God has created. It helps me to understand how things work and fit together and it allows me to be a good problem solver?
Who am I? _____
2. This gift allows me to see why things are the way they are. It helps me get to the bottom of things and helps me to know when to act and when just to listen.
Who am I? _____
3. This gift helps me to be committed to God through prayer. Who am I? _____
4. This gift allows me to be cautious in the decisions I make. It helps me to know what is right and wrong. Who am I? _____
5. This gift helps me value spiritual things. It helps us to see how God wants things to be, to know what needs to be done or said to help God's plan. Who am I?

6. This gift allows me to be aware of the wonder of creation around me and to be in awe of God. It helps me love God and not do anything to hurt him. Who am I? _____
7. This gift gives me the strength to do the right thing even when it is hard. This gift also gives me the strength to go through difficult circumstances. It is the spiritual strength to live out the Ten Commandments. Who am I? _____

Right Judgment	Courage	Wonder and Awe	
Knowledge	Reverence	Understanding	Wisdom

LM C.1b

Gifts of the Holy Spirit Answer Sheet

1. Knowledge
2. Understanding
3. Reverence
4. Right judgement
5. Wisdom
6. Wonder and Awe
7. Courage

LM C.2

The Apostles Creed

I believe in God, the Father almighty,
Creator of heaven and earth,
and in Jesus Christ,
his only Son, our Lord,
who was conceived by
the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
he descended into hell;
on the third day he rose again from the dead;
He ascended into heaven,
and is seated at the right hand
of God the Father almighty;
from there he will come to judge
the living and the dead.
I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting.

Amen

LM C.3

iBelieve

I believe _____

I believe _____

I believe _____

I believe _____

I believe _____

I believe _____

I believe _____

I believe _____

I believe _____

I believe _____

Grade 7 or 8

Love Yourself the way He Loves

You:

A Self-Esteem Retreat

.....the LORD said to Samuel, 'Do not look on his appearance or on the height of his stature, because I have rejected him; for the LORD does not see as mortals see; they look on the outward appearance, but the LORD looks on the heart.'

1 Samuel 16:7

Retreat Description –

Self-esteem is something we work on every day of our life. Our self-esteem is a gift from God and consists of how we view both our internal and external qualities. This retreat explores one's self-esteem and our perception of how others view us. Through group and individual activities, meditation and prayer we experience how Jesus can lift our spirits and how we as a community can help to lift each other's.

Expectations:

Religious Education Policy Document

<p>Specific Expectations</p>
<p>Believing: <i>Grade 8</i> BL1.3: Describe the Church’s understanding of the relationship between reason and faith, human intelligence and wisdom, and the role of the Holy Spirit in understanding and interpreting God’s plan of salvation (e.g. creation, the nature of man, etc.). [CCC nos. 51-141; 279-421]</p>
<p>Living a Moral Life: <i>Grade 7</i> ML3: Demonstrate an understanding of the importance of developing a life of virtue (good habits and practices; Cardinal and Theological Virtues) in order to discern and implement the moral teachings found in the Gospels and applied through the teachings of the Church. [CCC nos. 1803-1845]</p> <p>ML2.2: Describe through the use of example, how making moral choices promotes a life of virtue. [CCC nos. 1776-1829]</p> <p><i>Grade 8</i> ML1.3: Using examples of moral dilemmas faced by young people, demonstrate how choosing to live a Christian moral life reflects a witness to God, a respect for personal dignity and promotes the common good for others. [CCC nos. 1700-1715; 2012-2051; 1928-1948]</p> <p>ML1.2: Outline the Church’s teaching on the Eighth Commandment (Thou shalt not bear false witness against thy neighbour) and provide examples (through drama, cartoon series, story writing/telling) of how we witness to the Truth of this Commandment by applying it to current issues in society or at school (e.g. bearing false witness includes acts of perjury, lying, slander, bragging, rash judgement, gossiping). [CCC nos. 2464-2513]</p> <p>ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision-making. [CCC nos. 1776-1789]</p>
<p>Living in Solidarity: <i>Grade 8</i> LS2:Focus: Principle of Rights and Responsibilities Understand that the principles of responsibility and participation in society are Christian social virtues, which call us to roles of leadership, to evangelize through our witness of the Gospel and through the promotion of social justice in the world. [CCC nos. 1877-1948]</p> <p>LS2.3: Define the Church’s social teaching with respect to personal responsibility (i.e. care of family and their education, conscientious work, etc.) and participation in public life (i.e. leadership, politics, culture, etc.) and give examples of how each promotes the good of individuals and the common good of society. [CCC nos. 356-384; 1928-1933; 1391-1401]</p>

Ontario Catholic School Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community who:

- f) seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- g) understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
- i) integrates faith with life;

An Effective Communicator who:

- c) presents information and ideas clearly and honestly and with sensitivity to others;
- e) uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Self-Directed, Responsible, Lifelong Learner who:

- a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- g) examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

Materials:

- Balloons (1 per group)
- chart paper (1-2 sheets per student)
- markers (class set)
- laptop/tablet with a projector and speakers
- cue cards (class set)
- Poster paper
- flashlights (1 per group)
- masking tape
- 5 flameless candles – or battery-operated candles
- music for meditating
- LM 1 "Guided Meditation: An Invitation from Jesus" (1 copy for teacher)
- LM 2 "Five Finger Safe Space" (class set)
- LM 3 "Inside our Minds Silhouette Statements" (class set)
- LM 4 "Commitment Prayer" (class set – if not projecting the prayer)

Love Yourself the way He Loves You:

A Self-Esteem Retreat

Suggested Length of Time	Activities
10 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> • Introduce teacher facilitator and/or student helpers • Take attendance • Review any rules for the day, washroom locations or house-keeping items <p>Opening Prayer:</p> <p>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</p> <p><i>We are brought here together in faith to celebrate ourselves and the love of our God. Lord, you have chosen us to be witnesses to your Gospel and to be the bearers of God's light and compassion.</i></p> <p><i>Continue to give us the strength and guidance to spread your good news and good will to all. Give us inner peace to allow us to show our own tenderness, care and love for one another.</i></p> <p><i>We now turn to you O Loving God, who is the ultimate example of love and compassion.</i></p> <p><i>Amen</i></p> <p><i>Let us pray together the Glory Be:</i></p> <p><i>Glory be to the Father, and to the Son, and to the Holy Spirit: As it was in the beginning, is now, and ever shall be, world without end. Amen.</i></p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
10-15 minutes	<p>Icebreaker - Tall Stories (found in the Intermediate Icebreaker Section) or one of your own choice</p>

<p>20 minutes</p>	<p>Activity #1 – Self-Esteem Scramble</p> <p>The goal of this activity is to have students define and understand self-esteem.</p> <ol style="list-style-type: none"> 1. Print and cut out the self-esteem definition (listed below) into 9 clues (1 word per piece of paper). The definition should be as follows: <i>“Self-esteem is loving yourself the way God loves you”</i> 2. Place these small pieces inside un-inflated balloons 3. Each group receives 1 balloon and completes the following: <ul style="list-style-type: none"> • <i>Blow up the balloon and tie it</i> • <i>Elect 1 group volunteer to sit on the balloon until it breaks and releasing the 9 clues.</i> • <i>The first team to break the balloon and unscramble the definition wins.</i> 4. Once all the groups have pieced together the definition, lead a large group discussion using the following questions: <ul style="list-style-type: none"> • How do we know God loves us? • How do we know God accepts us for who we are? • If God loves all his children equally, how can we justify mistreating others?
<p>25 minutes</p>	<p>Activity #2 – Love Yourself</p> <p>The objective of this activity is to have students understand that loving yourself is an important step in building one’s self-esteem.</p> <ol style="list-style-type: none"> 1. Show students the TEDx Talk YouTube video: “Self-Love, Be Intentional” starring Caitlin Roux : https://www.youtube.com/watch?v=DCNOJmmHLkQ 2. Following the video, engage students in a discussion about self-love. You may choose to use the following questions below or your own. <ul style="list-style-type: none"> • What were some of the problems Caitlyn mentioned in her life? (e.g., weight, relationships, and seeking approval from others) • Do you think the problems with self-love that Caitlyn faced are commonly experienced by other people today? How do you know? (Answers will vary) • Why is self-love important? (e.g., because how you see and treat yourself is how you see and treat others; self-love is tied to self-esteem, etc.) • What are some steps to loving yourself? (e.g., developing a relationship with yourself, pushing aside negative thoughts, using positive affirmations, etc.)

<p>15 minutes</p>	<p>3. Provide students with 3-5 mins to quietly reflect on the following questions:</p> <ul style="list-style-type: none"> • What do you value about yourself? • What makes you special? • Are you truly happy with yourself? • Do you look to other people for approval or do the opinions of others define who you are? • Are the relationships in your life “life-giving”? In other words, do they make you truly happy? • What areas in your life do you need to work on? <p>4. In preparation to transition to the next activity, ask the students to think of their talents and gifts of which they are proud.</p> <p>Activity #3 - “iTalk, iListen”</p> <p>In this activity, students will practice sharing information about themselves that they are proud of with confidence. This can serve a self-esteem booster.</p> <ol style="list-style-type: none"> 1. Have each student find a partner and sit knee to knee. 2. Students are given “I” statements with which to provide simple pieces of information for approximately 40 seconds. They then switch with their partner. <i>You will need to time each 40 second segment.</i> 3. Have them respond to the following statements based on their self-reflection in the previous activity: <ul style="list-style-type: none"> • “I was...” • “I am...” • “I will...” • “I have...” 4. Ask a few student volunteers to share a positive point that they learned about their partner during this activity. (Eg. “I learned that Bill loves to play guitar, I think this is a great talent that he should share with others more often!”) <p>Let’s Recap: Ask the students what they have learned thus far about self-esteem and self-love. The following points are a few suggestions that can help guide your recap:</p> <ul style="list-style-type: none"> • Self-esteem is loving ourselves the way God loves us • Self-love is important component of self-esteem
-------------------	--

	<ul style="list-style-type: none"> • We must learn to love ourselves first • If we place our self-worth in the hands of others, we will not be happy • Happiness is something that we create for ourselves • Personal growth has to be intentional
10-15 minutes	Break
45-50 minutes	<p>Activity #4 – Meditation: “An Invitation from Jesus”</p> <p>The goal of this activity to assist students in reflecting on God’s love for them.</p> <ol style="list-style-type: none"> 1. Remind students that before the break, they learned that self-love is an important part of building a healthy self-esteem. One of the components of loving themselves is to know and accept who they are. 2. Ask students the following question: <ul style="list-style-type: none"> • If you wanted to find out everything there was to know about playing a particular video game (i.e., the secrets, hidden tricks, why the game was designed, etc.) who would the best person be to ask? (Note: although multiple answers may be offered, guide students to understanding that the best person who could answer all questions would be the developer of the game) • Based on the answer from the last question, which person would know everything about yourself including the details you may not even realize? (Answer: God) 3. Remind students that in the video that they watched before the break, Caitlyn suggested that we need to get to know ourselves better in order to grow in self-love. Explain to students that the best way to get to know ourselves better is to ask our Creator – God. Through developing a relationship with Him, and by learning to see ourselves as He sees us, we will grow in self-love and self-esteem. We will also begin to learn what we are truly called to become, and how to love ourselves and others. 4. Inform students, that in a few moments they will participate in a guided meditation. If students have never experienced a guided meditation before you may choose to explain to them that it is a form of prayer. They are to sit in a comfortable position, close their eyes so that they are best able to concentrate on what you are reading and to imagine themselves in the story. 5. You may choose to ask the students to take a few deep breaths to relax themselves, dim the lights, and possibly light some flameless candles to

	<p>create a meditative atmosphere. When the students are settled, use LM 1 and follow the script – reading in a soothing, tranquil voice.</p> <p>6. After the meditation, you may choose to have a few students volunteer to share their experience with the prayer.</p> <p>Exit Card: Have students respond to the following question on a cue card before leaving for lunch:</p> <p>“What do you feel God is challenging you to do?”</p> <p><u>Prayer Before Lunch</u></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Loving God, We thank you for the food we are about eat We are grateful for your generosity and ever-gracious love Help us to show our gratitude and thanksgiving in All our actions and words</i></p> <p><i>We ask that you continue to love and accept us as we are Thank You for continuously hearing and answering our prayer. We ask this through Christ our Lord, Amen</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
40 minutes	Lunch
50-60 minutes	<p><i>Prior to the start of the next activity, introduce the “Five Finger Safe Space” rules see LM 2. You may choose to briefly discuss with students how this reminder can assist them and others with building healthy self-esteem.</i></p> <p><i>Activity #5: Thoughts on our Minds Silhouettes</i> Objective of the activity: Students will share positive messages with each other to promote one another’s self-esteem.</p> <ol style="list-style-type: none"> 1. Divide students into groups of three and provide each group with 3 pieces of chart paper, 3 markers, 1 flashlight. 2. Tape on the walls – 1 piece of chart paper per person in each group.

	<ol style="list-style-type: none"> 3. Taking turns, have each person stand in front of their paper, one points the flashlight on the person towards the paper, and the other traces the shadow of her/his peer with a marker. 4. Once the silhouette has been drawn, ask each person to write their name at the top of the chart paper as well as the answers to the 5 statements as prescribed on the LM 3 “Inside our minds Silhouette statements” inside the head. 5. Once the heads are filled with thoughts (as per LM 3), have the students rotate around the room and graffiti positive comments on everyone’s paper, <i>AROUND</i> the head. Encourage them to put some thought into what they would like to write and to sign their comment. 6. Make sure every student has an opportunity to write on everyone’s silhouette. Also, make sure to monitor the activity to ensure that all comments written are positive and appropriate. 7. Once finished, have the students go back to their silhouette, read the comments and select one comment that was unexpected or impactful to share with the class. Every student has the right to pass and not share their comments. 8. Ask students the following question for discussion: <ul style="list-style-type: none"> • “How did it make you feel to know the positive ways other people perceive you? Why?” • How does it make you feel to offer positive comments towards your peers? Why?” • How do positive affirmations help you in developing a positive sense of self-worth?” 9. Remind students that although this activity may help us notice things about ourselves that we may not have taken notice of before, self-love needs to start with ourselves first.
10 minutes	Break
~60 minutes	<p>Activity #6 – WWJD Positive Propaganda (WWJD = What Would Jesus Do?)</p> <p>Objective of activity: Create a positive message poster that shows the student’s learning from the retreat and will serve as “positive propaganda” and a reminder of the learning that took place at the retreat. Example: Using a “dry erase” marker, write “You are beautiful, you are loved” on a mirror. This way, anyone who uses that mirror will be reminded of their worth.</p>

	<ol style="list-style-type: none"> 1. Remind the students that in the previous activity they learned that positive affirmations can help us grow in self-love. Engage students in a brief discussion about how sometimes, messages from the media can elicit the opposite reaction. 2. Briefly brainstorm with students, ways they can combat the opposing comments/messages in the media in order to help create a positive environment at their school, in their homes and in their communities. 3. Divide the class into groups with a maximum of 3 students per group, provide them with chart paper or poster-sized paper, and instruct them to complete the following task: <ul style="list-style-type: none"> • Design a positive message poster that would inspire their peers to promote building a healthy self-esteem or to spend more time on developing a proper love of self. • Each group must plan out their positive message poster. • Their goal is to create a positive message that goes against the destructive messages about self-esteem we receive from the media. Both the language and the design should reflect positivity and inclusivity. • The poster should be colourful and uplifting. <p>Note: You may choose to modify the criteria of the task to fit within the allotted time frame or to carry over to another day.</p> 4. Students may present completed posters and post them on a wall to be seen by others.
<p>5-10 minutes</p>	<p>Let's Recap: Ask the class to recall what they have learned during the retreat. Students should be able to recap the importance of self-love and self-acceptance, and the power of kindness. (e.g., spending time in prayer to ask God for direction or the grace to see themselves as God sees them, affirming the good works/talents of others, etc.)</p> <p><i>Closing Prayer</i></p> <p>LM 4 is included for your convenience in case you would like to project the closing prayer. You may choose to divide the prayer into sections and assign students to read each part. It is suggested that the whole class read the bolded parts together.</p> <p>Begin by saying:</p>

Let us end our retreat with minds towards God as we pray this Commitment prayer.

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

God knows and loves each of us and has called us by name to be light for the world.

Let us commit ourselves to be a light for others,
Especially in those places where there is great darkness.

God has created me to serve and to love
And has committed some work to me that was given to no one else but me.
I am important to God's great work.
I shall be an instrument of peace, one who speaks the truth.
And I shall bear God's light for all to see.
I will serve God with all my heart and serve others by respecting myself and others.

I am human therefore I make mistakes.
I cannot dispute that I make mistakes, God.
It seems, sometimes, like my entire life is trial and error.
It is easy to judge myself and withhold love when I look at my life.
After all, God, am I smart enough?
Successful enough?
Loving enough?
Thin enough?
Can I ever be?

More importantly
Have I given anything to the world that it really needed?
Or have I concentrated on what I saw as my shortcomings,
Instead of concentrating on my talents?

I know how to criticize myself, Lord.
I have been very good at it.
But I am realizing it keeps me feeling small.
And that keeps me from contributing towards the beauty in my soul.
So, teach me how to accept and love myself as I am.

Guide me, Lord, so that I explore and savour life in safety.
Help me know I am worthy
—infinitely worthy—
Of Your protection and love.

**Fill me with love for myself.
Transform me with new appreciation.
Align me with my highest good as I say them.
I am worthy of tender care.
I am worthy of a life I love.
I am worthy of loving friends and family.
I am worthy of wonderful work.
I am worthy of peaceful thoughts.
I am worthy of a peaceful world.
I am worthy of a healthy body.
I deserve happiness.
I deserve Your guidance and protection.**

**So, I accept my worthiness now and I am made anew.
I live in Your heart, bathed in Your love for me.
Because, since You cherish me, I can do no less.**

Thank You, Divine Friend, Companion, Creator.

**You bless my life with such meaning.
My life is my prayer to You.**

God of light,
There is no light apart from you.
Give me the courage and fortitude to always embrace your light, to live in
your light and to share it with all whom we meet.
Amen.

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

Excerpt from *Prayer for Self-Esteem and Self-Worth* by Cloy Beck, Prayerforce.Org. Printed
with permission.

LM 1

Guided Meditation:

“An Invitation from Jesus”

**Approximately 20 – 30 minutes*

Begin the meditation with a progressive muscle relaxation exercise. If possible, play soft instrumental background music. Then continue with the following guided meditation. Pause for a few seconds at each ellipsis (. . .)

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

Imagine yourself living during the time of Jesus ... You're on the road to Jerusalem. The air is very still, and everything is dry... it's late afternoon, and the sky is turning mellow colours of pink and purple as the sun slowly sets ... Up ahead – off the side of the road – you suddenly see a group of ten men ... They are away from the road because they're not allowed to be with the rest of the people ... they have leprosy and are therefore isolated so as not to spread the dreaded disease ... At the same time, you see Jesus coming toward you on the road ... As Jesus passes the men, all ten of them shout together “Jesus! Master! Have mercy on us!” ... When Jesus sees them, he says, “Go show yourselves to the priests”... As the men go, you notice they no longer have leprosy

Now Jesus is right next to you and invites you to sit down ... Jesus says, “How are you feeling right now? Spend time sharing with Jesus. [Longer pause]. Jesus continues, “What is one of the characteristics you like about yourself and why?” [Longer pause.] Jesus asks, “What's one inner quality you are really proud of about yourself?” [Longer pause.] “What's one quality you'd like me to help you develop? [Longer pause.]

As you finish talking to Jesus, you are suddenly interrupted by one of the 10 men who Jesus had just healed of leprosy ... He came back to thank Jesus ... Jesus responds; “Were not ten men healed? Where are the other nine?” ... The man says he doesn't know ... Jesus says: “Go on your way.

You were healed because you believed” ... The man turns and leaves ...
You can see the joy and gratitude in his face. ...

Jesus then continues: “Tell me about a time when you were really grateful that God made you the person you are.” [Longer pause.]

Jesus asks you to tell him about one of your greatest possessions.... Think of something you truly treasure. Tell Jesus what it is and why it is important to you. [Longer pause.] Now Jesus shares with you one of his greatest possessions ... He opens up his wallet, and inside is a picture of you ... Share with Jesus how this makes you feel. [Longer pause].

Jesus says that he must go now but has enjoyed his time with you ... Before he goes, he wants to know if you would like to talk about anything else. ... Spend these last few minutes talking to Jesus or sitting quietly with him. [Longer pause]

Jesus stands and begins to walk down the road ... You can no longer see him, but you feel his presence closer to you. ... You’re motivated to say a prayer. “Jesus, thank you for sharing this time with me and making me feel so good about myself. Help me always remember to be like the healed man who was so grateful that he returned and thanked you. Let me always remember my good qualities and help me rebuild my self-esteem when I feel low and unhappy with myself. Amen.”

When you open your eyes, you will no longer be on the road but back here in this room. When you are ready, slowly open your eyes and come back. [Pause until the majority of students have their eyes open and close the prayer with the sign of the cross]

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

From *One-Day Retreats for Senior High Youth*, by Geri Braden-Whartenby and Joan Finn Connelly (Winona, MN: Saint Mary’s Press 1997). Copyright © 1997 by Saint Mary’s Press. All rights reserved. Used by permission of the publisher.

LM 2

FIVE FINGER SAFE SPACE

The “Five Finger Safe Space” rules were adapted by leadership groups such as Catholic Student Leadership Impact Team (CSLIT) from workshops created by Free the Children workshops. Their goal:

- ☺ Promotes a positive and comfortable environment
- ☺ Ensures the safety and happiness of all

Stretch out your hand and point to each of the fingers as you explain what each finger represents in the “Five Finger Safe Space”.

Thumb: Positive feedback and positive comments, support for each other and one’s self.

Index Finger: Be responsible for your own actions, don’t blame or accuse others (1 finger pointing out at someone leaves 3 fingers pointing back at yourself).

Middle Finger: Respect others and their opinions even if you do not agree with them.

Ring Finger: Commitment! If you say you’ll do it... do it! (regardless of the circumstance). This relates to both your school life and personal life.

Pinky: “Pinky Swear”! Remember that what is shared with you in confidence is meant to be kept in confidence. Respect what people tell you both in one-to-one situations and group situations. Be part of “their safe circle”.

The “Five Finger Safe Space” rules were adapted by leadership groups such as Catholic Student Leadership Impact Team (CSLIT) after attending workshops led by Free the Children.

LM 3

Inside Our Minds Silhouette Statements



- 1. People you admire**
- 2. 3 qualities you like about yourself**
- 3. A skill you wish you could improve about yourself**
- 4. A dream you have for the future**
- 5. Something you love about your culture**
- 6. Your favourite prayer**

LM 4

Commitment Prayer

Let us end our retreat with minds towards God as we pray this Commitment prayer.

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

God knows and loves each of us and has called us by name to be light for the world.
Let us commit ourselves to be a light for others,
Especially in those places where there is great darkness.

God has created me to serve and to love
And has committed some work to me that was given to no one else but me.
I am important to God's great work.
I shall be an instrument of peace, one who speaks the truth.
And I shall bear God's light for all to see.
I will serve God with all my heart and serve others by respecting myself and others.

I am human therefore I make mistakes.
I cannot dispute that I make mistakes, God.
It seems, sometimes, like my entire life is trial and error.
It is easy to judge myself and withhold love when I look at my life.
After all, God, am I smart enough?
Successful enough?
Loving enough?
Thin enough?
Can I ever be?

More importantly
Have I given anything to the world that it really needed?
Or have I concentrated on what I saw as my shortcomings,
Instead of concentrating on my talents?

I know how to criticize myself, Lord.
I have been very good at it.
But I am realizing it keeps me feeling small.
And that keeps me from contributing towards the beauty in my soul.
So, teach me how to accept and love myself as I am.
Guide me, Lord, so that I explore and savour life in safety.
Help me know I am worthy
—infinitely worthy—
Of Your protection and love.

**Fill me with love for myself.
Transform me with new appreciation.
Align me with my highest good as I say them.
I am worthy of tender care.
I am worthy of a life I love.
I am worthy of loving friends and family.
I am worthy of wonderful work.
I am worthy of peaceful thoughts.
I am worthy of a peaceful world.
I am worthy of a healthy body.
I deserve happiness.
I deserve Your guidance and protection.**

**So, I accept my worthiness now and I am made anew.
I live in Your heart, bathed in Your love for me.
Because, since You cherish me, I can do no less.**

**Thank You, Divine Friend, Companion, Creator.
You bless my life with such meaning.
My life is my prayer to You.**

God of light,
There is no light apart from you.
Give me the courage and fortitude to always embrace your light, to live in your light and to share it with all whom we meet.
Amen.

Let us pray together an Our Father...

Our Father...

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

Grade 7 or 8

God is 1st, You are 2nd, I am 3rd:

A Social Justice Retreat based on
Inner Conversion and Service

So Jesus called them and said to them, 'You know that among the Gentiles those whom they recognize as their rulers lord it over them, and their great ones are tyrants over them. But it is not so among you; but whoever wishes to become great among you must be your servant, and whoever wishes to be first among you must be slave of all. For the Son of Man came not to be served but to serve, and to give his life a ransom for many.'

Mark 10:42-45

Retreat Description:

This retreat calls students to put their faith and Jesus' mission into practice. It focuses on the value of each individual in the class and on the importance of service to others. This retreat works very well if located at a church hall or a school gymnasium as there are many group-focused activities with much movement around your space. Students are given the opportunity throughout this full day retreat to reflect on the value of good deeds and their responsibility and the fulfillment which comes in performing them. Also, all items created by the students during the retreat serve to continue the "kindness" momentum after the retreat, especially within the classroom environment. This retreat is appropriate for any time of year and to accompany any season.

Expectations:

Religious Education Policy Document

Living a Moral Life:

Grade 7

ML2.2: Describe through the use of example, how making moral choices promotes a life of virtue. [CCC nos. 1776-1829]

Grade 8

ML1.3: Using examples of moral dilemmas faced by young people, demonstrate how choosing to live a Christian moral life reflects a witness to God, a respect for personal dignity and promotes the common good for others. [CCC nos. 1700-1715; 2012-2051; 1928-1948]

ML3.2: Link the human need for grace to the seven gifts of the Holy Spirit, the fruits they perfect in us, and the merits (spiritual credits granted for good works) we can receive for ourselves and others when we cooperate with this grace. [CCC nos. 1830-1831; 2006- 2011]

Living in Communion:

Grade 8

LC2.2: Define the gifts and fruits (perfections/virtues) of the Holy Spirit and explain how they are important in guiding our development as people who strive to live a holy life (e.g. find examples of everyday saints who exemplify the virtues). [CCC nos. 687-747]

Living in Solidarity:

Grade 8

LS2.1: Identify and examine scripture passages in the New Testament where Jesus invites “inner conversion” of those who exercise roles of authority (i.e. Pharisees, civil officials, tax collectors, etc.) as an ethical obligation to address the social structures of sin, and apply this principle of a need for inner conversion to examples in our present society that call for our active participation in promoting the common good. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS3.1: Examine a selection of scripture passages to identify the nature of Jesus’ mission and the role of the Holy Spirit in the mission of Jesus and of the Church (Lk. 4:14-30; Jn. 20:21; 2 Peter 1:20-21; 2 Tim. 1:13-14; 2 Cor. 13:14; Matt. 28:19).

Ontario Catholic School Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community who:

- c) actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;
- d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- i) integrates faith with life;

A Self-Directed, Responsible, Lifelong Learner who:

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

A Reflective and Creative Thinker who:

- b) creates, adapts, evaluates new ideas in light of the common good;
- d) makes decisions in light of gospel values with an informed moral conscience;

A Responsible Citizen who:

- a) acts morally and legally as a person formed in Catholic traditions;
- b) accepts accountability for one's own actions;
- d) promotes the sacredness of life;
- e) witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

Materials:

- 1 ball of yarn or string (any colour, any thickness)
- Chart paper (number dependent on group size)
- Markers
- laptop/tablet with a projector and speakers
- small pieces of paper (number dependent on group size)
- jar
- 1 roll of masking tape
- music – see document
- LM 1 “Five finger Safe Space” (class set)
- LM 2 “Butterfly Circus” (enough copies for each group – see Activity #1)
- LM 3 “Graffiti Wings” (class set of both pages)

God is 1st, You are 2nd, I am 3rd:

A Social Justice Retreat based on Inner Conversion and Service

Suggested Length of Time	Activities
15 minutes	<p>Welcome and Introduction</p> <ul style="list-style-type: none">• Introduce teacher facilitator and/or student helpers• Take attendance <p>Opening prayer:</p> <p><i>Let us begin with the sign of our faith:</i></p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen</i></p> <p><i>Dear Lord,</i></p> <p><i>We give thanks that we belong to a Church that cares about everyone. Help us learn with our minds and our hearts what is right and good and what we can do to carry out this mission of kindness and compassion for our Church.</i></p> <p><i>Help us be aware of others' needs.</i></p> <p><i>Help us be like Jesus by reminding others that we must care for each other and for our world.</i></p> <p><i>We ask this through Jesus, who cares for us all.</i></p> <p><i>Amen.</i></p> <p><i>Let us pray together the Hail Mary:</i></p> <p><i>Hail Mary...</i></p> <p><i>+ In the name of the Father, and of the Son and of the Holy Spirit. Amen.</i></p> <p>Overview of the day: Explain to the students that the day will be filled with activities that will draw their focus towards the importance of service and charity.</p> <ol style="list-style-type: none">1. Introduce "Five finger Safe Space" (see LM 1)2. Briefly discuss why these rules are important to follow and how they can help promote an attitude of service.

15 minutes	Icebreaker - “Making Human Connections” (with yarn) found in the <i>Intermediate Icebreaker Section</i>
45 minutes	<p>Activity #1 – Changing Perspectives</p> <p>The goal of this activity is to have students recall that Jesus modelled how we are to serve one another. He calls us to an inner conversion and to see others with a new perspective.</p> <ol style="list-style-type: none"> 1. Watch “The Butterfly Circus” (Nick Vujicic) on YouTube using the links below: https://www.youtube.com/watch?v=y7ni22kU8SM or https://www.youtube.com/watch?v=KbKTZ7li8Vs <p>Note: You may decide to substitute the video above with another type of video that highlights welcoming outcasts and treating them with dignity (e.g., The Greatest Showman). Should you choose to do so, please adjust the questions on LM 2 and the time allotted for the activity.</p> <ol style="list-style-type: none"> 2. Once students have watched the 22-minute video, divide the class into groups of 4-5. Make sure all groups appoint 1 spokesperson to present responses to the class. 3. Each group will receive a question handout about the video (LM 2) on which they must collaborate and present. Supply students with 1 piece of chart paper and markers. 4. Using the handout (LM 2) students should discuss the answers to the questions in Part A. For Part B, students will need to read the passage and write brief answers to the questions on chart paper. Prior to the start of Part B, you may need to engage students in a brief discussion about the perception of lepers in the time period during which Jesus lived (e.g., leprosy was a contagious and disfiguring disease; people who leprosy were shunned from society and had to leave the city as they were considered “unclean”; touching a leper would also make one “unclean”, etc.). 5. Once students have completed answering the questions from Part B, gather them together to present their work. You may choose to read the scripture passage to the class once you begin the group presentations.

	<p>6. As a wrap up, engage students in a class discussion based on the answers given during the group presentations. You may choose to use the following points to guide your discussion:</p> <ul style="list-style-type: none"> • Both Will and the leper were considered outcasts in society. Due to society’s treatment of them, they had a difficult time seeing themselves as worthy of love and affection. • Both Jesus and Mr. Mendez treated others with dignity and respect. They offered kindness towards the outcasts. • Jesus’ ministry was one of service. He tells his apostles in the Bible that he came to serve and not be served (see Mark 10:45) • Showing others love, treating them with respect and kindness are ways we can serve them. In order to do so, sometimes we need to look deeper beyond physical appearances.
10-15 minutes	Break
30-45 minutes	<p>Activity #2 – Graffiti Wings</p> <p>The goal of this activity is to allow students to give affirmations and praise to their peers, and to have them learn that this simple act is one of charity.</p> <ol style="list-style-type: none"> 1. Give each student 2 pre-cut wings and provide them with washable markers. You may wish to use the wings template provided (LM 3) or create your own. 2. Ask students to neatly and decoratively write their name on their wings and to assist one another in taping their wings onto their backs. 3. Remind students that in the video that they watched before the break, sincere positive words had an uplifting and life-changing effect for the characters. Briefly engage students in a discussion about how hearing affirmations and kind words can change a person’s outlook on life and on themselves. 4. Encourage students to write <u>1 kind word or phrase</u> on each of their peer’s wings as they quietly work their way around the room. They are to write on everyone’s wings and all language must be positive. You may choose to explain what positive language is and brainstorm examples with students of what could be written. 5. Circulate around the room to ensure positive language is being used and encourage students to be sincere and honest with their kind words/phrases. <p>Note: Adults participating in the retreat are encouraged to also write comments and have their own wings.</p>

	<p>6. As the activity is in progress, you may choose to have background music playing. Some song suggestions are as follows:</p> <ul style="list-style-type: none"> • <i>“You are the wind beneath my wings”, Bette Midler</i> • <i>“I believe I can fly”, R. Kelly</i> • <i>“Up Where we belong”, Joe Cocker</i> <p>7. Once everyone has written on their peers’ wings, give students a few minutes to take their wings off and read their comments.</p> <p>Guided Silent Reflection: Lead students in a guided reflection by asking them the following questions. Instruct them to answer the questions silently.</p> <ol style="list-style-type: none"> 1. How does reading what your peers have written about you make you feel? 2. When we read positive comments about ourselves, how does that affect our self-esteem? 3. When we feel good about ourselves, does that affect how we treat others? 4. Reflect on the comments you have made over the last couple of days to your friends... your family ... and the people who are not as close to you... Have you been encouraging? 5. Are your words uplifting towards others or hurtful? How can you be more kind in your relationships with others? <p>After the reflection period, briefly engage students in a discussion about what they learned from the activity. You may choose to use the following points to guide your discussion:</p> <ul style="list-style-type: none"> • In being kind to one another we carry out the mission Jesus sent us to do – to love one another as he loves us (see John 15:12) • Kindness can not only lead us to inner conversion by changing the way we see and treat other people, but also can help others to change as well
	Lunch (40 minutes)
15 minutes	<p>Activity #3 – The “Golden Rule” The goal of this activity is to have students understand that Jesus taught us that the act of love of kindness towards others is most important.</p>

1. Engage students in a brief discussion using the following questions:
 - How is showing kindness service to others or an act of charity? (Acts of love and selfless giving are charitable acts)
 - Does anyone know the “Golden Rule”?
Wait for responses and if none are given then state the Golden rule. (Matthew 7:12: “So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”)
2. Ask the students the following:
 - Why is it called the Golden rule?
 - Why is it the most important thing Jesus taught us?
3. Read the following Gospel passage (Matthew 5:1-12) to the class:

A Reading from the Holy Gospel according to Matthew

When Jesus saw the crowds, he went up the mountain; and after he sat down, his disciples came to him. Then he began to speak, and taught them, saying:

‘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 receive 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 for righteousness’ sake, for theirs is the kingdom of heaven.

‘Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.

The Gospel of the Lord

Praise to you, Lord Jesus Christ

<p>20 minutes</p>	<p>4. Briefly engage students in a discussion about how the Beatitudes that Jesus taught during his sermon on the mount, relate to the Golden rule and shows us how we should live and treat others.</p> <p>Activity #4 – “Kindness Challenge” The goal of this activity is to challenge students to act kindly in their daily lives.</p> <ol style="list-style-type: none"> 1. Divide students into small groups and distribute a sheet of chart paper to each group. 2. Instruct the groups to write 10 simple but effective “acts of kindness” that can be performed daily with peers, family, friends, etc. (Example: Offer to wash the dishes after dinner at home.) 3. You may choose to turn this activity into a mini challenge by awarding a prize to the first group who completes this activity. It is up to your professional discretion to approve each of their 10 ideas. 4. Have students share their acts of kindness ideas with the class and encourage them to commit to putting them into practice.
<p>10-15 minutes</p>	<p>Break</p>
<p>20 minutes</p>	<p>Activity #5 – “Kindness goes a long way”</p> <ol style="list-style-type: none"> 1. Begin by showing a video as an example of someone who decided to be kind to one other person and the difference it has made for them. You may choose to find a video of your own or use the following: <ul style="list-style-type: none"> • https://www.randomactsofkindness.org/kindness-videos • https://www.youtube.com/watch?v=GdYJr03eJjE 2. Engage students in a discussion about how the act of kindness viewed changed lives. Remind students that like the video they viewed in the morning of the “Butterfly Circus” – simple acts of kindness - encourages changes in the behaviour of both the person doing the kind act and the person receiving it. <p>Activity #6 – “A kindness a day keeps the hurt away”</p> <ol style="list-style-type: none"> 1. Have students write their name on a small piece of paper and place it in a jar. 2. Make your way around the room asking each student to pick a name (if they pick their own name, they must place it back in the jar and try again).

	<p>3. Explain to students that they must perform at least one act of kindness per day for the peer whose name they randomly picked from the jar. If they need, have students use the lists created during the Kindness Challenge. Explain that the acts of kindness should be performed during the school day and should not incur any expense to either student.</p>
<p>5 minutes</p>	<p>Closing Prayer Conclude the retreat day with a prayer:</p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>Begin by reading Matthew 6: 1-4</i></p> <p>Then say:</p> <p><i>Loving God,</i></p> <p><i>We know it is important to love you with all our hearts, our minds and our souls. You also taught us that to be true disciples, we must follow you, humble ourselves, and serve others.</i></p> <p><i>Lord, you say we achieve greatness only through serving our neighbor and treating them as we would ourselves. Open our eyes to the needs of those around us so we might recognize your loving presence within them. Give us the graces to do what we can to help others in all circumstances.</i></p> <p><i>May we continue to answer your call to us daily and serve you in everything that we do.</i></p> <p><i>We ask this through Christ, our Lord.</i> <i>Amen.</i></p> <p><i>Let us pray together:</i> <i>Our Father....</i></p> <p><i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>One last reflective moment: <i>Gandhi once said: "Be the change you wish to see in the world".</i></p> <p>Post-retreat extension note: To extend the learning from the retreat, you may choose to do the following:</p>

	<ul style="list-style-type: none">• Visit the Scarboro Mission's website to find numerous activities and lesson plans connected to the Golden Rule (http://www.scarboromissions.ca/)• Post their Graffiti Wings in the classroom, preferably near a prayer table to remind students of the affirmations they received.• Post the Acts of Kindness lists created by the student groups in your classroom to remind students of simple ways to be kind to one another.
--	--

LM 1

FIVE FINGER SAFE SPACE

The “Five Finger Safe Space” rules were adapted by leadership groups such as Catholic Student Leadership Impact Team (CSLIT) from workshops created by the Free the Children organization. Their goal:

- ☺ Promotes a positive and comfortable environment
- ☺ Ensures the safety and happiness of all

Stretch out your hand and point to each of the fingers as you explain what each finger represents in the “Five Finger Safe Space”.

Thumb: Positive feedback and positive comments, support for each other and one’s self.

Index Finger: Be responsible for your own actions, don’t blame or accuse others (1 fingers pointing out at someone leaves 3 fingers pointing back at yourself).

Middle Finger: Respect others and their opinions even if you do not agree with them.

Ring Finger: Commitment! If you say you’ll do it... do it! (regardless of the circumstance). This relates to both your school life and personal life.

Pinky: “Pinky Swear”! Remember that what is shared with you in confidence is meant to be kept in confidence. Respect what people tell you both in one-to-one situations and group situations. Be part of “their safe circle”.

The “Five Finger Safe Space” rules were adapted by leadership groups such as Catholic Student Leadership Impact Team (CSLIT) after attending workshops led by Free the Children.

LM 2

“The Butterfly Circus”

Part A: Group Discussion Questions

Discuss these questions in your group. Make sure to allow for everyone’s contribution.

1. How do you think Will felt when he was part of the sideshow in the first circus?
2. How did Will change after he joined *The Butterfly Circus*?
3. In what ways did Will begin to positively affect the lives of others?
4. Through Mr. Mendez’s love and kindness, Will and the others became changed people. Do you think God can truly do that with us?
5. Why do you think the video is named “The Butterfly Circus”?

Part B: Read the following passage out loud in your group.

Luke 5:12-15 (NSRV)

A reading from the Gospel according to Luke:

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.

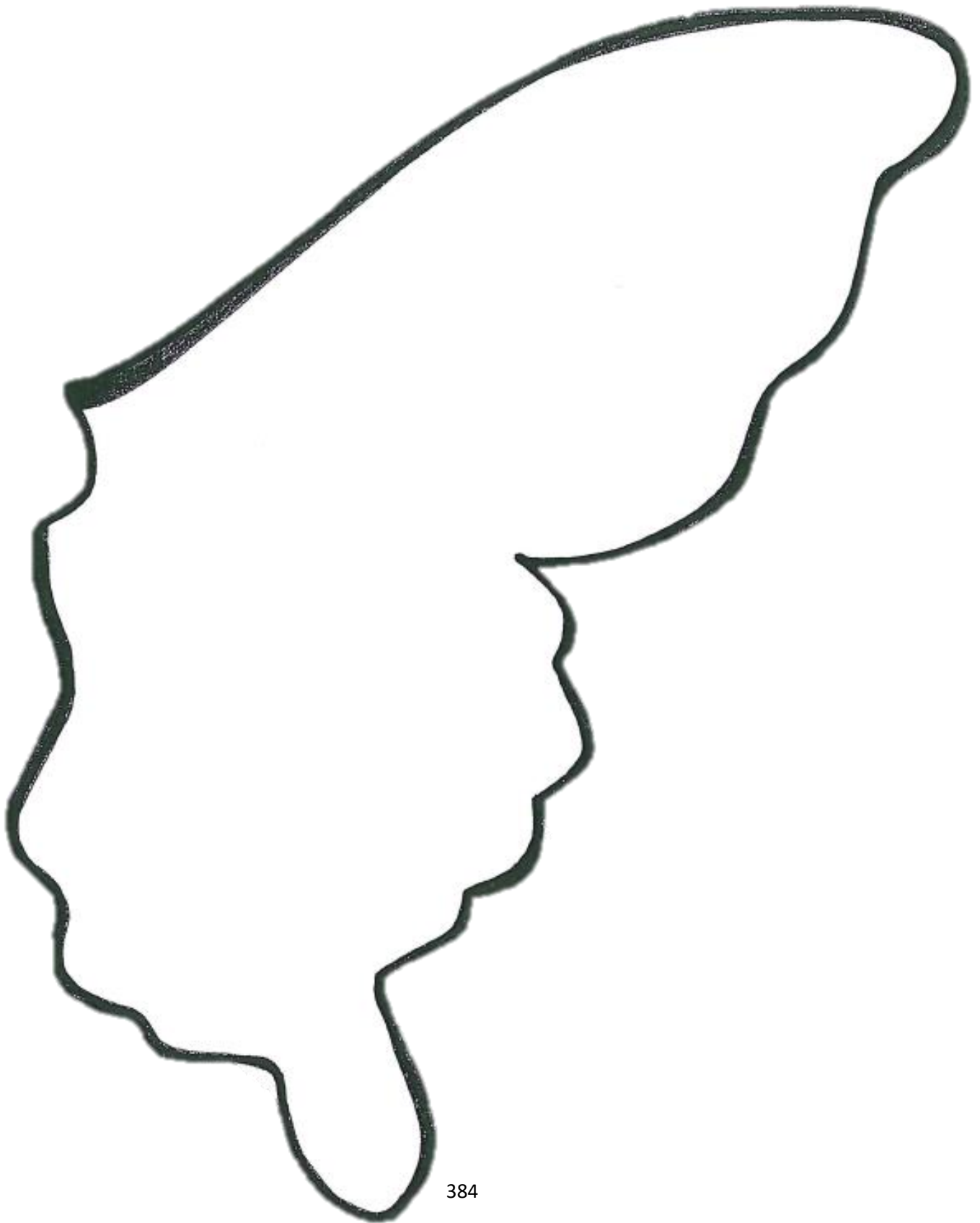
The Gospel of the Lord:

Praise to you Lord, Jesus Christ

Once you have read the scripture above, answer these questions on chart paper with your group.

1. What does it mean to be marginalized or an outcast?
2. How can Will’s character and the leper be compared? How are their situations similar?
3. How can Mr. Mendez’ actions towards will and Jesus’ actions towards the leper be compared?
4. What kind of environment did Mr. Mendez create for his circus family?
5. Is this comparable to Jesus’ teachings about inclusivity and fostering equality?
6. Both the leper and Will were redeemed by others. How about you? Have you ever been guided or supported by a loved one? A trusted friend? God? Explain.

LM 3 – Graffiti Wings (Right) p. 1 of 2



LM 3 – Graffiti Wings (Left) p. 2 of 2



Grade 7/8

We are Called – Love One Another

A Social Justice Based Retreat

“He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God”

Micah 6:8

Retreat Description –

In this retreat, the students will explore the definition of “social justice” and develop an awareness of the spiritual, economic, political, social and ecological connections that we all have to each other. Through activities and discussions based on Catholic Social Teaching, this retreat will enable students to talk about the way things should be and will help them live “justly, love tenderly, and walk humbly with their God”. Although this retreat is written for a full day, it can be divided into 2 half day retreats

Expectations:

Religious Education Policy Document – Grade 7/8

Specific Expectations
<p>Living a Moral Life: <i>Grade 7</i> ML1.3: Using examples of moral dilemmas faced by young people, demonstrate how choosing to live a Christian moral life reflects a witness to God, a respect for personal dignity and promotes the common good for others.</p>
<p>Living in Solidarity: <i>Grade 7</i> LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems and explain through example how these forms of solidarity can promote social change and respect for the common good</p> <p><i>Grade 8</i> LS2.2: Summarize the key principles of Catholic social justice and link them to the primary Christian values of love, promotion of life, reconciliation, inclusion, compassion, fidelity, liberation, community and hope.</p> <p>LS1.3: Recognize signs of the growing human interdependence of the global community and identify ways it is challenging Catholic organizations and individuals in their mission of promoting social justice principles</p>

Ontario Catholic School Graduate Expectations

<p><i>A Discerning Believer Formed in the Catholic Faith Community who:</i> d) develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;</p>
<p><i>A Responsible Citizen who:</i> a) acts morally and legally as a person formed in Catholic traditions; b) accepts accountability for one’s own actions; d) promotes the sacredness of life; e) witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; i) respects the environment and uses resources wisely; j) contributes to the common good</p>
<p><i>A Reflective and Creative Thinker who:</i> b) creates, adapts, evaluates new ideas in light of the common good; c) thinks reflectively and creatively to evaluate situations and solve problems; d) makes decisions in light of gospel values with an informed moral conscience;</p>
<p><i>A Collaborative Contributor who:</i> a) works effectively as an interdependent team member; e) respects the rights, responsibilities and contributions of self and others;</p>

Catholic Social Teachings

**This retreat may contain multiple Catholic Social Teachings depending on the discussions elicited by the students. The following are just a few of the Catholic Social Teachings that may be covered.*

For a description of each Catholic Social Teaching, please visit: <https://www.devp.org/en/cst>

HUMAN DIGNITY
STEWARDS OF CREATION
OPTION FOR THE POOR AND VULNERABLE

Cross Curricular Expectations

Language Arts
Oral Communication <i>Grade 7</i> 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups <i>Grade 8</i> 3.2 identify how their skills as viewers, presenters, readers, and writers help them improve their oral communication skills
Arts
Visual Arts <i>Grade 7</i> D1.1 - create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view <i>Grade 8</i> D1.3 - use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose

Materials:

- Chart paper (approx. 20 sheets)
- markers
- crayons/markers/pencil crayons (class set)
- Bibles - NRSV (5)
- Access to the internet
- Candles or Tea-Lights
- Canned Goods (1 per student – please see activity #1 in this retreat for more details)
- LM 1 “A Divided World” (1 copy for teacher)
- LM 2 “Mind Map on Justice” (1 copy for teacher)
- LM 3 “Bible Treasure Hunt” (1 copy per group – See Activity #3)
- LM 4 “10 Catholic Social Teachings” (1 copy per group – See Activity #4)
- LM 5 “Social Justice Skit Examples” (1 example per group)
- LM 6 “Leaf Template” (1 leaf per student)
- LM 7 “Final Blessing” (class set or enough copies for students to share)
- LM 8 “We are Called” (class set or enough copies for students to share)

We are Called – Love one Another

Suggested Length of Time	Activities
5 min	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Welcome / Attendance / Introduce adult or student helpers - <i>Why are we here today?</i> We are here to reflect as a group on the topic of Catholic Social Justice in our world. <p><i>What is a retreat?</i> Ask students: <u><i>What is the definition of Retreat?</i></u> Students' answers may vary (i.e., a quiet or secluded place in which one can rest and relax/with-drawing or fleeing)</p> <p>You may decide to tell them the following:</p> <p><i>“Going on a retreat means taking time away from your ordinary life and situation. It is a special time to give yourself some peace and calm. You might be stepping away from a hectic lifestyle full of being too busy. You may just want some tranquility in which to consider where you are in life.</i></p> <p><i>A retreat lets us express our feelings and can bring an understanding of where we are in relationships with others. Spiritual retreats help us to grow in happiness and love. For many people a retreat may be an awakening to the presence of God in their lives.”</i></p> <p>Tell students: <i>Today the theme of our retreat is: “We are called to Love One Another.” Over the course of the day we will be looking at some issues around the world. We will be exploring what God is calling us to do and how we can bring about change in the world. We gather together as a community of love, and are present with an open mind and heart to create meaningful and spiritual discussions. Today will be an opportunity to connect through prayer and activities.</i></p>
10-15 min	<p>Icebreaker - Choose a short game found in the “Intermediate Icebreakers” section in this document.</p>

<p>5 min</p>	<p>Opening Prayer: Adapted from Pope Pius XII</p> <p>You may choose to select 3-4 students to lead this prayer <i>Let us begin in prayer:</i> <i>+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p><i>“Almighty and eternal God, may your grace enkindle in all persons a love of the many unfortunate people whom poverty and misery reduce to a condition of life unworthy of human beings.</i></p> <p><i>Arouse in the hearts of those who call you God A hunger and thirst for social justice and for fraternal charity in deeds and in truth.</i></p> <p><i>Grant, O Lord, peace in our days, peace to souls, peace to our community and peace among nations.” Amen</i></p> <p><i>Let us say together the words that Jesus has taught us: Our Father...</i></p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p>
<p>30 mins</p>	<p>Activity #1 – A Divided World (adapted from Development and Peace’s Thinkfast Awareness Activity: www.devp.org) The objective of this activity is to initiate awareness of how the world’s resources (i.e., food) are divided unequally and how much inequality impacts peoples’ rights. Students should be asked to bring in one can of food or non-perishable food item that can be donated to a local food bank or Catholic charity of your choice (e.g., St. Vincent de Paul) at the end of the retreat. Ask for the food items to be gathered in one basket or area in the room.</p> <ol style="list-style-type: none"> 1. Post 6 sheets of paper on the walls around the room with one of the following continents written on each sheet: Asia, Africa, North America, South America, Oceania, and Europe. 2. Divide students up into two groups; one large group of approximately 20, and one smaller group of the remaining students.

3. Explain to the students that the large group represents all the millions of people living in the world.
4. Ask the smaller group of students to guess how many people should stand beside the labelled sheets of paper and to divide the large group accordingly.
5. Once the group is divided, refer to LM 1 “*A Divided World*” and divide the large group according to the correct figures in that chart. These figures reflect the relative breakdown of the world’s population.
6. Select 30 cans of food/non-perishable food items and display them. Explain to the students that this represents all the food in the world. Each continent must now decide how much of the world’s food (i.e., how many food items of the 30) their continent gets in reality. Allow a few minutes for the students to discuss with each other how much each continent should receive. The students in the small group may participate in the guessing as well.
7. Have each continent and the small group share their guess with the whole class.
8. Distribute the food items according to the chart in LM 1.
9. Gather the students and discuss the following:
 - What are your thoughts about the way food is divided globally?
 - Do you think this is fair?
 - Do people have the right to food? What if they can’t afford it?
 - Who is responsible for ensuring this right?
 - If you didn’t have enough food, how would this affect you?
10. Following this discussion show the students the video clip “*Global Wealth Inequality*” on YouTube:
<http://www.youtube.com/watch?v=uWSxzyMNpU>
11. Depending on the time, you may choose to split the class into small groups to discuss their thoughts on the video and the morning’s activities, or have a whole class discussion on their thoughts about the video.
12. Inform the students that after the break, they will examine the topic of Justice in more detail.

10min	Break
30 min	<p>Gather the students together and tell them: <i>“Before the break we saw a few examples of injustices that happen in our world today. Although this sometimes makes us angry and feel helpless, if we examine Justice it helps us to make good judgements that guide us in how to act to make a change.</i></p> <p>The goal of the next activity is to have students brainstorm their ideas and pre-conceived notions about Justice.</p> <p>Activity #2 – A Mind Map on “Justice”</p> <p>For the following activity, please divide the students into groups of 4-6 students.</p> <ol style="list-style-type: none"> 1. Pass out a sheet of chart paper and marker per group. 2. Write the word JUSTICE in the centre, divide the sheet into 4 quadrants, label each quadrant with the headings “What It Is”, “What Does It Look Like”, “Examples”, and “Non-Examples” as modeled in the LM 2 “Mind Map on Justice”. Place it on a suitable table or on the floor so that students can work around it. 3. Invite the group to brainstorm together words or images about justice that fit under each heading. 4. Allow about ten minutes. When they have finished give students an opportunity to share their words or images with the rest of the class. If it is possible, tape the results onto a wall. 5. Ask the students the following questions to facilitate a discussion about Justice: <ul style="list-style-type: none"> • <i>What words were used most frequently in the definition of Justice (“What it is?”) (i.e., fairness, equity, kindness, caring, tolerance, acceptance, poverty, healing, fairness, judgement)</i> • <i>Were there any non-examples of Justice that were common among the charts?</i> • <i>Why do you think these common non-examples came up so frequently? (e.g. we continue to have poverty in our world due to unequal distribution of money)</i> • <i>Is there only one way to act justly? (Answers will vary, but there are many ways).</i> • <i>What is compassion?</i> <p><u><i>(Possible Definition</i></u> - a willingness to share in the sufferer’s pain, and instigates the work necessary to realize the change needed for</p>

justice. Compassion comes from the Latin word ‘compati’ which means to suffer with.)

- *Do you need compassion in order to be just?* (Compassion is more than just kindness, and involves a range of attributes, qualities and capacities. Compassion can bring a sensitivity to the suffering of others with a commitment to do something about it.)
- *Is freedom related to justice? How?* (Justice and freedom tie in together because freedom is part of justice. There can be no freedom without justice, no justice bereft of freedom. For example: In some countries, many become involved in working under slave labour conditions. They make barely enough money to survive and have little or no opportunity to improve their lives. The choice to work under these conditions does not seem like the kind of freedom an economic system embodying justice could allow).

During your discussion, ensure that students include some of the following ideas:

- Compassion is a means to Justice.
- Compassion can be what motivates us to justice, by taking on the suffering of another.
- Working for “Social Justice” is finding ways to make the way we live, as a society, demonstrate fairness and equality so that each person has what he/she needs in order to live a full and healthy life.
- God has revealed his heart full of compassion and justice for the poor, the oppressed and the hungry.
- Showing compassion and generosity are important Christian traits

Activity #3 - Bible Treasure Hunt

Tell the students that since we looked at the definition of Justice, we should see what the Bible teaches us about it as well.

1. Pass out the bibles and LM 3 “*Bible Treasure Hunt*” to a small group of students (2-4 students/group).
2. Provide 10 minutes for the students to search through the bibles and fill in the blanks on the sheet.
3. When they have finished ask them: *What was common about all the passages you looked up?* (the passages are all related to justice and how God wants us to live)
4. You may choose to have the students read a few other Bible passages that define “Justice” such as Isaiah 1:17 and Matthew 22:34-40.

	<p>5. You may also choose to have the students read the Parable of the Labourers (Matthew 20: 1-16) and engage them in a discussion about God’s justice and generosity.</p> <p>Briefly tell the students: <i>“Now that we have an idea of what Justice is about and have seen that God wants us to live justly, let’s find out what the Church teaches us about Justice”</i></p> <ol style="list-style-type: none"> 1. Divide the class into small groups of about 2-4 students/group. 2. Hand out copies of LM 4 <i>“Catholic Social Teachings”</i> to each group, and have them read the relevant page together. *Please note: There is no definite list of Catholic Social Teachings and its number may vary according to different sources. For the purposes of this retreat, a list of 10 is provided (Please see LM 4). 3. Review the sheet with the students asking them questions and clarifying the Catholic Social Teachings when necessary. Ask the students some guiding questions to bring out examples of the teachings. For example: <ul style="list-style-type: none"> • Look at the human dignity explanation. What do you think is meant by <i>“Everyone is to be treated with respect”</i>? • What are some ways in which we can show each other respect? <i>(e.g.: Be caring - Show concern for people, animals and the environment/Value other people's opinions/Be sensitive to other people's feelings).</i> • How can we live in harmony with creation? (Stewardship) • How might we create a <i>“fair”</i> or <i>“just”</i> world for everyone? <i>(e.g. people just simply thinking about the things that they are doing/kindness that is the key to changing people/people actually connecting with their choices and their actions).</i> <p>Inform the students that after lunch they will be given an example of a social justice issue that they will explore further.</p>
45 min	Lunch

35-40 min	<p>Say to the students...<i>before lunch, we were discussing that...“building compassion may motivate us to act justly.” We are asked to treat each person with respect, honour, dignity and equality, because each person is loved and created by God.</i></p> <p><i>Now we are going to continue to further our knowledge of Catholic Social Teachings by focusing on specific examples of each.</i></p> <p>Activity #4 - Making Connections to Catholic Social Teachings</p> <ol style="list-style-type: none">1. Each of the 10 Catholic Social Teachings will be written on a chart/paper and posted on the wall.2. Divide students in groups (4-6 students/group).3. Hand out an example of a social justice issue from LM 5.4. Ask students to work together in their group to organize a “skit” to perform their social justice issue for the class. Make sure that through their discussion, students take into consideration the full meaning behind the social justice issue on which they are focusing. (<i>e.g. If a young child is not able to go to school, then look at the reasons behind her family not being able to afford an education</i>). You may also wish to remind students to role play the conversation so that it shows the problems with the situations.5. Have students perform their skit.6. As they complete their skit, have the rest of the class decide which Catholic Social Teaching applies to this situation. For example, something that would go under “Stewardship” would be: protecting an animal’s habitat or fundraising to protect the animal’s habitat, etc.7. More than one social issue may be included in the Catholic Social Teachings. As a group, discuss the reasons why it would apply to more than one of them.8. Allow the students to decide where their example belongs and then have them post it under the proper Catholic Social Teaching. <p>*If students have access to computers or chromebooks, they may also work together to create a comic or quick slideshow for this, rather than a skit.</p>
-----------	--

10 min	Break
10 min	<p>Remind the students that before the break, they acted out situations of injustice and picked out the relevant Catholic Social Justice Teachings. The next part of the retreat will focus on how we can respond to those injustices.</p> <p>Activity #5 – “Creating Solutions to Social Justice Issues in our World”</p> <ol style="list-style-type: none"> 1. Ask the students to return to the groups they were in before the break. In their groups have them recall the issue they acted out and discuss or brainstorm actions that can help promote a more just situation. 2. After approx. 10 min, invite the groups to share their actions with the class.
25 min	<p>Activity #6 - Discussion Review: SEE – JUDGE – ACT (adapted from Development and Peace)</p> <p>For this activity, you will need to draw a tree on chart paper. Introduce the tree as your “Tree of CST (Catholic Social Teaching).” Explain that one of the organizations that works to promote justice, “Development and Peace,” uses the image of a tree to express the meaning of CST.</p> <ol style="list-style-type: none"> 1. Begin with the roots of the tree. Label this section as “SEE.” At this stage, we observe injustices around us and we come to understand the causes and contributors to the issue. <p>Explain to the students that CST helps us answer the question, “How should we respond to what we SEE happening in the wider world around us?”</p> <p>Write down some of the following examples on the roots: <i>families that have no homes, people living on the streets, the exploitation of workers; the growing gap between the rich and the poor; etc.</i> Invite students to think of other global issues (these could be environmental, social, or economic crises) and record them on the roots. (Optional: you can use the recent pictures or news articles you have clipped and post these on the roots as well). These social situations make up the roots of the tree because that is what gives rise to the situation that is being examined.</p> <ol style="list-style-type: none"> 2. Move to the trunk of the tree. Label this section as “JUDGE.” In the “Judge” section, we examine the situation through the lens of our faith. We use the CST principles to look at the situation to help us decide what is good, what is bad and what needs to be changed.

For example: A family that is homeless (the social situation example in the root section of the tree). This might be because housing is unaffordable, pay is too low, maybe it is an immigrant family who has not gained the language skills to be employable yet (these are the roots of the problem). Using the CST principles, we are able to JUDGE and decide what needs to be fixed. If we did not SEE, we might just feed the person and provide them with a house, but looking through the lens of justice we see that we must go deeper: fair wages (economic justice), dignity of the human person (deserving of adequate housing, treated with respect, having their gifts and talents and person valued even if they are homeless), rights & responsibilities (of those around to advocate for affordable housing and liveable wage, and to care for those that are lacking in these). Then we ACT to bring about those conditions.

Write some of the CST principles on the Trunk section of the tree.

3. Move to the branches of the tree (ACT). Explain that CST means nothing if it does not inspire us to act. It is through our actions that CST becomes real. Invite students to discuss actions they see people taking in the world that exemplify CST.
4. After 5-10 minutes of discussion, give each student a leaf (see LM 6). Invite them to write or draw one thing they have done or can do in their lives (either for another person, their community or our planet). Have the students place their leaves on the branches of the tree.
5. Your tree of CST is now complete. Review how you moved through the process of SEE, JUDGE, ACT - from the roots to the leaves of the tree. Explain to the students that we are not alone in our journey of making the world a better place for our human family. One organization that helps Catholics on this journey is Development and Peace.

Closing Prayer: (See LM 7)

You may choose a student or volunteer to lead the prayer.

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

Response: "Empower us to make a difference"

God of life,

We pray to you for all people. For all those who have been excluded from a fully-fledged life.

All: Empower us to make a difference

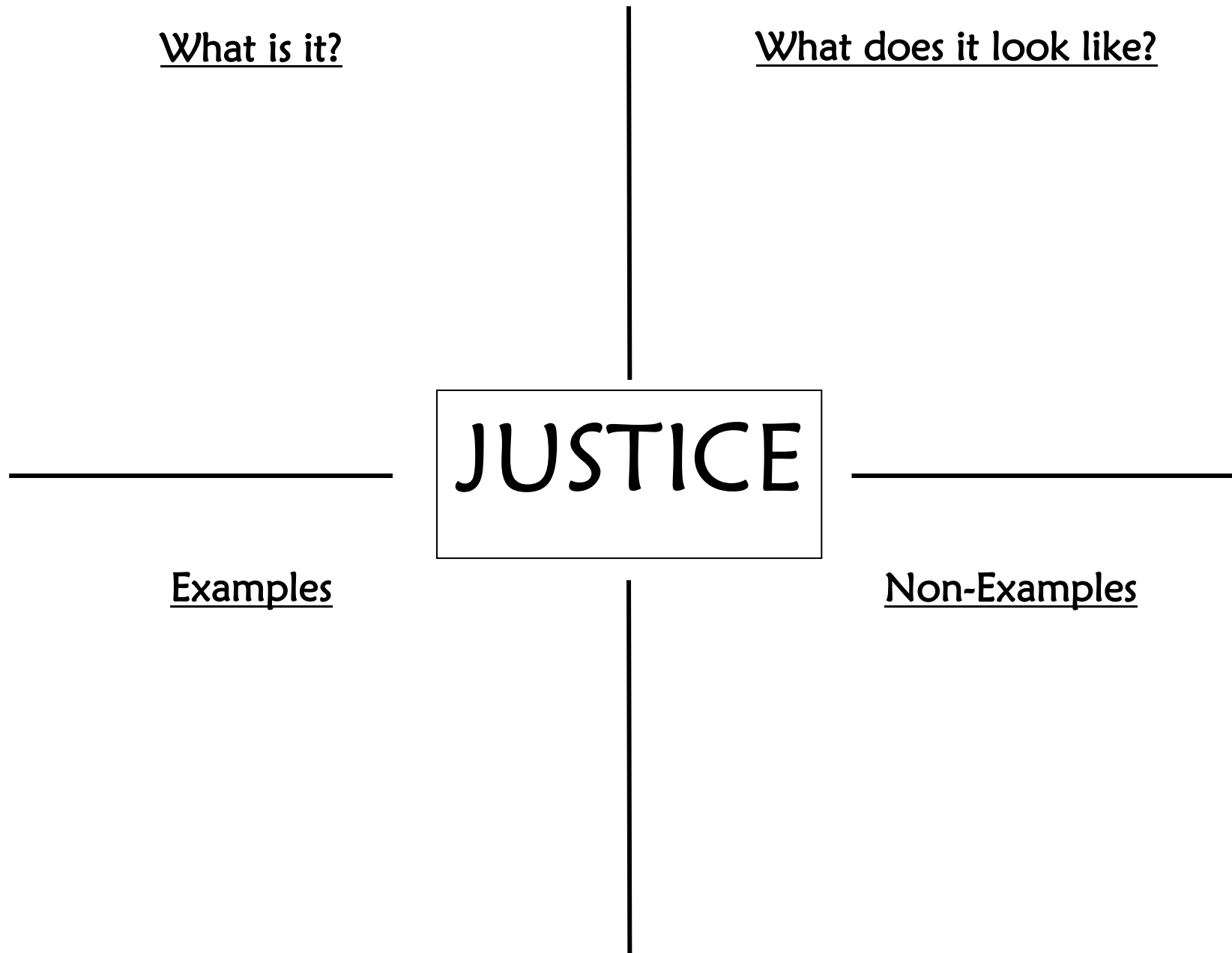
<p>5 min</p>	<p><i>For all people whose freedom, respect and dignity have been denied</i> All: Empower us to make a difference</p> <p><i>For all those who have no secure or safe homes.</i> All: Empower us to make a difference</p> <p><i>For all those who have to labour too hard for too small a salary.</i> All: Empower us to make a difference</p> <p><i>For all those who suffer from hunger and poverty.</i> All: Empower us to make a difference</p> <p><i>For all our own personal intentions.</i> (You may invite students to add their own intentions if they wish!)</p> <p><i>We offer them to you and we ask Our Blessed Mother to intercede for us we pray together...</i></p> <p>Hail Mary...</p> <p><i>+In the name of the Father, and of the Son, and of the Holy Spirit. Amen.</i></p> <p>Final Song (Recording or access to Internet)</p> <ul style="list-style-type: none">• “We are Called” (See LM 8) http://www.youtube.com/watch?v=CDljPsRIryo
--------------	--

LM 1

A Divided World

CONTINENT	WORLD POPULATIONS (for a group of 30)	WORLD POPULATIONS (for a group of 20)	THE NUMBER OF CAN FOOD ITEMS FOR EACH GROUP
Antarctica	0	0	0
Asia	15	11	4
Australia	1	1	5
Europe	4	2	9
Africa	5	3	1
North America	2	1	10
South America	3	2	1

LM 2 – Mind Map on Justice



LM 3 (p. 1 of 2)

Bible Treasure Hunt

1. **Luke 4: 18-19**

“The Spirit of the Lord is upon me, because he has chosen me to bring good news to the _____. He has sent me to proclaim _____ to the captives and recovery of sight to the blind; to set free the _____ and announce that the time has come when the Lord will _____ his people.”

2. **Micah 6:8**

“He has told you, O mortal, what is good; and what does the Lord require of you but to do _____, and to love _____, and to walk _____ with your God?”

3. **Luke 10:30-37**

“But a Samaritan, as he journeyed, came to where he was, and when he saw him, he had _____. He went to him and bound up his wounds, pouring on oil and wine. Then he set him on his own animal and brought him to an inn and took _____ of him.”

4. **Matthew 19:20-22**

“Jesus said to him, ‘If you would be perfect, go, sell what you possess and give to the _____, and you will have treasure in heaven; and come, _____ me.’”

LM 3 (p. 2 of 2)

5. **Matthew 25: 31-46**

“Come, you who are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world. For I was _____ and you gave me food, I was _____ and you gave me drink, I was a _____ and you welcomed me.”

6. **Isaiah 1: 17**

“Learn to do good; seek _____, rescue the _____, defend the orphan, _____ for the widow.”

7. **Matthew 22: 34-40**

“When the Pharisees heard that he had silenced the Sadducees, they gathered together, and one of them, a lawyer, asked him a question to test him. ‘Teacher, which _____ in the law is the greatest?’ He said to him, ‘ “You shall _____ the Lord your God with all your heart, and with all your soul, and with all your _____.” This is the greatest and first commandment. And a second is like it: “You shall love your _____ as yourself.” On these two _____ hang all the law and the prophets.’”

LM 4

10 Catholic Social Teachings

Adapted from: https://www.devp.org/sites/www.devp.org/files/IMCE/files/CurrRes/juniorhigh-adayinthelife-philippines-tr_en.pdf

1. HUMAN DIGNITY

Everyone is created in the image of God and is to be treated with respect. People should love each other.

2. COMMUNITY AND THE COMMON GOOD

People live with others. We need to remember the whole community when we make rules.

3. RIGHTS AND RESPONSIBILITIES

People need food, clothes, a place to live and to be able to go to school. These are essential for survival. We also have a duty to help one another.

4. OPTION FOR THE POOR AND VULNERABLE

People who have enough, need to share with people who do not have as much. We need to put the needs of the poor first.

5. PARTICIPATION

Everyone belongs to the community. It is wrong to exclude or bully anyone. We need to create a fair world for everyone.

6. DIGNITY OF WORK AND THE RIGHTS OF WORKERS

People have a right to work. We should make sure that all work is safe and is life giving.

7. STEWARDSHIP OF CREATION

We love God by taking care of the earth. We must protect the planet and its people by living in harmony with creation.

8. SOLIDARITY

We are one human family, we are brothers and sisters even if we are different. We need to get along with one another no matter where we live in the world.

9. ROLE OF GOVERNMENT

Leaders and governments must work for the good of all members, promote human dignity and protect human rights.

10. PROMOTION OF PEACE

People need to respect others by working together and thinking of others first.

LM 5 (p. 1 of 3) Social Justice Skit Examples

A 12-year-old girl named Zita really wants to get an education. Her parents would like her to go to school, but need her to work on the family farm during the day. In order for her to get an education, her family needs to have money. It is impossible to keep their farm going without her help. Act out the family’s conversation with Zita as she tries to explain to them that she would like to attend classes in the mornings at a local one-room school.

A young boy is forced to work in a carpet factory for very long hours and under poor conditions. It is extremely warm and dark inside this particular factory. He is tired and hungry, but is not allowed to stop working. The owner of the factory is trying desperately to be successful and knows that the best carpets are made when a young child’s fingers are tying tiny knots. Act out a scene where this young boy may be talking to another worker in the factory. Include in this conversation what this young boy is feeling both physically and mentally.

Isabelle and her family’s income depend on their cattle and goats, but a recent drought has wiped them out. They are having a meeting at the dinner table about the events. The conversation is very difficult because they no longer have any money to keep their farm alive. They may have to pack up and move to another part of the country. *What are some of the difficulties involved in such a move? (e.g. language, cultural, political, geography, loneliness?)*

LM 5 (p. 2 of 3)

A family in a school community has financial difficulties. One of the parents recently lost his/her job and is unable to find work. The money they get from welfare is barely enough to cover the bills. As a result, quite often there is no food in the fridge. A mother is having to tell her two children that she does not have enough money to give them a complete and nourishing lunch. She will also tell them that they will not be able to get a new pair of running shoes for school because they are too expensive. They will have to settle for the ones they have.

A family lives in an area that is very close to a mine. A foreign mining company owns the mine and employs people from the local community to work. The waste products of the mine, some of which are toxic and hazardous to humans, are deposited a couple of metres away from the family's home. Local water is also being contaminated from the chemicals. Although the family is upset, the community depends on the finances of the mine. Set up a scene that follows a discussion between the manager of the mining company and a family in the local area. What issues and concerns will they focus on? It is important that we hear both sides of the issue.

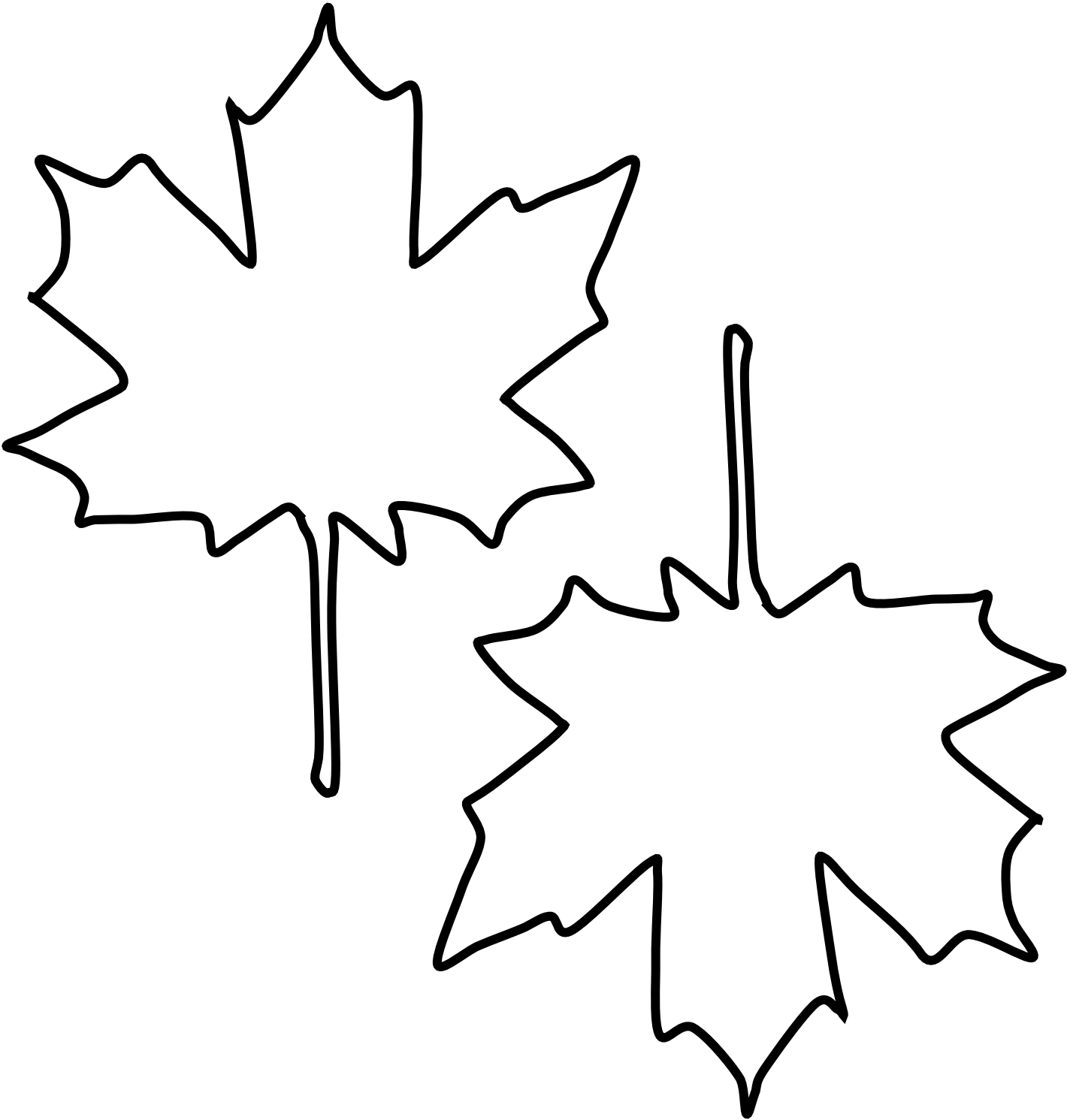
LM 5 (p. 3 of 3)

A woman lives in a rural area of a developing country. She is in need of urgent medical attention. Her family and friends are worried for her health, but the nearest doctor is miles away and they have no transportation. A neighbour has agreed to take this woman in his old vehicle to the closest medical centre. Act out the conversation that this neighbour might have with this ill woman's family. He makes an effort to convince them that she needs to get immediate help, even though it may be a difficult journey. What might be some of the difficulties of the journey? (e.g. food, weather, medication, fuel etc.) Why are some countries very prosperous and some that have very little?

A boy named Matthew is afraid to go to out for recess because he feels threatened by an older group of students. This has been going on for quite a while. He hesitates to tell his teacher about what he has been experiencing. He is trying to gain the courage to speak up for himself. He wants to tell her his fears. Create a scene that includes the conversation that Matthew might have with his teacher. Teacher has to be kind and put him at ease. Teacher must explain that bullying will not be tolerated and that there will be consequences.

LM 6

Leaf Template



LM 7

Final Blessing

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

Response: *Empower us to make a difference*

God of life,

We pray to you for all people. For all those who have been excluded from a fully-fledged life. **All: Empower us to make a difference**

For all people whose freedom, respect and dignity have been denied.

All: Empower us to make a difference

For all those who have no secure or safe homes.

All: Empower us to make a difference

For all those who have to labour too hard for too small a salary.

All: Empower us to make a difference

For all those who suffer from hunger and poverty.

All: Empower us to make a difference

For all our own personal intentions.

(You may mention your intentions or pause in silence)

We offer them to you and we ask Our Blessed Mother to intercede for us we pray together...

Hail Mary...

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

LM 8

We are Called

Come! Live in the light!
Shine with the joy and the love of the Lord!
We are called to be light for the kingdom,
to live in the freedom of the city of God!

We are called to act with justice.
We are called to love tenderly.
We are called to serve one another, to walk humbly with God.

Come! Open your heart!
Show your mercy to all those in fear!
We are called to be hope for the hopeless,
so all hatred and blindness will be no more!

Sing! Sing a new song!
Sing of that great day when all will be one!
God will reign and we'll walk with each other as sisters and
brothers united in love!

Primary Icebreakers

Primary Icebreakers

The following games listed below are examples of Icebreakers for Primary Grades. Please feel free to substitute the icebreakers below with your own choice if it better suits the needs of your students or the theme of the retreat. While these activities are fun and engaging, it is important to spend a few moments after completion to unpack “why” an icebreaker was chosen for your retreat. There are some suggested skills that can result from the activities, but some students may come up with other ideas on what they have learned.

Alliteration Name Game

1. Have students stand in a circle.
2. Give students time think of an action that matches the first letter of their name (e.g., Jumping John, Smiling Sara etc.). You may choose to remind them that the actions should be ones that are positive and can be easily replicated by others.
3. Choose a student who will start and decide which direction around the circle students will take turns.
4. The first student says their name and performs their action. The whole class repeats and does the action.
5. Take turns until every student has had an opportunity to say their name and share their action.

Reasons why this ice breaker could be used at a retreat:

- Celebration of individuals in the class
- Builds community
- Cooperation

Broken Telephone

1. Have students sit in a circle.
2. Whisper a short phrase in the ear of a student.
3. Have the student whisper the short phrase in the ear of the person next to them.
4. Continue to pass the whisper until it gets to the last person in the circle who says the phrase that they heard aloud. Compare the final phrase to the beginning phrase.

Note: Please feel free to make up your own phrases. Some examples could be: “Love your neighbor as yourself,” “Jesus loves you!” or “Today is a wonderful day because you are here!”

Reasons why this ice breaker could be used at a retreat:

- Cooperation
- Listening skills
- Teamwork
- Oral communication

Circle Squeeze

1. Have students stand in a circle and hold hands.
2. Designate a student to be the start of the circle. This student will be squeezing the RIGHT hand of the person next to them. Explain to your students that when they feel their hand squeezed, they need to pass it to the person to their right. Show them which way the squeeze should be travelling (counter-clockwise).
3. When the person who started the squeeze feels their hand squeezed, they call out, "STOP!"
4. Once you have practiced this, and the students understand the concept, time how long it takes for the squeeze to get around the circle. See if they can get the squeeze to travel faster each time.

Reasons why this ice breaker could be used at a retreat:

- Cooperation
- Teamwork

Do You Love Your Neighbour?

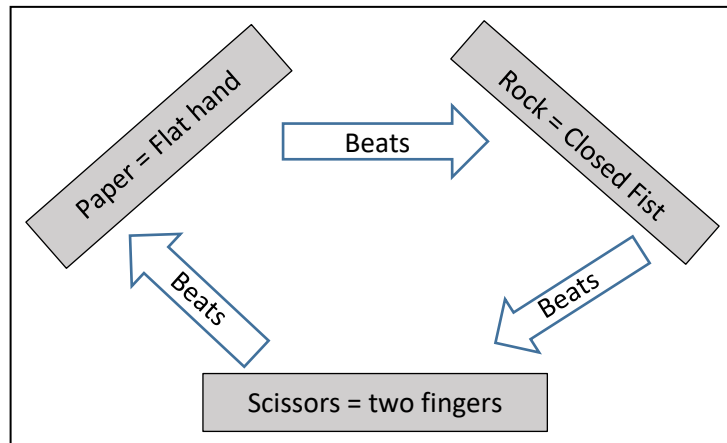
1. Arrange chairs in a circle.
2. Ask for a volunteer to be "it". Remove their chair from the circle.
3. "It" approaches one student in the circle and asks, "Do you love your neighbor?"
4. The student can respond with:
 - a. "Yes, I love my neighbour!" Which will require all students to get up off of their chairs and find a different chair to sit on.
 - b. "No!"
5. If "No" is the response, "It" responds with "Then who do you love?"
6. The selected student then says, "I love people who..." choose an attribute (wearing pink shoelaces, who play hockey etc.) Those students with the aforementioned attribute get up and have to switch spots.
7. "It" will try to find a chair to sit on when the students switch seats. Whoever is left in the circle is "It" for the next round.

Reasons why this ice breaker could be used at a retreat:

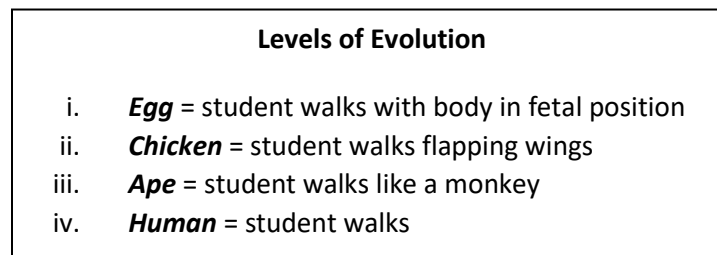
- Builds an awareness and celebrates the unique gifts, talents and attributes of students in the class
- Builds an awareness and celebrates the common gifts, talents and attributes of students in the class
- Helps to develop listening skills
- Spatial awareness

Evolution

1. Review the rules and hand signs for “Rock, Paper, Scissors.”



2. In this activity, students move through four stages of role play:



All students begin as eggs. They randomly select a partner and play a game of Rock, Paper, Scissors.

3. Winners evolve to the next level (Chicken). The students who were unsuccessful get behind the person they played and places their hands on their shoulders to create a team chain. Their job is to cheer their leader on as they play future rounds.
4. The chicken is now the leader and must find another “team chicken” to play a new round. Winning team evolves to ape, remaining students join the end of the line.
5. Finally “team ape” finds another “team ape”. Winning team evolves to “human” and wins the game.

Reasons why this ice breaker could be used at a retreat:

- Cooperation
- Teamwork
- Promotes fairness and respect for others

Hula Hoop Circle

1. Have students stand in a circle and hold hands.
2. Designate a student to be the start of the circle. Have the student let go of the person next to them as you place a hula hoop on their wrist. Have the student hold hands again.

3. On the teacher's signal, the student needs to go through the hoop without letting go of their partner, passing the hula hoop to the next link in the circle.
4. Continue until the hula hoop makes it all the way around the circle.
5. When the hula hoop returns to its original position, the student who started yells, "STOP!"
6. Once you have practiced this, and the students understand the concept, time how long it takes and see if they can decrease the time.

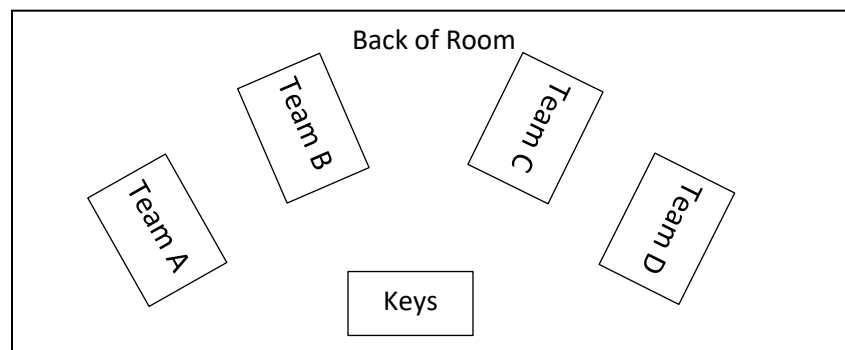
Reasons why this ice breaker could be used at a retreat:

- Cooperation
- Teamwork

Pass the Squeeze, Grab the Keys

1. Divide students into four equal teams.
2. Have each team sit side by side, holding hands. The student on each team at the back of the room is the "first person" while the person at the front of the room is the "last person".
3. Show the students a set of keys placed on the floor at a designated spot that is equidistant from each team.
4. On the teacher's count, (On your mark, set, go!), the first student on each team squeezes the hand of the person next to them. The next student passes the squeeze to the student next to them, until each student has passed the squeeze to the front (last person) of the line.
5. The last person of each team jumps up and tries to get the set of keys before the other teams. The winning team gets one point. First team to 3 wins!

Note: Be sure to switch students each round. The first student can go to the front of the line and everyone can move back so that everyone can have a different job each round.



Reasons why this ice breaker could be used at a retreat:

- Cooperation
- Teamwork

Junior and
Intermediate
Icebreakers

Junior and Intermediate Icebreakers

The following games listed below are examples of Icebreakers for Junior and Intermediate Grades. Please feel free to substitute the icebreakers below with your own choice if it better suits the needs of your students or the theme of the retreat. While these activities are fun and engaging, it is important to spend a few moments after completion to unpack “why” an icebreaker was chosen for your retreat.

“Making Human Connections”

This icebreaker helps:

- *Students learn each other’s names (if they are unacquainted with each other)*
- *The group find out a number of things that they have in common with one another.*
- *Demonstrate how everyone in the group is interconnected, hopefully creating a sense of unity (through the web created).*

Instructions:

1. Have the group stand in a circle a foot (30 cm) or so apart from each other.
2. Give one student the ball of yarn or string. This person will then say their name and one thing about themselves (e.g. “I have a brother” or “I like playing football”).
3. The person with the yarn holds on to the end and throws the ball of yarn to another person and that person then also says their name and one thing about themselves.
4. The second person then holds a corner of the yarn and tosses it to another person in the circle.
5. The cycle then repeats until everyone in the circle has received the ball of yarn, answered the questions and held on their part of the yarn and a web is formed.

“Mr. and Mrs. Right”

This icebreaker helps:

- *Energize the group as they begin the day*
- *Reinforce the importance of listening to instructions*

Instructions:

1. Have everyone stand.
2. Read the story with a clear and animated voice.
3. Read the following instructions before you begin the story:

When I say "right" everyone takes a step to the right. When I say "left" everyone takes a step to the left.

This is a story about Mr. and Mrs WRIGHT.

One evening they were baking cookies. Mrs. WRIGHT called from the kitchen, "Oh, no, there is no flour LEFT! You will need to go RIGHT out to the store."

"I can't believe you forgot to check the pantry," grumbled MR. WRIGHT. "You never get anything RIGHT!"

"Don't be difficult, dear," replied Mrs. WRIGHT. "It will only take twenty minutes if you come RIGHT back. Go to Fifty-first and Peoria, and turn LEFT at the stop sign. Then go to Sixty-first Street and turn RIGHT, and there it will be on your LEFT," declared Mrs. WRIGHT as her husband LEFT the house.

Mr. WRIGHT found the store and asked the clerk where he could find the flour. The clerk pointed and said, "Go to Aisle four and turn LEFT. The flour and sugar will be on your LEFT."

Mr. WRIGHT made his purchase and walked RIGHT out the door. He turned LEFT, but he couldn't remember where he had LEFT his car. Suddenly he remembered that he had driven Mrs. WRIGHT'S car and that his car was in the driveway at home RIGHT where he had LEFT it. He finally found the RIGHT car and put his purchase RIGHT inside.

Eventually, a weary Mr. WRIGHT found his way home. Mrs. WRIGHT had been waiting impatiently. "I thought you would be RIGHT back," she said. "I LEFT all the cookie ingredients on the kitchen counter, and the cats got into the milk. You'll just have to go RIGHT out again."

Mr. WRIGHT sighed. He had no energy LEFT. "I am going RIGHT to bed," he said. "Anyway, I need to go on a diet, so I might as well start RIGHT now. Isn't that RIGHT, dear?"

Birthday Line-up

This icebreaker helps:

- *To encourage the group to cooperate and help each other to achieve a common goal.*
- *To reinforce the importance of being able to communicate in various ways.*
- *The group discover something about their peers that they may not know.*

Instructions:

1. Students are to line up according to their birth date, placing themselves in correct chronological order from January 1st to December 31st.
2. Students are not permitted to do any writing or talking during this activity. The teacher facilitator may choose to model (using fingers to represent months and dates) how she/he would communicate his/her birthday without talking (e.g., using 3 fingers upside down to show the letter "m" for month and then displaying the number of the month – 1 finger for January, 2 for February, etc.)
3. The teacher should clearly indicate at what end of the room January 1st people will stand and where the line should end with the December 31st people.
4. When participants think they are in the correct order, the teacher then asks each student to state their birthday out loud starting at the beginning of the line.

Tall Stories

This icebreaker helps:

- *Students think on their feet and push themselves to be as creative as possible.*
- *Foster acceptance for whatever is shared as the whole story is meant to be ridiculous.*

Instructions:

1. The first student starts a story with a sentence that ends in SUDDENLY.
2. The next person then has to add to the story with his/her own sentence that ends in SUDDENLY.
3. Continue the story until everyone has contributed. The story becomes crazier as each young person adds their sentence. For example; "Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY....."

Molecule

This icebreaker helps:

- *Students to listen carefully to hear the number being called out.*
- *Practice forming random groups for group activities.*
- *Foster team building skills, as students help each other to get into correctly numbered groups.*

Instructions:

1. Have students stand quietly (best played in a large area where they can run).
2. Teacher yells out a random number and students must run to form groupings of that number. For example, if the teacher yells 5 than each group should have 5 students. If the teacher yells
3. The goal of the game is for students to form their groups as quickly as possible.
4. If there are students who are left out of a group, they will form their own group until the "left over number" matches the number that was yelled out so they can rejoin the game.

Note: You may choose to vary this game so that instead of numbers being yelled out, students are instructed to form groups based on other criteria (e.g., form groups with the same birthday month, form groups with the same talent/interest, etc.). This variation ensures inclusion of all students.