

“Being the
Body
of
Christ
as
Communities
of Hope”



CATHOLIC DISTRICT
SCHOOL BOARD OF
EASTERN ONTARIO



Being the Body of Christ as Communities of Hope

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Introduction

“Being the Body of Christ as Communities of Hope.”

The Catholic District School Board of Eastern Ontario has chosen the theme “Being the Body of Christ as Communities of Hope” for the 2004-2005 school year.

In her remarks to welcome staff back to the new school year Director of Education Ann Perron, linked this focus with the Board’s Mission and Vision statement. She said, “Our Vision statement contains a powerful message, a meaningful call... “Inspired by the teachings of Jesus Christ, we transform the world with justice and peace through Catholic education”.

I interpret the vision statement in terms of living with hope. This year I want us to focus on our mission statement so that by nurturing and celebrating the hearts, minds, bodies and souls of our students we envision that hope is beyond mere optimism. As Catholic educators it is our mutual responsibility to provide hope filled environments for our students. Hope is rooted in the belief that more is possible, where justice and peace will prevail even if not in our own time. Even if we can’t see it, radical hope is possible and likely, probable. “

How does that translate to Catholic education – how do we view the marginalized, provide hospitality? Is each child welcomed into a school culture where hope is internalized so they may confidently go forward into a world that is often cynical - where hope is not possible and nothing ever seems to change? Can we empower students to become engaged in transforming the world through active involvement where the Catholic Graduate Expectations come alive through service – as our first reading today from Paul’s letter to the Romans, we are one body, we all have gifts to offer and none is greater than the other.

We are all called to bring hope to one another – how we provide hope is something we should reflect upon. How do individuals become people of hope? How do we engage young people to be hopeful? Christ has no body on earth – yours are the hands to

reach out, lift up and awaken hope in our youth.

The emphasis on the Body of Christ as a hopeful community is rooted in our experience of the death and resurrection of Jesus. To be a hopeful community is to trust that God's plan for his people will be fulfilled in spite of all obstacles. Ultimately we know that God will prevail and so we can be hopeful people who are confident and joyful. Practically, living as communities of hope is demonstrated when we encourage and support all students and staff to reach their full potential. In so doing we give witness to the hope that there is success for all.

Links with the Wider Community

Year of the Eucharist 2004-2005

Pope John Paul II proclaimed that from October 2004 to October 2005 the Church would celebrate the Year of the Eucharist. The Eucharist is central to our Christian life. The Eucharist allows us to express our relationship to God and to others.

Our relationship with God and others is revealed to us during the Mass. We gather and God is with us: "For where two or three gather in my name I am there among them" (Matthew 18:20). As a community we receive nourishment from the Word of God and also from the Word made Flesh, Jesus Christ during the Eucharist. The last action of the Mass sends us forth to be "presence carriers of the Risen Christ to the world we live in – by our lives, our witness and our mission." (We Belong to the Lord Jesus, Year 2 Catechist's Manual, p.15)

Our role as "presence carriers of the Risen Christ" makes us members of the Body of Christ. Our membership in the Body of Christ is a powerful call to move and act as Jesus would in our world today. We each possess gifts from God. We must recognize our neighbour as a member of the Body and also use our gifts to better the plight of all humanity.

Catholic Education in Ontario

Catholic Education is a holistic education designed to form and inform students, mind, body, heart and soul. It is committed to excellence as it invites students to respond in the context in which they live in the light of their faith. Catholic education is dedicated to ensuring that students reach their full potential so that there is success for all. This desire is expressed well in the Ontario Catholic School Graduate Expectations where the vision of the learner is expressed thus:

The student on a journey toward graduation from a Catholic school will be:

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

The Catholic Graduate expectations are brought to life through:

- the vision and mission statements of our board and schools,

- the annual board theme Being the Body of Christ as Communities of Hope,
- Religious and Family Life Education Programs,
- **Curriculum** that has been written for our students by the Catholic community in Ontario.
- **Social Justice** initiatives which invite the learner to reflect on the Christian call to “love God and neighbour as self.” _____
Some of these initiatives include:
 - Food Drives
 - Think Fast (Canadian Catholic Organization for Development and Peace)
 - Participation in the recommendations toward a Fair Labour Policy for our board
 - Participation in trips to developing countries to learn about the effects of globalization on some of the world’s poorest people – and our Christian call to make a preferential option for the poor
- **A philosophy of inclusivity** – where all children are welcomed and invited to participate in the full experience of Catholic education.

The ***Ontario Catholic School Graduate Expectations*** are also expressed in what may be called principles, values, or themes of Catholic Social Teaching. These include but are not limited to:

Dignity of the Human Person

- Human life is sacred
- Humanity is created in the image and likeness of God
- Human life is to be respected and cared for

Community and the Common Good

- To live with dignity and to exercise our rights we live in community or relationship with others
- We have a responsibility to contribute to the good of the whole of society, to the common good.

Preferential Option for the Poor and Vulnerable

- Christians are called to treat its most vulnerable with a special care and concern
- Christians are called to examine and critique systems that oppress and keep people from reaching their full potential

Human Rights and Responsibilities

- Every person has a fundamental right to life
- Every person has a fundamental right to those things required for life – food, shelter, clothing, employment, health care and education
- With rights come responsibilities

Dignity of Work and Service

- All people have the right to work
- All people have the right to just wages
- All people have the right to appropriate working conditions
- All people have the right to organize

Stewardship for Creation

- The earth is a gift from God
- This gift is to benefit everyone
- As good stewards we work to protect and care for the earth's resources

Love and Justice

- Christians are by nature called to relationships characterized by a deep love for the other.
- Justice occurs as natural expression of love

Peace

- “Peace is not just the absence of war. It involves mutual respect and confidence between people and nations. It involves collaboration and binding agreements.” Pope John Paul II

Faith in God, the Father, Son and Holy Spirit

- “Faith is the assurance of things hoped for, the conviction of things not seen.”(Hebrews 11:1)

- The gift of Christian faith is received at baptism, where we become one with the community joined to Jesus in his dying and rising.
- In union with the crucified and risen Jesus, Christians share in the Father's gift of the Spirit, who raised Jesus from the dead.
- Christian faith, by its very nature, then, brings us to a more intimate knowledge and understanding of our participation in the life of the Trinity.

Hope

- Hope is that virtue by which we take responsibility for the future, both of ourselves and of the world. It is oriented, therefore, toward the Kingdom of God. Hope measures everything against the future Kingdom, and so it is a virtue with a prophetic edge. Richard McBrien, p. 1008

Mystery, Wonder and Awe

- **Mystery**, in biblical usage, generally refers to a divine secret that is being, or has been, revealed in God's good time.
- What God has decreed shall take place in the future.
- **Wonder** may be understood as a response of a person who beholds some mystery.
- It may be a feeling of surprise, astonishment, amazement or admiration.
- **Awe** may be understood as a person's mixed feeling of reverence, fear and wonder in the face of something majestic, or sacred.
- The effect of awe may be temporarily immobilizing and often elicits a display of respect and or worship.

Section 2 Being the Body of Christ as Communities of Hope

Scripture 1 Corinthians 12: 12-26

A reading from Paul to The Corinthians

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For in the one Spirit we were all baptized into one body – Jews or Greeks, slaves or free – and we were all made to drink of one Spirit.

Indeed, the body does not consist of one member, but of many. If the foot would say, “Because I am not a hand, I do not belong to the body,” that would not make it any less a part of the body. And if the ear would say, “Because I am not an eye, I do not belong to the body,” that would not make it any less a part of the body. If the whole body were an eye, where would the hearing be? If the whole body were hearing where would the sense of smell be? But as it, God arranged the members in the body, each one of them, as he chose. If all were a single member where would the body be?

As it is, there are many members, yet one body. The eye cannot say to the hand, “I have no need of you,” nor again the head to the feet, “I have no need of you.” On the contrary, the members of the body that we think less honorable we clothe with greater honour, and our less respectable members do not need this. But God has so arranged the body, giving the greater honor to the inferior member, that there may be no dissension within the body, but the members may have the same care for one another. If one

member suffers, all suffer together with it; if one member is honored, all rejoice together with it.

The Word of the Lord.

The Body of Christ.....

Although diverse, the baptized are one in Christ. United, we are called to care for one another and to build up the weaker members among us.

... as Communities of Hope.

Hope is that virtue by which we take responsibility for the future, both of ourselves and of the world. It is oriented, therefore, toward the Kingdom of God. Hope measures everything against the future Kingdom, and so it is a virtue with a prophetic edge.” Richard McBrien
p.1008

Hope is rooted in the belief that more is possible, where justice and peace will prevail even if not in our own time.

Hope is evident:

- when in light of an attitude that says people can do little to change things, students join groups like Development and Peace and Amnesty International;
- when in light of individualism and a “me first” attitude, students volunteer to be peer helpers;
- when in light of the belief that only the strong survive, disabled and special needs students are accepted and welcomed into the school community;
- when in light of a seeming disregard for religion, students volunteer to read or sing at our liturgies;
- when in light of a society that says pleasure is the ultimate value, students give up their March Break to experience life in Cuernavaca or the Dominican Republic;
- when in the light of peer pressure and the desire to fit in, students speak up for what they know to be right.

Link to Catholic Theme:

Community and the Common Good

- To live with dignity and to exercise our rights we live in community or relationship with others
- We have a responsibility to contribute to the good of the whole of society, to the common good.

Human Rights and Responsibilities

- Every person has a fundamental right to life
Every person has a fundamental right to those things required for life – food, shelter, clothing, employment, health care and education
- With rights come responsibilities

Link to Catholic Graduate Expectations

CGE1d	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
CGE1h	Respects the faith traditions, world religions and the life-journeys of all people of good will.
CGE2a	Listens actively and critically to understand and learn in light of gospel values.
CGE5a	Works effectively as an interdependent team member.
CGE5c	Develops one's God-given potential and makes a meaningful contribution to society.

Suggestions for Bringing Theme to Life

1. Being the Body of Christ as Communities of Hope in the Religious Education Program:

Kindergarten

In God's Image: Unit 6: See What I Can Do

Care for Kids: Theme 5: Girls and Boys

Grade 1: Unit 1: Welcome! You Belong to God
Unit 2: Jesus Welcomes Us
Unit 8: We belong to God's Family
Unit 9: The Holy Spirit Gathers Us into the Circle of Friends

Grade 2: Unit 1: Let's Be Friends
Unit 2: Let's Come Together
Unit 6: Let's Take
Unit 7: Let's Bless
Unit 8: Let's Break
Unit 9: Let's Eat and Drink

Grade 3: Unit 1: We Welcome and Gather in the Spirit
Unit 2: The Holy Spirit Gathers and Feeds us at Eucharist
Unit 3: The Holy Spirit Calls and Anoints us in Baptism and Confirmation
Unit 8: The Holy Spirit Reconciles

Grade 4: Unit 1: The Church Hands on the Good News

Grade 5: Unit 1: The Church Proclaims the Good News
Unit 5: The Church Welcomes all Nations
Unit 7: The Church Reconciles
Unit 8: The Church Loves
Unit 9: The Church Witnesses

Grade 6: Unit 1: You Are My Friends

	Unit 6:	Love Your Enemies
	Unit 7:	What You Do To The Least Of My Brothers and Sisters, You Do To Me
	Unit 10:	You Shall Be My Witnesses
Grade 7:	Unit 1:	We...
	Unit 2:	We Believe in God
	Unit 3:	We Believe in Jesus Christ
Grade 8:	Unit 1:	We Believe in the Holy Spirit
	Unit 2:	We Believe in the holy Church
	Unit 3:	We Believe in one Catholic and apostolic Church
	Unit 4:	We Believe in the Communion of Saints

School Activities:

- Meet the Teacher Night
 - ❖ Begin with a prayer that emphasizes the Board Theme
 - ❖ Highlight Board Theme in conjunction with school theme in Principal's Remarks
 - ❖ Student artwork demonstrating hope and community
 - ❖ Highlight upcoming community building activities – such as Catholic School Council Initiatives, Barbeques, Spaghetti Dinners, etc

- Assemblies
 - ❖ Invite students to reflect through song, scripture, role play, etc, the important role that each of us has as members of a hopefilled community.

- **Banners**

- ❖ Have the students create a banner with a message about hope or community on it. Display the banners throughout the school year in the foyer and during special celebrations.

- **Advent**

Advent

Advent is a season characterized by joy and anticipation.

During the first two weeks of Advent the scriptures remind us to look forward to the second coming of Christ.

The last two weeks of Advent invite us to prepare to celebrate the birth of Christ. We prepare to celebrate our awareness that God came among us as human. We celebrate the Incarnation

Advent marks the beginning of the new Church year.

The colour violet is a colour that reminds us of Christ the royal priest.

It is not, a penitential colour. Advent is not a season of sorrow and repentance.

It is during Advent that the Church places a special emphasis on Mary and the role she played as the bearer of Christ.

In the religious education programs Advent is addressed in Unit 4.

Advent is addressed in the Religious Education Programs as follows:

- ❖ Kindergarten Program ***“In God’s Image” - Theme 16.***
- ❖ ***Born of the Spirit Series – grades 1-6 - Unit 4 .***
- ❖ It is generally recommended that teachers leave whatever unit they are working on and spend the weeks of Advent on the curriculum in **Unit 4**. You will recall that these programs are

developed to coincide with the liturgical year, therefore it is also suggested that we avoid anticipating the Christmas season. In other words, celebrate/teach Advent before the Christmas holidays and celebrate/teach Christmas when we return from holidays in January. This is an opportunity for us to live the liturgical seasons as we are called to. **Unit 5** usually addresses **Christmas** and **Epiphany**.

- ❖ In the Grades 7, 8, & 9 program ***We Are Strong Together***, there is an **Advent supplement** provided so that teachers can prepare activities that are relevant to the season and the program that they are teaching.
- ❖ There is an **Advent supplement** in the new **Grade 10 program** "***Christ and Culture***".

Section 3 Being the Mind of Christ

Scripture John 8: 12; 31-38

Again Jesus spoke to them, saying, “ I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life. Then Jesus said to the Jews who had believed in him, “If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free.” They answered him, “We are descendents of Abraham and have never been slaves to anyone. What do you mean by saying, you will be made free’?” Jesus answered them, “Very truly, I tell you, everyone who commits sin is a slave to sin. The slave does not have a permanent place in the household; the son has a place there forever. So if the Son makes you free, you will be free indeed. I know that you are descendants of Abraham; yet you look for an opportunity to kill me, because there is no place in you for my word. I declare what I have seen in the Father’s presence; as for you, you should do what you heard from the Father.”

Definition

Being the Mind of Christ:

Jesus presented himself as one who was discerning. After his Baptism in the Jordan and before the inauguration of his ministry when he proclaimed his mission (Lk 4:16-21) Jesus spent a time in the ‘wilderness’ in discernment. Struggle, temptation, and prayer characterized this time in Jesus’ life. It was as a result of this truth-seeking that Jesus was free to go forward and do the will of God, his Father.

To be the mind of Christ is to be discerning, non-judgmental, to seek the truth and to be a peacemaker.

Link to Catholic Theme:

Peace

- “Peace is not just the absence of war. It involves mutual respect and confidence between people and nations. It involves collaboration and binding agreements.” Pope John Paul II.

Preferential Option for the Poor and Vulnerable

- Christians are called to treat its most vulnerable with a special care and concern.
- Christians are called to examine and critique systems that oppress and keep people from reaching their full potential.

Link to Catholic Graduate Expectations

CGE1d	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
CGE1f	Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
CGE1i	Integrates faith with life
CGE3d	Makes decisions in light of gospel values with an informed moral conscience.
CGE3f	Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
CGE4f	Applies effective communication, decision-making, problem-solving, time and resource management skills.
CGE1f	Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.

For Reflection:

1. Read the scripture passage John 8:12, 31-38. How does your school community actively seek the truth and ultimately, freedom, when taking important decisions?
2. The “truth” can be interpreted differently depending on one’s perspective. How does your local school community resolve conflicts that arise within?

Suggestions for Bringing the Theme to Life

“Being the Mind of Christ” in the Religious Education Program:

ELEMENTARY

<i>In God’s Image:</i>	Unit 5:	All My Feelings
<i>Care for Kids:</i>	Theme 3:	Feelings
Grade 1:	Unit 3:	God Dwells Among Us
Grade 2:	Unit 3:	Let’s Treasure God’s Word
	Unit 4:	Let’s Treasure God’s Presence
	Unit 5:	Let’s Treasure God’s Gift
Grade 3:	Unit 6:	The Holy Spirit Dwells in the Followers of Jesus
Grade 4:	Unit 6:	Jesus Reveals the Compassion of God
Grade 5:	Unit 2:	The Church Believes in the Lord Jesus
Grade 6:	Unit 5:	I Am the Way, the Truth and the Life
	Unit 7:	What You Do To The Least Of My Brothers and Sisters, You Do To Me
Grade 7:	Unit 1:	We...
	Unit 2:	We Believe in God
	Unit 3:	We Believe in Jesus Christ
Grade 8:	Unit 1:	We Believe in the Holy Spirit
	Unit 2:	We Believe in the holy Church
	Unit 3:	We Believe in one Catholic and apostolic Church
	Unit 4:	We Believe in the Communion of Saints

SECONDARY

Grade	Program	Unit
9	Be With Me	2 - Be Alive
10	Church and Culture	3 –The God Question
11	Exploring World Religions	10 – Religion in the New Millennium
12	In Search of the Good	4 – Gifted with Freedom

School Activities:

- **Catholic School Council/Parent Meetings**
 - ❖ Use the resource ***Fostering Faith in Community: A Resource Guide for Members of Catholic School Councils and Other Faith Communities.*** Follow the suggestions in **Cycle One-Session Two – Belief or Cycle Two – Session Four - Shared Excellence.**
 - ❖ Begin meetings with a prayer that emphasizes the Board Theme
 - ❖ Highlight Board Theme in conjunction with school theme in Principal’s Remarks
 - ❖ Student artwork demonstrating hope and community
 - ❖ Highlight upcoming community building activities – such as Catholic School Council Initiatives, Barbeques, Spaghetti Dinners, etc.

- **Assemblies**
 - ❖ Invite students to reflect through song, scripture, role-play, etc, the important role that each of us has as members of a hope-filled community.
 - ❖ Choose one song ex. Like a Sunflower to illustrate the theme throughout the year.

- **Banners**
 - ❖ Have the students create a banner with a message about peace on it. Symbols: dove, tree, olive branch, peace sign, etc.

- ❖ Display the banners through the school year in the foyer and during special celebrations.

- **Liturgies**

- 1. Prayer (Adult Focus)**

- ❖ **Gifts of Love**

- Spring Section**

- **We Wish for Peace**, “Lord, make me an instrument of your peace...” St. Francis of Assisi
 - **A Prayer for Peace**, “Blessed are the peacemakers, for they shall be called the children of God...” Mt. 5:9
 - **Gift of Silence, Gift of Peace**, “I shall walk in the peace of my Lord and dwell in His house forever.” Tokio Megashio

- Fall Section:**

- **A Simple Path...A Tribute to Mother Teresa**, “The fruit of silence is prayer, the fruit of prayer is faith, the fruit of faith is love, the fruit of love is service, the fruit of service is peace. Mother Teresa

- 2. Prayer Student Focus**

- ❖ **Children’s Daily Prayer.** This resource focuses on the liturgical year and many of the prayers within it reflect our theme.

- ❖ **From “Celebrating our Faith” (NOCCC)**

- St. Francis of Assisi – Trusting God, Volume II, p. 13
 - We Believe in Jesus, Our Light and Our Light, Volume II, p. 125
 - School Closing, Volume II, p. 173

- 3. Eucharistic Celebrations**

- ❖ **From “Celebrating our Faith” (NOCCC)**
 - And I Will Follow (Vocations), Volume I, p. 105
 - Social Justice, Volume I, p. 179
 - We Believe in Jesus, Our Light and Our Light, Volume I, p.193
 - School Closing Mass, Volume I, p. 253
 - Graduation Mass, Volume I, p. 267

Catholic Curriculum Resources:

1. *Curriculum Support for Schools: Using the Ontario Catholic School Graduate Expectations, Scripture and the Tradition of the Church. CdRom*

Recommended Catholic Themes:

- Peace
- Preferential Option for the Poor and Vulnerable

2. *Journey Activities: A Resource for Teachers in Elementary Catholic Schools*

- ❖ **Description of Resource:** “Students involved in the elementary program will engage in journey activities that will assist them in their own faith journey. The integration of the distinctive expectations for graduates of Catholic school throughout all subject areas will foster the search for knowledge as a lifelong spiritual and academic quest. In recognition that the student begins this quest at a young age, we developed the journey activities to assist elementary teachers to integrate meaningful, yet age appropriate opportunities, into the curriculum.” (Journey Activities Introduction)

The Journey Activities Resource contains many ideas for making links between the Ontario Curriculum and the Ontario Catholic School Graduate Expectations. The following is a small example of the Journey Activities that could be used to highlight and illustrate our themes.

❖ **Examples:**

○ **Grade 6 Science and Technology: Matter and Materials**

CGE 3c – A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

OCE 6s26 – identify design features (of products or structures) that make use of the properties of air, and give technological innovations that have helped inventors create or improve flying devices. **Journey Activity-Students will:** reflect on God’s gifts of imagination and creativity to humans.

○ **Grade 7 Arts: Visual Arts**

CGE 2e – 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.

○ **OCE 7a37**—explain how artistic choices affect the viewer, and support their conclusions with evidence from the work.

○ **Journey Activities:** Use paintings that depict the Life of Christ (DaVinci’s – Last Supper) to show how center of interest is created.

- Use a computer graphic program to alter and change the image with the additions of a gospel message as part of a modern day advertisement.

Special Projects:

1. Community Partnerships

- Foster a relationship with the local library so that students are encouraged to go there and use its resources.
- Have members of the local seniors group come into the school to read with younger children
- Promote involvement by students in the local Parish Council

2. Social Justice Activities

- Encourage students to write letters to the editor expressing concern over local social justice issues.
- Participate in the Canadian Catholic Organization for Development and Peace Development and Peace Annual Postcard Campaign
- Peer Mediators

Other Resources

1. Films

- *Romero* by Paulist Productions
- *The Power of One*
- *Dead Man Walking*
- *The Mission*

1. Websites/Internet

- <http://www.silk.net/RelEd/> Resources for Religious Educators: Links, lesson plans, clipart, coloring pages, crossword puzzles,

newsletters for Catholic catechists, teachers, DREs, parents and all involved in the education of the faith.

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- <http://www.ycdsb.edu.on.ca/schools/crec/index.htm> Catholic Association of Religious and Family Life Educators of Ontario. This site has many links to resources for Catholic educators at all Grade levels.
- <http://salt.claretianpubs.org/> An online social justice resource of the Claretian Missionaries

Section 4 Being the Heart of Christ

Scripture: **Mark 12: 28-31**

One of the scribes came near and heard them disputing with one another, and seeing them that he answered them well, he asked him, "Which commandment is the first of all?" Jesus answered, "The first is, 'Hear, O Israel: the Lord our God, the Lord is one; you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these."

Definition:

Being the Heart of Christ

Just as we are each unique individuals within the Body of Christ so too are the individual parts that construct the body. The heart, so essential for life is the seat of love, compassion and feelings. It is our hearts that binds us together as a community. Just as an infant recognizes its mother's heartbeat inside and outside of the womb; so we recognize a fellow human being, especially one in need, because of our shared membership in the Body of Christ. Our call then is to a life of compassion, mercy and justice with a focus on the less fortunate members of the Body of Christ.

To be the heart of Christ is:

- to be passionate
- to be compassionate
- to be merciful
- to be forgiving
- to be loving

Link to Catholic Theme

Common Good and Community

- We have a responsibility to contribute to the good of the whole of society, to the common good

Love and Justice

- Christians are by nature called to relationships characterized by a deep love for the other
- Justice occurs as a natural expression of love

Link to Catholic Graduate Expectations:

CGE 1d	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
CGE 1f	Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
CGE 5e	Respects the rights, responsibilities and contributions of others
CGE 5g	Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others
CGE 7c	Seeks and grants forgiveness

Reflection Questions:

- How does this new commandment play out in my own life? Do I maintain a hierarchy in determining how neighbourly I should be in a given situation?
- How can we help students recognize that love of one's neighbour will ultimately assist in building a common good for all?

Suggestions for Bringing the Theme Life

Being the Heart of Christ – Religious Education and Family Life Programs

Elementary

JK/SK	<i>In God's Image</i>	Unit Unit	Community Lent – Easter 1
Grade 1	<i>We Belong to God</i>	Unit 2 Unit 7 Unit 8	Jesus welcomes us Your will be done We belong to God's family
Grade 2	<i>We Belong to the Lord Jesus</i>	Unit 2 Unit 10	Let's come together Let's go forth
Grade 3	<i>In the Spirit We Belong</i>	Unit 8	The Holy Spirit reconciles people
Grade 4	<i>Come and See</i>	Unit 7	Jesus says "I am the Way"
Grade 5	<i>May We be One</i>	Unit 7 Unit 8	The Church reconciles The Church loves
Grade 6	<i>You Shall Be My Witnesses</i>	Unit 3	I shall be your God You shall be my people

Grade 7 *Believe In Me* Unit 3 We believe in God the Father Almighty

Grade 8 *Stand By Me* Unit 2 We believe in the holy Church

Secondary

Grade	Program	Unit
9	Be With Me	4 Be loving 8 Be generous 9 Be forgiving
10	Christ and Culture	5 Relating to the other
11	Exploring World Religions	The Golden Rule – poster and workshop from Scarboro Missions (see Web/Internet Resources)
12	In Search of the Good	5 Proclaiming justice and mercy

School Activities

- **Catholic School Council/Parent meetings**
 - ❖ Use the resource *Fostering Faith in Community: A Resource for Members of Catholic School Councils and Other Faith Communities*. Follow the suggestions in **Cycle One – Session Three – Community**
- **Assemblies**
 - ❖ Good news assemblies – share personal bests, birthdays and general good news in weekly/monthly assemblies

- **Liturgies**

- Prayer (Adult Focus)

- ❖ **Gifts of Love**

- ❖ **Spring section**

- **We Wish for Peace**

- “Encourage one another; build one another up. Be at peace among yourselves...”

- 1 Thess. 5:11*

- **Gift of Silence, Gift of Peace**

- “In the silence of my heart I can hear God’s will. When I listen.”

- St. Columba*

- ❖ **Summer section**

- **Beloved of God**

- “Teachers, support staff, trustees and pastors are involved in creating a sacred space where learning can take place.”

- **Gifts of Love**

- Angels Among Us: A prayer service in honour of volunteers

- ❖ **Fall section**

- **A Liturgy in Honour of St. Teresa of Avila**

- “We need no wings to go in search of Him, but have only to look upon Him present in us.”

- St. Teresa of Avila*

- ❖ **Winter section**

- **Exploring the Heart of Teaching**

- “They are teachers of faith; however like Christ they must

be teachers of what it means to
be human...”
*The Religious Dimension of
Education in Catholic Schools*

Prayer (Student Focus)

❖ **Children’s Daily Prayer.** This resource focuses the liturgical year and many of the prayers within it reflect our theme.

❖ **From “Celebrating our Faith” (NOCCC)**

- We Are a Christian Community
Volume II, p. 1
- Christian Unity
Volume II, p. 67

Eucharistic Celebrations

❖ **From “Celebrating our Faith” (NOCCC)**

- Friendship
Volume I, p.153
- Social Justice
Volume I, p.179

Catholic Curriculum Resources:

1. ***Curriculum Support for Catholic Schools***

Using the Ontario Catholic School Graduate Expectations, Scripture and the Tradition of the Church. CdRom

Recommended Catholic Theme:

- Love and Justice
A necessary condition for Jesus’ command to love your neighbour is justice.

2. Journey Activities: A Resource for Teachers in Elementary Catholic Schools

Description of Resource:

“Students involved in the elementary program will engage in journey activities that will assist them in their own faith journey. The integration of the distinctive expectations for graduates of Catholic school throughout all subject areas will foster the search for knowledge as a lifelong spiritual and academic quest. In recognition that the student begins this quest at a young age, we developed the journey activities to assist elementary teachers to integrate meaningful, yet age appropriate opportunities, into the curriculum.” (Journey Activities Introduction)

The Journey Activities Resource contains many ideas for making links between the Ontario Graduate Expectations. The following is a small example of the Journey Activities that could be used to highlight and illustrate our themes.

Examples:

- **Grade 3 – Mathematics, Measurement**
CGE3d – A reflective and creative thinker who makes decisions in light of gospel values with an informed moral conscience.
OGE 3m36 – solve problems re-

lated to their day-to-day environment using measurement and estimation

Journey activity – Students will begin to gain awareness of the inequitable distribution of wealth in the world.

○ **Grade 7 – Science & Technology, Earth and Space Systems**

CGE3a – A reflective and creative thinker recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

OCE7s106 – identify the factors that must be considered in making informed decisions about land use and explain their importance.

Journey activity – Students will brainstorm actions that individuals and groups can take to bring about changes for the common good.

Special Projects:

1. **Community outreach** – food, clothing, toy drives
2. **Positive school morale** programs-
 - Gotcha
 - Caught You Caring
 - Random Acts of Kindness,
 - Positive sportsmanship
 - Celebrating Personal Bests

3. School Green Projects

4. Social Justice:

Development and Peace

- Just Youth Group
- Water Campaign – *Water Life Before Profit*

Resources:

Films:

Lights Camera...Faith! A Movie Lectionary

A series of three books – Cycle A, B and C that mirror the gospel readings from the three year cycle.

Examples

- Entertaining Angels: The Dorothy Day Story*
- Pay It Forward*

Books:

<i>Rainbow Fish</i>	Marcus Pfister
<i>The Giving Tree</i>	Shel Silverstein
<i>The Selfish Giant</i>	Oscar Wilde
<i>If the World Were a Village</i>	David J. Smith
<i>The Three Questions</i>	Jon Muth

Web/Internet:

Teaching Values

Lists children's book and video that emphasize positive values

www.teachingvalues.com

Scarboro Foreign Missions

Information regarding the Golden Rule workshop and poster

www.scarboromissions.ca

Section Five - Being the Face of Christ

Scripture: **Matthew 17:1-2**

Six days later, Jesus took with him Peter and James and his brother John and led them up a high mountain, by themselves. And he was transfigured before them, and his face shone like the sun, and his clothes became dazzling white.

Definition: In our world today so many people need the warm smile or the sympathetic ear of someone who cares. Our sight offers a great opportunity for bonding through recognition and a sense that each of us belongs in some way to the community. If I consider my own life do I reflect the Face of Christ to all people that I meet? Am I quick with a smile, do I take time to listen to a neighbour who is down, can I see the Face of Christ reflected in all of creation and help others to do the same? If we could represent the Face of Christ how great would be the love that is experienced by individuals in the wake of the exchange.

To be the face of Christ is:

- to be welcoming
- to be compassionate
- to be happy

Link to Catholic Theme

Dignity of the Human Person

- We have come face to face with a mystery, the mystery of the human person, made in God's image. We are in the presence of the spirit of our Creator.

Fully Alive, Grade 7, Family Life Program of the Ontario Conference of Catholic Bishops, p. 8

Community and the Common Good

- The human person is both sacred and social. We realize our dignity and rights in relationship with others, in community. Human beings grow and achieve fulfillment in community. Human dignity can only be realized and protected in the context of relationships with the wider community.

Office for Social Justice, Archdiocese of St. Paul - Minneapolis

Link to Catholic Graduate Expectations:

CGE 1d	Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
CGE 6a	Relates to family members in a loving, compassionate and respectful manner.
CGE 7e	Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
CGE 7i	Respects the environment and uses resources wisely.

Suggestions for Staff Reflection:

1. The essence of the Transfiguration is the light. Jesus became a being of light. He became luminous, transparent to his disciples (Raymond E. Brown). Is it possible in our interactions with others to be transparent in our motives and dealings?
2. How can I reflect the transfigured face of Christ to the world?
3. How vital is hospitality to our response to others entering or working within our school?

Suggestions for bringing the theme to life

Being the Face of Christ – Religious Education and Family Life Programs

Elementary

JK/SK	<i>In God's Image</i>	Unit	Me - Theme 1 Theme 3 Theme 5 Theme 7
		Unit	Community
Grade 1	<i>We Belong to God</i>	Unit 1 Unit 2 Unit 8	Welcome! You belong Jesus welcomes us We belong to God's family
		Unit 9	The Holy Spirit gathers us into God's circle of friends
Grade 1	<i>We Belong to God</i>	Unit 10	We are born in the Spirit
Grade 2	<i>We Belong to the Lord Jesus</i>	Unit 1 Unit 2	Let's be friends Let's come together
Grade 3	<i>In the Spirit We Belong</i>	Unit 1	We welcome and gather in the Spirit

		Unit 6	The Holy Spirit dwells in the followers of Jesus
		Unit 7	The Holy Spirit fills the whole earth
		Unit 10	The Holy Spirit is alive
Grade 4	<i>Come and See</i>	Unit 1	The Church hands on the good news
		Unit 6	Jesus reveals the compassion of God
Grade 5	<i>May We be One</i>	Unit 1	The Church proclaims the good news
		Unit 5	The Church welcomes the world
		Unit 6	The Church acts justly
Grade 6	<i>You Shall Be My Witnesses</i>	Unit 1	You are my friends
Grade 7	<i>Believe In Me</i>	Unit 1	I...We
		Unit 6	We believe in...Jesus our Lord
Grade 8	<i>Stand By Me</i>	Unit 1	We believe in the Holy Spirit
		Unit 2	We believe in the holy Church

Secondary

Grade	Program	Unit
9	Be With Me	1 – Be With Me
10	Christ and Culture	5 – Relating to the other

School Activities

▪ Liturgies

Prayer (Adult Focus)

❖ *Gifts of Love*

❖ Fall section

○ **Acting Justly**

“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...”

Isaiah 61:1-2

○ **A Liturgy in Honour of St. Teresa of Avila**

“We need no wings to go in search of Him, but have only to look upon present within us.”

St. Teresa of Avila

❖ Winter section

○ **We are Ambassadors for Christ**

“So we are ambassadors for Christ, as if God was appealing through us. We implore you on behalf of Christ, be reconciled to God...”

2 Corinthians 10:5

Prayer (Student Focus)

❖ **Children’s Daily Prayer.** This resource focuses on the liturgical year and many of the prayers within reflect our theme.

❖ **From “Celebrating our Faith” (NOCCC)**

○ Healing

Volume I, p.143

Eucharistic Celebrations

- ❖ **From “Celebrating our Faith” (NOCCC)**
 - Liturgies to Celebrate Reconciliation
Advent, p.28 - Lent, p.34

Catholic Curriculum Resources:

1. *Curriculum Support for Catholic Schools*

Using the Ontario Catholic School Graduate Expectations, Scripture and the Tradition of the Church. CdRom

Recommended Catholic Themes:

- Dignity of the Human Person
- Community and the Common Good

2. *Journey Activities: A Resource for Teachers in Elementary Catholic Schools*

- ❖ **Description of Resource:** “Students involved in the elementary program will engage in journey activities that will assist them in their own faith journey. The integration of the distinctive expectations for graduates of Catholic school throughout all subject areas will foster the search for knowledge as a lifelong spiritual and academic quest. In recognition that the student begins this quest at a young age, we developed the journey activities to assist elementary teachers to integrate meaningful, yet age appropriate opportunities, into the curriculum.” (Journey Activities Introduction)

The Journey Activities Resource contains many ideas for making links between the Ontario Graduate Expectations. The following is a small example of the Journey

Activities that could be used to highlight and illustrate our theme.

❖ **Examples:**

○ **Grade 4 – Health and Physical Education**

CGE 5g – A collaborative contributor: achieves excellence, originality, and integrity in one's own work, and supports these qualities in the work of others

OGE 4pAP – Apply living skills such as goal setting, conflict-resolution techniques, and interpersonal skills to physical activity

Journey activity – Students will work with a partner or small group of students and provide constructive feedback to improve or refine movement skills.

○ **Grade 8 – Geography, Economic Systems**

CGE 3f – A reflective and creative thinker: examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

OGE 8g23 – describe the economic relationship between Canada and the global community

Journey activities – Students will discuss Canada's role as a member of the world's developed nations. They will determine what

role Canada should play in light of gospel values.

Special Projects:

- 1. School Green Projects** – seeing God in all that is created will aid in protecting our planet from waste and destruction.
- 2. School Welcoming Procedures** – ensure that every school has a procedure for welcoming new students and families to the school, and also substitute teachers, custodians and secretaries
- 3. Joke of the day** – Tell a joke following the morning announcements.
- 4. Smile** – “Let us always meet each other with a smile for a smile is the beginning of love.” (Mother Teresa)

Resources:

Films:

- 1. *Lights Camera...Faith! A Movie Lectionary***
A series of three books – Cycle A, B and C that mirror the gospel readings from the three year cycle.
- 2. *When Did I See You Hungry?***
San Damiano Foundation, 2002
A photo essay of human life in seven slums around the world. (Also a book)

- Web/Internet:**
- 1. *Cultivating Peace in the 21st century***
Classroom Connections, 2002.
Web based resources (many ready to use) that demonstrate that change is possible – it starts with education
<http://www.cultivatingpeace.ca/aboutus/>
 - 2. *Cultivating Peace Taking Action***
Classroom Connections, 2004.
The second module of the Cultivating Peace series (more resources are in the planning stages). Student based projects that will make a difference.
<http://www.cultivatingpeace.ca/aboutus/>
 - 3. *Faith & the Common Good*
Seeking Common Ground for the Common Good**
The wisdom of various faith traditions are the key sources to healing our beloved Earth – God’s creation.
Their campaign *Renewing the Sacred Balance* was featured in the April 2004 Scarboro Missions magazine
<http://www.faith-commongood.net>
 - 4. **Teaching Values****
Lists children’s book and video that emphasize positive values
www.teachingvalues.com

Section 6 Being the Voice of Christ

Scripture: **Luke 4:16-21**

“When he came to Nazareth, where he had been brought up, he went to the synagogue on the Sabbath day, as was his custom. He stood up to read, and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written:

“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,
To proclaim the year of the Lord’s favour.”

And he rolled up the scroll, gave it back to the attendant, and sat down. The eyes of all in the synagogue were fixed on him. Then he began to say to them, ‘Today this scripture has been fulfilled in your hearing.’”

Definition:

We may often associate *Being the Voice of Christ* as best reserved for prophets, those willing to speak out against injustice on a large or even global level. However, we are reminded by Christ’s proclamation in Luke’s Gospel that we are all called to be one who proclaims the good news to the poor and to be one who expresses hope for the blind and the imprisoned. We are also being the voice of Christ any time we challenge a sexist or racist remark or joke, refuse to spread gossip, exercise our right to vote for change for the good of all, and when we challenge the norms that keep the downtrodden oppressed. Christ spoke out against the injustices of His day, calling all people back to God. Christ not only called us to God by telling us we need to change our ways, but also by reminding us that we are

loved by God. To be the *Voice of Christ*, then, is to ensure that the language we use in our interactions with one another respects the dignity of all God's people.

Suggestions for Staff Discussion

1. Discuss the courage it took for Jesus to say, "Today this scripture has been fulfilled in your hearing."
2. Where do you draw strength from to be the *Voice of Christ*? What other resources do you need to be "one who proclaims the Good News and to be one who is hopeful for the future?"
3. a) As a staff, how are we the many facets of the *Voice of Christ* to our students?
b) In what areas can we better represent the Voice of Christ while at school?

Link to Catholic Themes:

Dignity of the Human Person

- Human life is to be respected and cared for

Hope

- Hope is that virtue by which we take responsibility for the future, both of ourselves and of the world. It is oriented, therefore, toward the Kingdom of God. Hope measures everything against the future Kingdom, and so it is a virtue with a prophetic edge. (Richard McBrien, p.1008)

Preferential Option for the Poor and Vulnerable

- Christians are called to examine and critique systems that oppress and keep people from reaching their full potential

Link to Catholic Graduate Expectation:

CGE 2e	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.
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Suggestions for Bring Theme to Life

Being the Voice of Christ in the Religious Education and Family Life Program

Elementary

- Gr. 1: *We Belong to God*
Unit 1: Welcome! You Belong to God!
Unit 3: We hear the story of God through Jesus
Theme 1: Created and Loved by God
Theme 4: Growing in Commitment
- Gr. 2: *We Belong to the Lord Jesus*
Unit 4: Let's treasure God's word
Theme 1: Created and Loved by God
- Gr. 3: *In the Spirit We Belong*
Unit 1: We welcome and gather in the spirit
Theme 1: Created and Loved by God
Theme 2: Living in Relationship
- Gr. 4: *Come and See*
Unit 2: The Good News about Jesus Christ
Unit 3: Jesus tells us about the reign of God
Theme 2: Living in Relationship
- Gr. 5: *May We be One*
Unit 1: The Church proclaims the Good News
Theme 2: Living in Relationship
- Gr. 6: *You Shall Be My Witness*
Unit 6: I love you with an everlasting love
Theme 2: Living in Relationship
- Gr. 7: *Believe in Me*
Unit 5: We believe in Jesus Christ, his only Son
Theme 2: Living in Relationship

Gr. 8: *Stand By Me*
 Unit 7: We believe in life everlasting
 Theme 2: Living in Relationship

Secondary

Grade	Program	Unit
9	Be With Me	2 – Be Alive
10	Christ and Culture	5 – Relating to the Other
11	Exploring World Religions	7 – Christianity – We Believe
12	In Search of the Good	5 – Proclaiming Justice and Mercy

School Activities

- **Catholic School Council/Parent Meetings**
 - ❖ Session Three in ***Fostering Faith in Community – a Resource Guide for Members of School Councils and Other Faith Communities*** takes a look at the Prophetic Model of the Catholic Church
 - ❖ Begin meetings with a prayer that emphasizes *Being the Voice of Christ*
 - ❖ Highlight theme in conjunction with school theme in Principal’s remark
 - ❖ Highlight theme at upcoming activities
 - ❖ Display student artwork demonstrating theme
- **Assemblies**
 - ❖ Invite students to reflect through song, scripture, role-play, etc., the important role that each of us has *Being the Voice of Christ*
 - ❖ Choose one song, eg. *You are the Voice*, to illustrate the theme whenever you gather

- **Banners**
 - ❖ Have the students create a banner incorporating the theme. Use quotations from scripture and decorate with appropriate symbols.
 - ❖ Display the banners through the school year in the foyer and during special celebrations.

- **Liturgies**

- Prayer (Adult Focus)**

- ❖ **Gifts of Love**

- ❖ **Spring Section**

- **We Wish for Peace**

- "The human person is both sacred and social"

- Prayer (Student Focus)**

- ❖ **Children's Daily Prayer** - This resource focuses on the liturgical year and many of the prayers within it reflect the theme.

- ❖ **Liturgical Celebrations - From "Celebrating our Faith" (NOCCC)**

- We Are Priests, Prophets and Kings, Vol. III, p. 47

- ❖ **Eucharistic Celebrations – From "Celebrating our Faith" (NOCCC)**

- Friendship, Vol. 1, p. 153

Catholic Curriculum Resources

1. Curriculum Support for Schools: Using the Ontario Catholic School Graduate Expectations, Scripture, and the Tradition of the Church. CD ROM

Anchor Concepts

- Citizenship
- Common Good
- Empowerment
- Human Dignity
- Conflict

2. Journey Activities: A Resource for Teachers in Elementary Catholic Schools

- ❖ **Description of Resource:** “Students involved in the elementary program will engage in journey activities that will assist them in their own faith journey. The integration of the distinctive expectations for graduates of Catholic school throughout all subject areas will foster the search for knowledge as a lifelong spiritual and academic quest. In recognition that the student begins this quest at a young age, we developed the journey activities to assist elementary teachers to integrate meaningful, yet age appropriate opportunities, into the curriculum.” (Journey Activities Introduction)

The Journey Activities Resource contains many ideas for making links between the Ontario Curriculum and the Ontario Catholic School Graduate Expectations. The following is a small example of the Journey Activities that could be used to highlight and illustrate our themes.

- ❖ **Examples:**
 - **Grade 1 Language: Writing**
 - **CGE 1i** – A discerning believer formed in the Catholic faith community who integrates faith with life
 - **OCE 1e1** – Students will communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. writing a letter to a friend describing a new pet).
 - **Journey Activity:** Students will share a recent good experience. Write a sentence or two to God thanking God for the good things that have happened.

Create a painting that illustrates the event with one or two words that describe the experience.

- **Grade 6 Mathematics: Number Sense and Numeration**
- **CGE 7e** – A responsible citizen witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- **OCE 6m6** – understand the significance of numbers in the greater world and evaluate the use of numbers in the media.
- **Journey Activity:** Use media sources to examine the various salaries of different members of society. Lead the discussion to emphasize that many large salaries are much more than is required to sustain a comfortable lifestyle. We all have a responsibility to help those in need as our own resources permit. Consider how the media may use numbers to capture and focus our attention and/or to influence society.

- **Grade 7 Geography: Patterns in Physical Geography**
- **CGE 7f** – A Responsible citizen who respects and affirms the diversity and interdependence of the world's people and cultures
- **OCE 7g23** – demonstrate an understanding of how physical patterns affect human activity
- **Journey Activity:** Discuss the fair distribution of the Earth's resources. Examine densely populated areas as compared to Canada's population

density and discuss the attitude of people in various places toward the wise use of resources – eg. Fresh water.

Special Projects

- Letter writing campaigns – Development and Peace/Social Justice Network
- Anti-bullying campaigns
- Participation in School Choir and Music Programs
- “Hope”ful Bulletin Boards
- Good News Assemblies
- Anti-gossip campaigns
- Good News Only Zone – staff room/playground/cafeteria
- Full participation in liturgies and masses

Being the Voice of Christ Resources

Websites

Maude Barlow – Council of Canadians www.canadians.org

Bishop Gumbleton – The Peace Pulpit found at www.nationalcatholicreporter.com

Books

Middleton-Moz, J. Bullies-Strategies for Survival. Health Communications Inc. 2002

An Introduction to Bullying Prevention – A Dufferin-Peel Catholic Curriculum Initiative

Videos- available from Teacher Resource Centre

Romero

Reflections: Antiracist Curriculum

Called Together in Vision and Hope – Sr. Claire Fitzgerald

Jesus the Good News Proclaimed to Youth

Entertaining Angels – The Story of Dorothy Day

Where there is Hatred

Section 7 Being the Hands and Feet of Christ

Scripture: Matthew 25: 34-40 – *The Judgment of the Nations*

“Then the king will say to those at his right hand, ‘Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.’

“Then the righteous will answer him, Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you? And the king will answer them, ‘Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.’”

Definition:

Being the Hands and Feet of Christ

“In this passage, Jesus relates to us that when we respond in love, we are responding to Him. We are not responding **as though** He were present, but to his **actual** presence. Jesus has so identified Himself with the poor and suffering, that, in the deepest sense, He is present within their suffering, and is the recipient of the love that is extended.” (*Forgiveness*, p.72) Our hands and feet, then, not only act as Christ’s would have were he physically present to the suffering, the poor, the marginalized, but when we help we give to his Hands and Feet the service they need to live a just and dignified life.

In Bern, Switzerland on June 5, 2004, Pope John Paul II invited the youth of the world to “...Set out on your way! Do not be content with

discussion; do not wait to do good for opportunities that may never come. The time for action is now!...You are called to proclaim the message of the Gospel with the testimony of your lives. The Church needs your energies, your enthusiasm, your youthful ideas to ensure that the Gospel permeates the fabric of society and inspires a civilization of authentic justice and love without discrimination.”

Suggestions for Staff Reflection

1. This passage is one of Jesus’ final instructions to his disciples before he begins his passion. In what ways do you see this scripture passage speaking to you?
2. Timeless in its relevance and scope, this scripture speaks to each of us faced daily with the needs of those around us. The commitment of marriage, parenthood, profession, etc., is extremely demanding. Within each commitment we are constantly being faced with the “poverty” – the brokenness and limitations of those whom we are called to love. Does the scripture speak any differently to you with this understanding?
3. This scripture is a call to action. Reflect on one area of your personal and professional life that this passage speaks to.

Link to Catholic Theme

Preferential Option for the Poor and Vulnerable

- Christians are called to examine and critique systems that oppress and keep people from reaching their full potential

Community and the Common Good

- We have a responsibility to contribute to the good of the whole of society, to the common good.

Human Rights and Responsibilities

- Every person has a fundamental right to those things required for life – food, shelter, clothing, employment, health care and education
- With rights come responsibilities

Stewardship for Creation

- The earth is a gift from God
- The gift is to benefit everyone
- As good stewards we work to protect and care for the earth's resources

Link to Catholic Graduate Expectations

CGE 7d	promotes the sacredness of life in all its forms
CGE 7e	witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
CGE 6e	ministers to the family, school, parish, and wider community through service.

Suggestions for Bringing the Theme to Life

Being the Hands and Feet of Christ in the Religious Education and Family Life Program

Elementary

Gr. 1 *We Belong to God*
Unit 1: We hear the story of God through Jesus
Unit 7: Your will be done
Theme 5: Living in the World

Gr. 2 *We Belong to the Lord Jesus*
Unit 10: Let's go forth
Theme 5: Living in the World

Gr. 3 *In the Spirit We Belong*
Unit 3: The Holy Spirit calls and anoints us in
 Baptism and Confirmation
Unit 10: The Holy Spirit is alive
Theme 4: Growing in Commitment
Theme 5: Living in the World

- Gr. 4 *Come and See*
 Unit 7: I am the way
 Theme 5: Living in the World
- Gr. 5 *May We be One*
 Unit 6: The Church acts justly
 Unit 10: The Church witnesses
 Theme 2: Living in Relationship
 Theme 5: Living in the World
- Gr.6 *You Shall be My Witness*
 Unit 5: I am the way, the truth, and the life
 Theme 2: Living in Relationship
 Theme 5: Living in the World
- Gr. 7 *Believe In Me*
 Unit 8: He suffered under Pontius Pilate, was crucified, did and was buried. He descended to the dead.
 Unit 10: He is seated at the right hand of the Father. He will come again to judge the living and the dead.
 Theme 4: Growing in Commitment
 Theme 5: Living in the World
- Gr. 8 *Stand By Me*
 Unit 7: We believe in life everlasting
 Unit 8: Amen!
 Theme 5: Living in the World

Secondary

Grade	Program	Unit
9	Be With Me	6 – Be Just
10	Christ and Culture	8 – Relating to the World: Disciples and Witnesses
11	Exploring World Religions	7 – Christianity: We Believe 10 – Religion in the New Millennium: We Continue in Faith - Outreach
12	In Search of the Good	5 – Proclaiming Justice and Mercy

School Activities:

- **Catholic School Council/Parent Meetings**
 - ❖ Session One in *Fostering Faith in Community – a Resource Guide for Members of School Councils and other Faith Communities* takes a look at **Word, Witness, Worship and Welfare** as Four Elements of the Church's Self-Understanding
 - ❖ Session Three in *Fostering Faith in Community – a Resource Guide for Members of School Councils and other Faith Communities* takes a look at the **Servant Model** of the Catholic Church
 - ❖ Begin Meetings with a prayer that emphasizes the theme of *Being the Hands and Feet of Christ*
 - ❖ Highlight *Being the Hands and Feet of Christ* in conjunction with school theme in Principal's Remarks. Highlight upcoming activities that align with this theme
- **Assemblies**
 - ❖ Invite students to reflect through song, scripture, role-play, etc. the important role that each of us plays as *Being the Hands and Feet of Christ*
 - ❖ Choose one song eg. *We Are Called* (by David Haas) to illustrate *Being the Hands and Feet of Christ*. Sing it throughout the month.
- **Banners**
 - ❖ Have students create a banner with a message about *Being the Hands and Feet of Christ* on it. Use quotations from scripture and decorate with such symbols as open hands, hand and footprints, etc.
 - ❖ Display the banners through the school, in the foyer, and during special celebrations

- **Liturgy**

- Prayer (Adult Focus)**

- ❖ **Gifts of Love**

- ❖ **Autumn section**

- **A Prayer Service for United Nations Day**

- ❖ **Spring section**

- **Earth Week – A Prayer Service**

- “There is no place where God is not. God is there in a thousand wonders.”

- **St. Joseph the Worker** “A model for parents, workers, Canadians

- Prayer (Student Focus)**

- ❖ **Children’s Daily Prayer** - This resource focuses on the liturgical year and many of the prayers within it reflect our theme.

- ❖ **Prayer Celebrations**

- From “Celebrating our Faith” (NOCCC)**

- Earth Week – Stewardship, Vol. II, p. 137
 - St. Joseph the Worker, Vol. II, p. 145

- ❖ **Eucharistic Celebrations**

- From “Celebrating our Faith” (NOCCC)**

- Social Justice, Vol. 1, p. 179
 - Easter – Discipleship, Vol. 1, p. 207
 - Summer Disciples, Vol. 1, p. 241

Catholic Curriculum Resources

1. CD - Curriculum Support for Catholic Schools: Using the Ontario Catholic School Graduate Expectations, Scripture and the Tradition of the Church

Recommended Anchor Concepts

- Citizenship
- Common Good
- Justice
- Globalism
- Stewardship

2. Journey Activities: A Resource for Teachers in Elementary Catholic Schools

- ❖ **Description of Resource:** “Students involved in the elementary program will engage in journey activities that will assist them in their own faith journey. The integration of the distinctive expectations for graduates of Catholic school throughout all subject areas will foster the search for knowledge as a lifelong spiritual and academic quest. In recognition that the student begins this quest at a young age, we developed the journey activities to assist elementary teachers to integrate meaningful, yet age appropriate opportunities, into the curriculum.” (Journey Activities Introduction)

The Journey Activities Resource contains many ideas for making links between the Ontario Curriculum and the Ontario Catholic School Graduate Expectations. The following is a small example of the Journey Activities that could be used to highlight and illustrate our themes.

- ❖ **Examples:**
 - **Grade 1 Mathematics: Patterning and Algebra**
 - **CGE 6e** – A Caring Family Member: Ministers to the family, school, parish and wider community through service.
 - **OCE 1m82** – explore patterns and pattern rules
 - **Journey Activities** – Students will identify patterns in activities at home, in school and church which demonstrate repetition. Discuss a) what are some important activities that involve repetition? (e.g. routines for classroom organization, chores at home, service to

others) b) why are these activities important?

- **Reflect on Jesus as the role model of service to others**

- **Grade 5 Science: Matter and Material**
- **CGE 2e** – An effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, medias, technology and information systems to enhance the quality of life.
- **OCE 5s29** – identify the properties that make different materials useful in everyday products and discuss the environmental impact of their use.
- **Journey Activity:** Students will recognize that some things make our lives easier or comfortable but also may damage the environment. Brainstorm some things that make life easy but destroy the planet (e.g. fluorescent lights, Freon from air conditioners). Consider the alternatives to reduce environmental impact and to enhance the quality of life.

- **Grade 8 Science: Earth and Space Systems**
- **CGE 7d** – A responsible citizen: promotes the sacredness of life
- **OCE 8s121** – examine how humans use resources from the earth's different water systems and identify the factors involved in managing these resources for sustainability.
- **Journey Activity:** Students will identify areas where drought occurs and the impact of drought on the local people. Brainstorm ways/designs in which water can be made available (e.g. Roman

- aqueducts). Consider the responsibility of people in developed nations to support those in developing nations.
- Research and present methods that sustain water for all life forms

Special Projects

- ❖ Development and Peace Share Lent Campaign
- ❖ Development and Peace Water Campaign
- ❖ Guatemala Stove Project
- ❖ Snow Suit Collections
- ❖ Interval House
- ❖ Green Projects – Environmental Cleanup/Planting
- ❖ Canned Food Drives
- ❖ “Gotcha”/Caught You Caring
- ❖ Random Acts of Kindness
- ❖ Visiting Senior’s Homes
- ❖ Breakfast Programs

Being the Hands and Feet of Christ Resources

Websites

<http://www.paxchristi.net>

<http://www.nationalcatholicreporter.org/peace> - Sunday homilies of Bishop Gumbleton

www.vatican.va - tap into 26 years of speeches and messages given by Pope John Paul II on our call to peace and justice

Books – Available to borrow from Religious Education Department

The Bible (Jerusalem, New Revised Standard Catholic Edition, Good News)

The Gospel of Peace and Justice, Catholic Social Teaching Since Pope John. Presented by Joseph Gremillion. ORBIS Books. Maryknoll, New York. Copyright 1976 ISBN 088344-1667

The Better World Handbook – From Good Intentions to Everyday Actions. Ellis Jones, Ross Haenfler and Brett Johnson with Brian Klocke. New Society Publishers. Copyright 2001. ISBN 0865714428

Take It Personally – How to make conscious choices to change the world. Anita Roddick HarperCollinsPublishers. Copyright 2001

Prayers for a Planetary Pilgrim – a personal manual for prayer and ritual. Edward Hayes. Forest of Peace Publishing Company, Inc. Copyright 1989

When Did I See You Hungry? Photographed and Written by Gerrard Thomas Straub. St. Anthony Messenger Press. Copyright 2002 Also available on video (1-800-488-0488)

Newsletters and Newspapers

Social Justice Network – a four-page monthly newsletters with reflections, prayers, suggestions for action and hope. A fast and easy read. Sr. Catherine Fairbairn, gsic. 2865 Riverside Drive, Ottawa, ON K1V 8N5. email bairn@sympatico.ca

Catholic New Times – 80 Sackville St., Toronto, ON M5A 3E5 Phone 416 361 0796
Email editor@catholicnewtimes.org

National Catholic Reporter P.O. Box 419281; Kansas City, MO 64141 Phone Number 816 531 0538 partially on line at www.NCRonline.org

Adult Faith Development

What does it mean for me to be a Catholic in this world today?
Sessions offered by the Archdiocese of Ottawa (738-5025, ext. 251)

Videos – Available from Teacher Resource Centre

The Challenge of the Beatitudes
The Living God
The Widow's Mite
Mother Teresa