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DE L'ÉDUCATION

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ET SECONDAIRE

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MORAL AND RELIGIOUS INSTRUCTION  
(PROTESTANT)

(Proposed revision of the Course  
Outline for the Elementary Level  
with Teacher's Guide and Resource  
Lists.)

Approved for use on an experimental basis by the Protestant  
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## GENERAL INTRODUCTION

### AIMS

Since, in the Judeo-Christian tradition, religion and morality are inextricably bound together it can be said that the moral and religious development of the child is an ultimate aim which the educational system shares with society as a whole.

#### (a) Moral development

It is a fact of life that the child is developing moral standards as he matures physically and affectively. The school can no more prevent the acquisition of moral standards than it can claim to be the only, or even the major, contributor to their development. Whether morality can be taught or only caught, however, the school inevitably contributes to the development of a morally responsible individual. Over and above the moral standards implicit in the structures of the school environment and explicit in the relationships thereby established between teachers and pupils and within the various peer groups, the curriculum must also identify certain areas of formal educational activity likely to contribute specifically to the acquisition of moral standards.

#### (b) Religious development

The religious development of the child must be seen in the very broad context of religion as a universal phenomenon finding its initial expression in the innate sense of awe and wonder with which every child is endowed. It is the development of this inherent capacity which permits and encourages the acquisition of an attitude of respect for self, for others and for the world in which one lives. Seen in this context the word 'religion' need not evoke the spectre of indoctrination too frequently associated with it. The course does, in effect promote a religious, as contrasted with a non-religious, world view. Insofar as it is genuinely religious, however, such a world-view must by definition scrupulously respect the right to hold a different view.

In other words, the difficult but not impossible, task placed on school administrators and teachers is that of strengthening the religious attitudes fostered in the home while at the same time respecting fully the sensitivities and the rights of children whose parents have chosen not to favour the development of an explicitly religious attitude.

The general aims of the course as a whole, to which each of its parts is meant to contribute, may therefore be summarized as follows:

- (1) to deepen the child's natural tendency to wonder at the mystery of life in order to develop a respect for himself, for others and for the world in which he lives;
- (2) to provide the child with some of the knowledge necessary to permit his adaptation to his moral and religious environment while not insisting on conformity to it.

### STRUCTURE

Consistent with all that precedes, the key word related to the structuring of this course outline is "flexibility".

Obviously, the objectives of the course will best be attained by an integration of all its parts. To expose pupils to the content of the Bible without relating it to contemporary events and attitudes would be as pedagogically unsound as to engage pupils in the process of Values Clarification as an end in itself, assuming that the clarification of values necessarily results in the acquisition of moral standards.

Whereas integration, or horizontal structure, is a viable pedagogical aim, and the avoidance of duplication, or vertical structure, is an obvious necessity, the emphasis to be placed on any one part of the course must be a local decision based essentially on a respect for parental wishes.

At the same time, the course should never be allowed to become so structured that it could prevent the teacher from capitalizing on a source of motivation arising spontaneously in any situation encountered inside or outside the classroom.

CONCLUSION

This course outline is intended to be suggestive but by no means exhaustive. Since morality and religion are universal phenomena, the respect for individual rights, the sensitivity to individual and group needs and the professional ability of the classroom teacher should constitute the only real limitations to the course.

(Respect for the rights of pupils, teachers and parents is clearly recognized and established in the Regulations of the Protestant Committee of the Superior Council of Education)

NOTES ON THE BIBLICAL CONTENT OF THE M.R.I. COURSE

In the English-speaking world the Bible, being both a literary and a religious document, is an important part of the cultural and religious environment of the child. It is this environment which the school must attempt to explain, while the nurturing of faith in the Bible as revelation is primarily the responsibility of the home and of the church.

To give the child an appreciation of the role of the Bible as a literary document is in itself a difficult and an on-going task. Part of that difficulty, indeed much of it, stems from the fact that the Bible is essentially a religious document and can only be fully appreciated when presented as such.

The aims, therefore, of a study of the Bible in the Protestant schools of Quebec may be summarized as follows:

- (1) to impart a knowledge of the content of the Bible as being necessary for an understanding of the Judeo-Christian heritage which is such an integral part of the pupil's immediate environment;
- (2) to impart an appreciation of the Bible as a specifically religious document so that ultimately it will be possible to introduce the child to the religious literature of other traditions.

In order that all children graduating from Protestant elementary schools will have acquired reasonable knowledge of the Biblical background of the Judeo-Christian culture within which they are growing up, this course outline includes considerable Biblical material organized in such a way that:

1. it correlates as closely as possible with the social studies and the moral problems that are likely to be the FOCUS of interest at each grade-level;
2. it avoids repetition and duplication. In fact, from the beginning of Level 3 to the end of Level 6, it could be presented as a serial story of the Judeo-Christian peoples. (The stories and activities that precede Level 3 provide for imaginative identification with the world in which that "serial" will take place; that world is seen through the eyes of a pre-school and then of a school-age Jesus or one of his contemporaries);

(It is hoped that teachers will avoid drawing a moral out of each Biblical story. The on-going "STORY" builds up its own picture of God and his will for man, which can be trusted to make its appeal, through imagination, to conscience).

3. the key concepts around which the course is structured - the Old and New Covenants and their symbols - will enable the children to begin to understand religious differences and to appreciate today's new ecumenical sense of openness;
4. with this appreciation of the historic religious background of Western culture, students will be well prepared for introduction in high school to other faiths and non-faiths.

Teachers of every level will get invaluable help from reading Part I of a 90¢ paperback, COMPANION TO THE GOOD NEWS by Rhymer & Bullen, published in 1971.

It will be noted that two important topics have been almost omitted from the continuous Hebrew-Christian story, the messages of the Prophets (except for brief reference to Jeremiah) and the Reformation. This is not because they are unimportant, but because their significance is of a kind that can be better appreciated at the secondary level.

NOTES ON CELEBRATION (I.E.WORSHIP) IN THE M.R.I. COURSE

Worship is the attribution of "worth ship" and as such its relationship to values, morality and religion is obvious. What is equally clear is that the manners in which worship is expressed are endless - anything from a moment of silence to a frenzied dance.

Because of the endless forms which celebration can take it can quite easily be integrated into a programme of Moral and Religious Instruction intended for the very pluralistic population of the Protestant schools of Quebec. Obviously, it is in the choice of the forms of celebration, and indeed in the prior choice of whether or not any type of celebration can be introduced into the classroom setting, that the local authority must show complete respect for the pupils as individuals and for the wishes of the parents in this particular area of development.

The general aims of worshipful celebration might be summarized as follows:

1. to develop the natural tendency of the child to give expression to his sense of awe and wonder;
2. to introduce the child, with due respect for parental wishes, to the phenomenon of group worship;
3. to lead the child to realize that worship is a universal phenomenon and is expressed in a variety of ways.

NOTES ON "AREAS FOR ACTION" IN THE M.R.I. COURSE

The focus of attention for each level suggests the area in which the teacher will help students concentrate their attention and increase their awareness of opportunities for growth in responsible behaviour. The possibility of correlation with the social studies programme is obvious, but there are differences which should not be overlooked. Some of these may be dealt with in the discussion arising from the Biblical stories but others will require independent development, e.g. in Level 4, Organizations that Link the Community.

Many books on the list of texts approved for literature in the elementary grades are relevant for use in this part of the course.

At all grade levels there is need for a variety of methods of developing the key concepts in the curriculum and for the children's expression of them in the language and visual arts.

Teachers may experiment with:

class discussion, art illustrations,  
poster-making, murals and banners  
charades, original games (devised by teacher  
and/or pupils)  
creative drama, puppetry  
creative writing  
folk songs and dances  
field trips  
resource people.

Visual aids appropriate for each level are listed in the bibliography.

NOTES ON VALUE CLARIFICATION IN THE M.R.I. COURSE

As pointed out in the Introduction, the determination of what values are GOOD for a child to adopt can go beyond the scope of the school, but the school can teach skills that will help children clarify their own values. A process of valuing which may be of use to teachers is outlined in VALUES AND TEACHING, by Raths, Harmin and Simon who suggest many ways in which any teacher in any classroom can:

1. encourage children to make choices, and make them freely;
2. help them discover and examine available alternatives when faced with choices;
3. help children weigh alternatives thoughtfully, reflecting on the consequences of each;
4. encourage children to consider what it is that they prize and cherish;
5. give them opportunities to make public affirmations of their choices;
6. encourage them to act, behave, live in accordance with their choices;
7. help them to examine repeated behaviours or patterns in their lives.

In these ways adults help children clarify for themselves what they value.

NOTES ON GROWTH AND DEVELOPMENT IN THE M.R.I. COURSE

Until a child enters school the responsibility for his well-being rests with his parents. In his new school environment he must be guided by teachers as well as parents into assuming responsibility for his own safety, his physical and emotional health, his choice of friends and, ultimately, his readiness for the responsibilities of adulthood. Consequently, the programme includes, in the last column of the fold-out, a quite detailed listing of areas in which children will need guidance. Many of the suggested topics may be developed into units of work, and presented as interest and need arise, but a necessarily sequential program for emotional and sexual development and the acquiring of self-understanding is provided through a series of films and texts which contribute to the development of people of integrity.

LEVEL I.

"THE HOME"

TEACHING SUGGESTIONS

## A. THE JUDEO-CHRISTIAN STORY

### AIMS:

- to present the human childhood of Jesus as realistically as possible;
- to acquaint children with the childhood of great figures of the Old Testament;
- to convey a sense of God's care for families.

CONTENT: See fold-out

### METHOD:

If at all possible, set up the model of a home such as Jesus must have lived in and gather round it for the telling of stories such as he must have been told.

Story telling is the most natural way of presenting to six-year olds the intimate home and family life of those Hebrews they will meet later as national leaders. From the many children mentioned in the Bible, those selected are ones whose lives are relevant to such typical Level 1 concerns as favouritism in the family, wanted or bothersome babies, presence of in-laws, being the smallest, and sickness in the family.

Illustrations of each long-ago story can be displayed near the model home; inside it can be gradually added plastiscene, clay or pipe cleaner figures illustrating the family activities of Jesus' time. Teachers might find the illustrations and patterns of Biblical figures in SUCCESSFUL BIBLE TEACHING, A Creative Approach helpful. Jewish children, parents or a rabbi should be encouraged to come to the class to show how Jesus' family would have prepared for the Sabbath and for the feast of booths (a sort of harvest-thanks-giving combined with a camp-out in memory of the exodus into the wilderness). See Fitch: ONE GOD AND WAYS WE WORSHIP HIM.

All of the stories lend themselves to being pantomimed during a re-telling by the teacher, acted out against a suitable background shown from the overhead projector, dialogue being improvised. A few children could re-read the stories from the Ladybird "Easy Reading" STORIES ABOUT CHILDREN OF THE BIBLE. Suggested Teacher's Text for Reading Aloud: MY FAVOURITE BIBLE STORIES - by Allan Jahsmann.

## B. CELEBRATION

If conducted as celebration of the beginning of a day of learning it need not be especially relevant to the Bible Story. Often, however, the Bible story can lead naturally to a moment of silence in which to think about what Hannah (or Joseph, etc.) might have said to God in that situation, followed by the

teacher's using some of the actual words of such a person's prayer, if known, or possible prayer words from a psalm verse. Children can repeat and adopt the words as their prayerful thought for the day. Examples of such prayer thoughts can be found in parts of Psalm 2:12 (last sentence), Ps. 3:5, 4:8, 5:11, 6:9, 7:1, 9:9, 9:1, 13:6, 16:11, 18:1, ff. etc. Some teachers may wish to experiment with eliciting from children things they want to tell God they are happy (or sorry) about and use these in a responsive litany, with children responding to each with an agreed-upon expression such as "We thank you, heavenly Father" or "Forgive us, and renew a right spirit within us".

An appropriate children's hymn may be chosen by the teacher, after which others may be sung as requested by the children, with the teacher striving to introduce the children to hymns whose words and music are appropriate for the expression of thoughts children can sincerely have. The LADYBIRD SERIES includes books of hymns and prayers for this age.

From the new Anglican-United Church Hymn Book, the following are suitable for Level 1:

1, 84, 86, 200 (last line), 419, and the chorus of 410 and 415.

C. "AREAS FOR ACTION"AIM:

-to help the child appreciate his role and that of other members in his family.

CONTENT: See fold-out.

METHOD:

Initial interest might be concentrated on a folded paper cube (see following page) having a peep hole through which the child views a snapshot of himself on the inside of the opposite face of the cube, with pictures of the members of his family and pets illustrated on the six outside faces of the cube. Discussions will follow regarding his relation to each member of the family.

Various activities may evolve from use of the cube such as:

Art: Set cube on blank sheet with one face up and around it illustrate role of that member of the family.

Games: Roll the cube and see how quickly you can tell something you might do to help, to cheer up, etc. the person on the top face of cube.

Creative Writing: Write "Thank you" to somebody shown on the cube for something nice he did for you yesterday, or "sorry" letters to people you have offended.

When finished with cubes, store as a mobile. (Although cubes might continue in use for a full term, alternate methods of developing concepts can be found on page 4.)

Directions:

Cut out dark circle (c)

Paste child's picture over face.

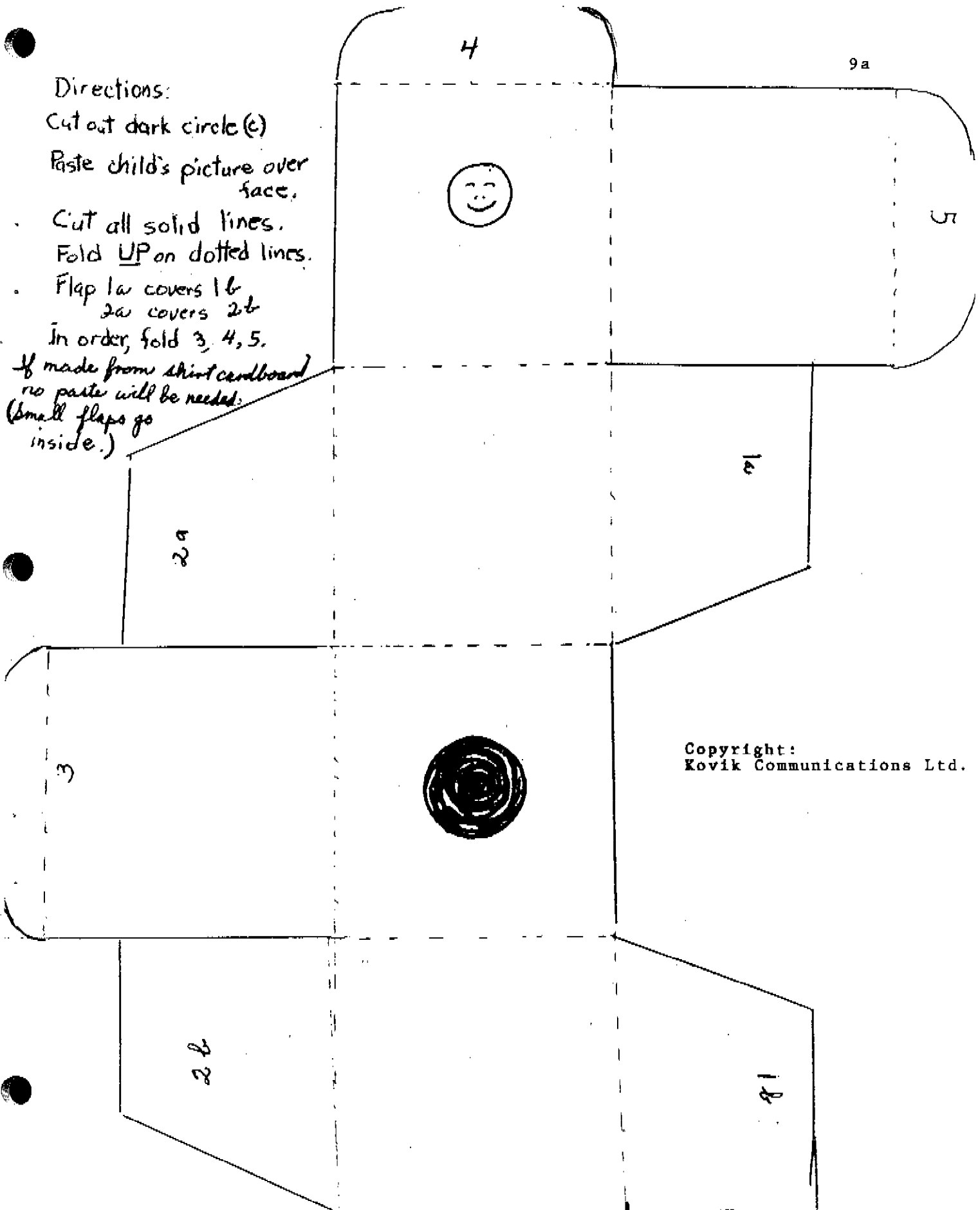
Cut all solid lines.

Fold UP on dotted lines.

Flap 1a covers 1b  
2a covers 2b

In order, fold 3, 4, 5.

If made from shirt cardboard  
no paste will be needed.  
(Small flaps go  
inside.)



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#### D. VALUE CLARIFICATION

The questions listed in the fold-out are only samples of those that might arise in a Level 1 classroom which could be dealt with in such a way as to take a child a step along the way towards making choices that are both personally satisfying and socially responsible. See page 5.

#### E. GROWTH AND DEVELOPMENT

See topics listed in fold-out.

Safety - try to anticipate dangers before they arise - snowballing, swings, etc.

Physical health - emphasis on assuming responsibility for habitualizing cleanliness, sensible dressing, adequate rest, wise eating.

Both emotional and sexual development may be promoted through the use of the Moreland-Latchford Film, LIFE FROM LIFE and either the first book in the Follett Family Life Education Program, FAMILIES LIVE TOGETHER or the first book in the Becoming A Person Program, FAMILIES ARE FOR PEOPLE.

LEVEL 2

"THE SCHOOL"  
AND  
"THE COMMUNITY"

TEACHING SUGGESTIONS

## A. THE JUDEO-CHRISTIAN STORY

### AIMS:

1. to present the social setting within which Jesus lived;
2. to present the heroic aspect of significant Old Testament characters.
3. to initiate children to the structure of the Bible as a library.

CONTENT: See fold-out.

### METHOD:

First, examine the course as it is outlined for Level 1 and assess whether the class can be assumed to have the minimal acquaintance with Hebrew home life and children of the Old Testament.

Try to have an interest centre or sand table big enough for a home and a synagogue in the village of Nazareth at one end and for later addition of the Temple at Jerusalem at the other end. While the focus is on the SCHOOL, try to invite a rabbi to tell about the synagogue as the place where Jewish boys were educated, or visit a synagogue, or show a filmstrip so that children can visualize themselves participating in the Nazareth life as Jesus did. For good simple illustration and explanation consult LIFE IN NEW TESTAMENT TIMES, Ladybird Series 649. While pretending to be in the synagogue school to learn, boys might wear black caps made from circles of construction paper with one radius cut to allow some overlap before gluing or stapling to fit. Girls might scissor-fringe tissue paper shawls to wear during synagogue-school time. The teacher acts as Rabbi, telling stories as if from a scroll.

Story telling in the teacher's own words will usually be the most effective presentation, sometimes with filmstrip or with pictures on the overhead. Scrolls should be made for each of the 5 Law books, a shortened form of the 10 commandments being printed in the Exodus one, and the still shorter "Shema", Deut. 6:4-5, printed in the fifth scroll. By consulting Bibles children can discover names of important people to put in the other three scrolls, or be given one important verse to write in each. In connection with the David stories, they should learn one of his psalms and try to have the music teacher show them the varied ways that different churches still sing or say them. Make a large psalm scroll with five parts, for psalms to match each of the law scrolls.

This is a good time for educational games such as "sword drill". How fast can they find Psalms (by opening a Bible in the middle)? How fast the beginning of the New Testament (by opening last half in the middle)? Beginning of I Samuel (half the first half)?

With Solomon, add a simple model of the Temple to the interest centre and read some of his prayer at its dedication (I Kings 8:12ff). Could it be built from minibricks or leggos?

Using the Illustrated STUDY BIBLE, pages 77 and 111, contrast the magnificent Temple of Solomon's time, with the one built nearly 1000 years later because the first had been destroyed. For Jesus' visit to the Temple, give free reign to wondering what questions he asked about God, about the sacrifices he saw being offered, etc. (It is important to teach something about Hebrew sacrifice because:

1. it will help explain how Christians later understood Christ's death and
2. it explains some of the differences between Catholic and Protestant worship, the former more indebted to the Temple's sacrificial rituals, the latter to synagogue prayer services).

The Hebrews, like nearly all people, often felt that they wanted to give God a gift to show their thanks for his goodness to them, or to make up for having broken some of his rules in ways that made them feel ashamed. But because they couldn't see God, it was hard to know if he received their gift. However, if they killed one of their most precious things, a lamb or a young goat, letting its blood drip down into the earth, and then burnt the animal so that much of its flesh went upwards in smoke, it was easy to believe that the gift was on its way to God. Usually some of the meat was kept to be eaten by those who had offered the gift. They felt that they were then sharing a happy feast with God who must now be pleased with them.

Sacrificing, or killing the animals in the humane and proper (Kosher) way, was one of the special jobs of the priests.

Even to-day in many churches people offer God something valuable, bread and wine; the priest or minister says a special prayer and then all the people eat and drink it together.

(See article on "Sacrifice" in any Bible commentary, or in THE THEOLOGICAL WORD BOOK, edited by Alan Richard, S.C.M. Press)

While the focus is on the COMMUNITY have children build up in the sand-table or interest centre all possible aspects of the work-a-day life of the people including evidences of Roman occupation-good roads, soldiers, and crosses on which thieves and rebels were executed. Encourage wondering about what Jesus thought of what he saw. Let children make up imaginary conversations between 12-year-old Jesus and a soldier, a tax collector, etc.

Suggested Read-Aloud Text for Teachers: THE BIBLE FOR CHILDREN  
by Hadaway & Atcheson

**B. CELEBRATION**

Level 2 children should have their own copies of the Ladybird series of Easy Reading Hymns and Prayers. Other hymns to which they should be introduced from the new Anglican-United Church Hymn Book, include

2, 82, 28, 112, 122, 200, 293, 410, 415, 521, 423.

C. AREAS FOR ACTIONPart IAIM:

-to help the child appreciate his role and that of others within the school community.

CONTENT: See fold-out.

METHOD:

Most of the content of the course at this level will be taught or caught in the ongoing life of the classroom - its basis of organization, its handling of property, and its common courtesy. Resource people who should be invited into the classroom might include the school nurse, the caretaker, the secretary, the librarian.

Other concepts may be developed by use of the same methods suggested on page 4.

Appropriate visual aids are listed in the bibliography.

Part IIAIMS:

1. to improve understanding of human relationships in the surrounding community;
2. to encourage sensitive appreciation of the contribution of every member of the community to its welfare.

CONTENT: See fold-out.

METHOD:

Field trips are particularly relevant at this level.

Community beautification projects - planting, tidying, etc. will encourage children to identify with the builders rather than with the vandals in the community. Craft work for sick and needy will enable the child to enjoy contributing to his community.

Refer to page 4 for alternate methods of developing concepts.

#### D. VALUE CLARIFICATION

The questions listed in the fold-out are only samples of those that might arise in a Level 2 classroom which could be dealt with in such a way as to take a child a step along the way towards making choices that are both personally satisfying and socially responsible. See page 5.

#### E. GROWTH AND DEVELOPMENT

See topics listed in fold-out.

Safety - Unless your community already offers a bicycle - safety course, the school and parents should consider organizing one. In rural communities emphasis should be on avoidance of hazardous farm machinery.

Physical Health - Emphasis on observation of Canada's Food Rules for basic nutrition. Making a flannelgraph chart or posters for school or home use would help. Resource people such as the school nurse may be called upon.

Both emotional and sexual development may be promoted through the use of the Moreland-Latchford Films, EGG and SPERM TWO BECOME ONE and the second book in either The Follett Family Life Program, THE WORLD OF LIVING THING or The Becoming A Person Program, NO ONE LIKE ME

LEVEL 3.

"THE CANADIAN MOSAIC"

TEACHING SUGGESTIONS

## A. THE JUDEO-CHRISTIAN STORY

### AIMS:

1. to introduce the concept of COVENANT as a way of thinking about God's dealings with the Hebrews and with Christians;
2. to initiate a sense of historical development of Biblical religion and literature.

CONTENT: See fold-out.

### METHOD:

In their secular studies children are becoming conscious of people coming to Canada seeking to be accepted into Canadian citizenship; in their free time the boys often try to become "blood-brothers". (See illustration in ILLUSTRATED STUDY BIBLE, page 61). Thus they can begin to understand that when Jesus as a young man wondered why his people were in such an unhappy state (see end of Level 2 programme), the rabbis would have explained everything to him in terms of COVENANT. His people's history was understood as one of covenants God had made with them, sealing them in some visible way, followed by their periods of faithfulness or unfaithfulness, God's raising up of spokesmen to recall them to their covenanted responsibility, or letting them experience tragedy to learn from it.

With this as the connecting link, the teacher can present the stories of the key events in the covenant story by unrolling their illustrations from a long scroll (shelf-paper) which serves as a time-line. Each pupil can make his own smaller scroll timeline, using symbols to stand for each event, e.g. ark and dove for the covenant with Noah, a knife for that with Abraham, a stone pillow and ladder for Jacob, a pyramid and whip for enslavement, blood on a doorpost for exodus, tablets of stone for the wilderness, bunches of grapes for the Promised Land, a harp and crown for the Kingdom, a map for the Exile, etc.

See possible illustrations on next page.

Perhaps the two books dealing with heroism during the Exile and under Persian rule could be dramatized, Daniel by the boys, Esther by the girls, the latter also introducing appreciation of the Jewish feast of Purim and the possibility of baking hamantaschen, the traditional reminder of wicked Haman's three-cornered hat.

Suggested Teacher's Text for Reading Aloud: THE CHILDREN'S BIBLE  
(Golden Press)

Illustrations for use on level 3 timeline, signs of Gods Covenant

Covenant with Noah



ark



dove



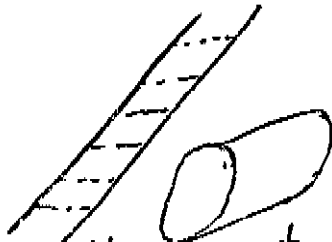
rainbow

with Abraham



circumcision

with Jacob



Dream ladder



stone at Bethel

Exodus from Slavery



with Moses



Laws for the Covenant People

Led through the Wilderness



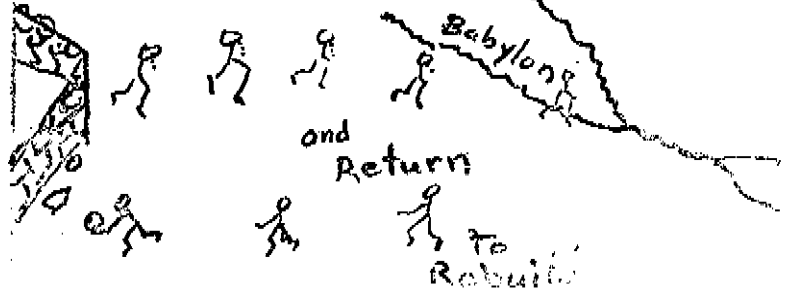
cloud over the tabernacle containing the ark  
.. 10 commandments.

Worshipping in Jerusalem



Solomon's Temple

Exile



and Return

To Rebuild

## B. CELEBRATION

Children could join the teacher in searching through the Psalms for verses that:

- a. might have been written to express how the Hebrews felt on particularly sad or happy occasions in their history;
- b. can equally well express how people of today sometimes feel.

Copy and learn a few for use in worship. Write a group psalm for use at the end of a good school day.

New hymns whose words and music could be expressive of this age group's feeling towards God might include, from the new Anglican-United Church Hymn Book

187, 199, 263, 383, 388, 416, 418 and the first verse of 464.

C. AREAS FOR ACTIONAIMS:

1. to begin to think of Canadian citizenship as analogous to the Hebrew covenant, because it is a privilege and responsibility one is born into or chooses, with accompanying laws to be observed.
2. to begin to share in an immigrant's appreciation of Canadian citizenship;
3. to develop appreciation of all people's festivals, including native people's.

CONTENT: See fold-out.

METHOD:

Careful classroom organization is important for the development of this part of the program. Locate a learning center where it will be possible to have a map of Canada on one wall and either a world map on the other, or an inflated globe suspended from the ceiling. (If globe is unavailable draw continents on large balloon).

Step 1: After each child discovers national origin of his family, suspend by a thread, from the correct location on the globe, a picture of each child.

Step 2: After discussion of each family's reasons for coming here, extend thread to present location on map of Canada. (Remove child's picture).

Step 3: Draw enlarged map of locality and let child pin tiny flag of country of origin to locate his home.

Have a recently naturalized citizen explain to the class the requirements he had to meet.

Invite parents of various nationalities to show the class how special days were celebrated in their homeland.

Unless it is possible to have an Indian or Inuit visit the class, or for the class to visit a native people's museum or craft exhibit, one might have an informed guest with a showing of National Film Board's Tuktu series and other films listed in the bibliography.

Make collections of:

1. dolls	}	of other lands
2. toys		
3. musical instruments		
4. games		
5. coins		
6. flags		

Refer to page 4 for further suggestions as to methodology.

D. VALUE CLARIFICATION

The questions listed in the fold-out are only samples of those that might arise in a Level 3 classroom which could be dealt with in such a way as to take a child a step along the way towards making choices that are both personally satisfying and socially responsible. See page 5.

E. GROWTH AND DEVELOPMENT

See topics listed in fold-out.

Safety - If at all possible the school should arrange with other agencies in the community that every child of this age learns to swim and knows water safety.

Physical Health - Some children need much encouragement to become participants in school and community sports where good sportsmanship as well as healthy bodies are developed.

Both emotional and sexual development may be promoted through use of Moreland Latchford films WHAT HAPPENS INSIDE  
A NEW HUMAN LIFE  
YOUR FIRST SIX YEARS

and the third book in either

The Follett Family Life Program, HOW NEW LIFE BEGINS

or

The Becoming A Person Program, LIFE IS ALL AROUND US

LEVEL 4.

"THE EXTENDED COMMUNITY"

TEACHING SUGGESTIONS

A. THE JUDEO-CHRISTIAN STORYAIMS:

1. to develop the concept of the "New Covenant" as a way of thinking about God's work for people through Jesus;
2. to arouse a sense of mystery about the meaning of his life and teaching;
3. to introduce the comparison of the gospels and the usefulness of a concordance.

CONTENT: See fold-out.

METHOD:

(Be forewarned; this will be the hardest year of the course to teach!) It would be ideal if the teaching of this part of the course could coincide with the reading of C.S. Lewis' LION, WITCH AND WARDROBE in English literature. By re-reading the course for the previous grades you will see that the children should have acquired some awareness of the social situation in which Jesus now begins his adult work, which will turn out to be the opening of the Covenant between God and the Hebrews into a wide open one with all men. But don't give this away at the outset. You might present his baptism as his joining himself to John's call for restoring one's place in the covenant by being strictly just; but just then he discovers that he himself has a special call from God, which he is still thinking through, working out during the temptations.

Level 4 students are ready for more consideration of what is the meaning of events like the temptations. Encourage wondering about this - what might they have meant to Jesus? to people with whom he must have talked about them? Assuming they represent his decision against 3 possible ways of using the new power he was conscious of, involve the children in a kind of mystery tour through the gospels, notebooks in hand, in search of clues as to what is the right way to do his work: What is life going to be like for those whom he will introduce into his New Covenant? (Learn to look up its equivalent term "Kingdom of God" in a concordance and discuss what the references might mean to those to whom they were first said.)

How are people going to be admitted into it?

What is surprising about the kinds of people he seems ready to accept? to consider important? to have doubts about?

What would you have asked him about if you had been there?

What was it about him and his teaching that got him into trouble?

1. Unit I in FAITH LOOKS OUTWARDS, from the Developing World Series would be most helpful to the teacher.
2. If at all possible, the class should, before studying the trial and crucifixion, have been shown how a Jewish family would have kept the Passover feast which Jesus had gone up to Jerusalem to observe. Discover what new mysterious remark he made about the "New Covenant" during that meal.

Can you see why the important people (N.B. - not "the Jews", only certain power groups) wanted him out of the way? Avoid "blaming" the crucifixion on anybody. Let children notice that everyone involved had what seemed like a "good reason" for his part in it - fear, preservation of law and order, or the true religion. If they can seem to the children to have done what was "natural" under their circumstances, students may begin to sense why those who can imagine themselves behaving the same way say "He died for us". Perhaps this is as deeply as this age can feel its way into the mystery which is usually called "The Atonement". But for Level 4 the emphasis should be on the Resurrection reports which show how remarkably his followers were changed to courageous people, able to understand the mysterious new symbol of the New Covenant and to pray sincerely The Lord's Prayer for his Kingdom. Have children learn it.

Finally, provide each child with a New Testament in which to examine the last chapter of each of Matthew, Mark and Luke and the last two of John to discover:

- a. what did all writers find important enough to mention?
- b. what was mentioned by only one or two?

By asking children to recall in detail something important that happened in the classroom a few months ago - a party, perhaps - demonstrate that they too will not all mention the same things and may even disagree slightly.

Suggested Teacher's Text for Reading Aloud: THE BIBLE FOR CHILDREN(N.T.)  
by Hathaway & Atcheson.

## B. CELEBRATION

Children of this age can begin to suggest poems that they think give them the feel of worship. They can choose a parable-a-day for a week. "MYSTERIES" would be a good theme around which to plan worship for a week or even a month, building a litany of responses such as "We acknowledge you to be the Lord" or "The heavens declare the glory of God" to be said after each item in a class list of things they still find very mysterious - like death, varieties of snowflakes, etc. They can choose verses from the psalms that would have come to Jesus' mind in certain situations, happy or difficult, and learn them for their own use.

New Hymns might include, from the new Anglican-United Church Hymn Book, 19, 44 (first 3 verses), 81 (to the tune at 388), 166, 197, 106, 298, 381, 405, 409, 450.

Hymns 149 and 100 would be very suitable as "theme songs" for the year, the latter if begun with only first 3 verses, the others added as the events in the life of Christ are learned.

Hymns such as 46, 124 and 460 should be avoided in classes including Jewish children.

C. AREAS FOR ACTIONAIMS:

1. to move outside the child's own community in order to learn aspects of life in his nation and the world, through organizations with which he can have local acquaintance;
2. to discover that community rules are ways of meeting basic human needs.

CONTENT: see fold-out.

METHOD:

- I. Activities for gaining acquaintance with organizations:
  1. Have children who are themselves members of organizations relate the procedures followed in their group assemblies.
  2. Display uniforms (if any) worn, also mottoes, badges or insignia.
  3. Draw and/or colour emblems of organizations.
  4. Collect news events regarding organizations.
  5. Do research on some organizations - Report to the class.
  6. Have an adult (or adults) belonging to organizations visit the class.
  7. Make arrangements to visit a meeting, assembly or office of an organization.
  8. Use liquid embroidery for symbols, mottoes of organizations.
  9. White Cane Week is the perfect opportunity to awaken a class to the problem of the blind and the ways in which they lead very fruitful and rewarding lives. A braille alphabet can be obtained for each child to explore and a braille message can be decoded.
  10. Present or make slides or films on Cubs, Scouts, Brownies, Guides, Explorers, C.G.I.T., etc.
  11. Tape recordings with members of the above - mottoes, pledges, songs, etc.

12. Make overhead transparencies to show symbols or insignia of local service clubs - Lions, Rotary, Les Loisirs, Legion, Red Cross, United Nations, Y.M.C.A., Y.M.-Y.W.H.A., Y.W.C.A., Optimists, Kinsmen, UNICEF, etc. (local, national, world).
  13. Write and produce plays. If equipment is available, film or video tape them.
  14. Pack a CARE parcel.
  15. Keep a bulletin board record of one week's newspaper accounts of the work of organizations for meeting human needs.
  16. Prepare a matched list of humans with special needs (lost child, unemployed father, blind six-year-old) and organizations that would help meet that need. For class of 30, list 15. Cut them apart and distribute to students who will find partners by matching needs and organizations. Some pairs could role play the way the need might be met.
- II. Activities for developing awareness that each community's needs have led it to develop accepted standards of conduct and rules.
1. By having groups make lists of everything necessary for the happiness of a) a baby, b) a mother, c) a grandparent, d) a storekeeper (etc.) try to elicit basic needs: food, shelter, clothing, security, acceptance, love, achievement, sense that it matters how we live.
  2. After library research, make posters to show variety of ways in which communities have met need for food, shelter, clothing, and perhaps posters or bulletin board clippings about what happens when someone's needs aren't met.
  3. Find out what an Inuit community does when it knows the available food cannot keep ALL its members from starving.
  4. Find out how Indian and Inuit families discipline their children.
  5. What makes it possible for an ambulance to get through heavy traffic quickly to an accident? What would your community do about a driver who refused to get out of the way of an ambulance? Why?
  6. Interview parents and grandparents to find out about War-time Rationing and about Black-marketing. What might need to be rationed in peace time - sugar? oil? cars?
  7. If Norman J. Bull's student workbook-text, "RULERS", can be provided for each student, its readings and activities provide excellent coverage of this area. If not, emphasize the presence of something like THE GOLDEN RULE in all the great religions.

#### D. VALUE CLARIFICATION

The questions listed in the fold-out are only samples of those that might arise in a Level 4 classroom which could be dealt with in such a way as to take a child a step along the way towards making choices that are both personally satisfying and socially responsible. See page 5.

Children's sense of values may be revealed in the level of discussion which follows the showing of an open-ended film such as

THE CLUBHOUSE BOAT - 19 mm. Colour, from Gordon Watt Films. (A dream clubhouse will be sold to the gang if each boy can deliver \$30. Tommy is tempted to keep the cash of an old man who overpays.)

#### E. GROWTH AND DEVELOPMENT

See topics in fold-out.

Safety - Invite a fireman to show dangers of fire, firearms and firecrackers.

Health - By sharing the care of animals in the classroom children can learn their nutritional requirements and compare with their own and those of children round the world. But note that the S.P.C.A. rightly objects to the presence of any animals in the classroom unless the teacher can guarantee that there is adequate provision for their proper care on week-ends and holidays.

Display posters from National Health & Welfare.

Both emotional and sexual development may be promoted by the use of the Moreland-Latchford films:

FERTILIZATION AND DEVELOPMENT  
DEVELOPMENT OF THE EMBRYO

and the fourth book in either

The Follett Family Life Program, LIVING THINGS AND THEIR YOUNG

or

The Becoming A Person Program, DISCOVERING YOU

LEVEL 5.

"SOCIAL RESPONSIBILITY"

TEACHING SUGGESTIONS

A. THE JUDEO-CHRISTIAN STORYAIMS:

1. to arouse an appreciation of the Apostles' enthusiasm for the spread of their faith;
2. to provide a basis for understanding the formation of the New Testament and the earliest forms of church organization.

METHOD:

In the secular part of their course, Level 5 becomes aware of the spreading of social responsibility through home, school and levels of civic government. In the Biblical story they discover that the Holy Spirit promised by Jesus enables the small group of disciples to function unitedly in the continuation of his work for others. Having all things in common, performing the symbolic action of the New Covenant - the memorial in bread and wine - they become recognizable as a new community, the Church.

Students should have at least the book of Acts and a mimeographed booklet of 3 maps of the Mediterranean region and one of Europe as well, large enough for illustrating with crosses placed wherever the message spreads, and with related pictures or symbols around the margin.

When dealing with symbols and secret codes used during times of persecution it would be helpful to use the project on Symbolism prepared by M.R.I. teachers of the Lakeshore Regional School Board. (See Bibliography.)

Try to show how some of today's kinds of church government grew out of the needs of Paul's new churches, as did the collecting of his letters and of the many recollections and traditions that were to form the Gospels. One group might do a project on HOW THE NEW TESTAMENT CREW, another on SPECIAL RESPONSIBILITIES IN THE EARLY CHURCH or HOW THE WORK WAS SHARED.

As culmination, a simple dramatization could be prepared with Paul in a prison in one corner of the room and groups gathered in other parts as his churches, with messengers going between them with news of problems, and his written answers. Be sure to include his sending back of the runaway Christian slave Onesimus, accompanied by Timothy, to continue working for his Christian master Philemon. (Discuss what Jesus might think of this today). The message of Chapter 13 in his first letter to the quarreling Corinthians might be memorized.

Suggested Text for Reading Aloud by Teacher:

THE CHILDREN'S BIBLE (Golden Press), pp.462-510

Excellent teacher reference with suggestions for discussion, map work and activities: WHY THE EPISTLES WERE WRITTEN by Rosemary Haughton.

For background information on the last three headings in the fold-out the teacher could consult Roland Bainton's THE CHURCH OF OUR FATHERS.

B. CELEBRATION

This age group is likely to be embarrassed by worshipping publicly in a very personal way. They find safety in ritual, but its elements should come from religious expressions that have already acquired meaning for them. For example:

Opening: Leader: St. John 4:23  
 Class: " " 4:24

Hymn:

Reading: A teaching of Jesus and/ or a newspaper account of somebody who seemed to be living according to his teaching.

Responses (by class divided in two sections)

A: The Lord has made known his salvation.

B: His righteousness he has openly showed.

A. He has remembered his mercy and truth toward the house of Israel.

B: All the ends of the earth have seen the salvation of our God.

A&B: Make a joyful noise unto the Lord, all the earth: make a loud noise, rejoice and sing praise.

Hymn or Folk Song

Closing: Varying ones from the endings of St. Paul's letters.

Hymns from the new Anglican-United Church Hymn Book especially suitable for this level include:

38, 69, 88, 103, 159, 172, 283, 289, 361, 380, 414, 422.

Either #222 or 385 could serve as a "theme song" throughout the year.

C. AREAS FOR ACTIONAIMS:

1. to have children become aware of the responsibilities they are capable of assuming at this age;
2. to develop appreciation of the responsibilities that others - parents, principal, mayor, premier, clergy, etc. - assume which enrich all our lives;
3. to discover how decisions are reached in larger democratic communities.

CONTENT: See fold-out.

METHOD:

Beginning with discussion of the children's spending money and whether it is a regular allowance or given as needed, one could proceed to the jobs children are expected to do to earn it, or feel like doing to show appreciation for it. How are jobs - dishes, bed-making, garbage, etc. - shared at home? Could they role play a "family council" in which complaints about the division of labour are aired and settled by discussion leading to consensus or by majority vote.

Children in Level 5 should be able to take beginning steps towards formal democratic procedures for responsible decision-making through elections to Junior Red Cross offices, through choosing a representative to meet with those of other upper elementary classes and the principal to try to solve a common problem or plan a special event.

Out of such experiences they can acquire insight into the functioning of Home and School, City Council, and higher levels of government. They should become familiar with their most local newspaper and be encouraged to discuss the fairness of the decisions it reports on local issues, and how they were arrived at.

When an election is taking place the class can prepare a list of questions with which to interview all local candidates. Children should become aware of how the roles of enumerators, parties, scrutineers, etc. are intended to help a community arrive at the next best thing to a consensus.

In areas where Citizens' Committees have been formed, children should become aware of their reasons for existence. The emphasis should be upon the democratic process as a way in which large societies can "love the neighbour" even if he is not known personally.

If it is not possible to visit a session of some level of government in action, there should at least be a brief daily current events period for adding to a "Democracy" bulletin board clippings that are evidence of people's ability to organize themselves to achieve something good for others. By writing to the United Nations and to the Department of External Affairs the class can also receive regular bulletins of such news.

Another way in which students could both learn and act would be the investigation of some local conservation or ecology problem requiring contacting of numerous authorities and levels of government for information and, perhaps, permission to do something about it.

#### D. VALUE CLARIFICATION

The questions listed in the fold-out are only samples of those that might arise in a Level 5 classroom which could be dealt with in such a way as to take a child a step along the way towards making choices that are both personally satisfying and socially responsible. See page 5.

Discussion of an open-ended film such as TRICK or TREAT (Gordon Watt Films, 15 min. colour) will enable the teacher to appreciate the students' varying levels of moral thinking, as will others listed in the bibliography.

#### E. GROWTH AND DEVELOPMENT

See topics in fold-out.

Safety - Everything already learned can now be reviewed in the context of the responsibility these children can assume for younger children at home, on the street and playground.

Health - Nutrition can now be related both to approaching puberty with its concern about appearance and to the awareness of the wider starving world.

Emotions - See bibliography for films and filmstrips related to anxiety, aggression, etc. Girls, especially, need to be encouraged to continue in sports.

Reproduction - Students can be prepared for the physical and emotional changes of puberty with the help of the Moreland-Latchford films entitled:

GLANDS AND HORMONES  
AND (Perhaps)  
ADOLESCENCE, LOVE AND MATURITY

Students and teacher should have access also to the fifth book in either

The Follett Family Life Program, HOW YOU WERE BORN

or

The Becoming A Person Program, THE CHANGING YOU

LEVEL 6.

"PEOPLE OF INTEGRITY & ACTION"

TEACHING SUGGESTIONS

A. THE JUDEO-CHRISTIAN STORYAIMS:

1. to bring students to appreciate the influence in Canada of different understandings of the Christian faith;
2. to create a sense of adventurous participation in an ecumenical period of history;
3. to arouse interest in the existence of other religions.

CONTENT: See fold-out.

METHOD:

The religious content for most of level 6 is closely correlated with the study of early Canadian history, conveying the different "styles" of Catholic and Protestant newcomers to North America. The teacher might find Dr. H. Walsh's books on the history of the Church in Canada useful. For the earlier period an excellent reference is Roland Bainton's THE CHURCH OF OUR FATHERS.

Throughout the course a large plasticene or salt and flour map of Canada can gradually be acquiring the signs of the cross and of the open Bible\*, as well as small models of the types of churches and the schools and hospitals that were understood to be the natural expressions of Christian caring. Biographies, read, told, dramatized and filmed, will be obvious means of telling the story. This age can begin to debate the merits of various ways of approaching the Indians, starting schools, choosing vocations, etc. practised by different religious groups.

Accounts of the coming together of divided groups should be emphasized, but always with respect for the consciences of those who feel they cannot do so. At this point crosses should be added to the symbolic Bibles and vice versa to indicate Catholic and Protestant appreciation of each other's point of view.

Students might visit as many different types of neighbourhood churches as possible, getting explanations of windows, etc., from a class member whose family belongs there, assisted by his minister or priest. A child might write a history of his own church or synagogue and all be bound in a "History of Our Neighbourhood Churches" which should include the undertakings each is now engaged in. The Ladybird Series books entitled WHAT TO LOOK FOR OUTSIDE A CHURCH and WHAT TO LOOK FOR INSIDE A CHURCH are excellent resources for students.

At this stage, the introduction to other faiths will necessarily be a brief acquaintance with their founders and symbols, leaving exploration in depth to the secondary school.

\*(This is not to imply that the cross was exclusively a Catholic symbol nor the Bible a Protestant symbol, but the symbols do represent the difference of emphasis at that period of history.)

B. CELEBRATION

Generally as in Level 5, but with more preparation of responsive elements by committees of interested students. Suitable hymns from the new Anglican-United Church Hymn Book include:

89, 90 (to the tune at 199), 158, 161, 167 (a good theme for the year), 206, 412, 427, 428, 475, 498.

### C. AREAS FOR ACTION

As a biographical unit, this will provide scope for individual and group research through interviewing elderly people in the community to find out about those whose names have been given to local schools, churches, library, etc. In each case emphasis should be on the quality of his life that the community valued.

Names listed in the fold-out are merely suggestive; children will present many others, especially from sports. Several of that kind might be presented as mystery persons on one day, for the class to guess, and then compare for their moral qualities.

There should be some presentations of courageous everyday non-famous people such as in the Reader's Digest's "Most Unforgettable Character" articles. Children who already show a special bent should be encouraged to report on heroes in that field—science, nature lover, nursing, etc.

(Teachers of the Lakeshore School Board have prepared an excellent teaching unit entitled "Heroes" which other teachers might adapt to their local use.)

#### D. VALUE CLARIFICATION

The questions listed in the fold-out are only samples of those that might arise in a Level 6 classroom which could be dealt with in such a way as to take a child a step along the way towards making choices that are both personally satisfying and socially responsible. See page 5.

The teacher may be able to appreciate the level of the students' moral reasoning as they discuss the 15 min. colour film, PAPER DRIVE (Gordon Watt Films) in which Miss Hendry discovers that her sixth graders are trying to win the paper drive by weighting their bundles.

#### E. GROWTH AND DEVELOPMENT

See topics suggested in fold-out.

Safety - See bibliography for recommended aids for drug education.

Health - Children should discover, from the amount of sleep they enjoy on week-ends, how early they should go to bed on school nights. Investigation of modern research on sleep may help to fight the T.V. habit.

Emotional and sexual development may be promoted by the viewing of the remaining films in the Moreland-Latchford series which students have not seen, probably

BEING BOYS - BEING GIRLS  
WHY YOU'RE YOU.

Students and teachers should also have access to the sixth book in either

The Follett Family Life Program, MAN AND WOMAN

or

The Becoming A Person Program, A TIME FOR GROWING

TEACHER REFERENCE

- Anglican-United Hymn Book. (A recent hymn book, and the one with the most folk music.)
- Bainton, Roland. The Church of Our Fathers. Scribner. 1971. pb. \$2.65 (For Levels 5 and 6)
- Dixon, Dorothy. World Religions for the Classroom. 23rd Publications, West Mystic, Conn. U.S.A.
- Fitch, F.M. One God: The Ways We Worship Him. Lathrop. 1944. \$4.25.
- Goldstein, Rose B. Songs to Share for Jewish Children. The United Synagogue Commission on Jewish Education. 1957. Book \$1.75. Record (Two 78RPM discs) \$2.95.
- Gower, R. Life in New Testament Times. Collins (Ladybird #649). \$0.79.
- Haughton, Rosemary. Why the Epistles were Written. George Chapman. 1970. \$1.95 (For Level 5).
- Heaton, H.W. Everyday Life in Old Testament Times. Transworld Publishers. 1974. pb. \$1.25.
- Korfker, Dena. Good Morning, Lord: Devotions for Children. G.R. Welch Company, Ltd. 1973. \$1.95.
- MacEwan, J.W.G. Portraits From the Plains. McGraw-Hill. 1971. (Biographies of great Indians).
- McLelland, J.C. The Clown and the Crocodile. John Knox Press. 1970. pb. \$2.95. (A fresh introduction to religious studies for the teacher.)
- Mead, F.H. and A.W. Zimmerman, compilers. The Illustrated Study Bible. Judson Press. 1973. \$3.95
- Rath, Harmin and Simon. Values and Teaching. Charles E. Merrill Press. 1966. pb. \$3.95. (The steps in Value Formation explained and applied.)
- Rhymer and Bullen. Companion to the Good News. Collins Publishers. 1971. pb. (Introductory background to the New Testament and to each book; also a useful glossary.)
- Uys, Sue. Successful Bible Teaching: A Creative Approach. Baker Press. 1973. pb. \$3.95. (Activities, Sand table patterns, puppets, etc.)
- Williams. Understanding the Old Testament. Barrons Publishers. 1972. pb. \$2.95. (The best of modern scholarship made neatly available to laymen.)

Teaching About Drugs, A Curriculum Guide, K-12. (Produced in 1970 by American School Health Association and the Pharmaceutical Manufacturers Association. Lists objectives, content, learning activities for each age.) A.S.H.A. Bldg., Box 416, Kent, Ohio. \$4.00

Benziger/Collier-MacMillan. THE BECOMING A PERSON PROGRAM:

Families Are For People  
 No One Like Me  
 Life Is All Around Us  
 Discovering You  
 The Changing You  
 A Time For Growing  
 Understanding Yourself  
 Becoming a Person } Cycle I

Parents' Booklet for each of the above.

General Editor: Walter Imborski

(Student texts approx. \$2.65; teachers' \$2.75)

Benziger/Collier-MacMillan: Becoming a Person, Reading in Guidance for Parents and Teachers. Edited by Belanger and Imborski.

McGraw-Hill-Ryerson. THE FOLLETT FAMILY LIFE EDUCATION PROGRAM  
 (6 titles for 8 grades)

	Student	Teacher
Families Live Together	4.95 <sup>+</sup>	7.25
The World of Living Things	4.95 <sup>+</sup>	7.25
How New Life Begins	4.95 <sup>+</sup>	6.50
Living Things and Their Young	5.50	7.25
5 Accompanying Charts		25.75
How We Are Born	4.95	7.25
5 Accompanying Charts		25.50
Man And Woman	5.50	5.50
5 Accompanying Charts		25.50
Parent folder (pkg. of 30)		17.75
Preliminary Teacher's Guide		Free
Sample Charts		3.20

MATERIALS FOR STUDENTSLEVEL 1

Chaltas, et. al. Families Live Together. Ryerson. 1971. \$4.95.  
Teacher's Edition \$6.50. (from FOLLETT FAMILY LIFE PROGRAM).

\*Dark, Irene. First Book of Hymns. Collins (Ladybird). 1968.  
\$0.79.

Imbiorski, et. al. Families Are For People. (from BECOMING A  
PERSON PROGRAM). \$2.65.

Jahsmann, Allan. My Favorite Bible Stories. Concordia House. 1967.  
\$1.75. (Teacher Read-Aloud).

\*Ladybird Bible Series. Collins. Series 522 - 12 Titles.

\*Rostran, Hilda. Stories About Children of the Bible. Collins.  
(Ladybird Easy-Reading Book). 1962. \$0.79.

Arch Book Bible Stores. Concordia. (Many titles, lively retelling  
in rhymed couplets, vividly illustrated.)

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FILMS:

King Size - A cartoon visit to the kingdom of King Size, where  
it is forbidden not to smoke. Assaulted on all sides by  
cigarettes and smoke, our young hero soon is in full flight.  
Home once more, he is ready to do his bit against the  
menace; what he does is as amusing as the rest. 7 minutes-  
colour - N.F.B.

The Bike - Two boys use another's bike without permission and  
break it. Raises questions about property and responsibility  
for one's actions. 13 minutes - colour - Gordon Watt Films.  
Purchase (\$150) or rental.

Life from Life - Plants, trees, fish and frogs tell the story of  
reproduction and fertilization. 11 minutes - colour -  
Moreland-Latchford - \$140.

The Beginning of Life - Plants and Fish. Filmstrip of above  
material. Moreland-Latchford. \$14.50.

LEVEL 2

Brinn, L. and J. Two Is a Team. Harcourt and Brace. 1945.  
\$4.50. (Story about two boys who discover that by pooling their resources and learning how to cooperate, they can build a better scooter and learn responsibility as well. One of the boys is black. A good library resource.)

Chaltas, et. al. The World of Living Things. Ryerson. 1971.  
\$4.95. Teacher's Edition \$6.50. (from FOLLETT FAMILY LIFE PROGRAM)

\*Hadaway and Atcheson. The Bible for Children. Doubleday Books.  
(Teacher Read-Aloud)

Imborski et. al. No One Like Me. Benziger/MacMillan. 1970.  
\$2.65. (from BECOMING A PERSON PROGRAM)

\*Ladybird Bible Series (see above)

Andry, Schepp. How Babies are Made. Little. 1968. \$3.95.  
A book on the biological aspects of conception and birth, charmingly illustrated. For Levels 1 and 2, and perhaps also for older children.

Arch Books (see above)

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Lost Puppy - A film about responsibility and reasons for rules.  
14 minutes - colour - Gordon Watt Films. Purchase (\$165)  
or rental.

Egg & Sperm - The sperm cell meets the egg cell and life begins for a gull, a chicken, and a kitten. Difference in birth between birds and mammals. 10 minutes - colour - Moreland-Latchford - \$140.

Male & Female - (Filmstrip) - Life processes of fertilization, reproduction and development of fish, birds, amphibian and mammals. Moreland-Latchford - \$14.50.

LEVEL 3

Arch Books (see Level 1.)

The Children's Bible. Golden Press. \$4.95. (Teacher Read-Aloud)

Chaltas, et. al. How New Life Begins. Ryerson. 1971. \$4.95.  
Teacher's Edition \$6.50. (from FOLLETT FAMILY LIFE PROGRAM)

Garvey, Robert. Holidays Are Nice. Ktav. 1960. \$3.50.  
(Attractive explanation of Jewish holidays.)

Imbierski, et. al. Life Is All Around Us. Benziger/MacMillan.  
1970. \$2.65. (from BECOMING A PERSON PROGRAM)

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On Herbert Street - About the values of friendship, loyalty, honesty, and acceptance of others. 14 minutes - colour - Gordon Watt Films. Purchase (\$165) or rental.

The Tuktu Series - 13 films, 15 minutes each, of traditional Eskimo life, seen through the eyes of a small boy. N.F.B.

Response to Misbehavior - Stephan and Judy are left alone in the house. Before she goes, their mother impresses upon them that they are responsible for themselves and she expects them to behave. Shortly after she leaves, however, there is a quarrel and, in the scuffle, a vase is accidentally broken. Appalled at what they have done, the children are frightened at the possible consequences. Fresh in their minds are the words of their mother just before she went out. The film stops as the impact of their misbehavior hits them. What will they do? Four possible answers to the question follow, providing ample opportunity for viewers to discuss, in terms of response to misbehavior, Judy and Stephan's solutions to the problems they have caused for themselves. 8 minutes - colour - Moreland-Latchford - \$130.

Two Become One - The mating process of mammals explained through the use of cats. Changes in uterus and development of a fertilized egg shown in humans. 10 minutes - color - Moreland-Latchford - \$140.

Birth - (Filmstrip) - Changes in uterus and development of new life in mother cat. Kittens born and cared for. Concepts of family living. Moreland-Latchford - \$14.50.

LEVEL 4

Breetveld, Jim. Getting to Know United Nations Crusaders.  
Coward-McCann. 1970. \$3.95.

\*Bull, Norman J. Rulers. Longman. 1971. \$2.70.

Chaltas, et. al. Living Things and Their Young. Ryerson. 1971.  
\$4.95. Teacher's Edition \$6.50. (from FOLLETT FAMILY LIFE  
PROGRAM)

\*Hadaway and Atcheson. The Bible for Children. Doubleday Books.

Imborski, et. al. Discovering You. Benziger/MacMillan. 1970.  
\$2.65. (from BECOMING A PERSON PROGRAM)

MacDonald, George. The Princess and Curdie. (1) Penguin. 1964.  
pb. \$0.95.

MacDonald, George. The Princess and the Goblins. (1) Penguin.  
1964. pb. \$0.95.

(1) (These charming fantasy stories by the author of At the  
Back of the North Wind are good library resources with  
applications to M.R.I. For Levels 3, 4 and 5.)

Podwal, Mark. Let My People Go: A Haggadah. Macmillan. 1973.  
pb. \$3.95.

Speiser, Jean. UNICEF and the World. John Day. 1965. \$5.45.

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In a Nutshell - An amusing cartoon film showing how the Canadian  
International Development Agency (CIDA) helps developing  
countries help themselves. 10 minutes - colour - N.F.B.

The Clubhouse Boat - A dream clubhouse will be sold to the gang  
if each boy can deliver \$130. Tommy is tempted to keep the  
cash of an old man who overpays. 19 minutes - colour -  
Gordon Watt Films. Purchase (\$210) or rental.

Cheating - Johnny, a newspaper delivery boy, is accidentally over-  
paid by one of his customers. She doesn't notice, but Johnny  
soon realizes that there has been a mistake, and realizes  
where the extra money came from. What will Johnny do? At  
this point, the film stops as the viewers discuss what Johnny  
should do and could do about the money. Four filmed  
alternatives follow, providing further opportunity for debate  
and discussion of the moral issue of stealing. 10 minutes -  
colour - Moreland-Latchford - \$130.

-2-

What Happens Inside - The meaning of gestation, umbilicus, placenta. The birth of a kitten. The first four months in the development of a human embryo is explained step-by-step. 9 minutes - colour - Moreland-Latchford - \$140.

Growing & Learning (Filmstrip) - Development of personality and capabilities, changes in attitudes, expansion of roles and interests, all are illustrated and explained as growing and learning move ahead together in children between the age of one and six. Moreland-Latchford - \$14.50.

The Beginning of Life-Frogs - (Filmstrip) - Story of fertilization reproduction, hatching and maturity in leopard frogs. Moreland-Latchford - \$14.50.

The Reproductive Cells - (Filmstrip) - A graphic look inside a mother cat shows uterus, ovaries, and nature of fertilized and unfertilized egg cells. Then a magnified look at the male sperm cells as one meets the egg cell. Moreland-Latchford - \$14.50.

Values in Action - 10 filmstrips, 3 LP recordings and teacher's guide. Role-playing problems and situations provide teacher with opportunities to evoke both verbal and action responses from students by presenting, in dramatic form, typical life situations.

For Levels 4 and 5.

Holt Rinehart and Winston - \$99.00.

The Children's Bible. Golden Press. \$4.95.

Chaltas, et. al. How We Are Born. Ryerson. 1971. \$4.95.  
Teacher's Edition \$6.50. (from FOLLETT FAMILY LIFE PROGRAM)

Good News for Modern Man (Book of Acts). Canadian Bible Society.

Hunt, P.J. What to Look for Inside a Church. Collins (Ladybird).  
\$0.79.

Hunt, P.J. What to Look for Outside a Church. Collins (Ladybird).  
\$0.79.

Imbierski, et. al. The Changing You. Benziger/MacMillan. \$2.65.  
(from BECOMING A PERSON PROGRAM)

Lakeshore Regional School Board - Unit on Symbolism - developed  
for Grade 7 but useful at this level at the discretion of  
the teacher.

\*Lewis, C.S. The Chronicles of Narnia. Macmillan. 1970. pb. \$6.95.  
(set of seven books).

Exciting and beautifully written stories of children who  
discover some profound moral and religious truths through  
their adventures in another world. For Levels 4, 5 and 6.

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Paper Drive - Sixth graders are toiling to win the All-City Paper  
Drive. Miss Hendry discovers her pupils weighting their  
bales with scrap metal. 15 minutes - colour - Gordon Watt  
Films. Purchase (\$180) or rental.

A Grain of Sand - A story about the world's hungry children, and  
about what UNICEF is doing for children all over the world.  
Narration inspired by a William Blake poem. 15 minutes -  
colour - United Nations. (Available for a small rental fee  
from the Macdonald College Film Extension Library)

Sharing - Sally is trying hard to make money for a radio, in  
order to take advantage of a sale. The day the sale ends,  
she has just enough money. She excitedly plans to buy it  
on the way home from school, but before school is over an  
announcement is made requesting donations for the Red Cross.  
If Sally donates, she won't have enough money for the radio.  
If she doesn't donate, what will the teacher think? the  
other children? her own conscience? Four possible endings  
follow, giving viewers the opportunity to discuss the  
concept of sharing.

8 minutes - colour - Moreland-Latchford - \$130.

-2-

Cheating - Mike is upset about an impending test in math, his worst subject. Extra studying will cut into time for TV watching and baseball, and even with such extra study time, he is afraid there will be questions he can't answer. The day before the test, he is offered the chance to see the test by a friend who has managed to get a copy of it. At this point, the film stops, giving the students the opportunity to decide if Mike should look at the copy, and if he will look at it. Four filmed alternative endings follow.  
8 minutes - colour - Moreland-Latchford - \$130.

A New Human Life - Stages of development from fifth to ninth month of fetus. Mother's preparations and trip to hospital, birth, and baby being welcomed into family. Explanation of male and female sex organs.  
8 minutes - colour - Moreland-Latchford - \$140.

Ovulation-Mammals - (Filmstrip) - Ovulation cycles amongst different kinds of mammals. Moreland-Latchford - \$14.50.

Pre-Natal Development - (Filmstrip) - Gestation period of humans, other mammals, umbilicus and placenta explained, together with various stages of development of a human baby inside a mother's body.  
Moreland-Latchford - \$14.50.

A Human Being is Born - (Filmstrip) - An expectant mother shows why the hospital is the best place to have her baby. Boy or girl? The answer leads to an explanation of human sex organs. At the hospital, we see the birth and the newborn baby with the mother. Moreland-Latchford - \$14.50.

LEVEL 6

- Baker, Rachel. The First Woman Doctor. Scholastic. 1972. \$1.00. (The Life of Elizabeth Blackwell)
- Chaltas, et. al. Man and Woman. McGraw-Hill-Ryerson. 1971. \$4.95. Teacher's Edition \$6.50.
- Davidson, Margaret. Frederich Douglass Fights for Freedom. Scholastic. 1968. \$0.80. (Especially for slow readers)
- Davidson, Margaret. Helen Keller's Teacher. Scholastic. \$1.00.
- Davidson, Margaret. Louis Braille: The Boy Who Invented Books for the Blind. Scholastic. 1971. \$0.80.
- Davidson, Margaret. The Story of Eleanor Roosevelt. Scholastic. (Four Winds) 1969. \$3.95.
- Eaton, Jeanette. Gandhi: Fighter without a Sword. George J. McLeod. 1972.
- Eaton, Jeanette: Long Journey: The Life of Roger Williams. Longman. 1944. \$0.75.
- Holm, Anne. I Am David. Methuen. 1973. \$3.85. (Moving story of a young boy who, having escaped from a concentration camp, now must piece together a self-image and a code of behavior for use in the outside world. Very good library resource.)
- Imbierski, et. al. A Time For Growing. Benziger/MacMillan. 1970. (from BECOMING A PERSON PROGRAM)
- McSwigan, Marie. Snow Treasure. Scolastic. 1974. \$1.00. (Fictional retelling of true story of brave Norwegian children who slipped 9 million dollars of gold bullion past Nazi sentries, to send it safely to the U.S. Good Library resource.)
- Patterson, Lillie. Martin Luther King, Jr.: Man of Peace. Dell. 1969. \$0.75.
- Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. Thomas Y. Crowell Company. (The best children's biography of this courageous escaped slave, including a description of the community she founded in Ontario.)
- Silverberg. The Great Doctors. Scholastic. \$1.00 (Biographies of men who risked their lives and fortunes to improve medical practice.) For very good readers, or to be read aloud by teacher.

- 2 -

- Sorenson, Virginia. Plain Girl. Longman. 1955. \$0.75  
(Fictional story of a 20th century Amish girl who has to make peace between the Amish world of her family and the modern world of school. Good library resource.)
- Sterling, Dorothy. Mary Jane. Scholastic. 1972. \$0.95.  
(The fictional story of the first black girl to integrate her school in the U.S.)
- Wyndham, Lee. The Lady with the Lamp: The Story of Florence Nightingale. Scholastic. \$1.00.

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Trick or Treat - Two boys persuade some younger boys to play a prank which has serious consequences. The younger boys get caught. By saying nothing, the older boys can avoid punishment. 15 minutes - color - Gordon Watt. Purchase (\$180) or rental.

Aggression-Assertion. One morning, 10 year old Joe becomes the victim of a chain of aggressive actions and reactions among his mother, father and older brother. With his friends, he finds the opportunity to reverse his position, become the aggressor, and give vent to the morning's frustrations by behaving toward someone else the way others behaved toward him. Will Joe choose to behave aggressively, or will he prefer to do the right thing and behave with generosity? Five filmed alternatives are presented. Colour. 7 min. \$130 - Moreland-Latchford.

Glands and Hormones - The exciting story of new feelings and new roles in life. Accompanies factual explanation of body changes brought about by the activation of glands and hormones as adolescence begins. 9 min. - colour - \$140 - Moreland-Latchford.

FOCUS	THE JUDEO-CHRISTIAN STORY	CELEBRATION	AREAS FOR ACTION	VALUE CLARIFICATION	GROWTH AND DEVELOPMENT
LEVEL 1  THE HOME (page 7)	<p>The Hebrew Family (such as Jesus knew)</p> <p>Activities he must have seen—mending, sweeping, etc.</p> <p>Stories told in his family (about children):</p> <p>Joseph and his brothers (Gen. 37)</p> <p>Miriam, a secret babysitter (Ex. 22-10)</p> <p>Moses, adopted by a princess (Ex. 2-10)</p> <p>Ruth and her relatives (Ruth 1, 2, 4:17-20)</p> <p>Samuel, most wanted baby (1 Sam. 1:9-28; 2:18, 19)</p> <p>David, though youngest, is chosen (1 Sam. 16)</p> <p>Jonathan, son of a sick father (1 Sam. 18:1-19:6)</p> <p>Stories about "when he was a baby" (Lk. 1:26-35; 2:1-20; Mt. 2:1-23)</p> <p>The family's special events: Preparing for the Sabbath. The Feast of Booths.</p>	<p>Hymns</p> <p>Songs</p> <p>Prayers</p> <p>Poems</p> <p>Pictures</p> <p>Dance</p> <p>Silence</p> <p>Symbols</p> <p>Choral speech</p> <p>Drama</p> <p>etc.</p>	<p>page 9</p> <p>Membership in a family</p> <p>Family roles</p> <p>Helping in the family</p> <p>Use and care of rooms</p> <p>Care of pets</p> <p>Running errands</p> <p>Surprising one's parents</p> <p>Types of families: adoption, foster, one-parent</p> <p>Cherishing a new baby.</p> <p>Its needs.</p> <p>Welcoming family guests.</p> <p>Family manners and customs.</p>	<p>page 10</p> <p>Questions to encourage well-considered choices that will be prized and acted on:</p> <p>Is there a better way to....?</p> <p>Could you do better on a second try?</p> <p>Will your parents give permission?</p> <p>Why does your family have that rule?</p>	<p>page 10</p> <p>Safety consciousness<sup>street medicine</sup></p> <p>Caring about one's health: Charting growth, tooth care, etc.</p> <p>Emotions: enjoying good feeling, re being ready on time, having new school friends, telling parents (or God) what went well (or badly) today.</p> <p>Knowledge of Reproduction: "All life comes from life like itself". Cf. Follett Family Life, Bk. 1 and Moreland Latchford Film Series or <u>Becoming A Person</u>, Bk. 1.</p>
LEVEL 2  THE SCHOOL (page 11)	<p>Learning at Synagogue School: The rabbi's stories</p> <p>1. From the 5 law-books—Gen., Ex., Lev., Num., Deut: Joseph, from prisoner to ruler (Gen. 41-45)</p> <p>Moses, from murderer to desert leader (Ex. 2, 11-20:24)</p> <p>Giving of 10 Commandments. Also short form, (Deut. 6:4, 5)</p> <p>2. From their history books:</p> <p>Samson, from strength to death (Judges 13-16)</p> <p>David, prince's friend, fugitive, king (1 Sam. 16... II Sam. 5)</p> <p>(Learn one of his psalm-hymns)</p> <p>Solomon, temple builder (1 Kings 4:29-8:66)</p> <p>(Read some of his prayer of dedication, or Proverbs)</p> <p>Jesus visits later Temple, sees sacrifices offered</p> <p>What questions did he probably ask?</p>	<p>As above, and see page 13</p>	<p>page 14</p> <p>The school is a family for learning</p> <p>Why do we have schools?</p> <p>Roles and responsibilities</p> <p>Who helps? in what way?</p> <p>School manners &amp; customs for showing trust, respect, appreciation, consideration.</p> <p>Use and care of school property.</p> <p>The need for self control.</p>	<p>page 15</p> <p>Perhaps you'll do better today than yesterday?</p> <p>What might happen if...?</p> <p>Are you still trying to become good at...?</p> <p>Can you catch someone doing something good today?</p> <p>(i.e. aimed at rule-keeping without tattling)</p> <p>Keeping one's word reliably.</p>	<p>page 15</p> <p>Safety Consciousness: arrange for bike safety course.</p> <p>Caring about one's health: make up flannelgraph games re: Canada's Food Rules. Soapy Science-measure effects.</p> <p>Emotions: Happiness about one's abilities</p> <p>Appreciation of others?</p> <p>Responsiveness to friends.</p> <p>Confident adventurousness</p> <p>Gratitude to God for all who help us learn.</p> <p>Knowing public health personnel</p> <p>Knowledge of Reproduction: "Eggs need sperm to start a life" (cf. Follett &amp; M.-Latchford series) or <u>Becoming a Person Series</u>, Bk. 2.</p>
THE COMMUNITY	<p>People Jesus watched at work in his community: Shepherds, fishermen, labourers, tax collectors, soldiers</p> <p>Questions he must have asked:</p> <p>Why did everyone hate tax collectors?</p> <p>Who built the roads? Why were Roman soldiers there?</p> <p>Why were there crosses by the roadside? etc.</p>		<p>Who are members of this community</p> <p>Discovering other types of community.</p> <p>Children's role in different communities.</p> <p>Proper care of community property.</p>	<p>Planning a beautification project (hall, yard, bulletin board) and evaluating it.</p>	

LEVEL 3	<p>Jesus learns of the Covenants that made his people special: with Noah, Abraham, Jacob, -slavery &amp; exodus-with Moses, David, Solomon -division, defeat &amp; exile</p> <p>Prophets encourage exiles: 18.54:7-10; Jer.31:31-33</p> <p>Courage of captives: Daniel; Esther(purim)</p> <p>Returning to rebuild: Temple(Ezra); Wall(Nehemiah)</p> <p>New Conquerors arouse new heroes: Maccabees(Chanukah)</p> <p>Latest conquerors: the Romans</p> <p>Jesus wonders how he might help his people: -be a Pharisee? a Zealot? an Essene???</p>	<p>As above. See also page 17</p>	<p>page 18</p> <p>Appreciating native Canadians and the many others who have come here</p> <p>Significance of holidays, national and religious Festivals: Jewish, Christian (including Orthodox) and others.</p> <p>Birth of Jesus as celebrated elsewhere.</p> <p>Receiving of Canadian citizenship.</p> <p>Holiday &amp; Seasonal experiences.</p>	<p>page 19</p> <p>Sharing in formulating a helpful class rule.</p> <p>When could there be exceptions to it? to other rules?</p> <p>Why do different families' rules differ? Could another family's way be tried in your family?</p> <p>Why do we need "authorities"?</p>	<p>page 19</p> <p>Safety: Arrange for swimming lessons.</p> <p>Health: Eating some of everything - try new Canadian foods.</p> <p>Use and protection of senses</p> <p>Acquiring sports skills-skating</p> <p>Emotions: Feeling good</p> <p>ré: &lt; being boy being girl</p> <p>Sympathy for animals, humans</p> <p>Overcoming prejudice</p> <p>Knowledge of Reproduction: Development-Pre-natal to 6 yrs. (see bibliography)</p>
LEVEL 4	<p>Jesus recalls Jeremiah's prophecy: "New Covenant in men's hearts" and Micah's "for all nations".</p> <p>He begins his work of inviting all men into it: Baptism and temptations-how NOT to do it. (Mt.3:13-4:11)</p> <p>Teaching about a new "Kingdom"-Mt.4:13; some of Mt.5.6.7.</p> <p>His choice of its charter members-Mt.4:18-22</p> <p>Healing of the handicapped-Mk.1:29-31,40-45:2:1-12</p> <p>His valuation of children-Mt.19:13-15, Mk.9:34-37</p> <p>of the poor-Mk.12:41-44</p> <p>His inclusion of outcasts-tax collectors, sinners, lepers, foreigners-Mt.9:9-13; Lk.10:25-37,15:11-32; 19:1-10</p> <p>These new ways arouse trouble at Passover time: Mt.21:12-15; John 11:1-50; Mk.14:1,2,10,11</p> <p>Expecting death, Jesus gives 2 symbols of the New Covenant: 1. bread &amp; wine(Lk.22:7-20)</p> <p>2. foot-washing(Jn.14:2-5,12-15)</p> <p>His Crucifixion-Lk.23:33-56</p> <p>His Resurrection restores his followers' faith in his "New Kingdom" - Lk. 24</p> <p>Compare different writers' reports of Resurrection in last chapters of the 4 Gospels.</p>	<p>As above. See also page 22</p>	<p>page 23</p> <p>1.Organizations that link this community to others</p> <p>a.Local-Cubs,Brownies, 4H, Explorers</p> <p>b.National-CNIB,Red Feather, etc.</p> <p>c.Worldwide-UNICEF, Red Cross, B'nai B'rith,etc.</p> <p>2.All communities need agreed standards of conduct:</p> <p>a.Basic human needs must be met</p> <p>b.Laws-written rules to see that all are treated alike</p> <p>c.Most religions include rules for treating men in ways that please God.</p>	<p>page 25</p> <p>Deciding among demands of Cubs, homework, paper routes, sports, T.V., Sunday school, sleep, music</p> <p>Keeping time for prayerful thought</p> <p>Meeting money temptations</p> <p>Playing fair</p> <p>Avoiding promises one might be unable to keep</p> <p>Making rules for oneself</p> <p>Do some people need a better-than-even chance?</p>	<p>page 25</p> <p>Safety- Consciousness: Esp. Fire, Firecrackers, Firearms.</p> <p>Health: Sleep and nutritional needs of animals in classroom and of World's Children</p> <p>Emotions: How to deal with Aggressive feelings</p> <p>Conflicting feelings family peers</p> <p>Pleasing self,pleasing others</p> <p>Knowledge of Reproduction: Varieties of Fertilization and Development (cf.Follet or Becoming A Person Bk.4 Moreland-Latchford film series)</p>
THE EXTENDED COMMUNITY (page 20)					

<p>LEVEL 5</p> <p>SOCIAL RESPONSIBILITY (page 26)</p>	<p>Jesus' followers spread news of NEW COVENANT The Holy Spirit gives unity &amp; courage; Church is born, Acts 2,3 New Covenant is expressed in Communion &amp; Caring. Acts 4:31-37 Paul's journeys spread it to new towns. Acts 13, 14, 16:1-21:15 Church begins to need organization, rules, collections - Acts 6:1-4; 10:45-48; 15:1-29 Paul's imprisonment spreads it to Rome. Acts 22-28 He keeps in touch by letters. (Learn their names) Persecutions require secrecy: symbols, codes, catacombs, the mysterious book "Revelation" Jews "close" their book about Old Covenant: "canon" of O.T. An Emperor becomes Christian and makes Christianity the state religion Christians close their "canon" of the New Covenant (N.T.)</p>	<p>As above. See also page 27</p>	<p>page 28 Home responsibilities School responsibilities Civil Government Responsibilities of officials Responsibilities of citizens Election of members Understanding democratic process Levels of Government: Municipal, Provincial, Federal</p> <p>Should there be <u>World Government</u>?</p>	<p>page 30 Sportsmanship Reliability-not letting people down Accepting responsibility What kinds of punishment are fair? useful? Cooperating with the majority decision unless it is harmful. Have you the courage to be the only one who.....?</p>	<p>page 30 Safety in caring for younger child Health: Avoiding over-eating; others are hungry Caring about appearance. Emotions: Dealing with anxiety about one's appearance, development, character. Sports as emotional outlet. Enjoyment of one's responsibilities. Knowledge of Reproduction: Puberty &lt; Glandular Emotional</p> <p>(cf. Follett or Becoming A Person Bk.5 Moreland-Latchford film series)</p>
<p>LEVEL 6</p> <p>PEOPLE OF INTEGRITY and ACTION (page 31)</p>	<p>Hermits seek God alone, away from men: Simon Stilites Monks seek God together in community of praying workers: St. Benedict Church becomes too rich and powerful but leaders disagree about how to reform it: Luther, Loyola Explorers and Immigrants bring: a) <u>Catholicism to New France</u>: Jesuits attempt "Kingdom of God" in Huronia. Brébeuf. Huron Carol. Jeanne Mance starts hospital, Bishop Laval a College; Trade School. b) <u>Protestantism to New England</u>: encourage literacy for Bible Study. Sects disagree about Bible, each sends missionaries out West - McDougal and the great chief, Maskepetoon. Churches become ashamed of divisions &lt; World Council Pope John Missionaries to foreign lands discover God's gift of other faiths through other men: Buddha, Confucius, Mohammed. Christian-Jewish dialogue begins.</p>	<p>As above See also page 32</p>	<p>page 33 Local- Whom was your school named after? Why? Your church? your town? hospital? National- Jean Vanier, Cardinal Léger, Banting, Nellie McClung, Thérèse Casgrain International- Martin Luther King, Harriet Tubman, Clara Barton, Gandhi, Schweitzer, Bethune, Annie Sullivan, Florence Nightingale, Mother Theresa, etc.</p>	<p>page 34 Deciding whom you want to be like. Choosing friends and being friendly Deciding when a trick has ceased to be funny Persuading the majority to change When should we change our minds? Evaluating rules and regulations Respect for courageous innovators.</p>	<p>page 34 Safety Consciousness Risks in unprescribed drugs and medication Health: Understanding "moods" and safe ways to change them Determining one's sleep requirement Learning a sport or hobby enjoyed by opposite sex. Emotions: Loyalty to friends Coping with break-ups of friendships Honesty in relationships Expression of emotion in poetry, art, diaries, prayer Love towards God and man. Reproduction: Preparing for mature love.</p> <p>(cf. Follett or Becoming A Person Bk.6 Moreland-Latchford film series)</p>



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SERVICE DE LA REPROGRAPHIE  
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