

Ontario Catholic Elementary Curriculum Policy Document

Grades 1-8

RELIGIOUS EDUCATION

INTRODUCTORY ACTIVITIES FOR TEACHERS & ADMINISTRATORS User Guide

Prepared by Members of the Faith in Education Council,

Catholic Curriculum Corporation

for

The Institute for Catholic Education

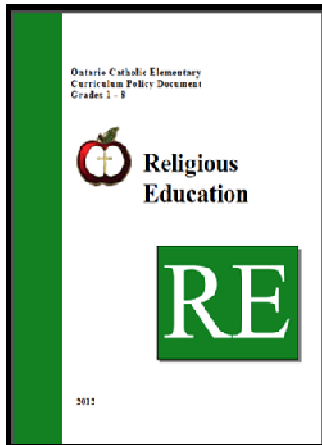
Spring 2013



The Ontario Catholic Elementary Curriculum Policy Document Grades 1-8

RELIGIOUS EDUCATION

Introductory Activities for Administrators and Teachers



During 2012-2013, the Institute for Catholic Education published, at the request and with the approval of the Assembly of Catholic Bishops of Ontario, the Ontario Catholic Elementary Curriculum Policy Document Grades 1-8 Religious Education. This was unique in that never before have Catholic boards had an elementary policy to guide the teaching of Religious Education (Appendix A: A Historical Perspective, by Sister Joan Cronin, ICE).

At the request of the Institute for Catholic Education, the Catholic Curriculum Corporation Central and Western Region (CCC), Faith in Education Council members have been involved in the process of reviewing the draft policy, offering direction in revisions and implementation strategies. Specifically the CCC has been asked to assist boards by providing introductory activities for school administrators and teachers to become familiar with the forward section of the new policy.

The purpose of the Introductory Activities was to raise awareness. To this end, the CCC has created three modules:

- Module A: An Introduction to the New Religious Education Policy
- Module B: The New Evangelization
- Module C: The Six Strands in the Curriculum

Each module contains a Minds On, Action and Consolidation activity. Each module contains a PowerPoint presentation with Speaker Notes outlined in this User Guide and a graphic organizer to guide teacher reflections and responses to the various activities. The Introductory Activities invite participants to explore the new policy, make connections to what they are currently teaching and identify areas for growth and learning. Activities use a range of strategies to engage participants individually, and in small group and large group learning and sharing.

Boards may use these activities as part of a Faith Day, or by school administrators in working with staff, or by a consultant working with religious advisory teachers or in leading a professional development session. Boards may choose to use all three or only one module, as each has been designed as a standalone but they are totally interrelated. We hope the descriptor, user guide, and activities assist in the journey to make the new Elementary Religious Education Policy their own.

The Learning Goals of Three Introductory Activities

Module A – An Introduction to the Policy

The learning goal of this presentation is to provide an opportunity for participants to become familiar with the new Religious Education (RE) Policy. This presentation will provide opportunities for interaction, reflection, and integration using the policy document. Activities will address the following questions:

1. What is the authority of the Elementary Religious Education Policy Document?
2. Why create an Elementary Religious Education Policy Document at this time?
3. What is the *New Evangelization*?
4. What are the distinctive features of the Elementary Religious Education Policy Document?

An accompanying placemat is available to be used to anchor the learning individually or as a small group.

Module B – The New Evangelization

The new Religious Education policy recognizes that we are in a new moment. We can no longer be assured that our students have a rich faith life at home and in their parish community. The New Evangelization recognizes that we need to nurture fundamental religious literacy. Participants will be asked to look at the New Evangelization through the Emmaus Scripture story and identify and discuss the eight elements we are called to teach.

Module C – The Six Strands of the Curriculum

All participants are divided into small groups to reflect upon one strand and share their ideas. Then the definition and Fundamental Concepts of each strand is explored. Teachers are invited to make connections to current practices in teaching Religion and to identify areas for new learning. As well, participants have an overview of the Hope Expectations which lead to further discussion of the Fundamental Concepts.

Overview of Each Module

Module A: An Introduction to the Religious Education Policy

The learning goal of this presentation is to provide an opportunity for participants to become familiar with the new Religious Education (RE) Policy. This presentation will provide opportunities for interaction, reflection, and integration using the policy document. Activities will address the following questions:

1. What is the authority of the Elementary Religious Education Policy Document?
2. Why create an Elementary Religious Education Policy Document at this time?
3. What is the *New Evangelization*?
4. What are the distinctive features of the Elementary Religious Education Policy Document?

An accompanying placemat is available to anchor the learning individually or as a small group.

Length: 22 slides Suggested Time Frame: 60 – 90 minutes

Materials: Copies of Religious Education Policy document

Placemat Module A

MODULE A: Introduction to the Elementary Religious Education Policy Guiding Notes

Slide Number/Title	Presenter Notes/Background Information	Participant Activities
Slide 1 – Title: The Ontario Catholic Curriculum Religious Education, Grades 1 – 8 MODULE A: An Introduction for Teachers and Administrators	NOTES TO PRESENTER: Ensure that each participant or groups of participants have a copy of the REL Policy Document: www.iceont.ca www.carfleo.org Hand out double-sided copy of accompanying PLACEMAT Welcome Acknowledgement of ICE and CCC’s contribution	N/A
Slide 2: Repeat of Slide 1	Refer to speaker notes; Learning Goals are presented	N/A

Slide 3: Minds On – Intro to Terms and Concepts	Refer to speaker notes. Placemats are now used.	PLACEMAT - PANEL A (Minds On) Participants will consider the 3 questions posed to activate prior learning of terms/concepts listed. Ideas recorded on placemat.
Slide 4: New Learning – Guiding Questions	Refer to speaker notes.	Guiding Questions are listed at the top of right corner of the placemat for further reference.
Slide 5: Question #1: What is the Authority of the Elementary RE Policy Document?	Refer to speaker notes	Reflection/discussion question: <i>How might teaching and learning RE differ from teaching and learning in other curriculum areas?</i>
Slide 6: Question #1: What is the Authority of the Elementary RE Policy Document?	Refer to speaker notes	1. ACTION ITEM: <i>Read pg. 36, Article 4.1 of the Policy Document.</i> 2. Reflection/discussion question: <i>What other considerations, along with the OCSGE's, might be particular to Catholic Schools?</i>
Slide 7: Question #2: Why create the Elementary RE Policy Document at this time?	Refer to speaker notes	OPTIONAL Reflection/discussion question: <i>How might a RE Policy help you support student learning and achievement?</i>
Slide 8: Question #2: Why create the Elementary RE Policy Document at this time?	Refer to speaker notes	Reflection/discussion question: <i>What are some of the challenges and opportunities facing us in this new moment?</i>
Slide 9: Question #3: What is the New Evangelization?	Refer to speaker notes	ACTION ITEM: <i>Read pgs. 2-6 of the RE Policy Document.</i> PLACEMAT – PANEL B (The New Evangelization) <i>Answer the 3 questions posed.</i>
Slide 10: Question #3: What is the New Evangelization?	Refer to speaker notes	Reflection/discussion question: <i>Considering the quotation shown on slide 10, what might be the implications of the New Evangelization for you as a Catholic Educator on your faith journey?</i>
Slides 11 -12: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Differences between Catechesis and RE)	Refer to speaker notes	N/A

Slide 13: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Rel. Literacy)	Refer to speaker notes	Reflection/discussion question: <i>How might religious literacy be demonstrated in student learning and achievement?</i>
Slides 14-15: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Tasks of Catechesis, Strands of RE)	Refer to speaker notes	N/A
Slide 16: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Tasks of Catechesis aligned with Strands of RE)	Refer to speaker notes	ACTION ITEM: <i>Read pages 24-34, Article 3.3.</i> PLACEMAT – PANEL C (The Strands of RE), the 4A’S Protocol <i>Use one of the six strands while considering the text.</i>
Slide 17: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Hope Expectations)	Refer to speaker notes	ACTION ITEM: <i>Read page 23, Article 3.1.</i> PLACEMAT – PANEL D Brainstorming Web ~ <i>Consider how evangelization might live in your classroom.</i>
Slide 18: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Hope Expectations)	Refer to speaker notes	ACTION ITEM: <i>Read the Hope Expectations appropriate for your grade: P (pg.62; J (pgs.105-106); I (pgs 154-155).</i> PLACEMAT – PANEL E (Hope Expectations: Fishbone Organizer) <i>Describe how the Hope Expectations for each strand might be demonstrated in your classroom.</i>
Slide 19: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Methodology)	Refer to speaker notes	N/A
Slide 20: Question #4: What are the distinctive features of the Elementary RE Policy Document? (Methodology)	Refer to speaker notes	ACTION ITEM: <i>Read pages 17-22.</i> PLACEMAT – PANEL F (Methodology) <i>Select an overall expectation from a grade with which you are familiar and anticipating a three-part lesson plan, what aspects of the components might you consider? Record any key ideas or concepts on the graphic organizer provided.</i>
Slide 21: Consolidation	Refer to speaker notes	PLACEMAT – PANEL G Consolidation <i>Record any questions, concerns or comments arising from the presentation.</i>

Module B: The New Evangelization

The new Religious Education policy recognizes that we are in a new moment. We can no longer be assured that our students have a rich faith life at home and in their parish community. The New Evangelization recognizes that we need to nurture fundamental religious literacy. Participants will be asked to look at the New Evangelization through the Emmaus Scripture story and identify and discuss the eight elements we are called to teach.

Length: 12 slides Suggested Time Frame: 30-60 min

Materials: RE Policy Document (or copies of pp. 1-6 of the Front Matter)
 sticky notes (larger sizes), chart paper, markers/pens, masking tape
 Gallery Walk – Module B Graphic Organizer
 Bible (optional)

Module B: The New Evangelization Guiding Notes

Slide Number/Title	Presenter Notes/Background Information	Participant Activities
Slide 1: Title Slide Module B: The New Evangelization	N/A	N/A
Slide 2: Cover Slide / Introduction: Open Wide the Doors to Christ	Refer to Speaker Notes	N/A
Slide 3: Learning Goals	Refer to Speaker Notes <i>Note:</i> Learning Goals may need to be adjusted as facilitator deems appropriate to content of their particular presentation	N/A
Slide 4: Rationale Why create the RE Policy Document at this time?	Refer to Speaker Notes	N/A
Slide 5: Editorial Cartoon St. Peter introduces Steve Jobs to Moses	Refer to Speaker Notes <i>Note:</i> May be helpful for facilitator to identify the characters in the cartoon and read it aloud	Optional Discussion: Challenging Times
Slide 6: Essential Moments	Refer to Speaker Notes <i>Note:</i> Remember to expand on the quotation on the slide as explained in the notes	“Minds On” - Turn & Talk with elbow partner Large group sharing only if time permits

Slide 7: The Road to Emmaus	Refer to Speaker Notes <i>Note:</i> As an alternative to the Scripture summary provided, proclaim the story from the Bible.	Facilitator to highlight connections (refer to Speaker Notes for Reflection) between the scripture story and the “essential moments” shared by participants in previous activity.
Slide 8: Eight Elements of the New Evangelization (bulleted list)	Refer to Speaker Notes <i>Note:</i> each element should be briefly “unpacked” with the participants; suggested re-phrasing is provided for reference	
Slide 9: ACTIVITY OPTION ‘A’ Eight Elements of the New Evangelization (more prescribed)	<u>“Action” ACTIVITY OPTION ‘A’:</u> For this option only, participants will need to be assigned a number from 1 to 8 as it pertains to the Element - Chart papers could be given to the individual groups and then posted by them in sequence from 1-8 around the room with each element as the title - Ensure sticky notes are larger size for sufficient recording of quotation - Examples of Quotations are provided in the Speaker Notes - Suggested quotations are not necessarily unique to the Element, and the list is not exhaustive, but is provided merely as a guide - Intent is for participants to “delve in” to the New Evangelization section, not to correctly categorize quotations	<u>“Action” ACTIVITY OPTION ‘A’:</u> Since this activity is more prescribed, the number of sticky notes would be fairly evenly distributed throughout the Eight Elements Consolidate by having participants do a Gallery Walk. The Gallery Walk could be scheduled adjacent to a break if applicable for the session NOTE: On the Gallery Walk teachers can record key ideas or phrases on Module B: Religious Education and the New Evangelization Graphic Organizer. A selection, but not exhaustive list, of quotes has been provided for the presenter’s ease of reference.
Slide 10: ACTIVITY OPTION ‘B’ Eight Elements of the New Evangelization (more open-ended)	<u>“Action” ACTIVITY OPTION ‘B’:</u> - Facilitator should have chart papers pre-posted in sequence from 1-8 around the room with each element as the title - Ensure sticky notes are larger size for sufficient recording of quotation - Examples of Quotations from are provided in the Speaker Notes - Suggested quotations are not necessarily unique to the Element, and the list is not exhaustive, but is provided merely as a guide - Intent is for participants to “delve in” to the New Evangelization section, not to correctly categorize quotations	<u>“Action” ACTIVITY OPTION ‘B’:</u> Since this activity is more open-ended, the number of sticky notes would likely be unevenly distributed throughout the charts. Facilitator should highlight any apparent trends that emerge as evidenced by where the quotations are clustered (e.g. Element #3: Adapted to the Needs of the Times). Implications could be discussed if time permits Consolidate by having participants do a Gallery Walk which could be scheduled adjacent to a break.

		NOTE: On the Gallery Walk teachers can record key ideas or phrases on Module B: Religious Education and the New Evangelization Graphic Organizer. A selection, but not exhaustive list, of quotes has been provided for the presenter's ease of reference.
Slide 11: Eight Elements of the New Evangelization (visual diagram)	From Page 2 of RE Policy Document	Project this slide on screen for reference by participants, once they have understood the task (either A or B) and are actively engaged in the activity.
Slide 12: Closing Slide: Open Wide the Doors to Christ in our Catholic Schools	Refer to Speaker Notes	"Consolidate" (Group Discussion): Summarize the session. Ask Participants: Which of the 8 Elements do you feel you need to learn more about?

Module C: The Six Strands of the Curriculum

All participants are divided into small groups to reflect upon one strand and share their ideas. Then the definition and Fundamental Concepts of each strand is explored. Teachers are invited to make connections to current practices in teaching Religion and to identify areas for new learning. As well, participants have an overview of the Hope Expectations and the purpose for their inclusion in this Catholic curriculum policy document.

Length: 25 slides

Suggested Time Frame: 2h 30min

Materials: Copies of Religious Education Policy document
 Module C Religious Education Placemat

Module C: The Program in Religious Education – Strands in the Curriculum Guiding Notes

Slide Number/Title	Presenter Notes/Background Information	Participant Activities
Slide 1: The Program in Religious Education	To display only – no action	No action
Slide 2: Learning Goals (5 minutes)	Read speaker notes Learning goals are stated in the Ministry's language of "We are learning to..."	No action

Slide 3: The Six Strands of Religious Education (5 minutes)	Read speaker notes Notes taken from information on pp. 24-25 of document	Might wish to reference the information on pp. 24-26
Slide 4: Exploring One Strand (10 minutes)	Materials: one sticky note per participant Option 1 – for a shorter session, have the whole group look at the same strand; repeat for other strands at subsequent sessions Option 2 – for a longer session, number participants 1 to 6 and assign each one strand This activity is based on the “Most Important Word Protocol” from the <i>Facilitator’s Guide for the Adolescent Literacy Guide</i> (see LiteracyGAINS at www.edugains.ca)	MINDS ON Activity Participants move to small groups (see options) Read assigned strand Choose one word to write on sticky note
Slide 5: Small Group Discussion (15 minutes)	Read through instructions on slide Given the time available, determine the length of time for this activity	Small group sharing of chosen words according to instructions
Slide 6: Gallery Walk (10 minutes)	Materials: chart paper; marker; tape Follow instructions in speaker notes for Gallery Walk Additional notes: the purpose of the walk is to see the <i>types</i> of words chosen; participants will do this again at the end to choose their own anchor word for each strand	Small group – affix sticky notes to strand-labeled chart paper Whole group then participates in Gallery Walk of all six strand charts
Slide 7: The First Word (5 minutes)	Review the instructions Allow a few moments for group deliberation	Small group Select a spokesperson Decide what the group will share with the large group
Slide 8: Religious Education Placemat (5 minutes)	Materials: Module C Religious Education Placemat – one per participant Read speaker notes	Individuals familiarize themselves with the Religious Education Placemat to be used to document their thinking and connections
Slide 9: Believing (5 minutes)	Slide will first appear with title and image – allow the <i>Believing</i> group to share their ideas for two minutes Then click the slide to reveal the “definition” of <i>Believing</i> – read slide	<i>Believing</i> group spokesperson shares some aspect of their group discussion with the large group for two minutes
Slide 10: Believing – Fundamental Concepts – (5 minutes)	Read speaker notes Information is from pp. 26-27 of document	Participants record what they are hearing and the connections they are making on their placemat

Slide 11: Celebrating (5 minutes)	Slide will first appear with title and image – allow the <i>Celebrating</i> group to share their ideas for two minutes Then click the slide to reveal the “definition” of <i>Celebrating</i> – read slide	<i>Celebrating</i> group spokesperson shares some aspect of their group discussion with the large group for two minutes
Slide 12: Celebrating – Fundamental Concepts – (5 minutes)	Read speaker notes Information is from pp. 27-28 of document	Participants record what they are hearing and the connections they are making on their placemat
Slide 13: Living a Moral Life (5 minutes)	Slide will first appear with title and image – allow the <i>Living a Moral Life</i> group to share their ideas for two minutes Then click the slide to reveal the “definition” of <i>Living a Moral Life</i> – read slide	<i>Living a Moral Life</i> group spokesperson shares some aspect of their group discussion with the large group for two minutes
Slide 14: Living a Moral Life – Fundamental Concepts – (5 minutes)	Read speaker notes Information is from pp. 28-29 of document	Participants record what they are hearing and the connections they are making on their placemat
Slide 15: Living in Communion (5 minutes)	Slide will first appear with title and image – allow the <i>Living in Communion</i> group to share their ideas for two minutes Then click the slide to reveal the “definition” of <i>Living in Communion</i> – read slide	<i>Living in Communion</i> group spokesperson shares some aspect of their group discussion with the large group for two minutes
Slide 16: Living in Communion – Fundamental Concepts – (5 minutes)	Read speaker notes Information is from pp. 30-31 of document	Participants record what they are hearing and the connections they are making on their placemat
Slide 17: Living in Solidarity (5 minutes)	Slide will first appear with title and image – allow the <i>Living in Solidarity</i> group to share their ideas for two minutes Then click the slide to reveal the “definition” of <i>Living in Solidarity</i> – read slide	<i>Living in Solidarity</i> group spokesperson shares some aspect of their group discussion with the large group for two minutes
Slide 18: Living in Solidarity – Fundamental Concepts – (5 minutes)	Read speaker notes Information is from pp. 31-32 of document	Participants record what they are hearing and the connections they are making on their placemat

Slide 19: Praying (5 minutes)	Slide will first appear with title and image – allow the <i>Praying</i> group to share their ideas for two minutes Then click the slide to reveal the “definition” of <i>Praying</i> – read slide	<i>Praying</i> group spokesperson shares some aspect of their group discussion with the large group for two minutes
Slide 20: Praying – Fundamental Concepts – (5 minutes)	Read speaker notes Information is from pp. 33-34 of document	Participants record what they are hearing and the connections they are making on their placemat
Slide 21: Making Connections (15 minutes)	Read instructions on slide Allow time for participants to share some connections in their small groups Invite groups to share with the large group	Small group discussion Sharing some connections that were recorded on placemat One representative to share one to two connections with large group
Slide 22: Gallery Walk Revisited (10 minutes)	Materials: additional sticky notes Allow time for groups to add words to their original chart Allow time for a second Gallery Walk	Small group adds additional words to their chart, if necessary Whole group participates in second Gallery Walk Each participant chooses an anchor word to record on placemat
Slide 23: A note about the strands... (5 minutes)	Read the material on slide Read speaker notes Optional extension activity in speaker notes for personal reflection or small group discussion	No action to be taken, unless extension activity is chosen by facilitator for individual or small group reflection
Slide 24: The Program in Religious Education consists of... (5 minutes)	Read the slide Solicit answer to question on slide	Participants offer answers to questions on slide
Slide 25: A final thought: Our Hope for Students (5 minutes)	Read the slide Read the speaker notes	No action taken

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RELIGIOUS EDUCATION SINCE VATICAN COUNCIL II

October 11, 1962 - December 8, 1965

Sr. Joan Cronin, g.s.i.c., Executive Director Institute for Catholic Education

The Declaration on Christian Education evolved from a large and detailed draft called *On Catholic Schools* from the sixteen documents of Vatican II. The Council chose to place the Catholic school system within a broader educational context.

This document states that all people have a right to education, not just Christians and not just of religious training. Education serves the common good and ought to form people morally. Christians, in turn, have a right to a specifically Christian education. Parents, the state and the church all have a role to play in educating children. Schools are a crucial component in the education of children, and teachers deserve special recognition.

Edward P. Hahnenberg points out that in 1971, the Vatican's Congregation for the Clergy issued a *General Catechetical Directory*. The *Directory* encouraged teachers to allow Christianity to take root in various cultures and situations by exploring new methods and modes of explanation. This coincided with a veritable revolution in the broader field of education. Traditional methods were being questioned and radically new approaches were being proposed.¹

A period of catechetical experimentation evolved quickly in the church. Religious educators began to teach the faith by appealing to Scripture, liturgy and personal experience. We would call it moving to replace deductive approaches with inductive ones leaving behind the rote memorization of the Baltimore Catechism. By 1992 we received the *Catechism of the Catholic Church*, followed by the *General Directory for Catechesis* in 1997 and the *Compendium of the Catechism of the Catholic Church* in 2005.

How would you describe your own religious education? Was the emphasis more on personal experience or church beliefs? What were the pros and cons of your religious education? If your religious education took place in Canada, the following historical facts will interest you.

After the Council (1965), the *Come to the Father* series was developed by the Office de Catéchèse de Québec, (OCQ). An agreement had been reached with OCQ, that the National Office of Religious Education (NORE) would have the right to translate and adapt the Quebec version into English, and do so in conjunction with Paulist Press, in the United States, who would have the rights in the United States, and would also print the texts. The program was developed for the English public, in Canada and the United States, in close cooperation between NORE and Paulist Press. NORE would translate the texts, pilot it in English Canada, finalize the text with catechists at Paulist Press, and then publish it. Griffin Press in Toronto was the distributor for Canada, while Paulist Press was the distributor in the United States.

In 1974, Paulist Press, due to competition from other publishers, desired a major re-orientation, which was no longer in line with the thrust developed by OCQ and NORE. It was decided that Paulist Press would develop their own adaptation for the United States, and NORE would develop the program for English Canada. Each party would publish their particular version, adapted to their specific pastoral needs. However, the specific needs for English Canada, demanded another approach than the one developed by OCQ.

In 1977, the Episcopal Commission and the Plenary Assembly, decided to publish a catechetical program specifically designed for English Canada, under the direction of NORE. In order to do so, it was no longer allowed to use the name *Come to the Father*, and it chose the name *Born of the Spirit*, a name it still bears today. The Publication Office of the Canadian Conference of Catholic Bishops would publish and distribute the new program.

By the mid 1990s the *We are Strong Together* series for High Schools (Transition Years in Ontario) was developed in a similar manner. In 2001, NORE developed the Grade 10 program *Christ and Culture* and by 2004, *In Search of the Good* was developed for Grade 12 students.

Within the last few years, the Canadian Bishops decided to cease writing religious education programs for Catholic schools due to the great diversity of pastoral needs across the country.

Hence, the Institute for Catholic Education (ICE), in Ontario, was mandated by the Education Commission of the Assembly of Catholic Bishops of Ontario (ACBO) to write an elementary religious education policy document. This has been a historical moment for ICE since we had always relied on NORE for religious education programs. At present the ACBO is in the process of deciding upon a classroom program for our elementary Catholic schools.

For many years we have had an *Ontario Catholic Secondary Religious Education Curriculum Policy Document*, which provides direction for teachers and students receiving four full credits in religious education. As we move into the future, the adult Ontario Catholic education community needs to continue with studies in theology, anthropology and religious education, etc. in order to fulfill the mandate given to us by Pope John Paul II in *Catechesi Tradendae*:

*Nevertheless, the specific aim of catechesis is to develop, with God's help, an as yet initial faith, and to advance in fullness and to nourish day by day the Christian life of the faithful, young and old. It is in fact a matter of giving growth, at the level of knowledge and in life, to the seed of faith sown by the Holy Spirit with the initial proclamation and effectively transmitted by baptism.*²

1 *A Concise Guide to the Documents of Vatican II* by Edward P. Hahnenberg, 2007, p. 143.

2 *Catechesi Tradendae*, Pope John Paul II, 1979, p.28-29.

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