

IHM Catholic EdNotes

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Secondary Education
Vision . Strategy . Action



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Thank You!
THANK YOU!



Dear Friends,

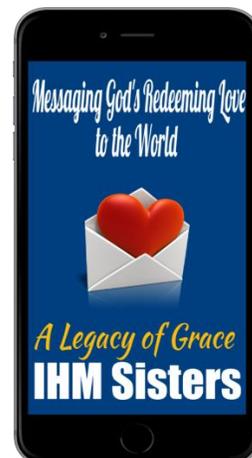
Welcome to our Winter 2020 issue of the IHM Catholic EdNotes, formerly known and loved as the ABC Notes!

Our cover this edition celebrates the presence of our IHM Sisters in secondary Catholic education. Our IHM Sisters and their dedicated lay colleagues who are true everyday heroes, know the importance of seeing each student at promise, not at deficit and they seek to personalize learning each day – not just the academics, but learning for life!

Within this issue you will find several of the familiar features, you have come to find helpful in your ministry of Catholic Education as an administrator, catechist or classroom teacher! We have added some interesting new features that we hope will support your best practices, Pre-K through Grade 12, whether in a school setting or parish program!

If you have any comments or suggestions, please contact us: ihmcatholicnotes@gmail.com

God bless you and keep you well and safe!



#IHMCharism



Led By the Spirit by Sister Susan Joseph Porvaznik IHM

That was the Holy Spirit! If you are like me, you have attributed many creative ideas, insights, even solutions to problems to the third Person of the Holy Trinity and rightfully so. It is the Spirit that leads, guides, inspires, and motivates us for action and good works. We know this from our own faith life, personal experience, the history of the Church, and the witness of the many people who influenced the outcomes.

As an IHM Sister, I know of the Spirit's role in our own founding story. Personal characteristics, circumstances, and connections may have contributed to destiny but, it was the Spirit's gifts set afire in the hearts of Louis Florent Gillet, Theresa Maxis and our first Sisters that brought the IHM Congregation to life. In our IHM world, we call those gifts our charism and we identify the charism by naming three foundational virtues – love, creative hope, and fidelity.

The virtue of love of God and neighbor impelled young Father Gillet to leave his homeland to preach the Good News of God's redeeming love to the people in America. Our IHM history books describe him as a priest filled with missionary zeal, who possessed a love of the Word of God, and a desire to spread that love everywhere, even to the obscure village of Monroe, Michigan. Convinced of the need to provide catechetical formation to the children of Monroe and undaunted by disappointing responses for help from religious communities, Father Gillet responded to the virtue of creative hope to find a way when no realistic solution was evident. Again, history tells us that Gillet boldly proclaimed, "If I cannot find sisters, I will organize some." And organize he did. Father Gillet went on to help the young congregation establish a rule of life and to open their first school. Fidelity would require Father Gillet to stand with this fledgling religious community as it began to grow and flourish, despite division and ecclesial challenges. In recounting the events and describing the people in our IHM history, what we acknowledge and identify as God's intervention is that which we see through human eyes and recognize through human experience. God is so much bigger than what we can see and imagine and so, even our own history cannot possibly capture the depth and breadth of God active through the Holy Spirit in the life of Louis Florent Gillet.

Each Sister of the IHM is a founding expression of the charism of love, creative hope, and fidelity and in turn, she shares the charism with all with whom she ministers. They, in turn, share it with others. This gift of God, this IHM charism, is evidenced through approachability, availability, and accessibility to God and to one another, a reliance on Divine Providence, a "never give up attitude", a faithfulness to commitments and a sense of purpose and so much more.

Just as the Spirit's gifts led Father Gillet and our first IHM Sisters in the past, the Spirit is beckoning each of us today to respond with generous hearts to love, creative hope, and fidelity. ***Can we be open to the Spirit's lead, guidance, and inspiration, so with confidence and in faith, we can proclaim, "That was the Holy Spirit!"?***

THE MINDFUL EDUCATOR

Connecting with God and Others Is Key



By the time this article is published, we have been dealing with COVID-19 for close to a year. Everyone of all ages, walks of life, socioeconomic status, and different areas of the world has been affected by the pandemic in one way or another.

As Christians, we like to think of ourselves as people of hope. We know we are a resurrection people. However, it can be challenging to envision such a positive outlook, especially if one is a regular viewer of the evening news. The sensationalism of the news sometimes makes me think, “Wow, is the world coming to an end?” No wonder people and children alike are dealing with anxiety and/or depression in one form or another. Many of us have not been able to enjoy in-person visits with relatives and friends since the closure directives back in March 2020. Perhaps some people were not permitted to comfort sick and dying loved ones because of issued mandates. At this point in time, we have heard it voiced, “We’re tired of the pandemic, but the pandemic is not tired of us.” How do educators then address their own worries, concerns, and anxieties and at the same time assist students who are similarly feeling the stresses caused by the pandemic?

Connecting with God, loved ones, and sometimes, trusted professionals is key to dealing with challenging situations. Talking and listening to God in prayer is often an underestimated solution. Jesus desires a personal relationship with each person. He is our peace, our comforter, and our loving Redeemer. He is alive and within each one of us. His Mother Mary, our Blessed Mother, is also willing to listen and help her beloved children. Discussing concerns, worries, and dreams with trusted friends and colleagues is one strategy for addressing troubling issues. Distracting ourselves through exercise, taking up a new hobby, reading, or studying areas of interest are additional approaches to self-care during difficult times. Children are often very perceptive; they recognize the worry and anxiety of their parents and other adults in their lives. Here is a beautiful YouTube video by Alicia Keys that thanks adults for caring for youth during these trying times.
<https://m.youtube.com/watch?feature=youtu.be&v=NkDNp4ATCso>

Educators are some of the most generous and caring people on this planet. What a sacred responsibility, to care for the future, our youth. In my 30 plus years in schools, I continue to be inspired by teachers’ dedication, creativity, selflessness, fun spirit, and enthusiasm in teaching their students. The curriculum is important, but if we are honest, who of us really remembers many specific lessons? We know great educators, not by their lessons, but by how they taught those lessons, how they engaged and made learning fun and how they met their students’ individual needs. Those favorite teachers developed a bond with each student under his or her care, perhaps through a personal interaction or note, email, special birthday remembrance, or a particular project that targeted their students’ interest, capitalizing and allowing students to discover their gifts and talents. In short, a great educator touches not only minds but, more importantly, hearts. Obviously, teachers do their job not because of the salary, but because they want to make the world a better place for the future of their students and ultimately for the world.

You make a positive contribution, especially during these uncertain times, to our world today and to each student that you encounter!

Stay safe and healthy☺

Sister Mary C. Chapman, IHM, Ed.D.

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God’s blessings to all Educators !

THE ENGAGING EDUCATOR

- *Sister Adrienne Saybolt IHM*

Increasing Student Participation

by decreasing “teacher talk”



If the song “You Talk Too Much” is still playing in your ear, here are additional suggestions to increase productive student participation.

- A. **Get them talking**—within reason, of course! If we aim to talk less, it implies that they will talk more. How can we enable that to happen productively and effectively?
- Don’t be satisfied with yes/no, true/false or other one word or short answers. Push for more: “Can you put that in your own words?” “Tell me why you think so.”
 - Require that they justify or add details. You can always pretend you don’t understand and ask follow-up questions. “Who can convince me that...?” “Ashley, I’d like to hear your thoughts.” “Jose, please elaborate on (or paraphrase) what Ashley said.”
 - Examine your question. Is it crafted well? Even if it is, you may still get an answer that is off target so that’s when you say, “I need an answer that tells me why/when/where etc., instead of *who*.” Sometimes students tell us what they know regardless of the question asked!
 - Keep your facial expression and tone of voice inviting. “That’s informative, Marty. No one mentioned that point.” “I never thought of that, Keisha. Did anyone miss that idea besides me?” Comments like that provide a safe environment for students to make mistakes.
 - Participate yourself, inject new information, while you avoid monopolizing the discussion.

- When you monitor group work, don't stay with a group too long. Instead, have sticky notes with you and jot a quick note, correction or idea to the group, stick it on a desk and move on.



B. **Assess your “teacher talk”:** Is my explanation too long? Do I repeat student answers all the time (thus making it unnecessary for them to listen to each other)? Do I paraphrase or repeat instructions before I even know if that’s needed? By avoiding these practices, you require that students listen the *first time*. If you are not sure whether or not you do these things, set your phone to record a class period, or ask a colleague to act as a peer coach. He/she can come in for an observation on that specific area and give you charitable clarifying feedback later.

The next issue of *Increasing Student Participation* will continue with more tips for decreasing “teacher talk”. In the meantime, you may be interested in the references below.

For further reading, the following may be helpful:

<https://www.teachingenglish.org.uk>

<https://www.teachub.com> top-12-ways-increase-student-participation

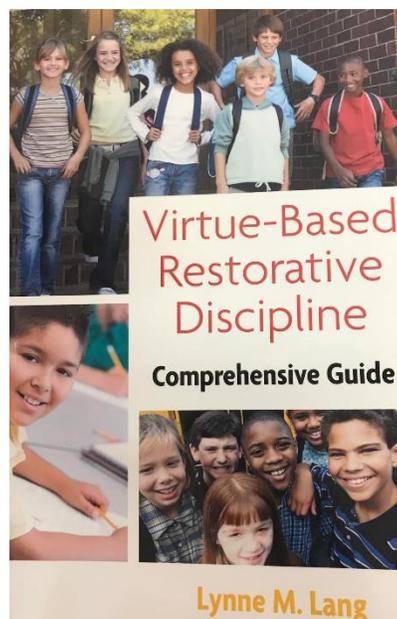
www.edmentality.com/12-lecture-bingo.html

A Path to Sanctity

Virtue-Based Restorative Discipline by Sister Mary Ann Spaetti IHM

I suspect that among the readers of this article there might be a few who, like me, learned the *Baltimore Catechism* in religious education. Many of those memorized answers offered profound insight into life's deepest questions. Just ask me, “**Why did God make you?**” The answer that I *learned by heart* immediately comes to mind: “**God made me to know Him, to love Him, and to serve Him in this world, and to be happy with Him forever in heaven.**” In other words, God made me to be a saint! That is what God wants for all of us. We need to teach the children we catechize that we have been created to be saints!

In the Fall Edition of *IHM Catholic EdNotes* there was a brief article introducing *Virtue Based Restorative Discipline*. VBRD™ promotes self-discipline, restores relationships and creates a climate of safety in which children can learn, and thrive. Teachers, staff, and students in VBRD™ learning communities commit to Four Guiding Principles. They not only create



a positive learning climate, they also can lead to sanctity. The **Guiding Principles** are:

1. We will dedicate ourselves to living virtue.
2. We will support others in living virtue.
3. We will commit to constructive thoughts, words, and deeds.
4. When faced with challenges and conflict, we will find solutions that cultivate virtue for ourselves and for one another.

(Lynne M. Lang, *Virtue-Based Restorative Discipline*, Our Sunday Visitor, 2013)

In contemplating the VBRD™ Guiding Principles in action, the life of an extraordinary young man who recently received the title “Blessed” by Holy Mother Church offers inspiration. **Carlo Acutis** was a handsome, athletic, fun-loving Italian teenager who also happened to be a computer genius. He was born in May of 1991. He died on October 12, 2006 at the age of fifteen from one of the worst forms of leukemia. Carlo’s parents were not religious. Carlo’s mom said that before Carlo began to influence her in the practice of the faith, she had only gone to Mass three times—for her First Communion, Confirmation and Wedding. Carlo, from the time that he was a young child, had an intense spiritual sense and an extraordinary love of God. As a very young child, he loved to pray the rosary. After he made First Communion, he had a passion for the Eucharist calling the Sacrament “his highway to heaven.” He went to Mass as often as he could, made Holy Hours, and went to confession weekly. This led to his mother’s conversion. The woman who had only been to Mass three times in her life began to go daily. She even enrolled in a theology course so that she could answer her young son’s questions. Carlo was also a phenomenal tech whiz.

Carlo’s extraordinary life of virtue was nourished by his intense love for the Eucharist. At the age of eleven, Carlo combined his passion for the Eucharist and his technology skills and began investigating Eucharistic miracles. He developed a remarkable website describing miracles of the Eucharist throughout the world dating back as far



Blessed Carlo Acutis

as the 8th century.

<http://www.miracolieucaristici.org/en/Liste/lis t.html>

Let us consider some ways that Carlo’s life illustrates virtue and the spirit of the Guiding Principles.

First principle, we dedicate ourselves to living virtue. Carlo devoted himself to the practice of virtue. He said, “Our goal must

be the infinite and not the finite. The infinity is our homeland. We are always expected in Heaven.” Carlo worked to overcome his human weaknesses and grow in virtue. He enjoyed computer games, but as a sacrifice to God and to grow in self-control, he limited himself to playing just one hour a week. He loved sweets especially ice cream. He offered many small sacrifices to please God and to be temperate with life’s pleasures. He said, “What’s the use of winning 1,000 battles if you can’t beat your own passions?”

Second principle, we will support others in living virtue. Carlo Acutis’ mother described him as an “influencer for God.” He was popular, had a great sense of humor, and he was kind. He was known to defend classmates who were bullied and to look out for friends experiencing family difficulties and sadness. His example inspired others to live virtue.

Third principle, we will commit to constructive thoughts, words and deeds. Carlo recognized the evil in the world, but he concentrated on the good. His gaze was on his Eucharistic Lord and his actions reflected goodness. His use of the internet for good is an example of how he was committed to goodness. He knew the dangers of the online world and its negative influence on some of his peers. Encouraging his friends to be the unique holy person God wanted

them to be, he said, “We are all born original, but many die as photocopies.”

Fourth Principle, when faced with challenges or conflict, we will find solutions that cultivate virtue for ourselves and for one another. For Carlo, Jesus was his only solution. He said, “To be always united with Jesus, this is my plan of life.” When facing death, Carlo said, “I am happy to die because I lived my life without wasting even a minute on anything unpleasing to God.”

Let us be challenged and encouraged by this young saint to live only for Jesus and to be a beacon of hope and light to those who journey with us.

As catechists in Catholic Schools and in religious education programs, let us resolve to learn about virtue, practice virtue and teach our students virtue. Let us tell them the stories of those who have gone before us and won the crown of glory. Never forget that you were created to be a saint!



BLESSED CARLO ACUTIS

On October 10th, Pope Francis declared a young teenager, Carlo Acutis, Blessed. This means that Carlo has been recognized as someone who during his life was very close to Our Lord. Carlo lived in Italy with his mom and dad. Carlo had a very special love of Jesus in the Holy Eucharist. He went to Mass every day and said the rosary. As a teenager, Carlo enjoyed soccer, played the saxophone, and enjoyed playing video games with his friends. Carlo was a whiz on the computer and designed a special website that explained all the miracles of Jesus in the Holy Eucharist. During the summer of 2006, Carlo was diagnosed with leukemia. He offered his suffering for the Pope and the Church. He died on October 12, 2006, at the age of 15. Let us pray to Blessed Carlo and ask him to help us love Jesus in the Holy Eucharist.

Dear Blessed Carlo,

Please help me to love Jesus in the Holy Eucharist as much as you did. Help me to care for others and see them as my brothers and sisters. Give me the courage to tell others about God's great love for them!

Learn More

https://www.youtube.com/watch?v=IZOp_3o-uMc B. CARLO - ANIMATION

<https://www.youtube.com/watch?v=CXjGQJjleVE> Bl. Carlo - animation- younger students 7 minutes

https://www.youtube.com/watch?v=yC_oZiY_f5w YOU TUBE – THE LIFE OF BL. CARLO ACUTIS – 7 min.

<https://www.youtube.com/watch?v=CXjGQJjleVE&t=111s> LIFE OF BL. CARLO ACUTIS – GRADES 1-4

<https://www.youtube.com/watch?v=46gZRfmvDRw> THE LIFE OF BL. CARLO ACUTIS 15 MIN. – OLDER STUDENTS

<https://www.youtube.com/watch?v=PLFusUobkJ4> BL. CARLO 11 MIN. – Reflection from Cardinal Nichols

https://www.youtube.com/watch?v= ukWIBP08_M Carlo Acutis – computer geek

<https://www.youtube.com/watch?v=DgLtOF0G2sQ> you tube 50 facts about Bl. Carlo Acutis 5.41 min.

<https://www.catholicnewsagency.com/news/the-miracle-attributed-to-carlo-acutis-prayers-95939> MIRACLE ATTRIBUTED TO BL. CARLO ACUTIS

<https://mail.aol.com/webmail-std/en-us/suite> WORKSHEET ON CARLO ACUTIS

http://jareddees.com/carlo-acutis-quotes/?utm_source=The+Religion+Teacher+Newsletter+List&utm_campaign=d08d798731-TRT%3A+Weekly+Newsletter+10-11-20&utm_medium=email&utm_term=0_a52a2eb0e6-d08d798731-270889https://www.nytimes.com/2020/10/12/world/europe/millennial-saint-carlo-acutis.html913&mc_cid=d08d798731&mc_eid=8396d9483d

HOW DID CARLO ACUTIS BECOME KNOWN AS BLESSED



To be given the title **BLESSED**, a miracle was recognized through the intercession of Venerable Carlo Acutis. During a Prayer Service at church, a young boy from Brazil was instantly cured of a severe problem with his pancreas after touching a relic of Carlo's t-shirt. After many studies and tests, the doctors declared that no medicine or surgery could have helped this child be healed of his affliction. The Congregation for the Cause of Saints declared it a miracle.

On October 10, 2020, Pope Francis declared Carlo Acutis **BLESSED**. His family, friends, and those to whom he ministered witnessed this special event.



https://www.youtube.com/watch?v=IZOp_3o-uMc B. CARLO - ANIMATION

<https://www.youtube.com/watch?v=CXjGQJjleVE> Bl. Carlo - animation- younger students
7 minutes

https://www.youtube.com/watch?v=yC_oZIY_f5w YOU TUBE – THE LIFE OF BL. CARLO ACUTIS – 7 min.

<https://www.youtube.com/watch?v=46gZRfmvDRw> THE LIFE OF BL. CARLO ACUTIS 15 MIN. – OLDER STUDENTS

<https://www.youtube.com/watch?v=PLFusUobkJ4> BL. CARLO 11 MIN. – Reflection from Cardinal Nichols -teachers, older students

https://www.youtube.com/watch?v= ukWIBP08_M BEATIFICATION OF A COMPUTER GEEK – 4 MIN.

<https://www.youtube.com/watch?v=DgLtOF0G2sQ> YouTube 50 facts about Bl. Carlo Acutis 5.41 min.

<https://www.catholicnewsagency.com/news/the-miracle-attributed-to-carlo-acutis-prayers-95939>
MIRACLE ATTRIBUTED TO BL. CARLO ACUTIS



Advent Prayer for 2020

Composed by; Sister Mary Anne Sweeney IHM

Week One

Sign of the Cross:

Call to Prayer:

One of the best known symbols of Advent is the Advent Wreath - an evergreen wreath holding four candles. The circular wreath is a sign that God's love and care are never ending. The evergreen branches remind us that God's faithfulness is alive and fresh. The four lighted candles, one for each week of Advent, help us to remember that Jesus is the Light that shatters the darkness of our sin and fear. The color purple calls us to prepare for Jesus' coming and the pink candle invites us to rejoice that the waiting is almost over.

Let us now bless our Advent Wreath and ask our Blessed Mother to be with us in a special way this Advent.

Blessing of the Advent Wreath:

Loving God, by day and by night and through every season, You watch over us. We ask Your blessing upon this beautiful symbol of preparing for Christmas. By the lighting of the Advent Wreath, we shall wait in patience for Your Son, our Lord Jesus Christ. His Coming brings healing and hope to our wounded world. Come, Lord Jesus, Come. Amen.



Reader:

Each week during Advent, we also focus on a special virtue. During the first week, we think about and pray for HOPE.

Lord, Jesus, come into our hearts and bring us HOPE. Help us to slow down, to listen to Your voice, and to focus on the real "Reason for this Season."

Lighting of the First Purple Candle - The candle of HOPE.

The Response is: COME, LORD JESUS!



Lord, bring hope and healing to all victims of violence and their families, we pray...

Lord, bring hope and healing to the sick and dying, especially those suffering from the coronavirus, we pray...

Lord, bring hope and a helping hand to those who are recovering from the wild fires and hurricanes, we pray

...

We conclude our prayer by asking Mary to be with us on our Advent journey:

Hail Mary...

Sign of the Cross:

Week Two

Sign of the Cross:

Reader:

During the second week of Advent we focus on and pray for PEACE. Jesus, You entered this world as the Prince of Peace. Help us to strive this week to be PEACEMAKERS in our families and among our friends and classmates.

Lighting of the Second Purple Candle - The candle of PEACE.

The Response is: COME, LORD JESUS!

Peace

Help us to be true Peacemakers in our words and actions at home, at school, and at play, we pray...

Help our Military who are giving their lives every day to preserve our peace, we pray...

Help all Leaders to work for peace in our cities, our country, and around the world, we pray...

**We conclude our prayer by asking Mary to be with us on
our Advent journey:**

Hail Mary...

Sign of the Cross:

Week Three

Sign of the Cross:

Reader:

During the third week of Advent, we focus on and pray for JOY. With a JOYFUL heart, we look forward to Christmas. There may be many gifts under the tree, but the most important gift we are sure to receive is the love of Jesus in our hearts. Knowing that Jesus loves us more than we can imagine gives us deep JOY. The pink candle this week is a symbol of that JOY.

Lighting of the Third Pink Candle - the candle of JOY.

The Response is: COME, LORD JESUS!

For the grace to live JOY each day with:

J - Jesus first, O - Others second, Y - Yourself last, we pray...

For all the people who bring JOY into our lives, we pray...

For those who feel no JOY at this happy season, we pray...

**We conclude our prayer by asking Mary to be with us on
our Advent journey:**

Hail Mary...

Sign of the Cross:



Week Four

Sign of the Cross:

Reader:

During the Fourth Week of Advent, we focus on and pray for LOVE. "God so loved the world that He gave His only Son." We gratefully celebrate that LOVE with the birth of Jesus on Christmas. We learn to love by being loved. Thank You, God, for loving us so much. Teach us to share that LOVE with others.

Lighting of the Fourth Purple Candle - the candle of LOVE.

The Response is: COME, LORD JESUS!

Teach us Your LOVE that calls each of us to respect all God's children,
we pray...

Teach us Your LOVE that calls each of us to serve, we pray...

Teach us Your LOVE that calls each of us to forgive, we pray...

**We conclude our prayer by asking Mary to be with us on
our Advent journey:**

Hail Mary...

Sign of the Cross



A Virtual Field Trip

With travel and gatherings curtailed by the pandemic, many shrines and museums throughout the world graciously welcomed visitors through the “magic” of the internet. One such shrine is our country’s national Catholic church...the Basilica of the National Shrine of the Immaculate Conception in Washington, D.C.

The Catholic Church in the United States is dedicated to Mary under her title of the Immaculate Conception. The Solemnity of the Immaculate Conception is celebrated on December 8th. Why not plan to take a virtual tour of this beautiful Basilica that belongs to all Catholics in the USA, and honors Mary, our patroness. Even though not there in person, this virtual experience will allow you to linger and pray at so many sacred spaces within the Basilica.

You can take this virtual tour at www.nationalshrine.org/virtual-tour

Here are some activities that you can do during your tour:

- In the Great Upper Church, the Trinity Dome mosaic features 18 saints. See how many you can identify and name.
- Visit the small chapels that portray the Joyful, Glorious and Sorrowful mysteries of the rosary. Pray the rosary, saying each decade in the chapel of each mystery.
- Our Blessed Mother has many titles which portray some special attribute of her, or what she means to us. Many nations around the world have also given Mary a title that connects her to the people of that nationality. Wander the Basilica and find all the many small chapels dedicated to Mary under various titles. Keep a list of these titles. When you have compiled the many titles, you can pray to Mary asking her to pray for you after each title. This prayer form is called a Litany.
- Find the chapels dedicated to various women saints and martyrs. Choose one or two to learn more about them.



There is so much to see and learn and pray. Enjoy your virtual visit!

*Immaculate Heart of Mary,
pray for all of us!*

ADVENT 2020: YOUTH AND YOUNG ADULT MINISTRY IN A SEASON OF WAITING

In this time of global pandemic, youth and young adult ministry have been turned upside down. A ministry so centered on personal encounter has had to reinvent itself for a virtual world. Screentime -- something seen as a threat to authentic relationship before the pandemic -- is now a lifeline. While young people are spending more time on screens than ever, anecdotally, the experience of depending on them is proving the value of personal interaction. Among some high school students this fall, given the chance to reflect on their experiences of the spring lockdown, many admitted to growing in an appreciation for in-person relationships, for valuable interaction. In an article "Less pizza, more phone calls: Youth ministry after Covid-19" in America Magazine in May, J.D. Long-Garcia related a story about youth ministers grappling with what to do with teens when pizza suppers weren't an option. According to Long-Garcia's story, food was still a topic, but in a different way -- teens opened up about their families' changed economic situations, and about the ways they have had to step up to help out at home while parents worked longer hours. In the months since, youth ministers have adapted to virtual Bible studies, socially distanced games and outdoor events, and more emphasis on individual phone calls and connections. Being creative is at the heart of ministry, but we do not have to keep changing the "game". Youth and young adults are longing for more. They are in a perpetual season of Advent...they are waiting for more. Can we, as leaders, open ourselves to a more authentic way of ministry which meets our young people in their longing? Maybe in this season of Advent as we enter into the mystery of the Incarnation, we can find ways to draw our young people into an ever-deepening authenticity in their waiting for the One who is more!

THE FIRST WEEK OF ADVENT: HOPE

- **Gratitude journal** -- Encourage teens and young adults to take time daily during Advent to count their blessings. Remembering the Lord's blessings of the past and present provides ground for confidence in his Providence in the future.
- **Lectio Divina** -- Pray with the readings from the prophet Isaiah in the First Week of Advent. Encourage teens to read the passages as personal messages for them from God.
- **Eucharistic Adoration** -- Spend time in quiet prayer. Reflect on God's love, God's promises, and ask for the grace to live in confident hope.

THE SECOND WEEK OF ADVENT: PEACE

The Covid-19 pandemic of 2020 has brought many of us much uncertainty, anxiety and worry. We seek calm and serenity while in the midst of our everyday lives. As we prepare for the coming of the Prince of Peace, we ask Jesus to provide us with the peace that only he can give.

- **Journey with Mary** – Take time to read and reflect upon Mary's Annunciation and Visitation. Think about the uncertainty and worry that she must have experienced. Her deep trust in and love for God gave her the strength to fulfill God's will. Write a prayer to Mary asking her to accompany and intercede for you, as you deepen your trust in God.
- **Meditation** - Beginning with your own experience of love, contemplate all the gifts you have received from God. As you sit with this love, seek Christ's inner peace and the desire to put your love into action.

- **Journal** – What troubles are you facing in life right now? Are you letting those worries and trials keep you from maintaining your interior peace? God is bigger than those burdens! He has conquered them! Do not allow yourself to lose peace. God promises us that he has everything under control. Trust in that and give them over to God. List 3 concrete things you can do this week to cultivate inner peace. Live in the present moment. Trust that God is with you no matter what, continuously showering his grace, mercy and love upon you. Read and meditate on Brother Lawrence’s *The Practice of the Presence of God*.
- **Charity**- St. Teresa of Calcutta talked about the connection between loving God and finding peace. She says, “Works of love are works of peace.” In other words, peace is the result of spreading God’s love to the people around us. The less we think of ourselves, the more peaceful we are. Challenge yourself to do one charitable act each day this week. Perhaps it is smiling at a stranger, taking time to call or visit an elderly relative, reconnecting with an old friend, inviting your sibling to go Christmas shopping, spending extra time talking with your parents or making a donation to your parish outreach.

THE THIRD WEEK OF ADVENT: JOY

In the advent of our lives we are constantly waiting. As we anticipate Jesus’ birth during this Advent season, we are invited to reflect on the gift of joy in the midst of our waiting! In a culture that necessitates immediacy and instant gratification, we lose our sense of joy as we always seek after things that will never satisfy. This third week is an opportunity to reclaim JOY, not as a feeling, but as an expression of the fulfillment of God’s promise to us.

- **Reflect**- Spend five minutes every day thinking about God’s promises to you. Journal about how God has been faithful in your life during challenging and grace-filled times. End your time of reflection by asking God to fill your heart with joy.
- **Lectio**- Read the different versions of the Incarnation (Matthew 2:1-23, Luke 1:1-2:52, and John 1:1-18). After reading each story write down the emotions you feel as you read. Look for the ways that we can see God’s faithfulness in the incarnation of His Son, Jesus. Spend time with the story of the Visitation in Luke 2. Experience Mary and Elizabeth’s JOY! How have you experienced that joy in your own life?
- **Dance/Sing**- Worship our great God! Be filled with wonder and awe! Allow your teens to let go of their prescribed notions of worship and be filled with the JOY of the Lord. Sometimes, that means being silly and just enjoying that moment fully! Sing badly or off-key as long as it is filled with true joy. Allow your teens to experience the difference between joy and happiness. That is a risk for those of us as leaders...what are you willing to let go of so our young people can experience true joy?

THE FOURTH WEEK OF ADVENT: LOVE

The theme for the Fourth Week of Advent is LOVE and the readings focus on Mary’s fiat, her response to God’s love. As we draw closer and closer to celebrating Christ’s coming, we are called to reflect on God’s love and our response to His love in our lives.

- **Praying with the O Antiphons** - As Christmas Day draws closer, we long for God’s love to come down to us. This activity helps us to do this as we pray for Jesus to come into our hearts.
 - **O Antiphons Escape Room Google Site** - <https://tinyurl.com/y47ugorc>
- **The Courts of the King** - It is an IHM tradition to choose and reflect upon a symbol from the nativity for the Christmas season as we reflect on his humble birth in a manger.
 - **The Courts of the King Prayer Service** - <https://tinyurl.com/y65lwklf>
 - **The Courts of the King Cards** - <https://tinyurl.com/y2h8eu89>
- **Choosing an Annual Patron, Virtue, and Prayer** - As we celebrate the Christmas season and begin a new year, it is an IHM tradition to choose a patron, virtue, and prayer to reflect upon throughout the year.
 - **New Year’s Day Prayer Service** - <https://tinyurl.com/yyq6xarz>
 - **Patron Saint Generator Google Site** - <https://tinyurl.com/y5t2x893>

CATHOLIC TECHNOLOGY RESOURCES FOR RELIGIOUS EDUCATION

Instruct the wise and they become wiser still. Proverbs 9: 9

Whiteboard

whiteboard.fi

Whiteboard is a simple tool that can be used immediately. Create a class, ask your students to join and everyone will get a digital whiteboard. The teacher is able to see all students' whiteboards in real time, making it easy to monitor students' progress. The students only see their own whiteboard and the teacher's whiteboard. Set up is fast and there are no registrations or logins. Whiteboard may be a valuable tool during these unprecedented times.

Resources for Catholic Educators

4catholiceducators.com

Resources for Catholic Educators is a portal of information about the Catholic faith. This website allows the user to find anything from church history to clipart. The resources available on this site are appropriate for all involved in Catholic education: religious education teachers of children, and youth. It also has resources for adult faith formation.

Apps for Ipad, Iphone, Android

The Chosen App

By now I'm sure you have heard about *The Chosen*, the first original TV series about Jesus Christ. The episodes are created directly from the stories of the Gospels and can be downloaded for free from the Apple or GooglePlay store.



3-Minute Retreat App

The 3-minute retreat is a popular way to help center yourself and reconnect with God. The app will guide you on a bite-sized retreat filled with Scripture, music and reflection questions. Available in both English and Spanish, the app is available for free from the Apple or GooglePlay store.



DOCAT App

DOCAT is a summary of the social teaching of the Catholic Church. Recommended by Pope Francis, the app is formatted in concise and easy to understand question and answer format. The app provides 36 questions and answers for free. Additional content can be purchased at the Apple or GooglePlay store.



Shared Wisdom

Two heads are better than one. Please submit your favorite technology resources for Catholic religious education at krantzihm@yahoo.com. Submissions will be included in upcoming issues. Many thanks to those who shared tools for this issue.



AROUND THE CLOCK

Family Trivia

Are you looking for a family faith-based activity, Catholic trivia for a game night, or competition among family members? Picture a typical clock that displays twelve hours. Beginning with one o'clock work your way around the clock by completing the task(s) assigned to the number. It may take a few minutes or several days to complete a challenge. (The *Catechism of the Catholic Church* (USCCB.org) is a helpful resource.)

1. There is only **ONE God** but three divine persons. What prayer formula honors this belief? Recite the formula.
2. There are **TWO Testaments in the Bible** – the Old Testament (Hebrew Scriptures) and the New Testament (Christian Scriptures). (A) How many books are in the Old Testament and what are their names? (B) How many books are in the New Testament and what are their names? (C) The Catholic bible has seven more books than other Christian bibles. These extra books are called the “Apocrypha.” What are the names of those seven books?
3. There are **THREE theological virtues**. (A) Define the term “theological virtue.” (2) Name the three theological virtues. (3) Each has a prayer formula. Recite each formula.
4. There are **FOUR evangelists**. (A) What are their names? (B) What are their artistic symbols? (C) Which is the shortest gospel? (D) Which is the longest gospel?
5. What is the title of the **first FIVE books of the bible** grouped together? And, what are the individual names of those first five books?
6. Traditionally there are **SIX precepts** of the Catholic Church. Recite each precept
7. Though the Spirit of God has no limits, traditionally we speak of **SEVEN Gifts of the Holy Spirit**. (A) What are the names of the seven gifts? (B) How does the *Catechism of the Catholic Church* define each gift?
8. There are **EIGHT Beatitudes**. (A) Name each of them. (B) Where was Jesus when he taught the Eight Beatitudes? What were the circumstances? (C) What gospel, chapter and verses tell the story?
9. Traditionally we speak of **NINE Choirs of Angels (Groups)**. They are named in the Scriptures. What are the names and ranks of each choir?
10. Name each of the **TEN Commandments**. Jesus summarized them into the “One Great Commandment.” (A) What is that commandment? (B) Three separate gospels record Jesus teaching the Great Commandment. Give the scripture citations for each of those three gospels.
11. Jesus called twelve apostles. After Judas betrayed Jesus there remained **ELEVEN Apostles**. (A) What are their names? (B) Who replaced Judas as an apostle?
12. There are unlimited expressions of the presence of the Holy Spirit. Nevertheless, traditionally we name **TWELVE Fruits of the Holy Spirit**. (A) Name each Fruit. (B) Define each Fruit.



ALREDEDOR DEL RELOJ

Un Proyecto de Investigación Familiar

¿Está buscando una actividad familiar basada en la fe, curiosidades católicas para una noche de juegos o competencia entre los miembros de la familia? Imaginen un reloj típico que muestra doce horas. Comenzando con la una en punto, trabaje durante todo el día completando las tareas asignadas al número. Puede llevar unos minutos o varios días para completar un desafío. (*El Catecismo de la Iglesia Católica* (USCCB.org) es un recurso útil).

1. Solo hay **UN Dios** pero tres personas divinas. ¿Qué fórmula de oración honra esta creencia? Recita la fórmula.
2. Hay **DOS Testamentos en la Biblia**: el Antiguo Testamento (Escrituras hebreas) y el Nuevo Testamento (Escrituras cristianas). (A) ¿Cuántos libros hay en el Antiguo Testamento y cuáles son sus nombres? (B) ¿Cuántos libros hay en el Nuevo Testamento y cuáles son sus nombres? (C) La Biblia católica tiene siete libros más que otras biblias cristianas. Estos libros adicionales se llaman "Apócrifos". ¿Cómo se llaman esos siete libros?
3. Hay **TRES virtudes teologales**. (A) Defina el término "virtud teológica." (2) Nombra las tres virtudes teologales. (3) Cada uno tiene una fórmula de oración. Recita cada fórmula.
4. Hay **CUATRO evangelistas**. (A) ¿Cómo se llaman? (B) ¿Cuáles son sus símbolos artísticos / icónicos? (C) ¿Cuál es el evangelio más corto? (D) ¿Cuál es el evangelio más largo?
5. ¿Cuál es el título de los **primeros CINCO libros de la Biblia agrupados**? ¿Y cuáles son los nombres individuales de esos primeros cinco libros?
6. Tradicionalmente hay **SEIS preceptos de la Iglesia Católica**. Recita cada precepto.
7. Aunque el Espíritu de Dios no tiene límites, tradicionalmente hablamos de **SIETE Dones del Espíritu Santo**. (A) ¿Cuáles son los nombres de los siete regalos? (B) ¿Cómo define el Catecismo de la Iglesia Católica cada don?
8. Hay **Ocho Bienaventuranzas**. (A) Nombra cada uno de ellos. (B) ¿Dónde estaba Jesús cuando enseñó las Ocho Bienaventuranzas? ¿Cuáles fueron las circunstancias? (C) ¿Qué evangelio, capítulo y versículos cuentan la historia?
9. Tradicionalmente hablamos de **NUEVE coros de ángeles** (grupos). Se nombran en las Escrituras. ¿Cuáles son los nombres y las filas de cada coro?
10. Nombra cada uno de los **DIEZ Mandamientos**. Jesús los resumió en el "Un Gran Mandamiento". (A) ¿Cuál es ese mandamiento? (B) Tres de los cuatro evangelios registran a Jesús enseñando el Gran Mandamiento. Dé las citas de las Escrituras para cada uno de esos tres evangelios.
11. Jesús llamó a doce apóstoles. Después de que Judas traicionó a Jesús, quedaron **ONCE Apóstoles**. (A) ¿Cómo se llaman? (B) ¿Quién reemplazó a Judas como apóstol?
12. Hay expresiones ilimitadas de la presencia del Espíritu Santo. Sin embargo, tradicionalmente llamamos **DOCE Frutos del Espíritu Santo**. (A) Nombra cada fruta. (B) Define cada fruto.

5 Keys of Self-Esteem



Positive self-esteem forms when children experience a steady dose of security, autonomy, initiative and industry practices within an atmosphere that demonstrates that a person is valued regardless of his/her performance or status. We communicate genuine love when we show respect in attitude and speech, include and individualize, validate, encourage, express gratitude, keep confidences, affirm, and show pleasure. Through every age and every stage apply the following advice punctuated with genuine affection.

- **SECURITY, or stability**, is the sense of trust, emotional safety, and confidence that my needs will receive predictable response from the significant people in my life and situation. With this assurance, my energies are available to deal with unpredictable stresses.

We nurture security when we establish routine, procedure, and system. Organize the environment to be purposeful. Initiate safety precautions – both physical and emotional. Provide attentiveness and inclusion. Demonstrate consistency, continuity, and predictability. Keep promises. Anticipate needs.

“Say what you mean and mean what you say!”

“Take care that what you say is what you do!”

- **INITIATIVE, or self-confidence** to be a self-starter, is the interior motivation to originate plans and the personal capacity to conquer tasks without coaxing.

We nurture initiative when we expose children to varied experiences, give patient, respectful answers to their questions, enforce natural consequences, establish standards and deadlines, balance personal freedom with responsibility to the common good, encourage prudent risk taking, intervene as a last step, model how to recover from a mistake, and provide materials, tools, and resources that support varied interests.

“Value ideas and process more than product.”

“Model how to recover from mistakes.”

- **AUTONOMY, or self-reliance**, is the sense of respectful independence, inner authority, and responsibility that permits me to make appropriate decisions without the need of supervision.

We nurture autonomy when we provide prudent supervision but not intrusion. Encourage rather than praise. Provide choices. Foster responsible independence. Teach respectful assertiveness. Expect accountability for choices and consequences. Foster self-control.

“Do nothing for a child that the child can do independently.”

“Emphasize effort more than result.”

- **INDUSTRY, OR WORK ETHIC**, is the capacity to be persistent and diligent, to follow through on a task, and to create a systematic approach for problem solving and responsibilities.

We nurture industry when we guide children to work steadily to complete tasks, to manage time, to anticipate deadlines, and to develop organizational skills.

“Plan your work and work your plan.”

“If you fail to plan, you plan to fail.”

“Actions speak louder than words.”

“What you do speaks so loudly that a child cannot hear what you are saying.”

5 Claves de la Autoestima

La autoestima positiva se forma cuando los niños experimentan una dosis constante de seguridad, autonomía, iniciativa y prácticas dentro de una atmósfera que demuestra que una persona es valorada independientemente de su desempeño o su condición. Comunicamos amor genuino cuando mostramos respeto en la actitud y nuestro discurso incluimos e individualizamos, validamos, alentamos, expresamos gratitud, guardamos confianzas, afirmamos y mostramos placer. A través de cada edad y cada etapa, aplique los siguientes consejos marcados con afecto genuino.

• **LA SEGURIDAD, o estabilidad**, es el sentido de confianza, seguridad emocional y la certeza de que mis necesidades recibirán una respuesta predecible de las personas importantes en mi vida y independiente de mi condición. Con esta garantía, mis energías están disponibles para administrar/enfrentar las situaciones de estrés que puedan emerger.

Fomentamos la seguridad cuando establecemos la rutina, el procedimiento y el sistema. Organice el entorno para que tenga un propósito. Inicie precauciones de seguridad, tanto físicas como emocionales. Brindar atención e inclusión. Demuestre consistencia, continuidad y previsibilidad. Cumplir las promesas. Anticipar las necesidades.

- ¡Expresa lo que quieres, y otorga sentido a aquello.
- ¡Mantén coherencia entre lo que dices y haces!

• **LA AUTONOMÍA, o la seguridad personal**, es el sentido de independencia respetuosa, autoridad interna y responsabilidad que me permite tomar decisiones apropiadas sin la necesidad de supervisión.

Fomentamos la autonomía cuando brindamos supervisión prudente pero no intrusiones. Aliente en lugar de alabar. Proporcione opciones. Fomente la independencia responsable. Enseñe seriedad respetuosa. Espere responsabilidad por las elecciones y consecuencias. Fomente el autocontrol.

- No haga nada por un niño cuando el pueda hacerlo de manera independiente.
- Enfaticé el esfuerzo más que el resultado.



• **LA INICIATIVA, o la confianza**, en uno mismo para ser un emprendedor, es la motivación interior para crear planes y la capacidad personal para conquistar tareas sin engatusar.

Fomentamos la iniciativa cuando exponemos a los niños a experiencias variadas, damos respuestas pacientes y respetuosas a sus preguntas, hacemos cumplir las consecuencias naturales, establecemos estándares y plazos, equilibramos la libertad personal con la responsabilidad del bien común, alentamos la toma de riesgos prudentes, intervenimos como último paso, modele cómo recuperarse de un error y proporcione materiales, herramientas y recursos que respalden diversos intereses.

- Valore las ideas y el proceso más que el resultado.
- Modele cómo recuperarse y enmendar los errores.

• **NIVEL de DESEMPEÑO, o laboral ética de trabajo**, es la capacidad de ser persistente y diligente, realizar una tarea y crear un enfoque sistemático para la resolución de problemas y las responsabilidades.

Fomentamos dicho actuar cuando guiamos a los niños a trabajar de manera constante para completar tareas, administrar el tiempo, anticipar plazos y desarrollar habilidades organizacionales.

- Planifica tu trabajo y trabaja lo planificado.
- Si no planificas, podrías fracasar.

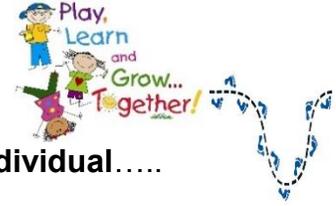
- Las acciones hablan más que las palabras.
- Tu ejemplo vale más que mil palabras.

Stepping Stones.



Welcome to Stepping Stones. May this be a valuable resource for teachers of young children. Each publication will hold tips for: organization/ management, Spiritual, social and environmental awareness and theme activities.

Pre-Kindergarten/Kindergarten Ideas



Organization/management



Pictures of room organizers during the pandemic: **All are individual.....**



Bins & sand tray



manipulatives



Working with sand



play dough



Pacifier strap
pinned to mask



Puzzles to be cleaned



Taped Floor sitting



Outside bag with supplies
Used for sitting on.

Social Awareness Environment



Read the book **Do Unto Otters** [Click here](#) (for you tube) Talk to the children about the different ways you can show respect to all people.

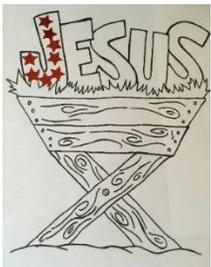


Prayer: Jesus, help me to be kind to everyone even those who are different than me.

Theme: Season of Winter



Activities:



Fine motor skills
Stars in each letter
[Click for template](#)



Where does snow fall?
[Click for directions](#)
[Click for template](#)



Happy Birthday, Jesus
[Click for directions](#)



Questions to read
[Click for directions](#)
[Click for questions](#)

STEPPING STONES for Primary Grades



Organization

Children are well into the schedule of the day and the routines for each classroom. If there are changes to be made or better operation, be sure to include the children in the discussion of "how can we do this better?" This helps them take ownership of the resolution for the good of all.

Management

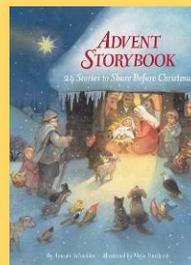
With more than two months in school, some safety protocols may begin to ease. Be sure to revisit those that need attention, especially keeping safe personal space, for the good of all. Everyone is a hero when they keep others safe!



Prayer Center and **ADVENT**

So much has been simplified in each classroom to help create safe space for all. Teachers can create something new for the season of **Advent** by way of the *Prayer Center*. A simple design of purple cloth, wreath and battery candle(s) to be lit each day when attention is directed to reflective prayer or action that call to mind the waiting and preparing for the feast of Christmas.

[Advent Storybook](#) is wonderful tale of Little Bear, as he opens his Advent calendar each day. His mother tells the story of 24 characters or animals who are searching for a Child who is to be born. Each encounter has a lesson of kindness, heroism and many small miracles. *Antoine Schneider* tells the stories for all who search.



The **Courts of the King** is another way of simple preparation for the feast of Christmas. Each day in December, recall with the children those characters that Scripture relates in the journey to Bethlehem. These are appealing to children of all ages. The following series has been adapted for children in the primary grades.

The Advent Angel

Journeying through the season of Advent with first graders is a joy! One way to do this is through an activity called the **ADVENT ANGEL**. This activity is special because it keeps the holy season of Advent focused on preparing hearts for Jesus' birth. On the day before Advent, students create a Christmas tree from large green construction paper. The trees are left plain, to be decorated later. On the first day of Advent, when the children come into the classroom, this special note is projected on the SMARTBoard:

The Advent Angel comes in love

with a message from above.

Our Advent journey begins today.

I have a special way to pray.

As we begin to prepare our hearts,

I'll leave a word before you start.

Open the box and you will see,

a daily word sent by me.

Practice the word in thought and deed,

color the ball and place on your tree.

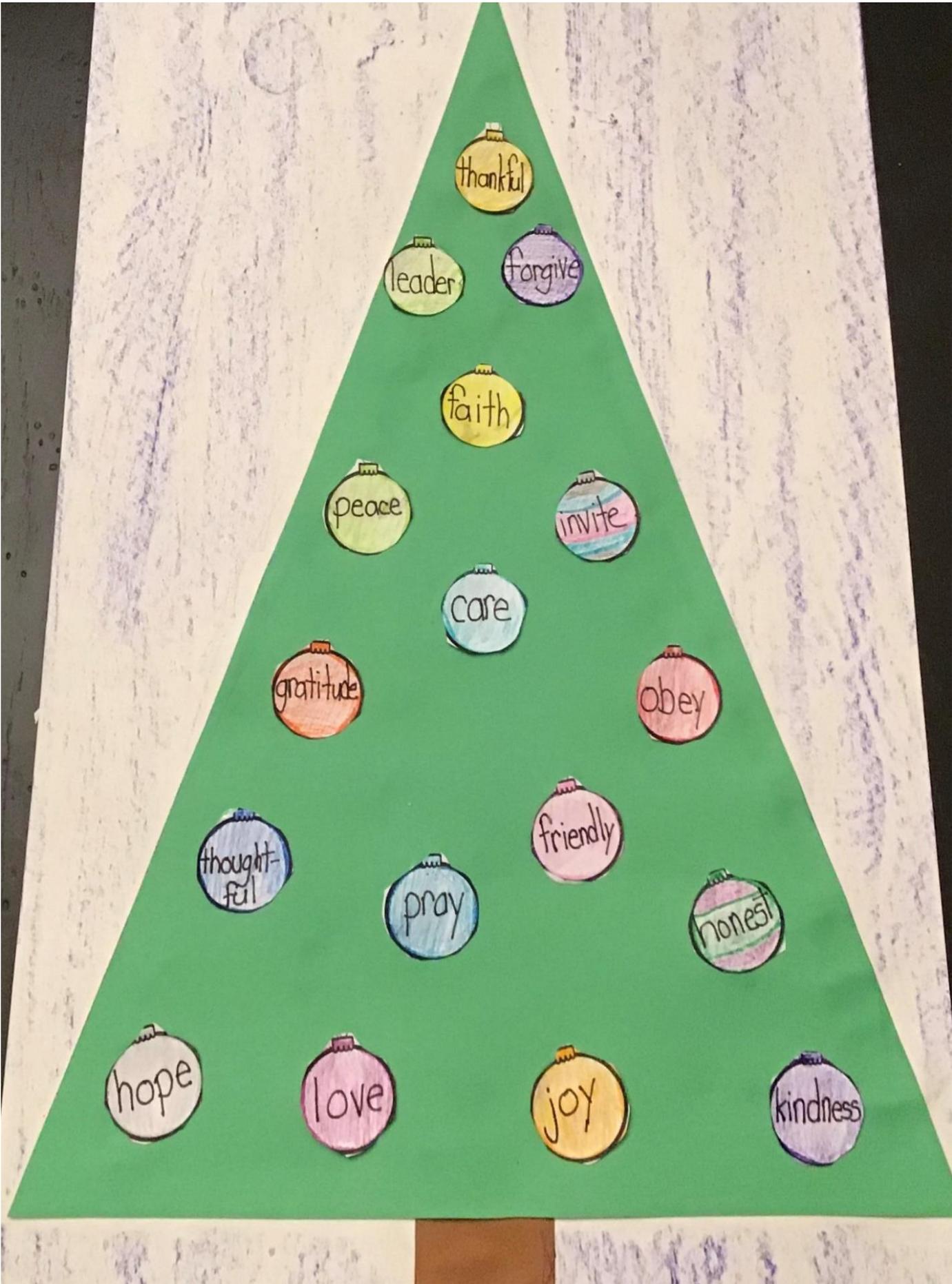
On Jesus' birthday your heart will be

A precious gift for Him to see.

Love,

The Advent Angel

At the prayer table is a gift box left by the Advent Angel. Students are so excited to look in the small box. Inside are small paper ornaments for each child. On the ornament is a special Advent word, like "love". The word that the Advent Angel left then leads to a discussion of how that word can be practiced throughout the day. Students color the ornament, cut it out and glue it on their tree. (So wonderful that there is an empty tree to decorate! 😊) At the end of the day students reflect on how they practiced their Advent word. On the second day the box is *hidden* by the Advent Angel for students to find. (Students look forward to finding the hidden box each morning!) This time with a different word on a paper ornament. The word leads to a discussion on how to practice it throughout the day. The ornament is colored, cut out, and glued on the tree. This routine is completed each day of Advent. Some of the words that could be used on the ornaments are: love, prayer, kindness, peace, joy, care, hope, thoughtfulness, obedience, friendly, faith, honesty, thankfulness, leadership, forgiveness, gratitude, invite, serve, and helpful. This activity may be integrated into ELA by having students journal how they will (or did) apply the word throughout the day. At the end of Advent students will have a tree full of Christmas balls decorated with the special Advent words. On the last day before Christmas break, the Advent Angel could leave a larger box with inexpensive angel ornaments for each child. The hope is that this angel ornament will remind students of their special Advent journey.



thankful

leader

forgive

faith

peace

invite

care

gratitude

obey

thoughtful

friendly

pray

honest

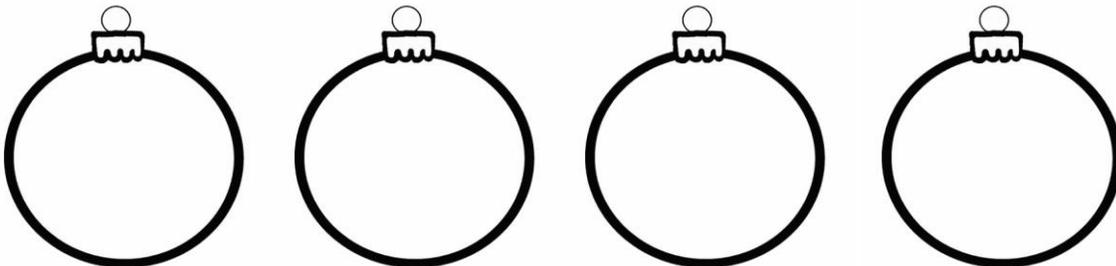
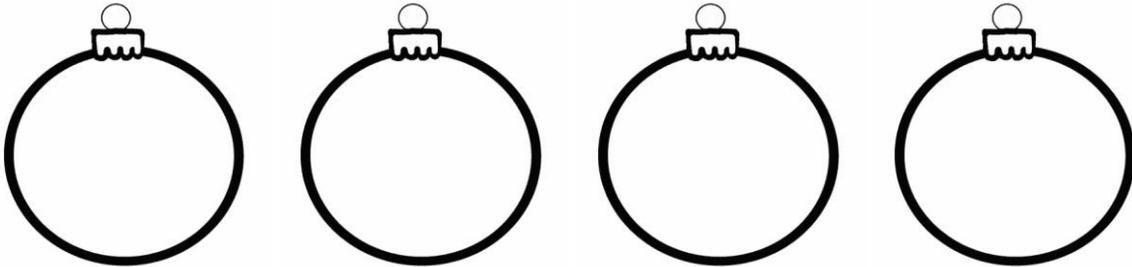
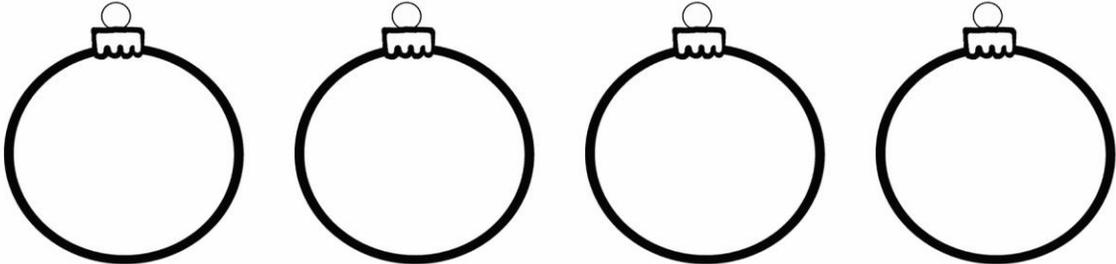
hope

love

joy

kindness

Here are ornaments that you can use for your Advent words.



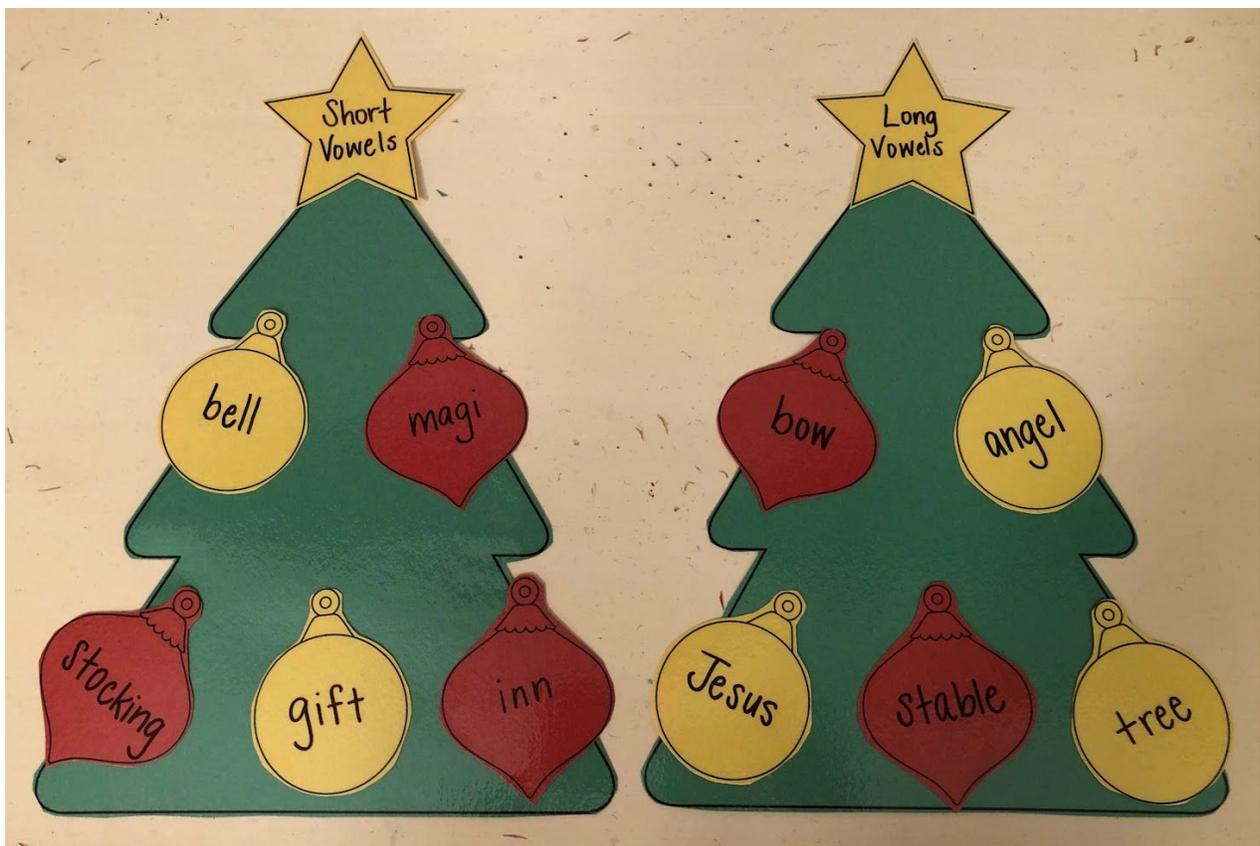


Christmas Word Sort

This activity is a festive way for children to practice short and long vowel sounds. The categories and words can be adapted to the individual needs of students. In the example below, there are two categories on the stars: short and long vowels. On the ornaments, there are a variety of words with varying vowel sounds (short a, e, o, i and long a, e, o). This activity can be done independently, in partners, or whole group. Determine the words and categories, then children will sort the ornaments onto the correct trees. Challenge: students come up with the words for categories or give them the words and have them figure out the categories.

Attached are a list of words to use for the sort and the blackline masters for the trees, stars, and ornaments. I copied mine onto construction paper.

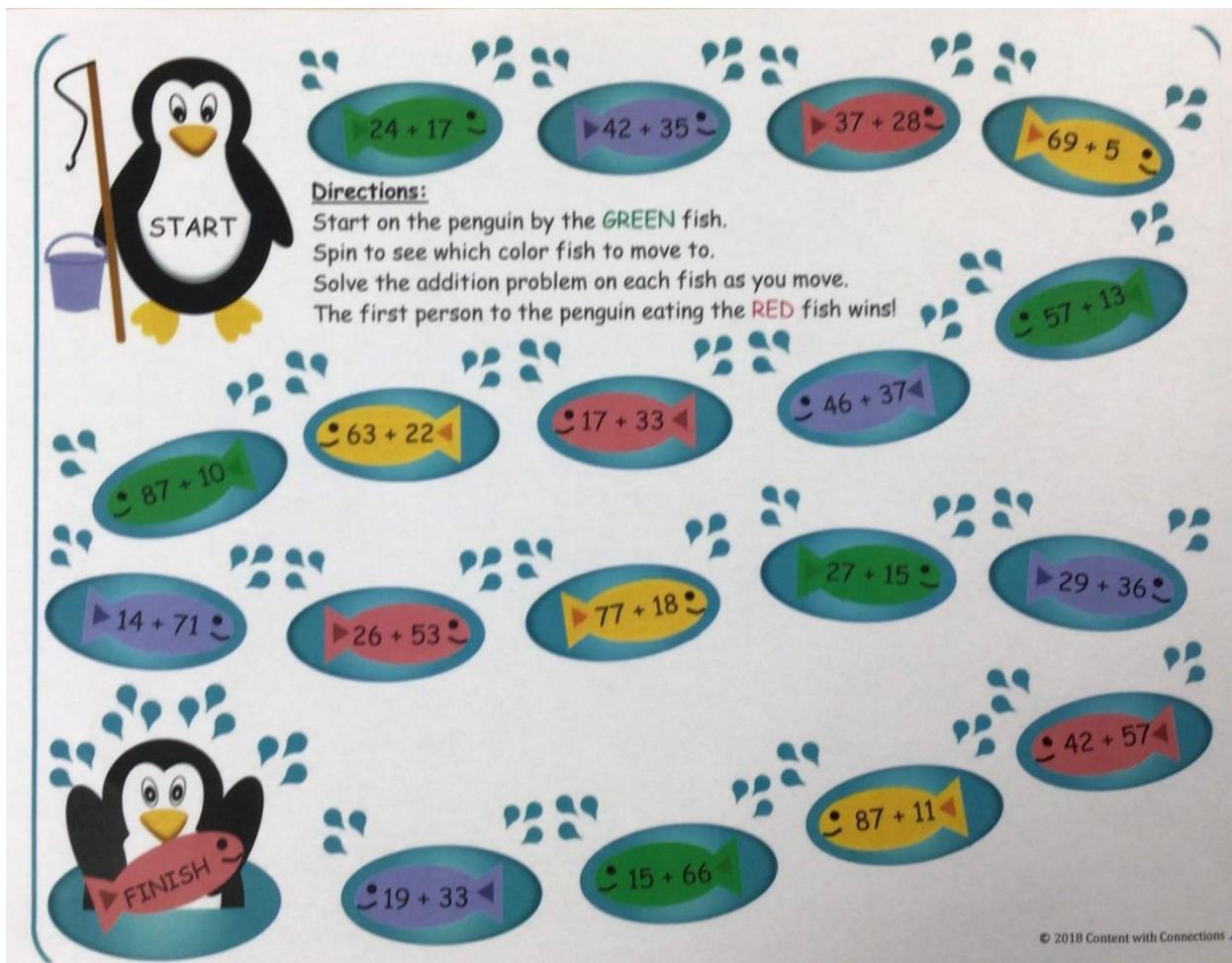
[Link to Christmas Word Sort Templates](#)

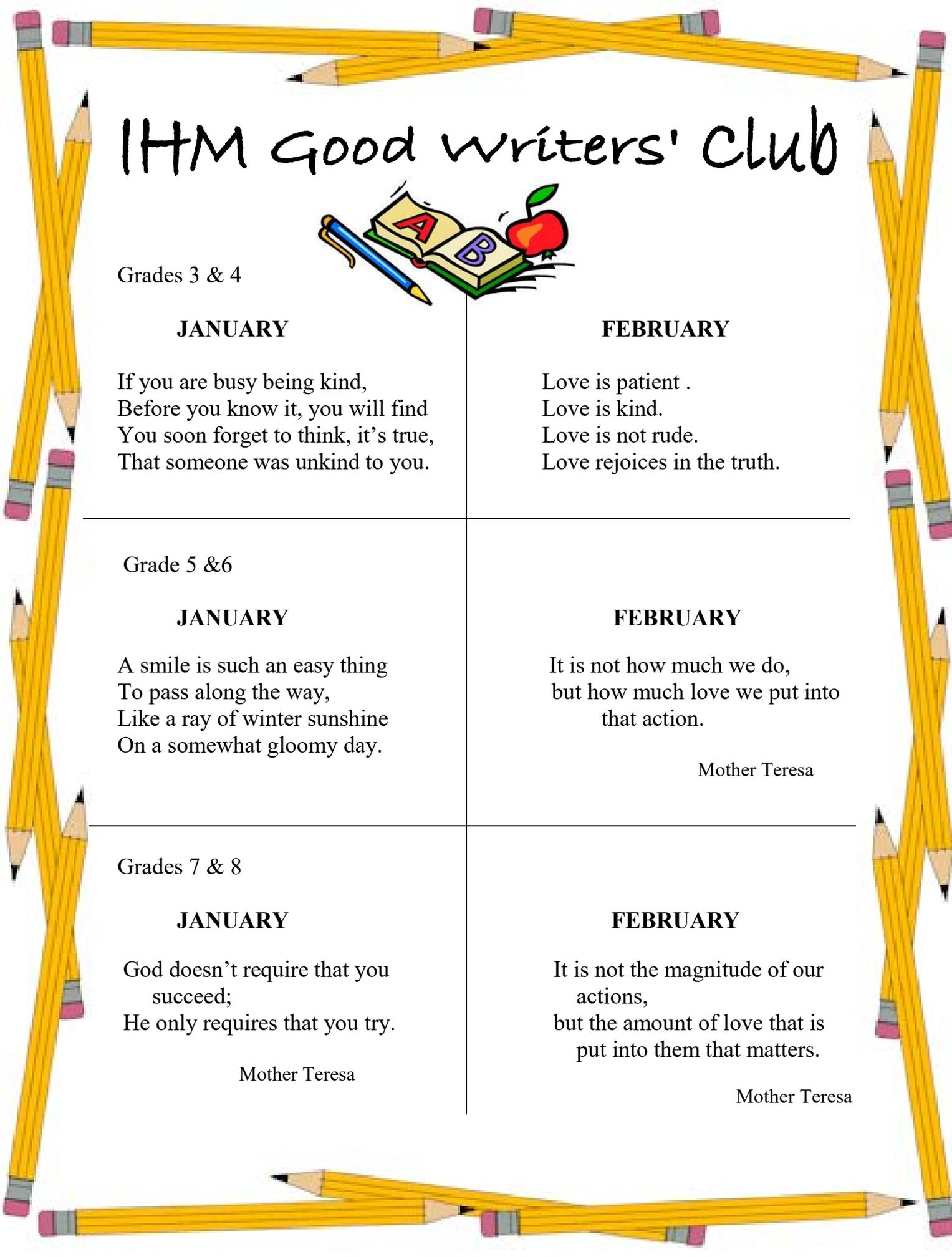


IHM Ed Notes – Penguin Addition Game for Second Grade

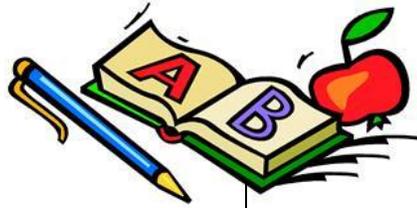
In the middle of second grade, students will focus on 2-digit addition with and without regrouping. This math game is a nice resource to add to Math Centers for these topics. The students can work with a partner to play the game. As they progress along the game board, they are challenged to solve 2-digit addition problems in order to advance. They can use their copybooks to solve the problems and they answer key to check their work. To challenge the students who have advanced to 2-digit subtraction, they can check their own work without the help of key.

[Click link to math game resources](#)





IHM Good Writers' Club



Grades 3 & 4

JANUARY

If you are busy being kind,
Before you know it, you will find
You soon forget to think, it's true,
That someone was unkind to you.

FEBRUARY

Love is patient .
Love is kind.
Love is not rude.
Love rejoices in the truth.

Grade 5 &6

JANUARY

A smile is such an easy thing
To pass along the way,
Like a ray of winter sunshine
On a somewhat gloomy day.

FEBRUARY

It is not how much we do,
but how much love we put into
that action.

Mother Teresa

Grades 7 & 8

JANUARY

God doesn't require that you
succeed;
He only requires that you try.

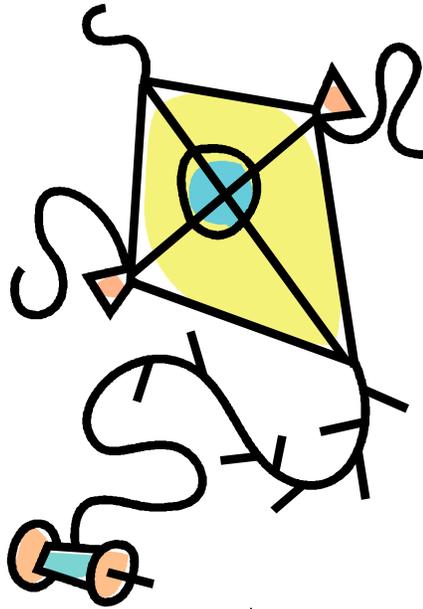
Mother Teresa

FEBRUARY

It is not the magnitude of our
actions,
but the amount of love that is
put into them that matters.

Mother Teresa

MARCH



Grades 3 & 4

Beautiful faces are they that wear.
The light of a pleasant spirit there;
Beautiful hands are they that do
Deeds that are noble, good and true.

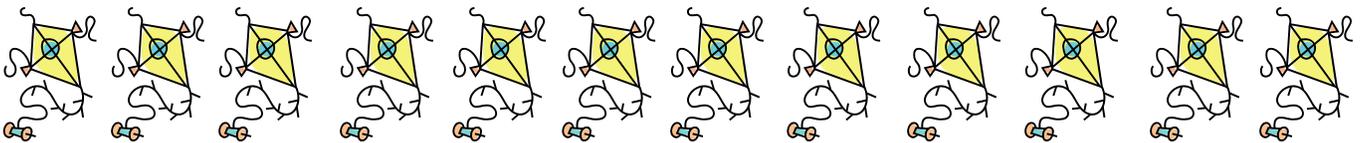
Grades 5 & 6

If you are wise,
You will organize
To make sure your writing
Is just the right size.

Grades 7 & 8

Right is right, even if everyone is against it.
Wrong is wrong, even if everyone is for it.

William Penn



PROFICIENCY IN PENMANSHIP



This certifies that

has attained that level of proficiency in penmanship
required by the IHM GOOD WRITERS CLUB

for Grade _____

and thereby is entitled to this

Certificate of Merit

awarded by the IHM Good Writers Club

Date

Member of the official Board of Evaluators

PROFICIENCY IN PENMANSHIP



This certifies that

has attained that level of proficiency in penmanship
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Religion Bulletin Boards

Primary Grades

Keeping Faith in Mind

DECEMBER



The Joyful Mysteries

Pray the Joyful Mysteries

- The Joyful Mysteries reflect the Advent and Childhood of Jesus
- Prepare a bulletin board representing the Joyful Mysteries of the Rosary. Place the Third Joyful Mystery in the center in anticipation of Christmas.
- Depending on the level of the students, teach them about each mystery of the Rosary during Advent. Place circles around the central mystery and assign each student to a “bead.” Have the student say the Hail Mary or Our Father for their bead as you pray a decade or two of the Rosary frequently during the Advent season.

J
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R
Y

Jesus loves all the children



Of the World

Jesus loves all children.

- .Use a bulletin board to introduce students to the importance of respecting the multicultural aspects of the society we live in from the perspective of faith and social justice.
- On the bulletin board place an image of a globe with children of many cultures standing around the edge. Have the students identify figures which represent their own culture. Have them design a figure of a child to represent themselves and their culture to be placed on the board.
- Discuss with them the importance of respect for others in light of social justice values.



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For all those who have loved us,



We Thank You, God!

Giving Thanks

- During February, our thoughts are often turned to love. Create a bulletin board giving the students the opportunity to give thanks to God for all of those who have shown love to them in their lives.
- On a paper heart, paste/draw a picture of someone who has shown love to them. On the back of the heart, write a sentence telling how the person has shown love to them or write a short prayer asking God to bless this person in a special way.
- Each day take time to pray for those who have been identified on the hearts.
- Students should feel free to add more than one heart. The bulletin board could even serve as a collage of hearts.



Religion Bulletin Boards

Upper Grades

Our Heritage of Faith

Background – Our Heritage of Faith



- Students at the upper grade level have the opportunity to make connections between current events and their heritage of faith. At this time we will focus on American saints, those whose cause is in process and other people of faith who experienced some of the same challenges that are being presented in today's society: Pandemic, health issues, Immigration, Racism, Bias, Anti-Catholicism, Violence and Rioting.
- Students at these levels study our American History as well as the countries of the Eastern Hemisphere where many of these saints came from.
- Use your bulletin boards to show the students how the love of God that these saints exhibited is what is needed in our world today.

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ADVENT OUTREACH

His life and example
has helped
So many over the years



BLESSED MICHAEL mCgIVNEY



What will be your gift
to the less fortunate
this Christmas?

Blessed Michael Mc Givney

About the Saint

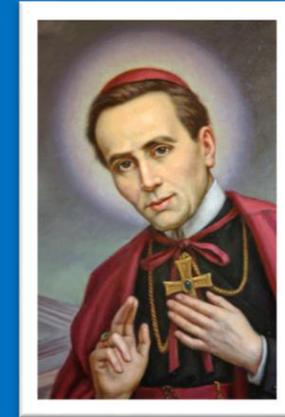
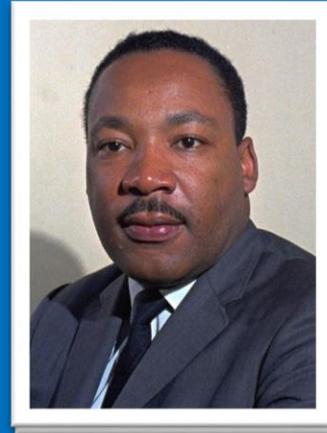
- Blessed McGivney was born of Irish immigrant parents in 1852 in Waterbury, Conn., and began his priestly ministry in 1887 after being ordained in Baltimore. At a time of anti-Catholic sentiment, he worked tirelessly to offer practical solutions to immigrant Catholic communities in Connecticut. In 1882, he founded the Knights of Columbus to provide spiritual support to men and offer financial resources for families that had suffered the loss of a breadwinner. He died of pneumonia on Aug. 14, 1890, after falling ill amid a pneumonia pandemic.

Learning extensions

- Service and charity are at the heart of the Knights. Founded to meet the needs of immigrants, refugees and families suffering from the death of a breadwinner, the Knights began as a small service organization and has grown into a worldwide financial and charitable organization. Research at: <https://www.kofc.org/en/what-we-do/charity/index.html>
- Tack an empty gift box to the bulletin board. Have the students write a pledge of prayer or a donation to support a charity that would help the less fortunate at Christmas.
- Write letters of gratitude to today's health care workers.

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We Have a Dream. . .



With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brother-hood. With this faith we will be able to work together, to pray together, to struggle together, knowing that we will be free one day.

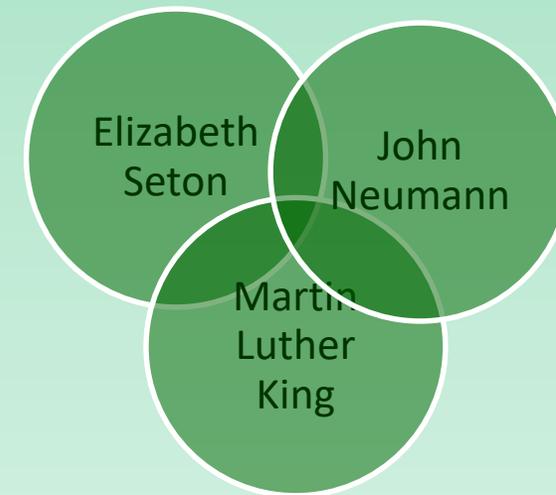
People of Faith who Shared a Dream. . .

Elizabeth Seton, Martin Luther King, John Neumann

- During the month of January we celebrate three people of faith who shared the dream of people working together for the common good.
 - January 3 = St. Elizabeth Seton
 - January 5 – St. John Neumann
 - January 18 = Martin Luther King Day
- In their own time, each of them experienced some of the same needs as we have today. Each of them relied on their trust in God to face the challenges they met.

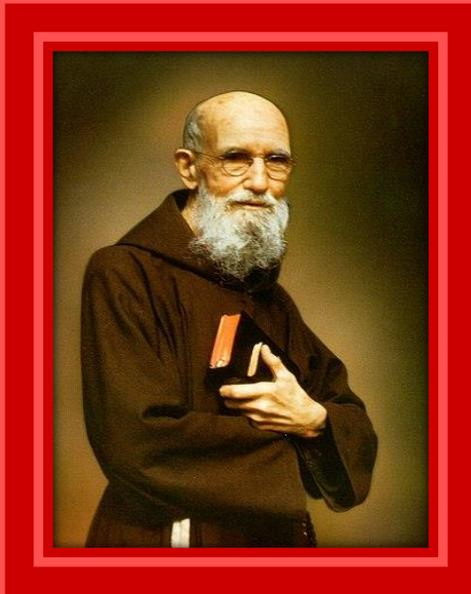
Learning Extensions

- Have the students research each of the people of faith. Each student could choose one of the three to research.
- Have the students present their findings to the class. As they are presenting, have them do a compare and contrast exercise using a Venn diagram to list the commonalities between and among the three.



FEBRUARY

America's newest saints



Blessed Solans Casey



Blessed Father Stanley Rother



Augustus Tolton

New American Saints who overcame challenges. . .

Use a bulletin board to introduce students to some of the newer American saints.

Augustus Tolton

- Black Catholic History Month calls the faithful to look at those Catholics of African descent who faced similar, if not worse, circumstances and to emulate their holy and faith-filled lives.
- Among those holy men and women celebrated this month is Father Augustus Tolton, a late 19th century former slave who is not only this nation's first known African American Catholic priest, but who also may be this nation's first African American saint.
- Committed to his dream of being a priest, Father Tolton overcame slavery, hardship and discrimination – from outside and within the Catholic Church – to become a priest ministering not only to other African Americans, but also to those who fought against his ordination.

Blessed Stanley Rother

- Blessed Stanley Rother (the first American to be declared a martyr for the faith) was a priest of Oklahoma City who was martyred in Guatemala.

Blessed Solanus

Bl. Solanus spent his life in the service of people. As porter of the Detroit monastery door, he met thousands of people from every age and walk of life. He earned recognition as "The Doorkeeper." He was always ready to listen to anyone at any time, day or night....and to encourage everyone to "thank God ahead of time."

Bl. Solanus' holiness is inspiring. He had incredible faith and he was a holy man. Often, people think that holiness is unattainable. But Bl. Solanus demonstrated that an ordinary person can live an extraordinarily faithful life

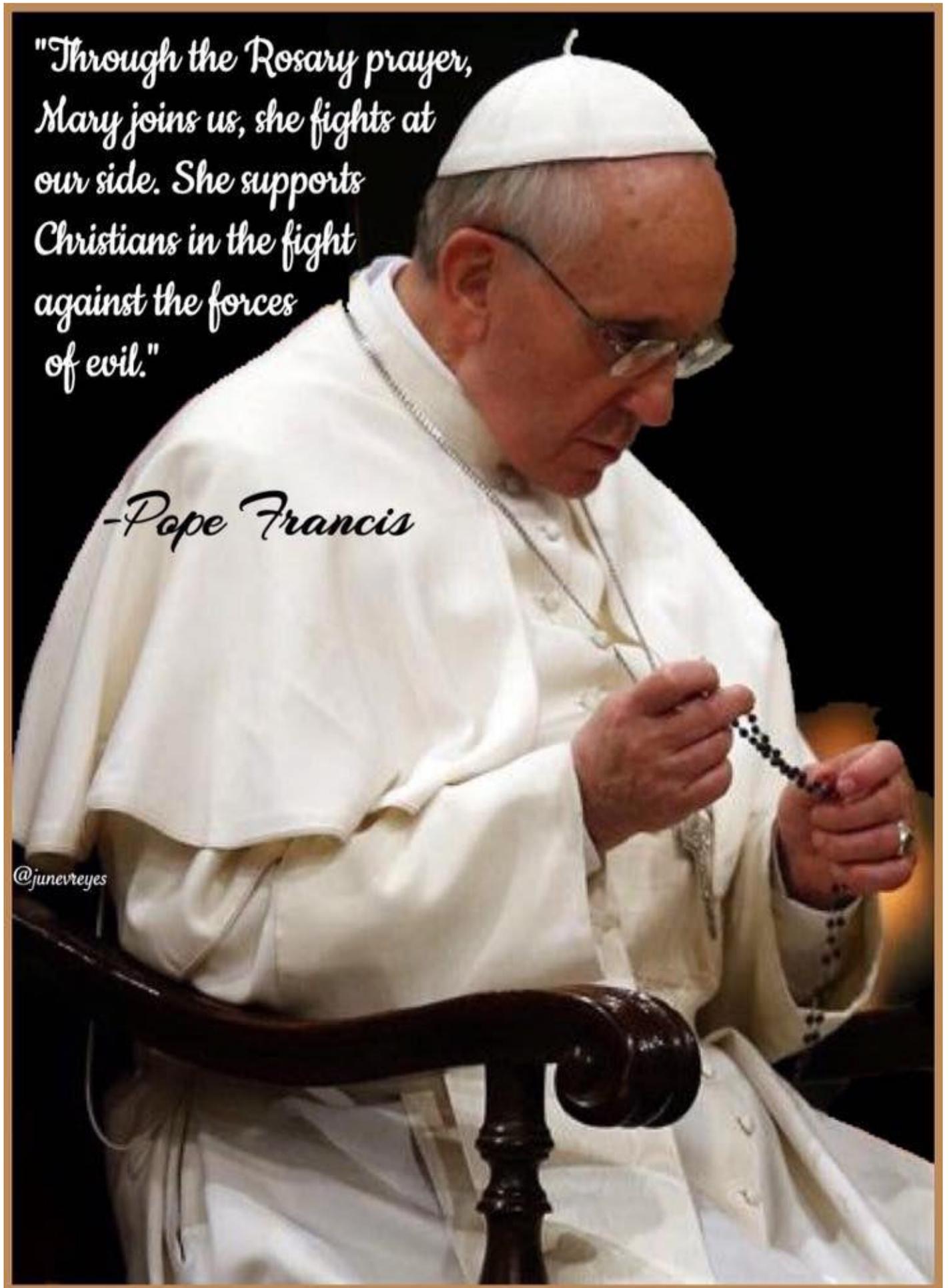
•Extensions /Resources

- <https://cathstan.org/news/faith/nation-s-first-black-catholic-priest-seen-as-model-for-persevering-in-the-faith-and-facing-challenging-times>
- <https://www.solanuscenter.org/about-us/get-to-know-fr-solanus>
- <https://www.franciscanmedia.org/franciscan-spirit-blog/father-stanley-rother-first-american-martyr>

*"Through the Rosary prayer,
Mary joins us, she fights at
our side. She supports
Christians in the fight
against the forces
of evil."*

-Pope Francis

@junevreyes





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IHM Legacy
of Grace • 175 Years*

Learn more about the IHM Sisters: <http://ihmimmaculata.org/>