

# IHM Catholic EdNotes

Fall 2021

Volume 2 Issue No. 1



*"Our relationship with the environment can never be isolated  
from our relationship with others and with God"*

Pope Francis, LAUDATO SI'



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**Dear Friends,**

*Welcome to our Fall 2021 issue of the IHM Catholic EdNotes, formerly known and loved as the ABC Notes!*

*Our cover this edition celebrates Pope Francis' invitation to all of us to care for our common home! Laudato Si is the document Pope Francis shared with the world to emphasize how important it is to care for our environment and all peoples, especially the most vulnerable. Now we are invited to participate in an Action Platform! Find out more at: <https://laudatosiactionplatform.org>*

*Our IHM Sisters and our dedicated lay colleagues, who are true everyday heroes, know the importance of providing their students with the knowledge and skills to make sense of their world with a God-view! To assist you with this sacred work, we have engaging, informative and interesting 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:**  
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*God bless you for your dedication to Catholic education! Stay safe and well!*







**Sisters, Servants of the Immaculate Heart of Mary**

## ***Understanding the IHM Charism***

### ***LOVE, CREATIVE HOPE & FIDELITY***

#### ***Excerpts on the IHM Charism by Sister Patricia Dailey IHM***

A Congregation's Charism may often be experienced as a compelling, contagious, identifiable spirit, perhaps better caught than taught, better described than defined; something felt, something sensed, something that radiates!

We express the IHM Charism in these powerful words: Love, Creative Hope & Fidelity! Of course, these are virtues that are generally well known, and certainly practiced by many good people. So, how is it that the IHM Sisters claim them as uniquely theirs? The answer lies in the specific identifiable ways that the IHM Sisters attempt to live and share these virtues from their beginning days in 1845 until now.

We say that our Charism grace of **LOVE** manifests itself in joy, respect and reverence; that it becomes real in kindness and compassion; availability, approachability and accessibility; that it exercises justice with mercy; that it responds with acute sensitivity and large-heartedness to human need. This is not necessarily dramatic but an everyday ordinary response to a need. In a special way, our Charism directs our love and concern to God's people, especially those most abandoned or neglected - the poor among us, to those who could fall between the cracks, get left on the margins or become almost invisible.

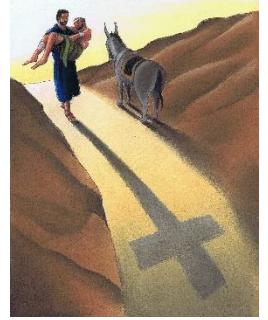
We say that our Charism grace of **CREATIVE HOPE** places all its confidence in God's loving Providence; that it seeks to make a way where there seems to be no way; that it finds in the present a hint of something more, looking beyond what appears to be to what really is; that it believes that we can make a difference, especially when efforts seem futile; that it chooses an alternative way of living, different from the dominant culture that would have us settle for less; that it engenders hope in the young and the most vulnerable and seeks to find alternatives to negativity and despair, looking to the future with fresh eyes and renewed vigor. It never gives up on anyone!

In a culture that places little value on faithfulness, we say that our Charism of **FIDELITY** calls for perseverance, for staying power, for courage, for faithful commitment over the long haul. We say Fidelity fosters integrity in words and actions and it challenges us to remain steadfast in the mission entrusted to us. It calls forth an enduring love.

It is our ongoing challenge and responsibility to claim this God-given gift of the IHM Charism, and to be sure that it finds a home in our hearts; that it becomes the reality of how we choose to live life and live it abundantly!



**THE MINDFUL EDUCATOR**  
***The Heart of a Good Samaritan***  
***Resilience in Trying Times***



School year, 2021-2022, is upon us and we will continue to deal with the impacts and restrictions of the pandemic. As educators, we have noted the resilience of our students. I was amazed at how well the students were holding up in dealing with COVID-19, until one day, when meeting with a group of sixth grade girls, one of them burst out crying and described how the year of restrictions affected them. She said, “Sister, you don’t realize how hard all of this has been on us. We had to wear masks all day long, we weren’t able to work in groups like we used to, we had to stay in the same room for all of our classes, except for P.E. and recess, and it was really hard.” Her description helped me understand the middle school perspective in dealing with the protocols put in place for everyone’s safety.

Although in-person learning was an option last school year, some school families opted for virtual learning. As we return to in-person learning for all students, we educators must be cognizant that some students will be anxious about the return to a “normal” class setting for fear of contracting the virus from others. Some students may continue to experience feelings of disappointment and perhaps anger, due to sporting events or other special school occasions that were cancelled, due to COVID protocols. As teachers, it is important for us to listen and support children as they voice their experiences. Frequent communications with the school community, informing them of the continued safety precautions in place, with adherence to CDC and local health officials, will aid families in recognizing that the school has the health and safety of their child/ren as a central focus.

Middle school students, especially, want school the way it was before the pandemic hit. Unfortunately, due to the Delta variant and the reality that those under 12 years of age are not presently eligible to receive the vaccine, schools will most likely be required to continue mask wearing and exercise some social distancing. Local districts will mandate restrictions according to the transmission levels in their area.

To address these realities, we as teachers can empower the students at the beginning of the school year by brainstorming strategies for keeping everyone healthy. Stressing the positive and assuring students that we are all in this together will help to lessen their anxiety. Therefore, in this article I will offer a few practical strategies for addressing the emotional, spiritual, and social needs of our students.

- Schedule a morning meeting before classes begin. Invite students to review the happenings of the day, discuss possible classroom issues or concerns, and brainstorm ways to deal with anxiety, in particular, regarding the pandemic. Be sure to create a safety net for discussing concerns, stressing that respect, charitableness, and acceptance are essential in group meetings. When students feel their contributions are validated, a trusting relationship between the teacher and class, in addition to creating an engaging and empathetic learning environment, will evolve.
- Recognize that some staff members and students may have lost a loved one, due to the virus. As we know, there is no timeline for grieving or one way of mourning. Younger students sometimes do not quite understand that the loved one who has died is not returning; therefore, compassion and care must be exercised in our words and actions. Saying to someone, for example, “Your loved one is in a better place” or other phrases that refer to length of time since the death, does not help a person who wants his/her loved one with him/her now, instead of some other place. Offering a listening ear and recognizing some signs of grief, such as, inattentiveness, falling short on academic achievements, acting out, loss of appetite, or listlessness are signals that should be communicated to the child’s parent/guardian, so that he/she may seek out professional mental health assistance to deal with the loss.
- Design a prayer space with an intention box in which students can go to pray individually, or with others. It is a reminder that God is with them through the journey of life. During morning prayer, allow students to pray for their loved ones, emphasizing that God always listens to our prayers and wants each of us to have a personal relationship with Him.
- Post the schedule for each day and establish routines for the purpose of providing stability and a sense of control. Consistency is key at this point in time. Creating high-interest and engaging, hands-on learning activities will enable students to participate actively in the learning process.
- Create an interest survey in the beginning of the school year to learn what areas students would like to study. Students could assist you with crafting the questions. Be sure to allow anonymity as an option; this promotes candid responses for those students who may not answer otherwise. Collating student replies may enable you



to integrate their interests into the required course of study. Keep informed regarding the latest fads, books, movies, music, games, etc. that students at the age level you teach pursue and then try to incorporate these when possible. “Free online survey tools such as, [Socrative](#), [PollEverywhere](#), [Kahoot](#), and [Survey Monkey](#)” will assist you in formulating student surveys.

- Encourage students to imitate the Good Samaritan by offering prayers and assistance for those in need, as Pope Francis urges us to do in, *Fratelli Tutti*. Jesus teaches that everyone is our brother and sister; therefore, we cannot simply pass to the other side of the road with the attitude of, “it’s not my problem; someone else will take care of it,” or some other excuse. We can be very good at rationalizing our lack of getting involved, but as Catholic school and parish educators, we need to model for our students that Jesus calls each of us to be Good Samaritans. There are numerous opportunities to reach out to meet the needs of our neighbors, such as, sending cards to the infirmed, homebound, or veterans, organizing food and clothing drives, inviting parishioners to a school performance, to mention just a few examples.

Actively involving students in outreach programs helps them to experience that, even at a young age, they are capable of making a positive difference in our world. May all of us strive to be Good Samaritans to one another, deepen our personal relationship with Jesus and others, and strive to create a more neighborly world for all.

God’s blessings on school year 2021-2022 😊 🙏

In Mary’s Immaculate Heart, I am,

*Sister Mary*

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<https://www.edutopia.org/blog/fire-up-class-student-interest-surveys-rebecca-alber>

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources>

[https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20201003\\_enciclica-fratelli-tutti.html](https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20201003_enciclica-fratelli-tutti.html)

<https://learningpolicyinstitute.org/issue/covid-19-resources>

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Pages/default.aspx>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>



# What St. Francis of Assisi Can Teach Us About Respect

The late, great Aretha Franklin sang “*R-E-S-P-E-C-T, find out what it means to me!*” in her 1967 hit song. But, St. Francis of Assisi, whose feast day we celebrate on October 4<sup>th</sup>, gives us a living example of what it means to go through life with an attitude of respect. St. Francis is viewed by some as the “saint in the birdbath” seen in many gardens, but he is so much more than that. He has been proclaimed the “patron saint of the environment” and, indeed, our Pope Francis (who took his name from this very saint) has used St. Francis’ beloved prayer, *The Canticle of the Sun*, as the inspiration and title of his encyclical *Laudato Si* on the care of our common home, the earth.

*Laudato Si* translates to “praise be to you,” which St. Francis repeats as a refrain throughout his prayer. It thus continues on as a canticle of thanks and praise for the beauty of God’s creation. However, St. Francis does not just list the gifts of nature that surround us, rather, through his perspective, he addresses each gift of nature as a brother or sister. Looking at nature through St. Francis’ viewpoint, it is not about a thing, or an object, it is about relationship. When you use the term brother or sister you are using relational language.

*Brother Sun, Sister Moon, Brother Wind and Air,  
Sister Water*

How often, when you filled a glass of water to drink did you greet it as “Sister Water?” How often when you breathed in and out, if even conscious of it, you welcomed “Brother Air” into your lungs? By viewing all of nature as being in a relationship with him, St. Francis’ response to the created world of which he was a part is taken to a whole new level. If you are in a relationship it must be based on respect. If a relationship is not based on respect, then, as we sadly have seen too often, it can become abusive. Therefore, St. Francis viewed his own place in God’s creation as one among many sacred parts, each revealing the handprints of the Creator. In his humility and simplicity his only response was reverence and respect in the presence of God’s creation.



From the time Pope Francis was elected to lead our Church, he has consistently written and preached on the themes of encounter and relationship. He has warned us of the mentality of a “throw away culture.” He used this term to call attention to the way society has come to view the unborn and treat the poor, the elderly, those suffering from mental or physical illness, and migrants. Those who we might too easily disregard, to treat almost as waste to be discarded. He brings this same warning of a “throw away” mentality as it applies to the goods of nature. We can look to the example of St. Francis as the antithesis of this mentality as he saw everything created by God, people, and the things of nature, as being in relationship with him.



How, then, can you abuse or discard it? If you are in relationship, then your only response is to have respect. It all ties in together.

What can we as Catholic educators do to help our students grow this attitude of respect? Share with them the *Canticle of the Sun*, which you can find online. Pray it as a class. Take a walk outside to notice whatever gifts of nature surround your parish or school (everyone has the sun and sky, wind, and air, if not a few other things). Have your students address them as brother and sister, in the spirit of St. Francis. Ask them how they feel about doing that. Does it seem silly to them? Use this as a basis to talk about being part of a community (basic Catholic belief here). Point out that this belief puts us in relationship, thus, we must treat each other with respect, as well as the good gifts of nature. It is way more than just not littering or wasting. With older students you may wish to take parts of the actual encyclical, *Laudato Si*, to make a study throughout the year. This could also be worked into a science and biology lesson. The encyclical can be found online.

[https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si.html#](https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html#)

As Catholics we often refer to ourselves as brothers and sisters in Christ. Let us bring into that relationship the natural world that God has created, our common home, the earth, and give all that God has created the respect it deserves.



# RESTORING COMMUNITY

Tips for repairing broken connections,  
relishing the gift of community



**“Life exists where there is bonding, communion, fraternity; and life is stronger than death when it is built on true relationships and bonds of fidelity. On the contrary, there is no life when we claim to be self-sufficient and live as islands: in these attitudes, death prevails.”**

Pope Francis made these statements during a weekly Angelus address in November 2019, just months before the beginning of the global coronavirus pandemic -- an experience that would bring the pope's observations into sharp focus for many. With our collective experiences of isolation, social distancing, grief, and uncertainties of many kinds, we and the youth we serve are different people. We understand the value of community better than we did before, and we are hopefully less likely to take for granted the human connections in our lives. We perhaps realize in a new way just how connected we all are -- as human beings, and as members of the Body of Christ, the Church.

Yet, community does not just happen by being in the same room with other people, and community is not created simply by the sharing of certain characteristics or interests. Community happens by making connections. Community is, in reality, a gift to be offered and received. As we anticipate the return this fall of some degree of in-person interaction -- classrooms, religious education programs, youth groups, Bible studies -- it is important to recognize the need to repair our communities, to break down walls of isolation, to welcome everyone back while being sensitive to the fact that we are different. By taking the time to accompany one another, to listen to our stories, and to value each other's experiences, we can better open ourselves to the new gift of community offered to us in this new time and space.

We offer below some ideas for restoring community among your youth and young adult ministries.

## **Introduce yourself...and Jesus!**

Assume you're starting from scratch in your relationships because, in reality, we have all grown and changed in the last year. We are all different people now than we were before. So, introduce yourself even to students and youth with whom you have a standing relationship.

Introduce Jesus, too. These have been difficult months, and the trials continue. Many of us have discovered a deeper relationship with the Lord, and many of us have lost that relationship, too. Take the time to reintroduce Jesus. Perhaps begin with your own faith journey.



**Facilitate discovery and connection.**

Icebreakers can be scary for teens, but they are crucial to repairing the fabric of community! Start with low-risk activities -- ones that don't require a lot of interpersonal interaction at first -- and make sure you give everyone think time! Gradually build up to icebreakers that invite more conversation and interaction. Choose activities aimed at making connections, i.e., similar interests, likes and dislikes, experiences, etc.

**Move around (safely).**

Find team building activities that involve movement. Of course, practice these safely according to local circumstances! Find space outdoors, or in a large indoor space. Look for team builders that encourage verbal communication and working together.

**Create space to process.**

Intentionally and explicitly teach students how to pray and to reflect. Write out steps for meditation and then practice them as a group. Write out reflection questions and encourage youth to use them as a tool to write about their experiences. Video blogs work well, too. Decide whether you would like the students to share any of their reflections or prayer experiences with you. Provide specific prompts if you feel it appropriate to help youth and young adults to prayerfully reflect on the intersection of life experience and God's presence in their lives.

**Celebrate traditions, and create new ones.**

Traditions went by the wayside during the height of the pandemic. So, where possible, resurrect the best of them and REALLY celebrate them! But don't be afraid to create new ones, too.

**Establish a judgment-free zone.**

Teens and young adults have struggled much in recent months. There are gaps in knowledge academically and socially. There are broken relationships on several levels. There are grief, anger, confusion, and fear. Create a space for them that is free of judgment, free of expectations that they will have already mastered a certain skill or piece of content. Create a space in which they have the freedom to catch up where needed. Offer a listening ear, but be sure you have local mental health resources handy as well to share with those who may benefit.

## Resources

**NFCYM** – the National Federation For Catholic Youth Ministry: <https://nfcym.org/resources/covid-19-2/>

**Project YM** – a great resource for Catholic Youth Ministers: <https://projectym.com>

◦ Their Facebook page: <https://www.facebook.com/projecty>

**Ascension Press:** <https://media.ascensionpress.com/category/ascension-presents/>

**ODB Films:** <https://odbfilms.com/>

**Fuller Youth Institute** <https://fulleryouthinstitute.org/blog/doing-youth-ministry-during-a-pandemic>

**Lifeteen Blog** <https://lifeteen.com/blog/catholic-covid-19/>

**Summit** <https://summit.lifeteen.com/>

**Word Among Us Meditations** <https://wau.org/meditations/>

**St Mary's Press Parent Resources for Teens:** <https://www.smp.org/homeactivitiesteen/>

## CHOOSING A CLASSROOM SAINT

As you check off your 'To Do' list of activities to involve your students in during the beginning days of school, perhaps you can include **CHOOSING A CLASSROOM SAINT!** With the focus these days on super heroes, we can help our students recognize the SUPER HEROES in our Catholic faith. Coming across a short article on the website [Aleteia](#), the writer explains the importance for, not just our students, but for all of us to know and love these wonderful and diverse human beings that we recognize as saints. In the article the writer states, *"The lives of the saints are one of the most powerful ways God draws people to himself, showing us the love and joy we can find in him."*

### SETTING THE STAGE

Depending on the grade level, you may want to introduce or discuss what we mean when we say a person is a SAINT.



Give your students a few minutes to write down what qualities they think a saint should possess. Younger children might need an example such as, St. Francis of Assisi who loved all of God's creation. Also, remember to emphasize that saints, except Our Blessed Lady, were not perfect, but when they did sin, they asked for forgiveness, brushed the dirt of sin off of themselves and began again. Some examples are: Saint Paul, Saint Peter, Saint Augustine, Saint Mary of Magdala. So, putting these saintly qualities together, you can come up with your own definition of what a saint is. In the [Catechism of the Catholic Church](#) the definition for a saint simply states, *"The 'holy one' who leads a life in union with God through the grace of Christ and receives the reward of eternal life. The Church is called the communion of saints, of the holy ones."* (823, 946; cf.828).



## WHY A CLASSROOM SAINT?

So, why should your students choose a special saint for their classroom? As young children, we learned that God gave each of us a guardian angel to guard and protect us on life's journey. Likewise, through the intercession of a particular saint, we can ask for their guidance and protection and try to emulate them in word and action as we travel along life's way towards our heavenly home.

## WHO TO CHOOSE?

Again, according to the grade level, you might explain to your students that there are a number of categories of saints that they can choose from.

- Remind them that could choose Our Lady, the greatest of all saints, under one of her special titles: Our Lady of Fatima, Lourdes, Guadalupe.
  - As we continue the Year of Saint Joseph, the foster father of Jesus can also be a saint to choose.
  - Some parishes and schools are named after a particular saint.
- Your students could also try to find out why this saint was chosen for their school or parish.
- Choosing the name of a young person might spark an interest in what that person did to be recognized as someone special in the Church.
  - Investigating the lives of those who are not yet declared saints but called "Blessed" could also be another interesting group.
  - Students could find out about a saint or one declared Blessed who was born in America or who brought the faith to those in America.
  - Your class could check out saints who are known for a special category such as: math, writing, science, technology, helping the sick, etc.





### PUTTING IT ALL TOGETHER

After narrowing the list of possible candidates for your classroom saint, you may want to divide your students into small groups, directing them to write a short bio about their particular saint to present to the class. After these presentations, the students can cast their 'vote' for the saint that they particularly like. Once this is decided, guide your students in some possible ways to remember their saint throughout the school year.

1. During Morning Prayer, include a short prayer credited to this saint or simply say, St. \_\_\_\_\_ pray for us.
2. Place a statue or picture of your Classroom Saint in your Prayer Center.
3. Decorate a Bulletin Board or poster placing some important facts about your saint on it:
  - The name of your saint, (their secular and religious name if your saint is a religious brother or sister)
  - The date of your saint's birth and death
  - Where your saint lived, travelled to, died
  - Your saint's feast day.
  - A quote or prayer from your saint.
4. Celebrate your saint's feast day in a special way. If their feast day is remembered during a time you're not in school, choose a date that might be special to that saint that would fit into your schedule.
5. Announce your classroom saint on your school PA and share what you learned about your saint with the student body.



## INFORMATION, PLEASE!



[How Do You Become a Saint? | Oblates of the Virgin Mary \(omvusa.org\)](http://omvusa.org)

STEPS TO BECOMING A SAINT

[Blessed Biographies: Carlo Acutis, Future Patron Saint of the Internet \(thescottsmithblog.com\)](http://thescottsmithblog.com) BL. CARLO ACUTIS Future Patron of the Internet

[5 Blesseds Every Catholic \(Especially Young People\) Should Get To Know \(catholic-link.org\)](http://catholic-link.org)

5 BLESSED EVERY CATHOLIC SHOULD KNOW

[Young Saints - Top 25 Saints Under 25 \(wedaretosay.com\)](http://wedaretosay.com) 25 SAINTS UNDER THE AGE OF 25

[American Saints and Blesseds | USCCB](http://USCCB) AMERICAN SAINTS AND BLESSED

[100 Perfect Patron Saints for Exceptional Catholic Kids \(notsoformulaic.com\)](http://notsoformulaic.com)

100 PERFECT SAINTS FOR EXCEPTIONAL CATHOLIC KIDS

[17 Saints Every Student Needs to Begin the School Year – EpicPew](http://EpicPew)

17 SAINTS STUDENTS NEED TO BEGIN THE SCHOOL WITH

[Of Habits and Hoodies: Forming Saints for the 21st Century // ACE at Notre Dame](http://ACE at Notre Dame)

OF HABITES AND HOODIES: FORMING SAINTS FOR THE 21<sup>ST</sup> CENTURY – FOR EDUCATORS

[Category:21st-century Christian saints - Wikipedia](http://Wikipedia) 21<sup>ST</sup> CENTURY SAINTS

[12 Saints who can inspire the youth of today \(aleteia.org\)](http://aleteia.org)

12 SAINTS WHO CAN INSPIRE THE YOUTH OF TODAY

[\(1879\) 10 Most Famous Saints for Catholic Kids - YouTube](http://YouTube) YOU TUBE 10 MOST FAMOUS SAINTS FOR CAHOLIC KIDS

[List of Marian Apparitions of Our Lady \(catholic365.com\)](http://catholic365.com) APPARITIONS OF OUR LADY

[St. Joseph: His life, his miracles and his legacy \(aleteia.org\)](http://aleteia.org)

ST. JOSEPH: HIS LIFE, MIRACLES AND HIS LEGACY



# MAXIMIZING LEARNING FOR ALL STUDENTS

INCLUSION PRACTICES FOR CATHOLIC SCHOOLS AND PARISH RELIGIOUS EDUCATION



## Inclusion finds a Home in Philadelphia

Throughout the United States, there is a growing inclusion revolution in Catholic education. From Kansas City to Washington, DC, St. Louis to Pittsburgh, Catholic parochial doors are welcoming students of all abilities within their general education classrooms. Through the newly established nonprofit, the Rising Together Alliance, the Archdiocese of

Philadelphia is adding the City of Brotherly Love & Sisterly Affection to this growing list.

As Catholics, we are called to love all

God's children, yet students with disabilities are underserved in Catholic education. Only approximately 1% of the nation's students with disabilities attend private schools, with 40% identified as Catholic. Inclusive education is educating individuals with physical or intellectual

disabilities in the general educational classroom, shoulder to shoulder, with their same-age peers. In an inclusive classroom, general education teachers and special education teachers work together to meet the needs of all students. Research shows that inclusive education has positive short-term and long-term effects for all students. Inclusive education

**"AN INCLUSIVE  
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**POPE FRANCIS**

practices align with Catholic Social Teaching, Catholic identity, and the mission of our Catholic schools.

As mothers of young daughters with Down Syndrome who were evaluating

education options, we became increasingly discouraged when we spoke to many Catholic families who have children with Down syndrome, who told us they didn't even ask their parish school to accept their child. They assumed there was no way. They had heard stories that other families had tried,

### Inclusive Catholic Schools Initiatives

**Diocese of Kansas City Initiative:** [www.firefoundation.org/](http://www.firefoundation.org/) provides children with special needs the opportunity for an inclusive Catholic education in their home parish schools.

**Catholic Coalition for Special Education:** [www.ccse-maryland.org/](http://www.ccse-maryland.org/) ensures that children with special needs are able to attend, and receive an appropriate education in their local Catholic elementary schools and high schools.

**National Catholic Board On Full Inclusion:** <https://fullinclusionforcatholicschools.org> inspires schools to begin the process of becoming inclusive, to educate teachers, parents, principals and priests on what it takes to be an inclusive school and to provide the educational research and real life experiences that support it.

**Toledo Diocese Inclusive Education:** [www.toledodiocese.org/page/inclusive-catholic-education](http://www.toledodiocese.org/page/inclusive-catholic-education) The continuous development, promotion and support of the implementation of inclusive education in Catholic schools throughout the Diocese of Toledo.

**Rising Together Alliance, Phila:** You will be hearing more about this new initiative.

and it didn't work out. Their options were to go to the segregated schools in the Archdiocese or send their children to public school where they had the resources and

special needs teachers.

Almost every family we met chose public school, some even sold their homes and moved to a school district

with a better reputation for working with children with special needs. Most students with special needs were separated from their siblings

**ALL CHILDREN  
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FOR THEY ARE  
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disabilities from their community due to a false-perception of lack of ability rather than their real God-given talent and ability.

Despite being told discouraging stories, we kept making connections, and eventually we found like-minded families who wanted a Catholic school education for their kids where they

could be included in the general classroom and learn alongside their peers, siblings, cousins and friends. We met several parents of younger children who were asking the same

questions we were – can our kids be included? What can we do to make this an option?

Thankfully, through the process, we also found administrators and principals who do believe our schools can and should be inclusive.

We are now working to make the Archdiocese and its schools places where children with special needs are welcomed and have access to the



who continued to attend their local parochial school, or the entire family was moved into their public school. We should not be separating families and isolating children with

#### **Better Together, Cleveland:**

[www.dioceseofcleveland.org/offices/formation-education/catholic-schools/better-together-schools](http://www.dioceseofcleveland.org/offices/formation-education/catholic-schools/better-together-schools)

The Archdiocese of Cleveland's program to support schools inclusive practices in participating Elementary and High Schools.

#### **One Classroom, St. Louis:**

[www.one-classroom.com/about](http://www.one-classroom.com/about)

The Archdiocese of St. Louis promotion of inclusive Catholic Education.

#### **Anthony School Programs, Pittsburgh:**

[www.stanthonykids.org](http://www.stanthonykids.org) St.

Anthony School Programs promote inclusive education within Catholic Schools in the Diocese of Pittsburgh.

resources needed to do their best.

All children have God-given potential and human dignity, for they are made in God's image. Catholic teachings are clear about this assertion and implore us to reach out to the margins and open our Catholic school doors so every child has a seat at the table. We are now thrilled to say all children - regardless of ability - can find an open door and a seat at our table in Philadelphia.

#### **Vicki Szostek & Caitlin Haas**

*Rising Together Alliance,  
Archdiocese of Philadelphia*

Each edition of **Maximizing Learning for All Students** will explore inclusion practices and evidenced based strategies that minimize barriers and maximize learning for ALL students.

Email [sr.kschipani@archphila.org](mailto:sr.kschipani@archphila.org) if you would like to share inclusion stories or efforts.

*Sr. Kathleen Schipani, IHM*

# Morning Prayer for a New Year of Ministry

(Composed by Sister Mary Anne Sweeney IHM)

*"The world will be saved by beauty." Dostoevsky*

**Prelude:**      You Tube: "For the Beauty of the Earth"  
John Rutter (Lyrics on the Screen)



**Call to Prayer:** During the past year and a half, we have often heard the phrase: "We are all in this together." Six years ago, Pope Francis issued an encyclical letter, entitled "Laudato Si." (Praise Be to You) In that letter, Our Holy Father also reminded us that "everything is connected," and that at this unique time in our history, the Creator of all is calling us to a new way of living; one that is relationship-centered and one that is "good, true and beautiful."

As we start a new year of ministry, let us renew our own appreciation of the BEAUTY within and around us. Jesus saw BEAUTY everywhere: in the lilies of the field, the sparrows, His Apostles, Bartimaeus, the Samaritan Woman and the repentant thief.

As we begin anew, let us ask for the "gaze of Jesus"

(Laudato Si)

to see BEAUTY and a glimpse of the Divine in every colleague, child, and adult that we serve. As Co-Creators of our world, let us strive to make our "Common Home" (Laudato Si) BEAUTIFUL wherever we minister and to look upon our every effort as a stepping stone to our "Common Home" of heaven.

**Leader:** "BEAUTY is the door that leads us to God."

(Cardinal G. Daneels)

**All:** Let us open wide our hearts to BEAUTY this day.

Glory be to the Father...

**Opening Hymn:** The God of All Grace Verse 4

**Antiphon:** "There is nothing more beautiful than when someone goes out of their way to make life beautiful for others."  
(Mandy Hale)

**Please pray** Bring Beauty (Taken from: The Grace of Beauty  
**antiphonally:** by Melanie Svoboda SND)

Where there is no beauty, bring beauty and there



will be beauty.

Where there is coldness, bring warmth.

Where there is hunger, bring nourishment.

Where there is illness, bring caring.



Where there is ignorance, bring knowledge.

Where there is loneliness, bring companionship.

Where there is fatigue, bring relief.

Where there is discouragement, bring hope.

Where there is confusion, bring understanding.

Where there is anxiety, bring calm.

Where there is hurt, bring compassion.

Where there is mourning, bring comfort.

Where there is abuse, bring tenderness.

Where there is neglect, bring attentiveness.

Where there is indifference, bring thoughtfulness.

Where there is no beauty, bring beauty

and there will be beauty. Amen.

Glory be to the Father...

**Reading:**

A Reading from Laudato Si by Pope Francis

"We are speaking of an attitude of the heart, one which approaches life with serene attentiveness, which is capable of being fully present to someone without thinking of what comes next, which accepts each moment as a gift from God to be lived to the full. Jesus taught us this attitude when He invited us to contemplate the lilies of the field and the birds of the air, or when seeing the rich young man and knowing his restlessness, "He looked at him with love." (Mark 10:21) Jesus was completely present to everyone and to everything."



***Pause for silent reflection***

**Prayer of Commitment**

**Please pray  
together:**

God, our Creator, as Co-Creators with You, we commit ourselves to tending and nurturing all those who will be part of the garden of our ministry this year.

Jesus, our Shepherd, help us to mirror Your shepherdly ways of care and selflessness with all whom we will serve.

Holy Spirit, our Teacher, breathe on our minds

and fill our hearts with Your wisdom, energy,  
and strength, especially when we are weary or  
discouraged on our journey.

Holy Mary and Saint Joseph, pray for us and  
all who count on our prayers and compassion  
each day.

Thank You, dear God, for the BEAUTY  
of new beginnings. Amen.

Final Blessing: "May God Who began such good work in us, carry  
it through to completion." Philippians 1:6

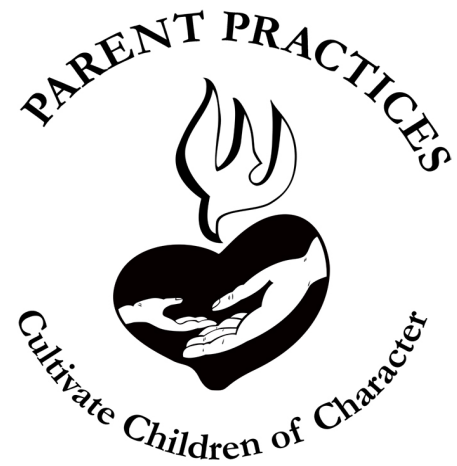
*"BEAUTY is absolutely essential for the health of the soul." (T. Moore)*



# Reduce Sibling Rivalry

Sibling rivalry refers to expressions of resentment, jealousy, or hostility between children who view themselves as competitors for the love and affection of their parents. It is most likely to occur if parents

- (1) show favoritism,
- (2) fail to give adequate attention and affection to each child,
- (3) are over-indulgent toward one while being over-strict with another,
- (4) verbally compare one child to another,
- (5) exhibit energy, joy, enthusiasm, or excitement over one child but are bland, matter of fact, or adopt a “business as usual” attitude when interacting with another child.



Following are practices that some parents use to reduce sibling rivalry:



## UNIQUENESS:

Discuss how you only want one Anya and one Cora; not two Anyas or two Coras. Assure that each are loved as unique individuals; not for being more like the other one. Explain that you love Anya just as much as Cora but because they are two different people, you sometimes do different things with each of them to honor their uniqueness.

## PERSONAL SPACE:

Respect each other's space (bedroom, homework spot, play space). Where children share a bedroom, determine spots that are personal and areas that require compromise. Require that each family member request permission to enter into another's personal space. If disagreements become physical, send each child to her personal space.

Try to develop each child's special interests or personality without forcing one to adopt the interests of the other. Encourage your child to concentrate on her own talents; not to focus on her sibling's. Help your child to see that all people have strengths and weaknesses. Help your child to identify his/her own pluses and crosses. Have similar discussions over cartoon characters or story book characters.



### IT'S MY TURN:

Negotiate a system for who gets first choice in any matter that arises on a given day. For instance: (1) in a two-child family, one gets even numbered days; the other gets odd number days. In a three-child family, Monday-Thursday, Tuesday-Friday, Wednesday-Saturday. (2) Keep a deck of playing cards handy. High card (or low card) gets first choice. (3) Toss a coin. (4) When neither child will give in, assign ten minutes for one child's desire and ten minutes for the other child's wish. (5) Draw Lots, i.e., whichever child blindly selects the "number one," he/she chooses the activity for the first half hour, etc. Or keep a container with name-labeled popsickle sticks. Whenever the children are rivaling over whose turn it is, pick a stick. Or roll a die.

### NO FAIR!:

Teach your children that because of age and need differences they may not be treated *equally* but that they are all treated *fairly*. For instance, "Kathie received more presents than Ronnie but the same amount of money was spent on each child. Kathie's wish list had less expensive items than Ronnie's list." One child does not necessarily get what the other gets. Base decisions on what is best for each child individually and let them know how you arrive at your decisions. When your child accuses, "No Fair! I didn't get to do that", point out things he has done or received that the other one has not. Consistently point out age difference and state, "At your age his bedtime was eight o'clock. When you are his present age you, too, can stay up until ten o'clock."

### CONFIDENTIALITY:

Do not speak to one child about another child unless it is about positive qualities. Sometimes it is necessary to help the "stronger" child to understand that your use of lowkey praise in front of his siblings is to safeguard their feelings of inferiority.



### SETTLING CONFLICTS:

Generally, let siblings work out their own differences. Do not take sides. Avoid getting emotionally hooked. Do not allow yourself to be manipulated by a child who provokes a fight, gets hurt, and then acts like the innocent victim in order to get the other sibling in trouble. Keep a clock on hand or a timer. Establish the custom that they have a given amount of time to settle the issue. If they cannot resolve matters by the deadline, then the item is removed from both of them, no matter who is at fault.

# Reducir la Rivalidad entre Hermanos/Hermanas



La rivalidad entre hermanos se refiere a expresiones de resentimiento, celos u hostilidad entre los niños que se ven a sí mismos como competidores por el amor y el afecto de sus padres.

Lo más probable es que ocurra si los padres (1) muestran favoritismo, (2) no dan la atención y el afecto adecuados a cada niño, (3) son demasiado indulgentes con uno mientras son demasiado estrictos con otro, (4) comparan verbalmente a un niño con otro, o (5) exhiben energía, alegría, entusiasmo o emoción sobre un niño, o adoptan una actitud de "negocio como de costumbre" al interactuar con otro niño.

Las siguientes son prácticas que algunos padres utilizan para reducir la rivalidad entre hermanos:



## ESPACIO PERSONAL:

Respetar el espacio del otro (dormitorio, lugar de tarea, espacio de juego). Cuando los niños comparten un dormitorio, determine los lugares que son personales y las áreas que requieren compromiso. Requiere que cada miembro de la familia solicite permiso para entrar en el espacio personal de otro. Si los desacuerdos se vuelven físicos, envíe a cada niño a su espacio personal.

## SINGULARIDAD:

Analicen cómo sólo quieren un José y una Ellen; ni dos Josés ni dos Ellens. Asegurar que cada uno sea amado como individuos únicos; no por ser más como el otro. Explique que aman a Elena tanto como a José, pero debido a que son dos personas diferentes, a veces hacen cosas diferentes con cada una de ellas para honrar su singularidad.

Trate de desarrollar los intereses especiales o la personalidad de cada niño sin obligar a uno a adoptar los intereses del otro. Anime a su hijo a concentrarse en sus propios talentos; no centrarse en el de su hermano. Ayude a su hijo a ver que todas las personas tienen fortalezas y debilidades. Ayude a su hijo a identificar sus propias talentos y debilidades. También puede ayudar el establecer conversatorios similares sobre personajes de dibujos animados o personajes de libros de cuentos.

## **ES MI TURNO:**

Negociar un sistema para quién obtiene la primera opción en cualquier asunto que surja en un día determinado. Por ejemplo: (1) en una familia de dos hijos, uno recibe incluso días pares; el otro tiene días de números impares. En una familia de tres hijos, de lunes a jueves, de martes a viernes, de miércoles a sábado. (2) Mantenga a mano una baraja de cartas de juego. La tarjeta alta (o tarjeta baja) obtiene la primera opción. (3) Lanzar una moneda. (4) Cuando ninguno de los dos niños ceda, asigne 10 minutos para el deseo de un niño y 10 minutos para el deseo del otro niño. (5) Hacer un pequeña lotería, es decir, cualquier niño selecciona ciegamente el "número uno", elige la actividad durante la primera media hora, etc. O mantenga un recipiente con palito de helados etiquetados con el nombre. Cada vez que los niños estén rivalizando sobre de quién es el turno, elige un palito o tira el dado.

## **¡NO ES JUSTO!:**

Enséñeles a sus hijos que debido a la edad y las diferencias de necesidades pueden no ser tratados por igual, pero que todos son tratados de manera justa. Por ejemplo, "Kathie recibió más regalos que Ronnie, pero la misma cantidad de dinero se gastó en cada niño. La lista de deseos de Kathie tenía artículos menos costosos que la lista de Ronnie. Un niño no necesariamente obtiene lo que el otro obtiene. Base las decisiones sobre lo que es mejor para cada niño individualmente y hágales saber cómo llega a sus decisiones. Cuando su hijo acusa: "¡No es justo! Yo no pude hacer eso", señalan cosas que ha hecho o recibido que el otro no ha hecho. Constantemente señalan la diferencia de edad; cuando se dé el caso afirme: "A tu edad la hora de acostarse es a las ocho. Cuando usted tenga la edad de su hermano/a también, podrá permanecer hasta las diez.

## **CONFIDENCIALIDAD:**

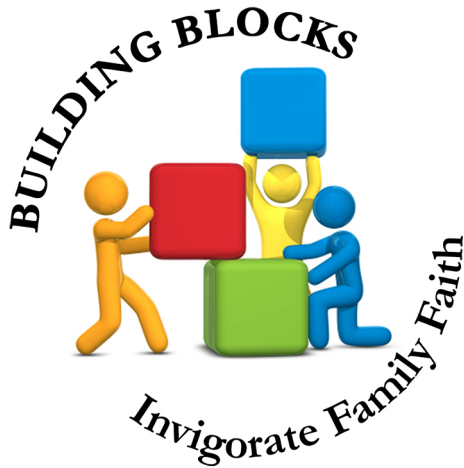
No hable con un niño sobre otro niño a menos que se trata de cualidades positivas. A veces es necesario ayudar al niño "más fuerte" a entender que el uso de elogios discretos frente a sus hermanos es salvaguardar sus sentimientos de inferioridad.



## **RESOLVER CONFLICTOS:**

Generalmente, deje que los hermanos resuelvan sus propias diferencias. No tome partido. Evite engancharse emocionalmente. No se dejes manipular por un niño que provoca una pelea, sale lastimado y luego actúa como la víctima inocente para meter al otro hermano en problemas. Mantenga un reloj siempre a mano. Establezca la costumbre de que tienen una cantidad determinada de tiempo para resolver el problema. Si no pueden resolver el problema antes del tiempo límite, entonces se olvidan del asunto, sin importar quién tuvo la culpa.





# Going to Mass – A Family Value, Part 1/3

## Communicate the Value

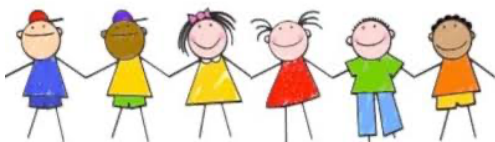
Dictionaries define the term “value” to mean a person’s principles or standards of behavior; what a person judges to be important in life.

Forming a value involves a three-step process of prizing, choosing, and acting consistently over time: (1) **prizing** – regarding something as having worth, (2) **choosing** – preferring/selecting something from among other options, and (3) **acting** – repeatedly applying the principle or standard.

Catholic Christians perceive the Mass to be a priority; a deeply held personal value; a “**want to**” rather than “**have to**” activity. Parents communicate to children their personal value and respect for the Mass on these age-specific ways:

### Infants – Toddlers

- Hold infants in your arms. Keep toddlers on your lap, lovingly but firmly. Say: “When you turn three you can stand and sit and kneel on your own.” If struggles arise, promptly and quietly carry the child out; restore calmness; return as quickly as possible. Be consistent.
- Provide a nutritious, non-sugared meal or snack at home before going to church. Exclude snack food in church.
- Limit hand-held items to soft, material kinds of things.



### Pre-School, Ages 3-4-5

- Prep children for “church behavior,” i.e., voice tone and volume, control of distracting body movements.
- Prepare a “Jesus Bag,” a special canvas bag, that is reserved for Sunday Mass only. Within the bag store quiet activities like, “God books” (religious stories), a small material-made doll of Jesus or Mary or faith characters. Change the contents from time to time. Include a colorful booklet about the Mass.
- Whisper the parts of the Mass, especially about the Consecration.
- While traveling home ask what message they heard in the Gospel or in the homily.

## Kindergarten – Grade 2

- Read the Gospel before going to Mass or during the drive to Mass.
- On a weekday go to church and tour your child in the environment. Let him/her touch and ask questions.
- If your church has a “cry room” use it during a daily Mass so that you can speak aloud to explain the parts of the Mass as they occur.
- Virtual Masses are accessible via the Internet. Use that medium to teach the parts of the Mass and explain rubrics, vestments, and the unique features of the environment like the sanctuary light/lamp, tabernacle, lectern...
- Gift your child with a Child’s Missalette or resource booklet like *MagnifiKid*.

## In General . . .

- Pre-plan preparation and travel time, seating positions in the pew, special occasions clothing, silent signal, glance or hand-gesture.
- Silently redirect behavior by pointing to the crucifix or a statue or a station of the cross or a sacred illustration within your prayerbook.
- Sit close enough to the front that children can see the events in the sanctuary. If you can predict behavior stress, sit where it is most convenient for you to move about.
- Model enthusiasm and participate in the songs, responses, and listening times. Show reverence during the Consecration. Infants and toddlers will hear your voice and absorb your body rhythm. Young children will observe and mimic you. Older children define you by your values.
- Use a missalette or book to help focus young children. By middle school age, however, close books and follow the Mass using eyes and ears.
- After Mass affirm good behavior. If improvement is needed, briefly give specific mention, explain how to correct it, and promise to voice a reminder before entering the church next week.





# IR A MISA – UN VALOR FAMILIAR, *Parte 1/3*

## Comunicar el Valor

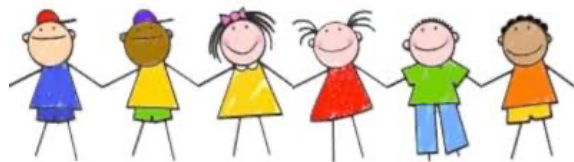
Los diccionarios definen el término "valor" para referirse a los principios o estándares de comportamiento de una persona; lo que una persona juzga como importante en la vida.

Formar un valor implica un proceso de tres pasos: practicar, elegir y actuar consistentemente en el tiempo: (1) **valorar** – con respecto a algo como que vale la pena, (2) **elegir** – preferir / seleccionar algo entre otras opciones, y (3) **actuar** – aplicar repetidamente el principio o estándar.

Los cristianos católicos perciben que la misa es una prioridad; un valor personal profundamente arraigado; una actividad de "*querer*" en lugar de "*tener que hacerlo*". Los padres comunican a los niños su valor personal y respeto por la Misa sobre estas formas generales y específicas de la edad:

### Bebés – Niños pequeños

- Sostenga a los bebés en sus brazos. Mantenga a los niños pequeños en su regazo, con amor pero firmeza. Diga: "Cuando tengas tres años podrás pararte, sentarte o arrodillarte por tu cuenta." Si surgen dificultades, lleve a cabo con prontitud lo necesario para corregir y restaurar la tranquilidad. Sea consistente.
- Proporcione una comida nutritiva, sin azúcar o refrigerio en casa antes de ir a la iglesia. No incluye dar comida en la iglesia.
- Si sus niños requieren de llevar algo se recomienda que el objeto sea de material liviano. Por ejemplo: tela.



### Preescolar, Edades 3-4-5

- Preparar a los niños al respecto del comportamiento deseable en la iglesia, es decir, tono de voz y volumen adecuado, regulación corporal en cuanto a los movimientos y su control, distracciones etc. En oportunidades resulta adecuado determinar consecuencias ante mal comportamiento.
- Preparar una "Bolsa de Jesús," una bolsa de lona especial, que está reservada sólo para la misa dominical. Dentro de la de bolsa poner actividades tranquilas como, "Libros para pintar de Dios" (historias religiosas), una pequeña muñeca hecha de tela de Jesús o María o personajes bíblicos. Cambie el contenido de vez en cuando. Eventualmente incluya un folleto colorido acerca de la misa.
- Susurrar las partes de la misa, especialmente sobre la Consagración.
- En su regreso a casa, entable una conversación preguntando que les llamó la atención acerca de la experiencia vivida.

## Kindergarten – Grado 2

- Lea el Evangelio antes de ir a misa o durante el trayecto hacia la iglesia.
- En un día de la semana vaya a la iglesia y recorra con su hijo/hija el lugar de manera de familiarizarlo con el entorno. Déjele tocar y hacer preguntas.
- Si a la iglesia a la que ud. va, posee un lugar para llevar a los niños y conversar con ellos, puede ir para explicar aquello que le interese que sus hijos aprendan o enmienden en términos del comportamiento adecuado y/o de lo que ellos deben conocer para aprender en cuanto a las partes de la misa.
- Las Misas virtuales son accesibles a través de Internet. Utilice ese medio para enseñar las partes de la misa y explicar vestiduras y las características únicas del medio como la luz/lámpara del tabernáculo, ambón, etc.
- Regala a tu hijo un folleto infantil o un folleto de recursos como *MagnifiKid*.

## En general . . .

- Sea proactivo. Anticiparse al tiempo de preparación, tiempo de viaje, logística de posiciones de asientos en el banco, etc., y programar en consecuencia.
- Deje que el estilo de vestir indique lo sagrado de la misa.
- Pre-determinar una señal silenciosa, mirada o gesto de la mano para usar durante la misa si los niños están buscando atención.
- Sentarse lo suficientemente cerca para que los niños puedan ver los eventos en el altar. Si puedes predecir el estrés conductual, siéntate donde sea más conveniente para ti moverte.
- Redirija silenciosamente el comportamiento agitado señalando el crucifijo o una estatua o una estación de la cruz o una ilustración sagrada dentro de su libro de oración.
- Modelar el entusiasmo y participar en las canciones, respuestas y tiempos de escucha. Muestre reverencia durante la Consagración. Los bebés y los niños pequeños escucharán su voz y absorberán su ritmo corporal. Los niños pequeños le observarán e imitarán. Los niños mayores te definen por tus valores.
- Use un folleto de la misa o un libro para ayudar a enfocar a los niños pequeños. Sin embargo, a una determinada edad ya no se requiere el uso del misal, los niños o jóvenes con capaces de seguir la misa de manera autónoma.
- Después de la misa afirmar un buen comportamiento. Si se necesita una mejora brevemente, explique cómo corregirla.





A decorative border of colored pencils surrounds the text. At the top are a purple pencil and a light blue pencil. On the left side, from top to bottom, are a yellow pencil, a teal pencil, and a red pencil. On the right side, from top to bottom, are an orange pencil, a purple pencil, and a green pencil. At the bottom are a dark blue pencil and a pink pencil.

## Good Writers' Club

The Good Writers' Club is designed to assist teachers in:

- providing motivation to write properly
- developing skills of legible handwriting
- establishing a means for a sense of achievement
- fostering pride in daily work.

We encourage a continued effort in all grades in providing daily instruction and encouragement in:

- correct letter formation
- uniform height and width of letters
- uniform slant
- proper alignment
- neat and clean work
- good margins
- a specified arrangement of papers.

Within each school, a designated evaluator could be chosen, or classroom teachers may evaluate within the grade to choose those students each month who have exhibited good writing skills. Perhaps a "Good Writers' of the Month" Bulletin Board in the classroom or in an area in the school where all would have access to the "Good Writers' " would be a few ways to display work and/or names in order to heighten motivation. Certificates can be distributed.

Monthly samples for Grades 3 thru 8 will be provided in each issue of the *IHM Catholic Ed Notes*

A sample certificate page will also be included in each issue of the *IHM Catholic Ed Notes* for your convenience to print on cardstock.

Thank you for all you do to encourage and foster these good writing skills in your students on a daily basis.

Why Cursive? Here are some interesting thoughts.

<http://www.cursivelogic.com/why-cursive>



# IHM GOOD WRITERS' CLUB

## RATIONALE

1. To assist teachers in providing motivation
2. To develop skills of legible handwriting
3. To provide a means for a sense of achievement
4. To foster pride in daily work

## TIPS FOR TEACHERS

1. Select a definite objective for each lesson.
2. Allocate a specific time for penmanship each day.
3. Study techniques outlined in your Teacher's Manual, noting the letter formation peculiar to your series (Palmer, Noble, Zaner Blozer, Universal Publishing etc).
4. Provide thorough instruction by demonstrating formation, size, shape, alignment, appearance, spacing and slant.

1. SHAPE	correct formation of letters
2. SIZE	uniform, correct height and width of letters
3. SLANT	uniform, diagonal slope of strokes
4. ALIGNMENT	tangency to baseline with down-strokes
5. APPEARANCE	neat, clean work; proper margins; specified arrangement of papers

*Classes should come to an agreement on one alphabet.  
Having the alphabet on display in each classroom is most  
beneficial to proper letter formation.*

# IHM Good Writers' Club



Grades 3 & 4

## OCTOBER

See the leaves dance  
In the cool Fall air  
Rake them and pile them  
And bag them with care.

## NOVEMBER

Only one should speak at a time,  
So this is what I'll do:  
I'll listen as carefully as I can  
'Til other folks are through.

Grades 5 & 6

## OCTOBER

Pick an apple, green or red.  
Don't slice down,  
Slice through instead.  
There inside it you will see,  
A star as perfect as can be.

(Adapted from Margaret Hillert)

## NOVEMBER

Knowing is not enough,  
we must apply.  
Wishing is not enough,  
we must do.

Johann Wolfgang

Grades 7 & 8

## OCTOBER

It is our attitude at the beginning of  
a difficult task, which, more than  
anything else, will affect its successful  
outcome.

William James

## NOVEMBER

Good things come for those who  
wait, but better things come to those  
who work for it.





## DECEMBER

Grades 3 & 4

Peace on earth  
Will come to stay  
When we live Christmas  
Every day.

Helen Steiner Ricc

Grades 5 & 6

Once there was a star so bright  
Wisemen followed it at night  
All the way across the sand  
Bringing presents in their hands.

---

Grades 7 & 8

All the Christmas presents in the world  
are worth nothing  
without the presence of Christ.

David Jeremiah



Fall, 2021





# 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

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## Certificate of Merit

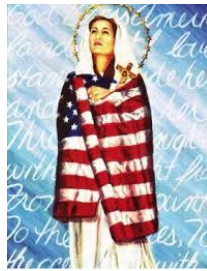
awarded by the IHM Good Writers Club

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Date

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Member of the official Board of Evaluators



### **Prayer to Mary Undoer of Knots ( Based on Prayer of Pope Francis)**

*Holy Mary, full of God's presence, you accepted with humility the Father's will for you, and you never permitted yourself to be tied up with doubt, anger, cynicism or fear.*

*You are constantly interceding for us in our personal and communal difficulties, and, you gave us example after example in your own earthly life of how to untie the knots in our life through prayer, patience and courage. By remaining forever Our Mother, you help us put in order and make clearer the ties that link us to Jesus and His redeeming love!*

*Mother of God and our Mother, to you who untie with a motherly heart the knots of our life, especially during this unsettling time of COVID and national turmoil, we pray to you to receive into your hands these present knots and whatever knots us personally at this moment. Let us recognize that keeping you close helps us discover the power within us to be set free, even when being weighed down with stress, anxiety and fatigue.*

*Through your grace, your intercession and your example deliver us from all evil! Untie the knots that prevent us from being more closely united with our Provident God, each other and those we encounter each day, whether virtually or in real time! May we find Jesus, the Redeemer in all things, may we have our hearts placed in His heart to give us more powerful peace, wisdom and courage and may we serve Him always in our brothers and sisters. Amen!*

