

How to Kick Off the Elementary CCE Catechetical Year in Your Classroom!

A.K.A. CCE Lesson Planning Made Easy

Week 1 Lesson – Meet & Greet: Building a Faith Community

Class Time: Approximately 60-65 minutes

There will be NO lesson the first week of CCE. ☺ This time should be used to get acquainted with your students and have them get to know you as well as each other. You will be spending a lot of time together over the coming year and it is important that you come together as a faith community. It is also a great time to get a feel for what your learners do or don't already know about God/Jesus Christ and our Catholic faith. Take the time to *get to know your learners and have them get to know you.*

This time should also be used time to establish classroom procedures and expectations. When selecting ice breaker activities, please keep in mind that the time will be limited to about 60-65 minutes (i.e. not an entire class time) due to it being the first gathering. Once parents drop their children with you in the Marian Hall at the commencement of CCE, they will be asked to attend a parent meeting in Guardian Angels Hall. Class will dismiss at the normal time for your session and parents will be directed to go to your classrooms to sign out/pick up their children.

Overall Goals/Expectations for the Week 1 Meet & Greet Class:

- **Introduce the Prayer Table & begin with an Opening Prayer – You will need to set this up in your classroom each week;** use the crucifix, candle and table cloth – one side green, the other side purple to change with the Liturgical seasons – provided in the 'Elementary CCE' drawer or closet (grades 1 and below) to set up your classroom Prayer Table. You can also include other personal devotional/seasonal items relevant to the weekly lessons, if you like. **Be sure to open and close your weekly lesson with an age/grade-appropriate prayer around the Prayer Table** (see the *Common Prayers and Formulas by Age* handout).
- **Catechist “witness” testimony** – Explaining who you are and why YOU answered the call to be a Catechist (for suggestions on how to do this, see “Blessed Particulars” / Gift Bag of Faith activity below) is a great way for your students to get to know you!
- **Ice breaker/ “get acquainted” activity with the children.** Choose at least one activity – see suggestions below and in your classroom binder - that your age learners could successfully participate in.
- **Brain-storm together and establish classroom expectations** (i.e. respect, patience, etc.) **and procedures** (following the leaders up to class at dismissal, no running in the hallways or getting ahead of the adults, bathroom break rules, etc.). Commit them to a poster or handout to be able to refer back to them periodically. **Have the students each create and decorate a ‘name plate’ out of construction paper or card stock** to use each week until everyone gets better acquainted. Supplies can be found in the RE Workroom.
- **Closing Prayer – Finish your time together around the Prayer Table.** Invite the children to add their own concerns/intentions when praying intercessory prayers. On this first night, don't focus on teaching the selected prayers, per se, but rather just on making a mental note of which students do and do not know particular prayers as you recite them.
- **Meet parents at pick up and obtain a contact listing for parents who might be Safe Environment trained** in the event of a catechist/assistant absence and the need for a class substitute.

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Possible activities: (Please refer to your Class Binder for further explanation or samples of these options)

- **“Blessed Particulars”/Gift of Faith** (for the Catechist and/or Assistant to introduce themselves to the children believers and disciples of Christ): Choose 3-4 items which represent your personal faith life and journey (i.e. a Bible, rosary, picture of family members celebrating a sacrament, etc.) and place them in a ‘gift’ bag. Bring the bag up to the front of the class and as you bring each ‘gift’ out of the bag to show the students, share with them how each item (or what they represent) influenced your faith. Remind the students that ALL FAITH is a gift from God. For the following week to reconnect with this activity ask the students to brainstorm and be ready to share 1-2 “blessed particulars” from their own lives (i.e. either to talk about or pictures/photos of, or the actual items – you could even send home little ‘gift’ bags for them to decorate with pictures of their items).
- **Student Icebreakers: Catholic Get-to-Know You Game (Beach Ball Game):** Use a beach ball marked with questions on it about faith, God and Catholic identity. Gather learners in a circle and toss it to have students take turns answering questions. This also works with a ball of yarn. See attached for question ideas.
- **CCE First Day Icebreakers Options** (see Class binder or catechist webpage at <https://stlaurence.org/the-catechist> – lots of options)
- **What’s in a Name?** (given, baptismal) – modeled first by Catechist
 - Move to four corners – based on month of birth (i.e. corner #1 – Jan/Feb/March, corner #2 – April/May/June, etc.) or two corners for smaller classes OR concentric circles for larger classes
 - Share your given name and why you were given that name
 - Share your baptismal name and why you were given that name
- **The Name Game ‘Song’** <https://kidsongs.com/lyrics/the-name-game.html/>
- **Who in Your Life?**
 - Have the children think of someone in their lives who they consider to be a good Catholic. What makes them think so? Have them think of specific actions/deeds that the person says or does which gives them that impression of the person they brought to mind.
 - Have the students share and discuss their thoughts with a neighbor or the class.
- **So Why am I Here?** Why should I attend Religious Education classes? **(Read aloud *Dear Pope Francis*, pp. 38-39 – available in the AMC library and Joan also has 2 desk copies)** Discuss: what makes sense to you from this letter by Pope Francis...and explain why?
- **Turn & Talk (pairs or triads):** Who is God to me? What is faith?

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Week 2 Lesson – Bible Usage/Pre-Assessment *before* beginning Unit #1: Who is Jesus Christ?

Class Time: Approximately 65-70 minutes

Preparation: *Before* coming to class and implementing the Bible Lesson incorporated in this second weekly class, please read the excerpts from *The Catholic Children’s Bible: Leader Guide* handout (Chapters 2-3, pg. 8-16) provided in your Class Binder (also online on the Catechist webpage at www.stlaurence.org/the-catechist) to understand our goals in teaching children how to use the Bible and why it is important to us as Catholics. Also review the handout, *Bookshelf Outline of Biblical Books* which is color-coded to the St. Mary’s Press Catholic Children’s Bibles that are in the classroom. This handout also explains the difference between the Catholic and Protestant canon of the Bible (Hint: Martin Luther *removed* 7 books from the Old Testament which he felt were objectionable at the time of the Protestant Reformation – Catholics did not ‘add in’ these books later).

In each classroom, you will find a set of 15 children’s Bibles in the ‘Elementary CCE’ cabinet. In the upper Elementary rooms (4th & 5th), there are also Catholic Youth Bibles. Bring the Bibles out before your students arrive and have them ready for use with each weekly lesson. Make a habit of *always* reading Scripture (even those passages in the student textbook) from the Bible, having students practice navigating their way around the Bible ‘library.’ You will also note that each lesson referred to weekly is accompanied by a scriptural passage to focus on.

Note: You have been provided with an excerpt from *The Catholic Children’s Bible: Leader Guide* in your Classroom Binder and online under **Bible Lesson** on the Catechist webpage at www.stlaurence.org/the-catechist. Several full copies of the book from which these excerpts come are available as a resource in the RE Bookroom off of the workroom. *Please do not remove one of these from the parish campus without first checking with staff.* Thanks for your help in keeping our resources available to all of our volunteers!

Overall Goals/Expectations for the Week 2 Bible Usage/Pre-Assessment Class:

- **Opening Prayer (approx. 5 minutes):** Gather around your Prayer Table, have the children quiet their minds and hearts and begin with the *Sign of the Cross* and then pray a grade-level prayer appropriate for the students in your class (refer to *Common Prayers and Formulas by Age* handout)
- **Community of Faith building activity (approx. 10 minutes):** Continue building your community of faith by connecting with last week’s lesson and asking learners to share their “blessed particulars”/gift bag of faith items. If learners did not bring items with them (or were not asked to or were not present last week), just pass around a gift bag and let them tell everyone what would be in “theirs.”
- **Teach a Bible Lesson: (approx. 35 minutes) EQ: *Why and how do Catholics read the Bible? The goal here to is for the children to understand what the Bible is and practice how to use/read it.***
 - **Lesson Structure:**
 - **Engage** (mental warm-up): *Today, we are going to focus on the Holy Bible. I want to share with you one of my favorite passages... Read your favorite passage from the Bible that points to Jesus Christ and explain WHY it is important to you or your favorite passage*

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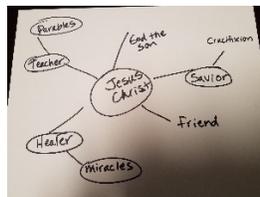
- **Explore** (pre-assessment of faith concepts): **Ask** (as a whole class OR partners Turn & Talk): *What do you know about this Sacred book, the Holy Bible, the Word of God?*
 - ❖ As learners share their ideas, have them jot it down on a yellow stickie (with their name) and then come up and place them on the wall or on a large piece of paper visible to all. (For younger students, the catechist may act as the 'scribe'). Retain the stickie notes to have an understanding of what certain children already know or not
 - ❖ To facilitate thinking and discussion use some of the following questions: *What is the Bible? Who wrote it? What's in this book – who is it about? What does the Bible tell us? How is the Bible organized? When do you see and/or hear people reading in it or from this book? Why is this book important for us who believe in God? How do we treat the Bible?*
- **Essential Question "EQ"** (visible as a mental anchor): Share and post this lesson's EQ in the classroom: *Why and how should Catholics read the Bible?*
- **Explain & Check for Understanding** (direct teaching, infused with Scripture and Group work): *The Bible is our best source for learning about Jesus Christ...*
 - ❖ **Go over pages 4-5 of the grade-level AIC student texts. Note that for grades 1 & 2, there's an AIC chapter which may also be applicable and helpful in your lesson preparation.**
 - ❖ **Reinforce the ideas generated** by the students **in the EXPLORE** section of the lesson and present/expand on any new ideas not yet mentioned
 - ❖ **Focus for listening:** Ask learners to listen to a verse read by the Catechist and then be ready to share what it makes them think of and see in their minds.
 - **Grades 1-2:** Read *John 8:12* out loud and prompt students to share what they think of or see in their minds when they hear the reading; then, flip the room's light switch on and off several times – *What's the difference between the light being on and the light being off?* Encourage responses. Answer: The Bible tells us that Jesus is the light of the world and that if we love and follow him we will never be alone in the darkness. Have the children share what they think about this...
 - **Grades 3-5:** Read *John 14:1-6* out loud and prompt children to work in pairs or triads to discuss what they understand from the passage AND what questions about it they still have. As a class, reread the verse and have the student groups share their ideas and ask questions. Optional: Ask the learners to explain "Jesus is the WAY", "Jesus is the TRUTH," "Jesus is the LIFE" – Remember, this lesson occurs at the beginning of the year and informs you of your learners' understanding at this time.

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- ❖ **Practice Activity:** The Bible is like a library. Use one or two of the activities provided (in small groups or individually) for the children to practice navigating through the Bible by finding certain passages.
 - ❖ **Debrief/Self-Reflect:** Summarize the lesson and bring it to closure – *In today's lesson, we learned about the Bible. The Bible expresses the Word of God in words that humans can understand. Each time you attend religious education, we will continue to read from this Holy Book. Remember: each time you attend Mass, you will hear people read from the Bible.*
 - ❖ **Evaluate:** Return to the lesson's Essential Question – *Why and how should Catholics read the Bible?*
- **Upcoming Unit 1 (Who is Jesus Christ?) Pre-Assessment (approx. 10-15 minutes):** Before moving into our Unit 1 BIG IDEA (Who is Jesus Christ?) in class next week, take some time at the end of this week's lesson to pre-assess your learners' current knowledge regarding "upcoming" key topics. These and other assessment ideas can be found in your Classroom Binder or under **Potpourri of Assessment Strategies** on the Catechist webpage at www.stlaurence.org/the-catechist.

- **Suggested Activity to INTRODUCE (not teach – not yet!) the upcoming Unit:**
"Web" Exercise - Sketch a "web" (a circle with the words, *Jesus Christ*, written in the center). Ask the students to contribute words or phrases that come to mind when they hear or see this name or think of a picture of Jesus Christ. With each contribution, write the word or phrase on the "web", connecting it with a line to the center circle.
Age-appropriate Modifications: Catechists may serve as a recorder and scribe to write all responses on the class "web" OR older learners might be placed in small groups and given time for responses to be written by a group recorder and then shared with the entire class. See the example below.



- **Closing Prayer (approx. 5 minutes) – Finish your time together around the Prayer Table.** Use an age-appropriate prayer and invite the children to add their own concerns/intentions when praying intercessory prayers.

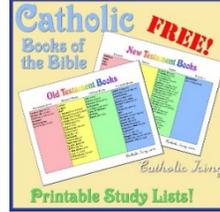
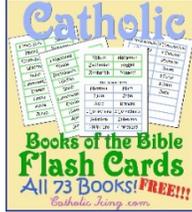
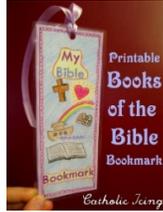
Other Available *Bible Lesson* Planning Resources & Activities:

- *The Catholic Children's Bible: Leader Guide* handout (Chapter 5, pg. 20-24 + 3 activity pages) – Several copies located in the RE Bookroom
- Four Ways to Help Students Learn the Books of the Bible
<https://www.thereligionteacher.com/learning-the-books-of-the-bible/>

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- What is the Bible? (Power Point) @ St. Mary's Press Resources
<http://www.smp.org/resourcecenter/resource/4210/>
- <http://www.catholicicing.com/bible/> (activities)



Games:

- <http://catholicblogger1.blogspot.com/2009/11/books-of-bible.html>
(**REMINDER:** Some of these games linked above come from Protestant websites. Don't forget that the Catholic Bible has 73 Books and not 66. Make any necessary adjustments to the games you play in class).
- Books of the Bible Race (Catholic)
<https://churchofsaintpaul.files.wordpress.com/2010/01/books-of-the-bible-race.pdf>

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Lesson Weeks 3 and 4 – Unit # 1: Who is Jesus Christ? / Unit #1 Essential Questions (EQs) # 1 and #2

The *Alive in Christ* (AIC) textbook series published by Our Sunday Visitor (OSV) which we are using in the Elementary CCE program serves as the *basis of content* for conveying the ‘tasks of catechesis’ as outlined in the *Catechetical Framework for Lifelong Faith Formation* (CFLFF) promulgated by Daniel Cardinal DiNardo on behalf of the Archdiocese in 2014. The CFLFF provides age-appropriate declarative statements about our faith which students are expected to know.

Using a series of Essential Questions (or EQs) clustered around four BIG IDEAS or Units, weekly lessons are developed and presented in class which gradually deepen the students’ relationships with God, as well as their understanding of the Catholic faith. Focus each week will be on only one EQ which is the Catechist’s teaching framework for the lesson and also the students’ mental anchor or cognitive bookend for the day. The means of conveying the lesson by book ending each with an Essential Question invites a more interactive rather than a lecture-based classroom setting for the students and teachers alike. As the catechist, it also provides you with an overriding guide as to content to cover, especially when multiple chapters are referenced for a particular lesson week.

Note: The steps used below to create a Week 3 or Week 4 lesson is the same format that should be used throughout the year to teach every EQ on the Elementary CCE Lesson Schedule for each of the four BIG IDEA Units. Instructions will be given in other sections below addressing other weeks when there is a Unit Review/Evaluation, Liturgical, *Circle of Grace* or Vocations lesson to be presented. When preparing your lessons, note the color codes linking the material to cover on the Lesson Schedule as well as the EQ posters from the sets in your classrooms:

Color Codes (on your Lesson Calendar and coordinated with your Unit EQ posters in the classroom)

Blue:	Unit 1 / Who is Jesus Christ?
Green:	Unit 2 / How do we get to know and love Jesus Christ?
Orange:	Unit 3 / How does Jesus Christ teach us to live a moral life?
Yellow:	Unit 4 / How are we called to be missionary disciples of Jesus Christ?
Tan:	Liturgical (Church season) Lessons

Lesson Preparation: *At least one week in advance of a teaching*, begin your class planning and preparation by reflecting on the appropriate EQ for the coming week. Be tuned in to any hints or helps that might come your way in your day to day activities (that’s the Holy Spirit at work!) as you reflect on the upcoming subject/theme to be covered. **Turn to and read the ‘Catechist Background’ introduction to the Chapter or chapters that you are preparing for in the Catechist’s Edition of your grade-level text. There is a wealth of information in your guide to provide you with not only the necessary foundation to teach the class but also some tools to help you implement the lesson.** This includes: A basic 60-minute lesson plan, comments/suggestions on teaching your grade-level learners, ways to make connections between the chapter being taught and the students’ lives at home as well as a black-line activity sheet related to the chapter. Lesson planning resources by grade and chapter are also available on-line.

Each BIG IDEA (i.e. Unit) on your Elementary CCE Lesson Schedule has been broken down into 2-3 essential questions, with one being covered each week. Units build upon each other in terms of

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deepening the students' understanding of who Jesus is (i.e. Christocentric or Christ-centered) and how knowing Him intimately impacts our lives.

To prepare your lesson plan for the week:

- Consult the *Elementary CCE Lesson Schedule* (in your folders and also on-line at www.stlaurence.org/the-catechist for the appropriate Unit EQ being discussed. The *Elementary CCE Lesson Schedule* also lists all of the corresponding grade-level chapters and scriptural passages for each weekly EQ, for your quick reference.
- Refer to the Archdiocesan *Catechetical Framework for Lifelong Faith Formation (CFLFF) Lesson Plan for the EQ of the week* (one class copy per teaching team – picked up at the Catechist Training in August).
- Use the CFLFF Lesson Plan provided, your Catechist Edition text and/or the AIC on-line Lesson Planning resources at <http://aliveinchrist.osv.com/parish> to develop a lesson plan for the week's EQ.

NOTE that the CFLFF Lesson Plan, where provided, should be sufficient for presenting a particular EQ lesson to your learners. However, you are welcome to supplement this content with other resources provided through our weekly email updates or from the content on the AIC website.

If there are *multiple* chapters to be reviewed for a weekly EQ, it would be beneficial to focus on using the CFLFF Lesson Plan, as it has already condensed the material to be presented to cover/reinforce the bottom line 'takeaway' for the day. Note that it is NOT required to cover every page in the text in your lesson and the CFLFF lesson plans may jump around between chapters and activities to drive the main 'takeaway' home. They also may repeat some chapters previously presented to cover different material. In this teaching model, the student text is considered a supplement rather than the driving force of your lesson content.

(Reminder! To use the Lesson Planning module on the AIC website, you must first register yourself as a catechist by creating a personal user name and password). See the *Alive in Christ Web User Guide* distributed at the Catechist training for details or follow the instructions on-line to set up your personal credentials.

- When planning/structuring your lesson, consider the following for the most effective teaching:
 - **Lesson Sequence/Structure** – Follow the suggested Lesson Sequence as outlined on the *Lesson Sequence (Systematic Catechesis Lessons): Explanation* handout. Each lesson should follow this sequence: **Opening Prayer, Engage, Explore, Introduce Posted Essential Question, Explain & Check for Understanding, Evaluate, Debrief/Self-Reflect** and **Closing Prayer**
 - **Learning styles of your students** – We all learn differently, so be sure to incorporate a variety of teaching styles and/or activities into your lesson plan each week. Use the grade and chapter specific resources available on the OSV website, or incorporate some of your own. **Remember: When using any resources from the internet or elsewhere (besides the AIC website), please make sure that they are consistent with our Catholic teachings** and make adjustments accordingly. If you are unsure, ask before using. We can also point you in the direction of other resources, if requested.

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- **Time Constraints** – With the exception of the Liturgical Lessons sprinkled throughout our calendar, you will have approximately 70 minutes each week to teach your lesson. **Note that there will no longer be a gathering prayer of all students/catechists on the front end of CCE – opening prayer will be done in class with age-appropriate prayers around your prayer table.** Only on days of Liturgical lessons (see the *Elementary CCE Lesson Schedule*) will there be a large gathering prayer or large-group presentation. Check the ‘Special Activities’ section of your Lesson Calendar for additional comments, details or suggestions.
- **Resources outside of the OSV/AIC website** – Any resources used from outside your catechists’ guide or online at the OSV/AIC website should be checked for conformity with our Catholic teachings. *If you are unsure, please ask or run it by RE Staff before using. Thanks!*
- **Room Set-Up:**
 - **Decorate your prayer table** – Each room has a long table under the TV that can be used for a prayer table. This can even be moved into a corner of the room to use as a prayer space. Use the crucifix, candle and tablecloth located in the Elementary CCE drawer to decorate your table. Add devotional or other liturgically themed items as the seasons or your lesson Units change. Be creative!
 - **Bring out Bibles, the students’ texts and table tent name cards** (if you had students make them) out of the Elementary CCE cabinet
 - **Rearrange the room seating/tables to accommodate your class, being mindful to put anything you move back into place before you leave the room at the end of CCE.** (See standard set-up photo on bulletin board outside each room).
 - **Check the Elementary CCE Lesson Schedule and pull out the appropriate EQ posters (Unit and weekly EQ) from the CCE storage cabinet for the week’s lesson.** This will give your learners a visual anchor for your lesson theme/topic. Note that **the EQ posters are color coded by Unit and correspond to the color coding on the Elementary CCE Lesson Schedule.**
 - **If you are using any of the resources on-line at OSV/AIC, set up the TV and keyboard.** Refer to *How to Use Alive in Christ On-Line Resources in the Classroom* handout in your Class Binders.
- **Implementation** – Teach your lesson, making note of students who may be struggling with certain concepts. Take time for any discussion that ensues, providing necessary instruction and always redirecting the conversation towards the weekly EQ.
- **Post-Lesson Evaluation** – After your lesson, reflect upon what worked/didn’t with your set of learners and how you might modify or incorporate other strategies in your upcoming lessons.
- **Parent Communication** – If time permits, shoot the parents an email about what was covered in class this week, so that they can generate a discussion at home other than “I don’t know” or “we didn’t learn anything.” ☺

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Lesson Week 5 – Unit 1 Review/Evaluate for Understanding: Who is Jesus Christ?

Note: The following is the format to be used for each of the four *Unit Review/Evaluate for Understanding* CCE Sessions noted on the Elementary CCE Lesson Calendar during the course of the program year

The purpose of the Review/Evaluate for Understanding session at the end of each Unit is *threefold*: 1). Summarize the UNIT material previously covered (think BIG IDEA/UNIT EQ), 2). Assess your students for understanding of the UNIT material and 3). Reteach certain material, as necessary, for your specific learners.

This session provides you some flexibility in your teaching schedule in that it can be used to ‘catch up’ or finish anything from prior *Unit* lessons (only) that you did not get an opportunity to present at all or adequately cover in the prior weeks. It can also be used as a ‘fun’ day to incorporate a craft, longer video or some other activity that summarizes and/or reinforces the Unit material previously presented.

This should not be a free-for-all or party day, but rather a constructive day/lesson which focuses on assessing what the children have retained of the Unit material and ‘wrapping it up’ for them before we proceed into the next Unit. Again, remember the overall ‘takeaway’ (i.e. Unit EQ) for the material presented in the Unit and the fact that a sound understanding of this is foundational to moving on to the next Unit and its subsequent lessons.

Some considerations to remember:

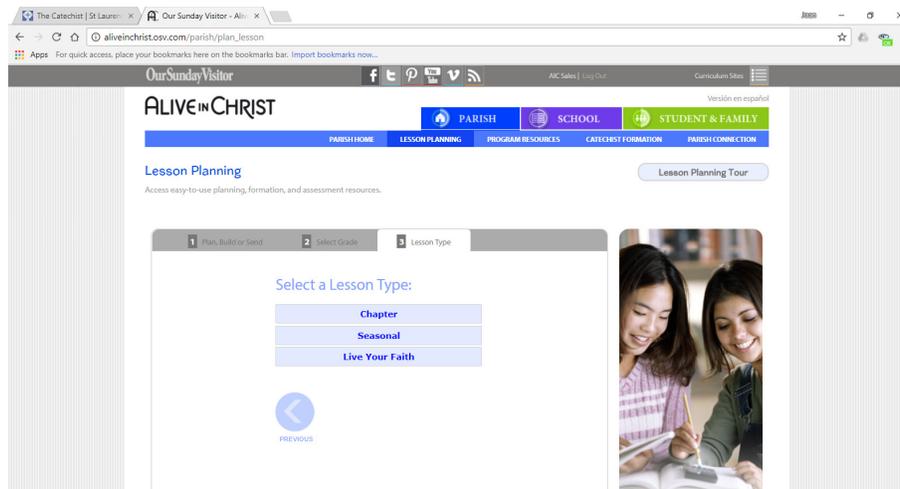
- **Remember the Lesson Planning ideas previously discussed** to provide some structure to this class period.
- **Pull out all your stops/resources to make this a fun and interesting day.** Be creative! If you are stumped, ask us and we can help provide you with some outside resources and/or suggestions, or go back to those you weren’t able to cover previously. Don’t forget about the lesson planning resources on-line at OSV/AIC.
- **Be sure what you choose reinforces previous content and adds value to your lesson.** Be intentional in your opening/closing prayer, sponge activities, etc. so that it ‘fits’ your lesson theme.
- **Be sure to ‘Catholicize’ anything you use from the internet. ALL videos should be *previewed* beforehand and any found outside of what is provided on the OSV/AIC website or approved video list should be *pre-approved by the RE Staff.***
- **REMEMBER: ‘Assessment’ does NOT mean a quiz or test,** but rather an activity that will help you evaluate what the children have learned/retained in an interactive way. If it’s engaging, and done properly, they will not even realize that they are being assessed. See the *A Potpourri of Assessment Strategies* handout online on the Catechist webpage at www.stlaurence.org/the-catechist for suggestions.
- **Don’t forget we are sharing about a “WHO” and not a “WHAT.”** At the end of the day, we should be helping to strengthen the child’s relationship with God through their personal encounter with Jesus Christ through you, the other children, etc. Only by helping to develop and nurture this love of Christ can the tenets of our faith make sense to them.

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Liturgical Lessons

Liturgical lessons are sprinkled throughout the Elementary CCE Lesson Schedule to reinforce the seasons being celebrated by the Church. As with any other lessons, follow the Lesson Planning suggestions previously presented for the teaching weeks, using the pages noted on the Lesson Schedule in your Catechist guide to create a lesson. In the LESSON PLANNING module of the OSV/AIC website, there is an option to use specific resources to build a seasonal lesson **PLAN A LESSON / SELECT A GRADE / SEASONAL**.



Reminders:

- **Time Constraints** – Keep in mind that on the days of Liturgical lessons, we oftentimes will begin together in prayer in the Guardian Angels Hall. This may take up to 30 minutes, particularly when we pray the Stations of the Cross in the spring. Be sure to check the “Special Activities” section of your Elementary CCE Lesson Schedule for details.
- **Prayer Table** – This is a great time to incorporate some seasonal devotionals or decorations in your classroom prayer table.

Circle of Grace & Vocation Lessons

In its effort to protect children and youth, the Archdiocese mandates the presentation of a children’s grade-level *Safe Environment* lesson each year. The curriculum used is called the *Circle of Grace* which will be presented by the catechists *in class* during our Morality unit (i.e. Unit 3 – *How does Jesus Christ teach us to live a moral life?*). These lessons have been factored into our program calendar in the spring semester, beginning in January. **The lesson plans can be found in your grade-level Class Binder and includes important reporting guidelines, should a child share any concerning information.** More details on the *Circle of Grace* lessons will be provided via email as we get closer to implementing these in the Spring.

During our final unit for the year (Unit 4 – How are we called to become missionary disciples of Jesus Christ?), a grade-level **Vocations** lesson will be presented in class. **The lesson plans can be found in your**

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grade-level Class Binder. More details on the Vocations lessons will be provided via email as we get closer to implementing these in the Spring.