

GRADE 1

START HERE UNIT LESSON PLANS



ROOTED: THEOLOGY of the BODY K-12 CURRICULUM

We are especially grateful for the gifts of all the Theology of the Body educators and enthusiasts that God has seen fit to bring together in creating and promoting these Unit Lesson Plans for the *ROOTED Theology of the Body* curriculum. Although this work represents the fruit of many minds, hands, and hearts over a myriad of years, we would like to specifically thank those dedicated educators who had a direct role in this creation: DJ Hueneman alongside his talented wife, Laura, Joan Kingsland, Maria Cossell, Tina Ramundo, Katrina Zeno, Denise Donohue — and designer Mike Fontecchio.

We ask the blessings of our Lord Jesus Christ to accompany all who engage in these lessons and humbly implore our Pope St. John Paul II to continue to pray for and guide our Ruah Woods Press ministry and educators — as we work to make every school, parish and home across the US and beyond, a TOB Campus — where everyone is seen as a gift bearing the fruits of the Holy Spirit: charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control and chastity.



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WELCOME TO THIS NEW TOB ADVENTURE!



Why is it new? Why is it an adventure?

As a young priest and later as a university professor, St. John Paul II observed the need for a different entry point into teaching and absorbing the Catholic faith into our human identity. Rather than start with doctrinal definitions, he preferred to begin with human experience, including the experience of Jesus Christ becoming human out of love, and our own experience of love and self-giving.

Influenced by his experience under Communism and Nazism, combined with deep reflection on Scripture and God becoming flesh, John Paul II began writing a work we now know as the “Theology of the Body.” True to his teaching style, he wanted to reflect more on our lived human experience as it is communicated to us through the Word of God and what this reveals about human identity, God’s eternal plan of salvation, love, freedom, human dignity, and marriage.

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In order to sum all this up, John Paul II chose an unusual phrase — he said his goal was to develop an “adequate anthropology.”

For English speakers, “adequate” carries the connotation of fulfilling a task sufficiently, but not really putting our heart and soul into it. Likewise, “anthropology” can conjure up images of archaeologists digging up bones and piecing together ancient history. But this isn’t John Paul II’s perspective. Instead, by “adequate anthropology” he means a full, complete, extensive understanding of what it means to be a human person. In this sense, the Theology of the Body is the “full” study of the meaning and purpose of human life, including God and the human body — two elements often left out in our current cultural discussions.

Put differently, the Theology of the Body is a robust, Trinitarian, sacramental, and catholic anthropology:

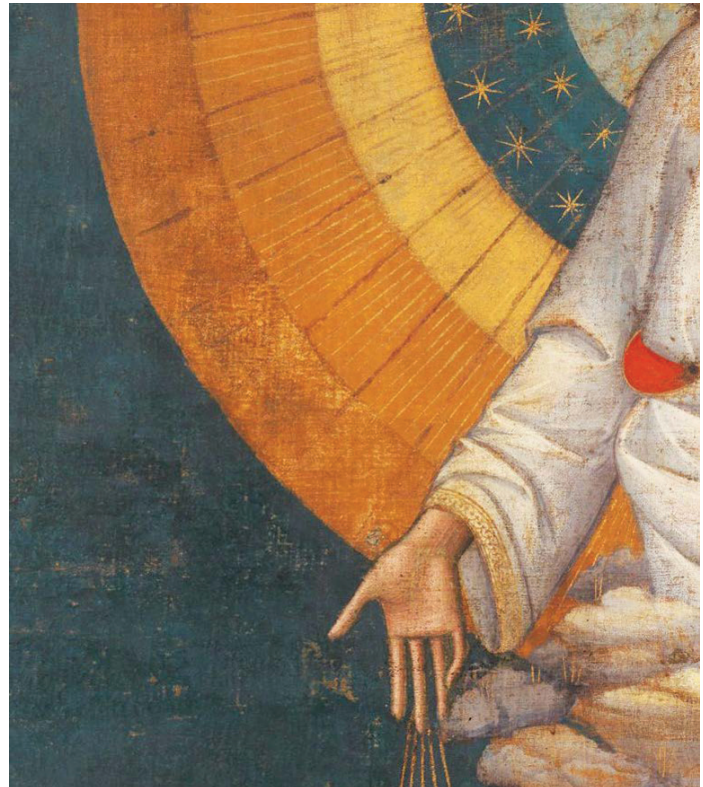
- It is Trinitarian because it helps us discover how we, as human persons, are made in the image and likeness of a *Trinitarian* God who is a Communion of Persons.
- It is sacramental because John Paul II brings to the fore a frequently forgotten truth — that the human body itself is sacramental. Through our visible embodiment as male or female and our call to love each other as Christ has loved us, we make visible the invisible Inner Life of God. Our bodies, in *everything* we do, are either a visible sign of the invisible Trinitarian God or, tragically, they obscure or even deny the reality of God.



- It is robust and invigorating, rather than weak or wimpy, because John Paul II weaves together the whole panorama of human experience. He begins with God's original plan in the beginning and then reflects on how sin has damaged our human nature and ability to love. He continues with the redemption of the body in Christ through the Holy Spirit and charges on toward our ultimate destiny in eternity in our glorified bodies.
- It is truly catholic because the Theology of the Body applies to all peoples in all places and at all times, *including grade-school students*. Its all-encompassing universality stretches back to God's original plan for the human person and creation and then forward to Christ's Second Coming when history reaches its pinnacle and *all* creation is redeemed.

And, as if that wasn't enough, John Paul II takes this robust, Trinitarian, and sacramental anthropology and applies it to the Sacrament of Marriage. Isn't this precisely the conflict we find ourselves in the midst of today? What is marriage? Is it just a human or societal invention? Why can't we redefine it? Why can't it be between any two people who love each other and desire lifelong companionship?

Although these questions may seem far too advanced for younger children, even our youngest students are being subtly influenced and formed by this redefined view of marriage and gender. Becoming a TOB Campus and integrating the Theology of the Body language and concepts into the school's environment and classrooms provide a robust, Catholic way of rooting even our youngest children in God's plan for love and human sexuality. This is not to say we teach them about sexual activity, but about the beauty of being a boy or girl and their ability to reveal the Trinity by being a gift and receiving others as a gift.

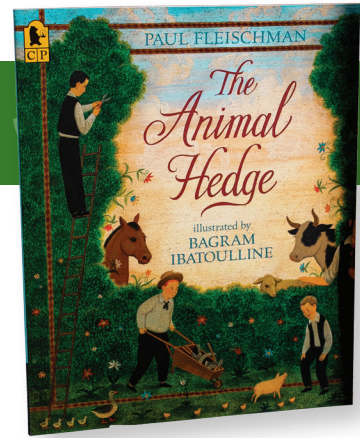


So get ready for the great TOB Adventure! We're so grateful and thankful you have joined us on this exciting journey into the heart of Trinitarian Love. And we welcome you to the TOB Revolution where *every* person is a gift to be revered, received, and guided into the fullness of abundant life in the Holy Spirit. For it is truly Love, Trinitarian Love, that has created and saved the world and each of us.



GRADE 1

ROOTED: Theology of the Body TEACHERS COMPANION TO *THE ANIMAL HEDGE* By Paul Fleischman



 45 MINUTE LESSON	 45 MINUTE LESSON	 45 MINUTE LESSON	 45 MINUTE LESSON	 45 MINUTE LESSON
Day 1 Creation is a Gift-Part 1	Day 2 Creation is a Gift-Part 2	Day 3 Purity of Heart/Virtue	Day 4 Vocation (Part 1)	Day 5 Vocation (Part 2)

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1.1.1 TOB

Express a sense of wonder for all of God's creation.
(TOB 2-3, 13:2; CCC 299)

1.1.2 TOB

Recognize the goodness of creation.
(TOB 13:3; CCC 280, 339)

1.1.3 TOB

Express that every person is a gift from God.
(TOB 13:2-4, 14:4, 15, 16:3-4, 17, 18:3-19:1, 19:3; CCC 356-358, 371-372)

1.7.1 TOB

Recognize that human beings manifest their inner life through their body language.
(TOB 19:4-5; CCC 2521-2524)

1.10.1 TOB

Recognize that true freedom comes by choosing the good.
(TOB 13:3; CCC 1696, 1730, 1733)

1.11.1 TOB

Recognize that each person is unique and unrepeatable.
(TOB 20:5; CCC 357, 366)

1.11.2 TOB

Recognize that God calls us to make a gift of ourselves in love.
(TOB 46:6, 78:3; CCC 357, 1878, 2196, Gaudium et Spes 24:3)

All of these standards are covered within these Grade 1 Unit Lesson Plans except 1.7.1 TOB. For Lesson Extensions and Additional Themes, see page 31.

“AND GOD SAW EVERYTHING THAT HE HAD MADE AND BEHOLD, IT WAS VERY GOOD” GENESIS 1:31

It's easy to use the things we have and throw them away when we're done — without thinking much about it! But it's good to remember that all of creation is a gift from God. St. John Paul II offers these reflections based on the Book of Genesis:

- God freely created everything out of nothing, as an act of love.
- Everything he created, he pronounced to be good.
- We are set apart because we are created in the image of God and are therefore the pinnacle of creation. After creating man, God pronounces his creation to be *very good*.
 - Man names the animals because he can know the visible world.
 - God tests man by ordering him not to eat from the tree of knowledge of good and evil. This means that man has the freedom to choose what he does.
 - In other words, man's intellect and free will sets him apart from everything else.
- Each person is created in a unique, exclusive and unrepeatable relationship with God himself.
- All of creation is a gift for the human person, who alone can see that creation is a gift and appreciate its worth.
- God puts us in charge of the rest of creation so we can provide for our needs, but we should also care for it.
- God gave the man and woman to each other as gifts. Each person is a gift — so we should treat each other that way.

This worldview goes with an attitude of wonder and gratitude for the beauty and goodness of creation.

One of the most important things that we, as teachers, can communicate to our students is a wonder and awe at the goodness of creation.

GRADE 1 DAY 1

CREATION IS A GIFT (PART 1)



THEOLOGY OF THE BODY STANDARDS

1.1.2 TOB Recognize the goodness of creation.
(TOB 13:3; CCC 280, 339)

1.1.3 TOB Express that every person is a gift from God.
(TOB 13:2-4, 14:4, 15, 16:3-4, 17, 18:3-19:1, 19:3; CCC 356-358, 371-372)

LESSON OBJECTIVES

- The student will identify the gift given on each day of creation.
- The student will state that God's creation is good.
- The student will identify that humans are separate from the rest of creation.
- The student will recognize that human beings are God's most special gift of creation.

LESSON MATERIALS

- Bible
- pencils and coloring materials
- THE GIFTS OF CREATION worksheet (page 8)
- Quiet instrumental music (optional)

PRAYER (5 MINS)



Teacher prays aloud: *Heavenly Father, we are thankful for the many gifts you give to us.*

Students respond after each intention: *"Thank you God."*

For the gift of the world...

For the gift of my friends...

For the gift of my family...

For the gift of my life...

For the gift of my school...

For the gift of my body...

Our Father, who art in Heaven, hallowed be thy name. Thy kingdom come, thy will be done, on Earth as it is in Heaven. Give us this day, our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

THE GIFTS OF CREATION ACTIVITY (25 MINS)



Pass out one THE GIFTS OF CREATION worksheet (page 8) per student.

NOTE: We have provided two versions, one with letters to trace and one with blank lines. Please choose the version that will work best for your particular students.

What is this book?

(Hold up a Bible.) This is the Bible.

Why is this book so special?

The Bible is so special because it is the Word of God. The Bible helps us to learn who God is.

The Bible tells us that God is a wonderful gift giver. Let's read about God's wonderful gift of creation together.

Read the following description on the days of creation. You may choose to dim the lights and play soft music during this activity.

God is a wonderful gift giver. God is overflowing with love and generosity. God chose to create everything.

Day 1: In the beginning, the world was filled with darkness. God chose to give the gift of light and he separated the light from the darkness. God looked at his creation and said that it was good. Use your coloring skills to separate light from darkness in the Day 1 gift box on your worksheet. As you color, silently thank God for the gift of light.

Pause for a moment to allow the students to finish coloring.

Put your coloring utensils down and let's move on to the second day of creation.

Day 2: In the beginning, there was no sky. On the second day, God chose to give the gift of sky above and water below. God looked at his creation and said that it was good. Color the sky and water in the Day 2 gift box on your worksheet. As you color, silently thank God for the gift of air.

Pause for a moment to allow the students to finish coloring.

Put your coloring utensils down and let's move on to the third day of creation.

Day 3: In the beginning, there was no dry land. On the third day, God chose to give the gift of land. God filled the land with plants, flowers and trees. God looked at his creation and said that it was good. Color the land, sea, and plants in the Day 3 gift box on your worksheet. As you color, silently thank God for the gift of plants.

Pause for a moment to allow the students to finish coloring.

Put your coloring utensils down and let's move on to the fourth day of creation.

Day 4: In the beginning, there was no sun or moon. On the fourth day, God chose to give the gifts of the sun and moon. God looked at his creation and said that it was good. Color the sun, moon, and stars in the Day 4 gift box on your worksheet. As you color, silently thank God for the gifts of the sun and moon.

Pause for a moment to allow the students to finish coloring.

Put your coloring utensils down and let's move on to the fifth day of creation.

Day 5: In the beginning, there were no creatures in the sky or sea. On the fifth day, God chose to give the gifts of the birds and fish. God looked at his creation and said that it was good. Color the fish in the Day 5 gift box on your worksheet. As you color, silently thank God for the gifts of the birds of the air and the fish of the sea.

Pause for a moment to allow the students to finish coloring.

Put your coloring utensils down and let's move on to the sixth day of creation.

Day 6: In the beginning, there were no animals on the land. On the sixth day, God chose to give the gift of animals. God looked at his creation and said that it was good. Color the animals in the Day 6 gift box on your worksheet. As you color, silently thank God for the gift of animals.

Pause for a moment to allow the students to finish coloring.

What did God say about each gift of creation?

God said that it was good.

God created all these wonderful things and said that they were good. At the bottom of your worksheet, trace the words, "God said that it was good." These words from the Bible remind us of the goodness of all of God's creation.

Option 2: If students are using the blank sentence template, ask them to write in the words, "God said that it was good."

God saved his most special gift for last. What is missing from God's creation?

Us! We (human beings) are missing from God's creation.

We are God's most precious gift because he created us to be like him. Take a moment to draw yourself in the Day 6 gift box on your worksheet.

GOOD AND VERY GOOD ACTIVITY (10 MINS)



What is God's most precious gift?

We (human beings) are God's most special gift. God saw that his creations were good, but after he created man and woman, he said his creation was very good.

Why does God say that we are very good?

God says that we are very good because we are made in his image and likeness.

I'm going to point to some of God's creations and I want you to tell me if God said that it was good or God said that it was very good. Finish my sentence aloud: "God said that it was ____." Students should respond with "good" or "very good."

Examples:

Teacher points to a tree and says, **"God said that it was ____."** Students will say aloud, "good."

Teacher asks a specific student (Timmy) to stand and says, **"God said that Timmy is ____."** Students will say aloud, "VERY good."

If time permits, ask each student to stand individually to be described as, "VERY good."

WRAP UP (5 MINS)



Can you name some of God's gifts of creation?

Light, water, sky, trees, night, day, fish, birds, animals, humans, etc.

What is God's most precious creation?

We are God's most precious creation. Human beings are created male and female in the image and likeness of God.

What does God say about his creation?

God says that it is good. When God creates human beings in his image and likeness, he says that it is very good.

THE GIFTS OF CREATION

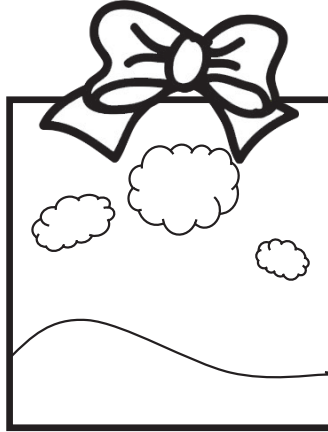
CREATION IS A GIFT

Name _____

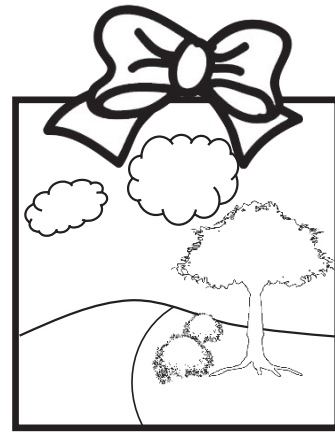
THE GIFTS OF CREATION



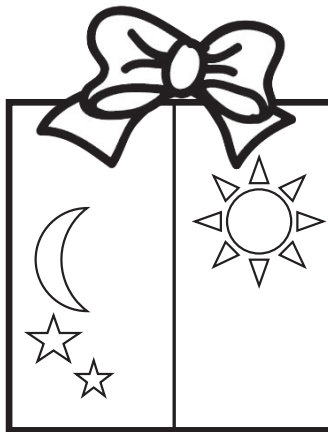
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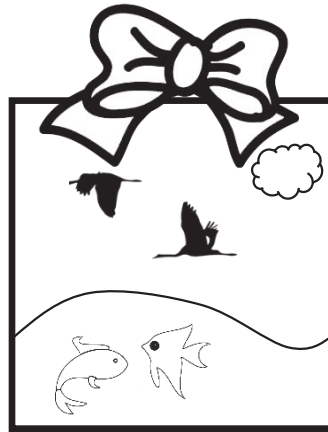
DAY 2



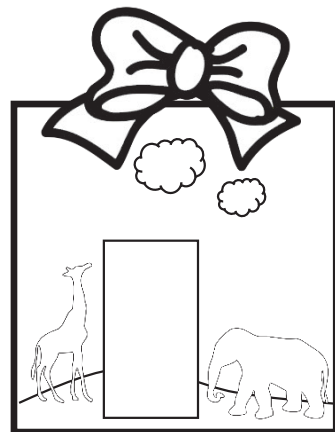
DAY 3



DAY 4



DAY 5



DAY 6

God said that it

was good.



THEOLOGY OF THE BODY TIDBITS...

All of creation is a good gift from God to us. We (as human persons) are God's most special gift. God saw that his creations were good, but after he created man and woman, he said his creation was very good. Remind your child that he/she is a special gift from God.

THE GIFTS OF CREATION

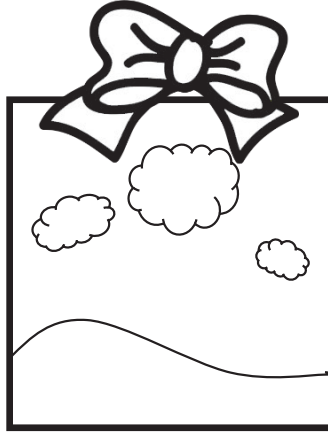
CREATION IS A GIFT

Name _____

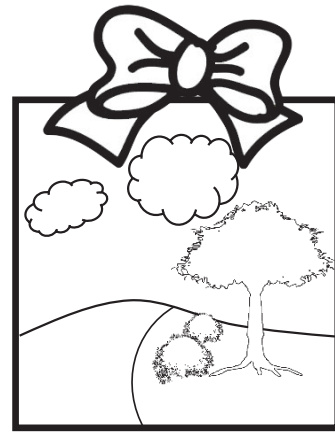
THE GIFTS OF CREATION



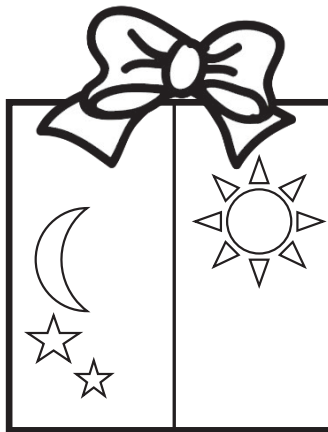
DAY 1



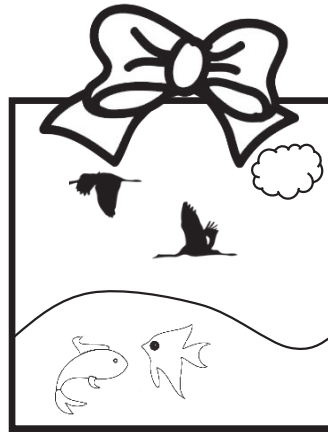
DAY 2



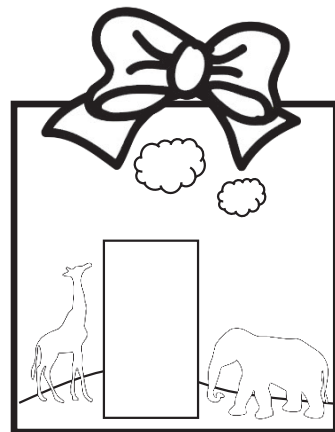
DAY 3



DAY 4



DAY 5



DAY 6



THEOLOGY OF THE BODY TIDBITS...

All of creation is a good gift from God to us. We (as human persons) are God's most special gift. God saw that his creations were good, but after he created man and woman, he said his creation was very good. Remind your child that he/she is a special gift from God.

GRADE 1 DAY 2

CREATION IS A GIFT (PART 2)



THEOLOGY OF THE BODY STANDARDS

1.1.1 TOB Express a sense of wonder for all of God's creation.
(TOB 2-3, 13:2)

LESSON OBJECTIVES

- The student will identify ways God provides for us through his creation.
- The student will express appreciation and wonder for how God provides for us through his creation.

LESSON MATERIALS

- Bible
- *The Animal Hedge* by Paul Fleischman
- pencils
- GOD PROVIDES FOR OUR NEEDS worksheet (page 12)

PRAYER (5 MINS)



Teacher prays aloud: *Heavenly Father, we are thankful for the many gifts you give to us.*

Students respond after each intention: *"Thank you God."*

For the gift of the world...

For the gift of my friends...

For the gift of my family...

For the gift of my life...

For the gift of my school...

For the gift of my body...

Our Father, who art in Heaven, hallowed be thy name. Thy kingdom come, thy will be done, on Earth as it is in Heaven. Give us this day, our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

CARING FOR GOD'S CREATION IN GENESIS (5 MINS)



Can anyone remember the name of this special book?

(Hold up a Bible.) This special book is the Bible.

Why is this book so special?

The Bible is so special because it is the Word of God. The Bible helps us to learn who God is.

Let's read from the Bible to learn about the special job that God gave to humans.

Read Genesis 2:15 and 2:19 when God gave humans the special job to care for his creation.

"The Lord God then took the man and settled him in the garden of Eden, to cultivate and care for it." Genesis 2:15

"So the LORD God formed out of the ground all the wild animals and all the birds of the air, and he brought them to the man" Genesis 2:19

God gave us the special job to take care of his creation. What are some of his creations?

God created the world, the land, the fish, the birds, the water, the air, people, etc.

We're going to read a story about a farmer who is happy God created farm animals.

READ THE ANIMAL HEDGE (20 MINS)



Read *The Animal Hedge* by Paul Fleischman.

DISCUSSION QUESTIONS (5 MINS)

What are some of God's creations that we see in the story?

Some of God's creations that we see in the story are the animals, plants (hedge), and the farmer and his sons.

God created cows for us as a way of taking care of our needs. What do cows give us?

Cows give us milk to drink, which can also be used to make butter, yogurt, cheese and ice-cream.

God also created sheep for us as a way of taking care of our needs. What do sheep give us?

Sheep give us wool so that we can make ourselves warm clothing.

God also created chickens for us as a way of taking care of our needs. What do chickens give us?

Chickens give us eggs to eat.

Isn't it great that God created so many kinds of animals to help meet our needs of food and clothing?

Yes, it is great that God created so many kinds of animals to help meet our needs of food and clothing.

Which of the farm animals that God created do you appreciate the most?

NOTE: This question is a way to measure the second objective: "The student will express appreciation and wonder for how God provides for us through his creation." Let the students name the animal they appreciate the most and say why.



THE WONDERFUL WAYS GOD PROVIDES FOR OUR NEEDS ACTIVITY (5 MINS)

Pass out a WONDERFUL WAYS GOD PROVIDES FOR OUR NEEDS worksheet (page 12) to each student. Highlight that God provides for us through his creations. Instruct the students to draw a line from God's creation in the left column to the gift God provides for us in the right column.



WRAP UP (5 MINS)

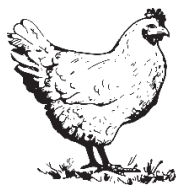
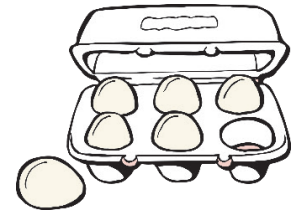
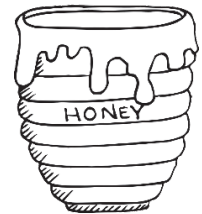
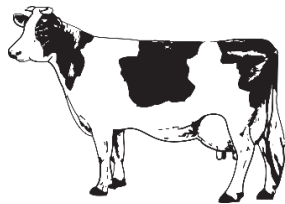
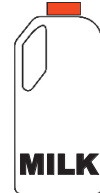
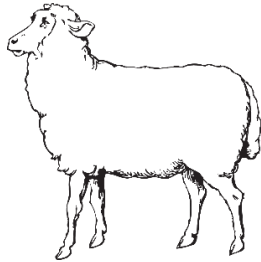
God gave us the gift of so many different kinds of animals, like the farm animals that give us food and wool. It is wonderful to see how God provides for us through the gift of his creation.



WONDERFUL WAYS GOD PROVIDES FOR OUR NEEDS

CREATION IS A GIFT

Name: _____



THEOLOGY OF THE BODY TIDBITS...

All of creation is a gift for the human person, who alone can see that creation is a gift and appreciate its worth. There's such a wonderful variety of animals and plants. Farm animals, for instance, provide for many different needs that we have of food and clothing. Take time to join your child in expressing wonder for God's many good gifts of creation.

TEACHER RESOURCE PAGE

If we don't think too much about it, we might believe freedom is all about being free from constrictions.

St. John Paul II looks to the Book of Genesis to find a context for human freedom. The warning given by God to Adam not to eat from the tree of the knowledge of good and evil is a mark of human personhood, because only we can think and choose for ourselves.

Thanks to the original free choice to disobey God's loving command, we have all been affected by original sin. Our hearts are a battle ground for choosing between good and evil. St. Paul speaks of this when he compares life "according to the Spirit" to living "according to the flesh". (Cf. TOB 51:2) He is comparing a moral purity, rooted in the heart, involving virtue and grace, to "uncleanliness" that has to do with sin in general.

Freedom is related to our final goal: it's a freedom "for" instead of a freedom "from". We want to achieve the reward of complete happiness in heaven, so we're not just trying to be free from restrictions. The choices that I make now affect some reality external to me, but they also affect my interior thoughts and desires. When I make good choices, aligned with my final goal of heaven, then I grow in virtue. When I choose poorly, I become weaker, more enslaved to my passions and to sin, more vice-filled.

**When I make good choices, aligned with my
final goal of heaven, then I grow in virtue.**

God knows we have a wounded nature and are inclined to sin. He wants to help us achieve the fullness of freedom that the saints have in heaven, when all our desires will be fulfilled, and we will enjoy complete happiness.

- He gives his children the Ten Commandments as guardrails to keep us from making poor choices that take us off the pathway home to heaven.
- Jesus Christ tells us that he is the vine and we are the branches. When we remain united to him, we can bear much fruit. Union with him comes through the gift of the Holy Spirit.
- The Holy Spirit dwells within us and provides grace so that we can live "according to the Spirit", through our actions, modes of behavior and virtues. (Cf. TOB 51:5). The fruit of the Spirit is "love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-mastery" (Gal 5:23).

Young children can appreciate how good choices lead to happiness and true freedom, while poor choices lead to unhappiness and the loss of freedom. We can encourage them by saying that God tells us what to do for the sake of our own good and that he helps us from within by his grace.

GRADE 1 DAY 3

PURITY OF HEART/VIRTUE



THEOLOGY OF THE BODY STANDARDS

1.10.2 TOB Recognize that true freedom comes by choosing the good (cf. TOB 53:3).

LESSON OBJECTIVES

- The student will explain that God gave us freedom so we can make loving choices.
- The student will identify loving choices.

LESSON MATERIALS

- pencils and coloring materials
- FREEDOM RULES double-sided worksheet (pages 19-20)
- FREEDOM TO MAKE LOVING CHOICES worksheet (page 18)

PRAYER (5 MINS)

Teacher prays aloud: *Heavenly Father, we are thankful for the many gifts you give to us.*

Students respond after each intention: *"Thank you God."*

For the gift of the world...

For the gift of my friends...

For the gift of my family...

For the gift of my life...

For the gift of my school...

For the gift of my body...

Our Father, who art in Heaven, hallowed be thy name. Thy kingdom come, thy will be done, on Earth as it is in Heaven. Give us this day, our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

FREEDOM RULES ACTIVITY (10 MINS)

Pass out one double-sided FREEDOM RULES worksheet (pages 19-20) per student. Ensure that side 1 is face up on their desk. Side 1 is the side without numbers next to the dots.

There is a secret image in this picture. Your job is to connect the dots in order to reveal the secret image. You can connect the dots in any order you want. There are no rules. You have 2 minutes to connect the dots on your paper with your pencil. If you finish early, you may color your image.

Some children will become frustrated with this activity and that is okay. Remind the child that you just want them to try their best right now and it is okay if their paper looks different from their neighbor's paper.

What do you think the secret image is?

Answers vary.

Was it hard to guess the secret image?

Yes.

Why was it hard to guess what the secret image is?

It was hard because there were not many hints on the paper to show us what the secret image is. There were also no numbers next to the dots, so we did not know which dots to connect and what order to do so.

Turn your paper over to side 2. There is a secret image in this picture. Your job is to connect the dots in order to reveal the secret image, but this time I have some rules for you to follow. You must connect the dots in order. Draw a line from dot number 1 to dot number 2, then from dot number 2 to dot number 3 and so on. You have 2 minutes to connect the dots on your paper with your pencil. If you finish early, you may color your image.

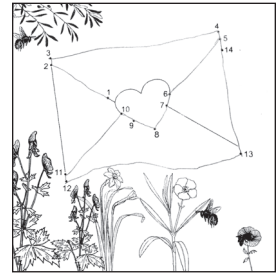


What do you think the secret image is?

The secret image is a letter, envelope, or mail.

Was it easier to guess what the secret image was this time? Why?

Yes, it was easier to guess what the secret image was this time because we had rules to follow. The numbers next to the dots helped us to follow the right order and reveal the image.



GUIDED LEARNING QUESTIONS (5 MINS)

Are rules bad?

No, rules are not bad. Although rules are sometimes tough to understand and follow they are not bad.

What is one rule that we have in this classroom?

Answers may vary. For example, raise your hand before talking.

Why do we have this rule?

Answers may vary. For example, we have the rule to raise our hands before talking so that everyone can have a chance to talk and hear what others are saying.

Why do we have the rule to look both ways before crossing the street?

We have the rule to look both ways before crossing the street to keep us safe.

Why do we have the rule to wear a helmet while riding our bikes?

We have the rule to wear a helmet to keep us safe.

Who makes the rules for the classroom?

The teacher makes the rules for the classroom.

Who makes the rules for the school?

The principal makes the rules for the school.

Why do they give us these rules?

They give us these rules to keep us safe, healthy and happy because they love us.

Does God give us rules?

Yes. God gave us rules. For example, God tells us not to steal. [If your students have knowledge of the Ten Commandments, you might mention that God gave these rules to Moses.]

Why did God give us these rules?

He gave us these rules to keep us safe, healthy and happy because he loves us.

One rule God gave us is to love each other. What do you think it means to “love each other”?

Answers vary. When we love someone, we make good choices to help him or her.

Can you name a loving choice that a parent has made for you?

Answers vary. For example, my mom makes me lunch, comforts me when I am sad, etc.

FREEDOM TO MAKE LOVING CHOICES ACTIVITY (10 MINS)

Pass out the FREEDOM TO MAKE LOVING CHOICES worksheet. (page 18)

God told us to love each other. Remember, to love someone means we make good choices for that person. Let’s decide whether the choices on our papers are loving choices or not. Mark each loving choice with the letter “L.” Leave the other choices blank.

After the students have completed the worksheet, go through each of the choices with the class.

Now that you have all marked the loving choices with an “L,” let’s go through each choice. I will read the choice and you tell me with your body if it is loving or not. If you think it is a loving choice, make a heart with your hands like the picture on the top of your worksheet. If you think the choice is not a loving choice, put your thumbs down like the picture on the top of your worksheet.

After you have discussed all of the choices, instruct the students to color the loving choices red and leave the other choices blank.

Who gave us the freedom to make choices?

God gave us the freedom to make choices. God gave us this amazing gift of freedom, meaning we can make choices. God will never force us to make good choices, but he wants us to make good choices.

I remember when I made a loving choice that helped someone else.

For example, I chose to bring dinner to my neighbor who was sick.

Now, close your eyes and think of a time you made a loving choice to help someone. (Pause.) Show me with your body how you felt after you helped that person by making a good choice.

For example, students might smile to show their happiness.

Open your eyes.

How did you feel after making that choice?

Happy, proud, etc. Allow multiple students to share their answers aloud.

Do we always make loving choices?

No, we do not always make loving choices. Sometimes we make poor choices, but we should try our best to make loving choices.

Now, close your eyes and think of a time you made a poor choice that hurt someone with your words. (Pause.) Keep your eyes closed. This time we are not going to share, but I want you to show me with your body how it made you feel.

For example, students might frown to show their sadness.

Now open your eyes.

Is it always easy to make loving choices?

No, it is not always easy to make loving choices. Sometimes, it is hard to make loving choices.

You did a great job deciding if the choices made were loving choices or poor choices. We said before that making loving choices is not always easy. We are going to look back at some of the choices the characters made in The Animal Hedge.

GUIDED LEARNING QUESTIONS (10 MINS)

Review *The Animal Hedge* with a picture walk. Using the questions below, make note of the difficult choices the farmer has to make when selling his beloved animals.

Which characters in the story chose to do something loving for someone else? What choices did they make?

The farmer chose to take care of his sons and animals. The sons chose to take care of their father. Each son chose to do a job that could help or bring joy to others.

Did the farmer love his animals?

Yes, the farmer loved his animals.

How do you know he loved his animals?

We know he loved his animals because he sang and smiled while he cared for them. He was sad when they were gone.

When the farmer was out of money, did he have to give up something?

Yes, the farmer had to give up his beloved animals when he sold them at the market.

Why did the farmer choose to sell his animals that he loved?

The farmer chose to sell his beloved animals at the market in order to buy food for his sons.

Do you think that was a loving choice?

Yes, that was a loving choice because if the farmer's sons did not have food they could have gotten very sick.



Do you think it was an easy choice for the farmer to make to sell his animals?

No, it was not an easy choice for the farmer. He loved his animals, but he knew he needed to take care of his children and keep them healthy.

The three sons chose to give up their hard-earned money to buy their father animals. Do you think they were happy that their choices made their father happy?

Yes, the sons were happy that their choice made their father happy. When we choose to do good and make a gift of ourselves to others, amazing things can happen.

Sometimes we might not know which choice is the loving choice. Whom can you ask when you do not know which choice to make?

When you are not sure which choice is the loving choice, you can ask parents, godparents, teachers, priests, coaches, and God in prayer.

WRAP UP (5 MINS)



God gave us the gift of freedom to make loving choices. God wants us to make good choices, so he has given us parents, godparents, teachers, priests, and coaches to help guide our decisions. When we find it difficult to make a loving choice that helps others, we can pray to God and ask him to help, too. God always wants to help guide us to make good choices that will lead to true happiness.

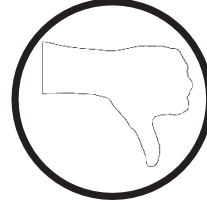
End in a short prayer. ***Let's close our eyes right now and pray to God.***

Dear Lord, thank you for the times you have helped us make loving choices. Please help us to continue to make good choices. Amen.

Name: _____



Loving



Not Loving

Decide if each choice is loving or not. Mark the loving choices with an “L” and leave the other choices blank.

Stealing a toy

Sharing my toy

Making dinner
for someone
who is sick

Cutting in line

Pushing a
classmate

Giving food to
someone who is
hungry



THEOLOGY OF THE BODY TIDBITS...

God gives us freedom so that we can make good choices. When we make good choices, it doesn't just affect the results we see, but we change on the inside. We become stronger, more free and happier. Help your child remember some good choices he/she made and to plan to make more good choices.

Name: _____

Connect the dots to reveal the secret image.

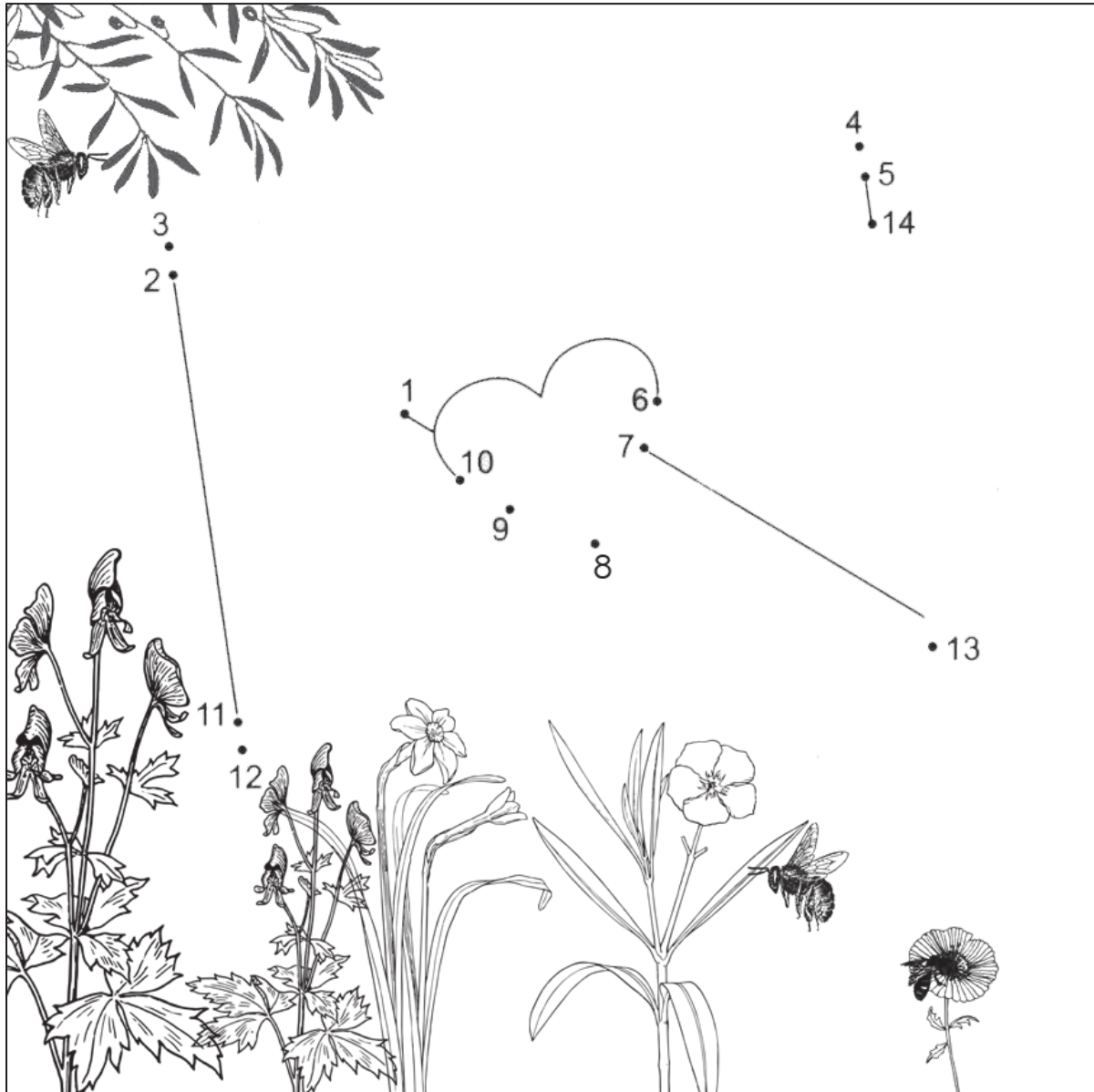


THEOLOGY OF THE BODY TIDBITS...

Having good rules makes a difference as can be seen by the two different sides of this worksheet, one with rules and one without. Your child has been learning about how using our freedom to make good and loving choices makes us happy and using our freedom to make bad choices leads to unhappiness. Help your child think of loving choices he/she could make to help other people.

Name: _____

Connect the dots to reveal the secret image.



THEOLOGY OF THE BODY TIDBITS...

Having good rules makes a difference as can be seen by the two different sides of this worksheet, one with rules and one without. Your child has been learning about how using our freedom to make good and loving choices makes us happy and using our freedom to make bad choices leads to unhappiness. Help your child think of loving choices he/she could make to help other people.

TEACHER RESOURCE PAGE

Jesus Christ teaches that everyone who hears his words and follows them is like a wise person building his house on rock. That house is able to withstand rains, floods and winds (Cf. Mt 7:25) in contrast to the house build on sand, which crumbles under the stress (Cf. Mt 7:27). Thinking along those lines, we could say that the foundations of a young person's vocation are being laid long before the construction of the "house" begins. Growth and maturation for a person require a clear self-identity built upon the bedrock of Christ's teachings.

Self-identity comes from being certain of one's own dignity and self-worth that's founded not upon the shifting sands of what we do or how we are treated by other, but rather on being:

- made in the image and likeness of God;
- redeemed by Christ, who laid down his life for each one of us;
- called to glory (cf. Rm 8:30) to spend eternity sharing in the loving communion of the three Persons of the Blessed Trinity.

St. John Paul II teaches that each one of us exists in a "*unique, exclusive, and unrepeatable relationship with God himself*" (TOB 6:2) who loves us unconditionally. What joy and security it can bring everyone, including children, to know we each have an immeasurable dignity and worth that doesn't depend on our having to do something and that cannot be taken away by any circumstance or any sin, no matter how bad! This is a truth upon which we can build our entire lives.

...each one of us exists in a "*unique, exclusive, and unrepeatable relationship with God himself*" who loves us unconditionally.

Continuing with the image of building a house, once the solid foundation is set, next comes the development of my life, my work and mission — in other words, my vocation. My vocation (my calling from God) arises from acknowledging all of creation as a gift, including my own existence! Think of it this way. God has gifted life to me and gives himself to me. He calls me in turn to develop and flourish by the loving gift of myself to others. Perhaps it seems counterintuitive, but God designed us to find fulfillment in this way. How many sad and empty lives result from a narcissistic self-seeking of pleasure, money, fame or power (cf. *Gaudium et Spes*: 24,3).

Story books are particularly good at illustrating for children how selfish choices lead to the mistreatment of others and unhappiness, while making the loving gift-of-self to others brings happiness and fulfillment.

GRADE 1 DAY 4

VOCATION (PART 1)



THEOLOGY OF THE BODY STANDARDS

1.11.1 TOB Recognize that each person is unique and unrepeatable.
(TOB 20:5)

LESSON OBJECTIVES

- The students will recognize that God made us good and loves each one of us in a special way.

LESSON MATERIALS

- *The Animal Hedge* by Paul Fleischman
- pencil for each student
- HIDDEN OBJECTS worksheet (page 25)
- INTERVIEW WITH AN ADULT worksheet to assign for homework (page 26)

PRAYER (5 MINS)

Teacher prays aloud: *Heavenly Father, we are thankful for the many gifts you give to us.*

Students respond after each intention: *"Thank you God."*

For the gift of the world...

For the gift of my friends...

For the gift of my family...

For the gift of my life...

For the gift of my school...

For the gift of my body...

Our Father, who art in Heaven, hallowed be thy name. Thy kingdom come, thy will be done, on Earth as it is in Heaven. Give us this day, our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

THE ANIMAL HEDGE PICTURE WALK (15 MINS)

Review *The Animal Hedge* with a picture walk. Using the questions below, make note of what each character sings about and sees in the hedge.

What did the farmer sing about?

The farmer always chose songs about the barnyard animals. He sang songs about sheep, colts, and ducklings.

What did the farmer see in the hedge?

The farmer saw cows, roosters, sheep, etc. in the hedge.

What did the eldest son sing about?

The eldest son always chose coachmen's songs. A coachman is a driver of a horse-drawn carriage.

What did the eldest son see in the hedge?

The eldest son saw a carriage and a team of horses in the hedge. A carriage is like a car that is pulled by horses.

What did the second son sing about?

The second son liked to sing songs of the sea.

What did the second son see in the hedge?

The second son saw a great sailing ship in the hedge.

What did the youngest son sing about?

The youngest son liked to sing songs about a traveling fiddler. A fiddler is a person who plays a violin.

What did the youngest son see in the hedge?

The youngest son saw a fiddler playing before a crowd of dancers in the hedge.



I AM UNIQUE MEDITATION (7 MINS)

Lead the students in a guided meditation to recognize that God created each of them unique and unrepeatable.

Everyone sit straight up in your chair with your back against the back of your chair. Place your feet flat on the ground and relax your muscles as if you are melting into your chair. Take a deep breath in (pause) and let it out. Close your eyes. Take another deep breath in (pause) and let it out.

With your eyes closed, place your hands on top of your head. Feel your hair. There is no one else with the exact same hair as yours. God created your hair just for you. Take a moment to think about how special this gift is.

With your eyes closed, place your hands on your face. Gently feel your nose, cheeks, and chin. There is no one else with the exact same face as yours. God created your face just for you. Take a moment to think about how special this gift is.

Open your eyes and look at the lines on your hands. Notice the lines and spirals on your fingers. There is no one else with the exact same hands as yours. God created your hands just for you. Take a moment to think about how special this gift is.

Close your eyes again, place your hands on your knees. Gently feel the bones in your knees. Think of all the things you can do because of your legs. There is no one else with the exact same legs as yours. God created your legs just for you. Take a moment to think about how special this gift is.

Quietly repeat after me, "I am unique." "There is no one else like me." "Thank you, God, for creating me." "Amen."

I AM UNIQUE ACTIVITY (15 MINS)

We are going to talk about the word "unique." When we are talking about human persons, unique means that nobody is quite the same. The farmer and each of his sons saw a symbol of a unique gift God had given them in the hedge. Did you notice that each person in the story saw something different? That is because they are unique. You are unique, too. God made you that way. He made you special. For example, I am unique because... (give the students an example of how you are unique).

I know that you have so many unique things about you, so now we are going to see some of this uniqueness with our classmates. I am going to put you into pairs right now. With your partner I want you to compare:

- *your hair color*
- *the size of your hands*
- *the swirls on your fingers: which way do the swirls go? How are the swirls shaped differently?*
- *your birthdate*
- *your favorite color*

God made us so special, didn't he?

Yes, God made us so special.

We learned yesterday what God thinks about us. What did he say about us?

God says that we are VERY good! (Relates to the Day 1 lesson objective.)

If you were a character in the story, what do you think you would see in the hedge?

Answers may vary. Let various students say what they see in the hedge. The fact that each child will see and draw something different will emphasize their uniqueness.

HIDDEN OBJECTS ACTIVITY (10 MINS)



Pass out one HIDDEN OBJECTS worksheet (page 25) to each student.

Each character discovered hidden objects in the hedge. See if you can discover all seven objects hidden in the hedge on your paper. Circle each object you find from the box beneath the hedge. Turn your paper over when you have found all seven objects.

WRAP UP (3 MINS)

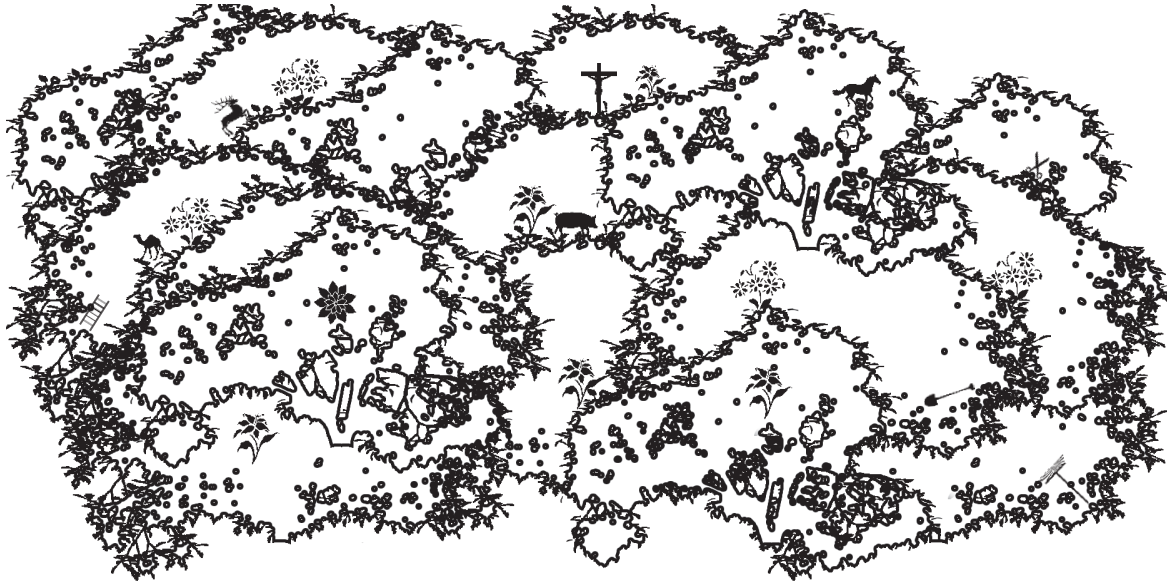


Remind the students that God made each person unique and unrepeatable. God made each person that way and loves each of us in our uniqueness no matter what we do.

For the next lesson, assign the following activity for homework: INTERVIEW WITH AN ADULT (page 26).

In another Theology of the Body lesson, we will explore how we make the gift of ourselves through work. Ask an adult at home to answer the questions on the INTERVIEW WITH AN ADULT worksheet. With their help, write their answers on the lines and bring it back.

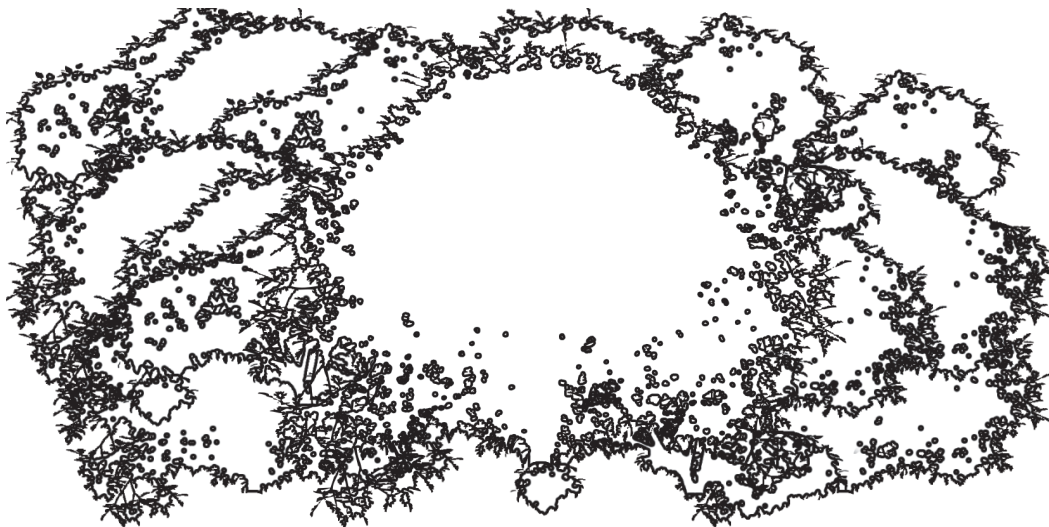
Name _____



Can you find these hidden objects in the hedge?



What do I see in the hedge?



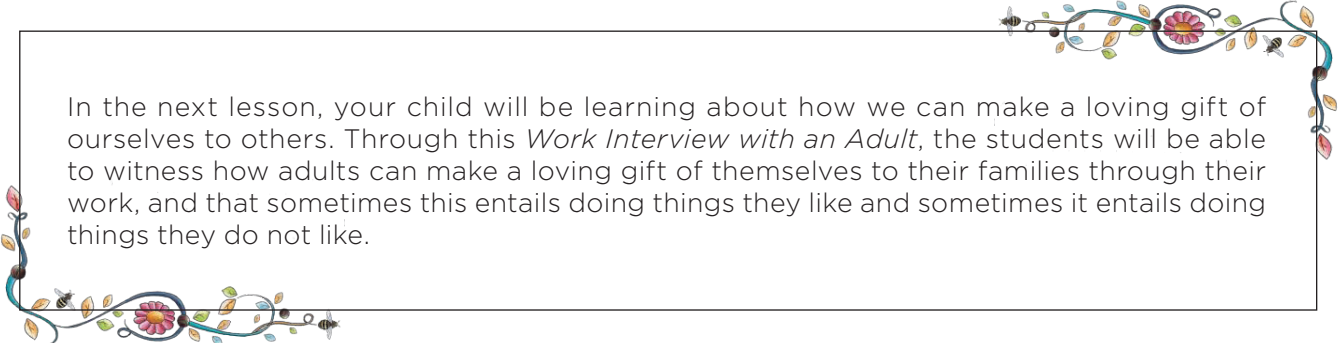
THEOLOGY OF THE BODY TIDBITS...

Every single person is unique, unrepeatable, and loved by God unconditionally. Express appreciation to your child for his/her uniqueness and emphasize that their worth doesn't depend on anything they say or do: God loves them no matter what. Certainty of being loved unconditionally brings great security.

INTERVIEW WITH AN ADULT

VOCATION

Name: _____



In the next lesson, your child will be learning about how we can make a loving gift of ourselves to others. Through this *Work Interview with an Adult*, the students will be able to witness how adults can make a loving gift of themselves to their families through their work, and that sometimes this entails doing things they like and sometimes it entails doing things they do not like.

MY INTERVIEW WITH

(Write adult's name on the line above)

1. What is your work?

2. What is the favorite part of your work?

3. What do you like least about your work?

4. Are you loving your family through your work? If yes, how?

GRADE 1 DAY 5

VOCATION (PART 2)



THEOLOGY OF THE BODY STANDARDS

1.11.2 TOB Recognize that God calls us to make a gift of ourselves in love.

(TOB 46:6; 78:3)

LESSON OBJECTIVES

- The student will recognize we can love others through our work.
- The student will state that sometimes we can love people through work that we like and sometimes we can love people through work that we do not like.

LESSON MATERIALS

- pencils and coloring materials
- Completed INTERVIEW WITH AN ADULT worksheet assigned on Day 4 lesson (page 26)
- WAYS I CAN LOVE OTHERS worksheet (page 30)

PRAYER (5 MINS)

Teacher prays aloud: *Heavenly Father, we are thankful for the many gifts you give to us.*

Students respond after each intention: *"Thank you God."*

For the gift of the world...

For the gift of my friends...

For the gift of my family...

For the gift of my life...

For the gift of my school...

For the gift of my body...

Our Father, who art in Heaven, hallowed be thy name. Thy kingdom come, thy will be done, on Earth as it is in Heaven. Give us this day, our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

WORK INTERVIEW HOMEWORK REVIEW ACTIVITY (10 MINS)

Collect each INTERVIEW WITH AN ADULT homework sheet.

Let's remember what we learned the other day about God creating us and the world. How many days did he take?

God took six days to create us and the world.

He created everything, the sun and the moon, and the animals and plants as gifts for us. What is God's most precious gift?

Human persons are the most precious of all of God's gifts. God saw that his creations were good, but after he created man and woman, he said his creation was very good.

God created each one of us as a gift and God wishes us to be gifts to others. We can choose to make a gift of ourselves to others. How can we be good gifts to others?

We can be good gifts to others by giving our time, work and love.

Today we are going to be talking about how we can be loving gifts to others. Who here is sometimes asked to do things they like for others, like feeding the dog? Hold up your hands.

Let a few of them state what they like doing for others and why.

And who here is sometimes asked to do things they do not like doing for others? Hold up your hands.

Let a few of them state what they do not like doing for others.



Hold up the INTERVIEW WITH AN ADULT worksheets that the students completed.

We learned last time that each person is unique and has different interests. Through your INTERVIEW WITH AN ADULT homework, you learned what adults like and don't like about their work and how an adult loves their family through their work. I have your completed interviews here. Let's go through some of them. I am going to give you some hints about the adult's work, and let's see if you can guess what work it is. After each adult is presented state how that person loves his/her family through that work.

NOTE: There are two points of this activity. The first is to engage the students and build anticipation for the lesson. The second is to show that adults love their family through their work (whether they enjoy it or not).

Give self-created clues or pantomime about the adult's job written on the interview worksheet. After several clues are given, announce the job and the student who interviewed them. Instruct the students to clap for that student and then end with a short prayer such as, *"Dear Lord, thank you for the gift of work. We pray for Jimmy's dad as he works as a firefighter."* In order to ensure every student and their adult interviewee is announced, you may choose to spread this activity out across future lessons.

THE ANIMAL HEDGE PICTURE WALK (10 MINS)

We are going to see how the farmer loves his children through his work — that sometimes he enjoys and sometimes he doesn't enjoy.

Start by showing the first four pages, where the farmer is happily taking care of his animals.

What is the farmer doing?

The farmer is taking care of the animals.

Does he like doing this?

Yes, the farmer likes taking care of the animals.

How can you tell?

You can tell because the farmer is singing and smiling and he hugs the animals.

But something happens: there's no rain for a long time, which means plants don't grow.

Show the next six pages, where there is no rain, and the farmer sells his animals and moves to a cottage.

What does the farmer have to do?

The farmer has to sell his animals.

Is this easy or hard for the farmer to do?

It is hard for the farmer to sell his animals.

How can you tell?

You can tell because the farmer looks sad and holds his head down.

The farmer needs to feed his sons so he starts a new job sharpening tools.

Show the next two pages of the father sharpening tools with his sons.

What is the farmer doing for his new job?

The farmer is sharpening tools for his new job.

Does he enjoy his work of sharpening tools?

No the farmer does not enjoy his work of sharpening tools.

How can you tell?

You can tell because the farmer doesn't smile and he doesn't sing.



GUIDED LEARNING QUESTIONS (5 MINS)

Let's think about how the farmer was making a gift of himself to his sons through each of these different ways.

How was the farmer making the gift of himself to his sons by taking care of his animals?

Through his work, the farmer could give the milk and eggs to his sons to eat and use the wool to make clothes for them.

Why did the farmer sell the animals he enjoyed so much?

The farmer sold his animals because he needed money to buy food for his sons whom he loved.

How was the farmer making a gift of himself to his sons through his job of sharpening tools?

The farmer was making a gift of himself to his sons through his work because he was earning money to be able to buy food to feed his sons.

Is it okay that the farmer did not enjoy sharpening tools?

Yes, it's okay that the farmer did not enjoy sharpening tools. The farmer was loving his sons that way. The important thing was that through his work the farmer could take care of his sons.

WAYS TO MAKE A GIFT OF MYSELF ACTIVITY (10 MINS)

Pass out the WAYS TO MAKE A GIFT OF MYSELF worksheet. Highlight that the farmer made a gift of himself to his boys both when he enjoyed what he was doing and when he did not. Have them think of and then draw ways that they are like the farmer. If they have time they could color both sides of the paper.

You may need to help them with ideas for their worksheets. Here are a few ideas:

Doing something I like for others: watering the plants, helping to get dinner ready.

Giving up something I like for others or to others: sharing your chocolate or candy with someone, letting someone play with your toys, buying someone a present with your money.

Doing something you do not like for others: helping with a chore you do not like doing such as helping to tidy a room for guests; waiting patiently to receive something if your parent or teacher is busy.

WRAP UP (5 MINS)

Remind the students that there are different ways we can make a loving gift of ourselves to others, sometimes doing something we like, sometimes giving up something we like and sometimes doing something we don't like.

WAYS I CAN LOVE OTHERS

VOCATION

Name: _____

The farmer loved his sons
and made a gift of himself.



The farmer enjoyed taking care of his animals.

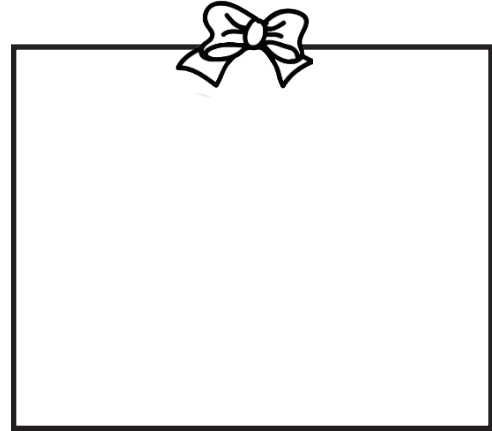


The farmer was sad he needed to sell his animals.

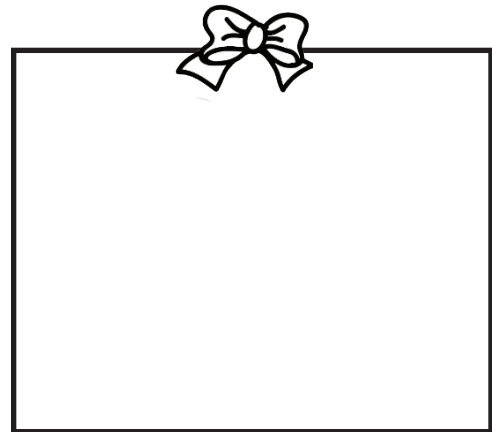


The farmer did not enjoy sharpening his tools

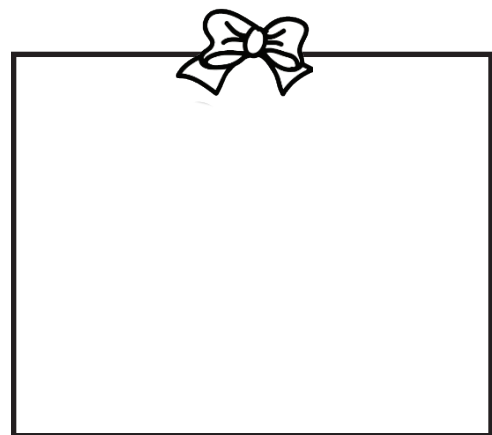
I can make a gift of myself.



I like doing this for others.



I chose to share this with others.



I do not enjoy this, but I do it for others.



THEOLOGY OF THE BODY TIDBITS...

St. John Paul II teaches that all of visible creation is a gift from God to the human person. Each person is a gift and we were created to find fulfillment through the sincere gift-of-self. Making the loving gift of oneself sometimes means doing something we like, sometimes it means giving up something we like, and sometimes it means doing something we do not like — all for others. Help your child think of even more examples through the day.

LOOKING FOR MORE?

TEACH TOB AS A MINI RETREAT WITH THESE ADDITIONAL THEMES

Teaching children the truths of what it is to be human through Theology of the Body is pure joy. You can explore these life lessons alongside your children through many of the additional themes found within the Teacher's Companions as part of the ROOTED curriculum. We invite you to open time in your classroom to create a TOB retreat within the day to experience, explore and appreciate what a gift it is to be human.



CREATION IS A GIFT

IN THE BEGINNING

Teacher's Companion to *A Seed is Sleepy* pg. 2 & 17-35

ORDER, DESIGN & MEANING

IN THE BEGINNING

Teacher's Companion to *A Seed is Sleepy* pg. 2 & 36-46

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