

LESSON TWO

Objective: Students will be able to identify the Fifth Commandment as a right relationship with all those made in God's image and likeness by vowing to do nothing to hurt anyone.

Students will role play and reflection on the Right Relationship with the Fifth Commandment with 100% student participation.

Teacher Background Information: Commandment 5/ Right Relationship

You Shall Not Kill.

I believe God loved me into life and so I commit myself to a relationship with all those made in God's image and likeness by vowing to do nothing to hurt anyone.

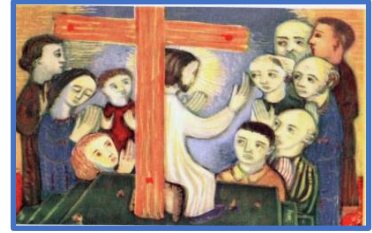
As a child of God my highest priority must be my love or my fellow "images of God." To violate their basic dignity in any way (from cultivating hate to physical harm) is a grave offense that also violates my relationship with God.

Action: This means I respect all people emotionally, socially and physically. I will not be mean to others in my speech, through bully behaviors or by fighting. I will respect my own life by living a healthy lifestyle which includes not smoking, overeating, using illicit drugs, or driving vehicles dangerously. I will build peaceful and positive relationships.

Materials: (found at the end of this lesson)

- ❖ Poster of Right Relationship
- ❖ Computer
- ❖ Projector
- ❖ Internet access for PowerPoint
- ❖ Cain and Abel Bible reading
- ❖ Role play sheets

LESSON TWO



Post the “Right Relationship Poster” in Prayer Corner for your reference.

Invitation to Prayer:

Light a candle and have the students sit in a circle with a copy of the reading.

Start with the Sign of the Cross

Cain and Abel Genesis 4: 1-16

Teacher: *As we read the story of Cain and Abel from Genesis think of your relationship with people and what things harm people’s lives.*

Invite students to take turns reading a verse from Genesis 4: 1-16

Introduction:

Discuss with class:

Why did Cain kill Abel?

Why did Cain try to hide the killing of Abel from God?

What happens to our relationship with God when we hurt others?

What happens with our relationship with God when we choose to allow harm to befall human life?

Show PowerPoint about St. Ignatius of Loyola and his challenge of honoring others as images of God until his spiritual conversion at age 30.

Guided Practice:

Teacher: As a child of God my highest priority must be my love or my fellow “images of God.” To violate their basic dignity in any way (from cultivating hate to physical harm) is a grave offense that also violates my relationship with God. Imago Dei means we are images of God.

Action: This means I respect all people emotionally, socially and physically. I will not be mean to others in my speech, through bully behaviors or by fighting. I will respect my own

life by living a healthy lifestyle which includes not smoking, overeating, using illicit drugs, or driving vehicles dangerously. I will build peaceful and positive relationships.

There are two storylines to this relational paradigm:

I can choose to protect all human life from conception till natural death by what I say, think and do; or I can choose to allow harm to befall human life from conception till natural death by what I say, think and do.

Protect/honor human life also applies to Respect Life for the most vulnerable: how do I treat the very young (siblings, maybe burdensome to me?) the very old (annoying grandparents?) the mentally/physically ill (mocking the autistic/remedial student?)

Today we will do some role plays to help us see how daily behaviors can “kill” our relationships with others and with God. Then we will discuss how we can make these behaviors change to build our relationship with God and with others.

Select students to role play one of the sample role plays with the teacher.

Role Play 1:

A group of students are playing soccer at recess. Team A had the most goals at the end of recess. Tim was on Team B, and Max, was on Team A. They have had an ongoing conflict as to who is the best player. Max made the most goals at recess. On the way to the classroom Tim said to Max, “You sure need to improve your kicking. Your kicks nearly hit people and you need to improve.” Max responds, “I am on a select soccer team, what do you know?” Tim said, “Select team or not, you don’t know what you are doing when you kick goals.”

Discuss: How does Tim harm Max with his comments?
Does this exchange harm Tim? If so, how?
How can people make a positive difference on these relationships?

Role Play 2:

The new student, Angela, had been at school for three weeks. She is slowly getting to know students and hopes to fit in. At lunch Angela sat quietly near Mariah, Jenna and other girls. Mariah, who has been the class leader, whispered to Jenna in a way to be overheard, “Ewww, that Angela wears funny clothes. She also needs to take a bath. She smells!” The group of girls laughed and started to add other negative comments about Angela.

Discuss: How do the comments from Mariah harm Angela?
Do the comments harm the other girls? If so, how?
How can people make a positive difference on these relationships?

Independent Practice:

Have students divide into groups of three or four and create their own role play showing how hurts can harm other people. Draw on their own experiences without naming any specific person.

Discuss: How do the actions in the role plays harm others?
How can people make a positive difference on these relationships?

As we conclude think of one way you can show reverence to life today in your relationship with other people. Students complete individual reflection sheet.

Closure:

During our daily meditations we will continue to reflect on this Right Relationship with the words, Father, let me always be grateful for Your gift of life and let me love all persons made in Your image and likeness.

Let me always know what leads to life and what leads to death.

I know You will always be with me.

CAIN AND ABEL

Book of Genesis

The man had intercourse with his wife Eve, and she conceived and gave birth to Cain, saying, "I have produced a male child with the help of the LORD." Next, she gave birth to his brother Abel. Abel became a herder of flocks, and Cain a tiller of the ground.

In the course of time Cain brought an offering to the LORD from the fruit of the ground, while Abel, for his part, brought the fatty portion of the firstlings of his flock. The LORD looked with favor on Abel and his offering, but on Cain and his offering he did not look with favor. So Cain was very angry and dejected.

Then the LORD said to Cain: Why are you angry? Why are you dejected? If you act rightly, you will be accepted;* but if not, sin lies in wait at the door: its urge is for you, yet you can rule over it. Cain said to his brother Abel, "Let us go out in the field." When they were in the field, Cain attacked his brother Abel and killed him.

Then the LORD asked Cain, "Where is your brother Abel?" He answered, "I do not know. Am I my brother's keeper?" God then said: What have you done? Your brother's blood cries out to me from the ground! Now you are banned from the ground* that opened its mouth to receive your brother's blood from your hand. If you till the ground, it shall no longer give you its produce. You shall become a constant wanderer on the earth.

Cain said to the LORD: "My punishment is too great to bear. Look, you have now banished me from the ground. I must avoid you and be a constant wanderer on the earth. Anyone may kill me at sight." Not so! the LORD said to him. If anyone kills Cain, Cain shall be avenged seven times. So the LORD put a mark on Cain, so that no one would kill him at sight. Cain then left the LORD's presence and settled in the land of Nod, east of Eden.

ROLE PLAY IDEAS:

Role Play 1:

A group of students are playing soccer at recess. Team A had the most goals at the end of recess. Tim was on Team B, and Max, was on Team A. They have had an ongoing conflict as to who is the best player. Max made the most goals at recess. On the way to the classroom Tim said to Max, "You sure need to improve your kicking. Your kicks nearly hit people and you need to improve." Max responds, "I am on a select soccer team, what do you know?" Tim said, "Select team or not, you don't know what you are doing when you kick goals."

Discuss: How does Tim harm Max with his comments?
Does this exchange harm Tim? If so, how?
How can people make a positive difference on these relationships?

Role Play 2:

The new student, Angela, had been at school for three weeks. She is slowly getting to know students and hopes to fit in. At lunch Angela sat quietly near Mariah, Jenna and other girls. Mariah, who has been the class leader, whispered to Jenna in a way to be overheard, "Ewww, that Angela wears funny clothes. She also needs to take a bath. She smells." The group of girls laughed and started to add other negative comments about Angela.

Discuss: How do the comments from Mariah harm Angela?
Do the comments harm the other girls? If so, how?
How can people make a positive difference on these relationships?

RIGHT RELATIONSHIP



“I BELIEVE GOD LOVED ME
INTO LIFE, AND SO I COMMIT
MYSELF TO A
RELATIONSHIP WITH ALL
THOSE MADE IN GOD’S
IMAGE AND LIKENESS BY
VOWING TO DO NOTHING TO
HURT ANYONE.”

Write down at least one way you can show reverence to life today in your relationship with other people.
