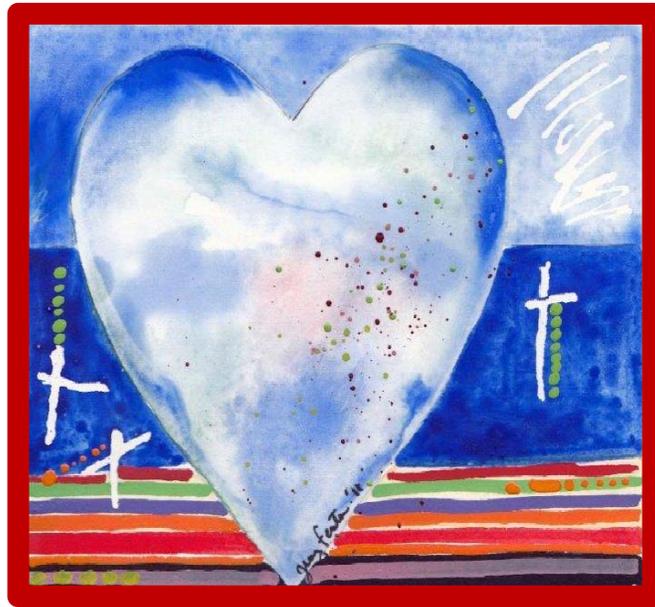


SACRED STORY YOUTH



UNIT PLAN OVERVIEW

PRE-KINDERGARTEN

UNIT PLAN¹

Title/Theme: Sacred Story: An Ignatian Examen for the Third Millennium

Grade Pre-kindergarten/Religion

Length of Unit/Timeframe: Three lessons to set purpose at beginning of year followed by daily meditations.

Description:

This is a yearlong meditative experience to help children discover that they are spiritual beings with spiritual radar to hear God speaking in their hearts. The lessons and mediations are designed to build sensitivity and awareness of God's presence in their lives, to allow God to shape one's *Sacred Story* according to his will and graces.

Ignatian spirituality helps one attune to the voice of God, the voice of the self and the voice of the "enemy of human nature." In attuning to these three distinct personal forces or voices, one can learn how to follow Divine inspiration in all life choices and relationships.(Sacred Story p.40)

Overview

The "relational paradigm in Kindergarten in is the Father, Son and Holy Spirit are Three Persons but are made One God by their Love for Each Other. This relational paradigm is a model for mapping and connecting relationships between self and God as well as self and others.

THE BIG PICTURE

Essential Question:

How do I listen to the voice of God to make good choices?

There are two storylines to this relational paradigm.

The first: to be grateful for the love of one's parents and God.

The second: To not be grateful for the love of one's parents and God. What happens when my family is loving and grateful? Does not having love and gratitude in my family make me feel happy or unhappy? (This is to begin helping children to educate their consciences so they can start to "listen interiorly" for the feelings and affections that will open them to messages from God and from the one Ignatius calls the "enemy of human nature") Note: The "sad" lessons will be reserved for Kindergarten unless a teacher thinks it is appropriate to address the issues earlier in his/her pre-kindergarten class.

Catholic Identity Elements:

Six Tasks of Catechesis and Essential Concepts

TASK 3 – MORALITY/LIFE IN CHRIST – Students develop a moral conscience that is informed by Church teachings and conformed to Christ, as modeled in a personal life of virtue and demonstrate in service of the Gospel's demands for society.

M-HP. THE HUMAN PERSON [1700-1701]

¹ Original template by Susan Abelein, Ph.D. Catapult Learning, LLC; this template created in consultation: Susan Abelein, Ph.D., Carole Eipers, Laura Egan, Mary Jane Krebbs, Ph.D., Lorraine A. Ozar, Ph.D., Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCI). June 2012

M-HP-1. Made in the Image of God- Foundation of Human Dignity
M-HP-3. Human Freedom and Conscience Formation [1730-1743, 1749-1794]
M-HP-4 . Covenant and the Ten Commandments [2052-2074]

E-HC THE HUMAN COMMUNITY

M-HC.1. Personal and Social Sin [1846-1860]

TASK 4 – PRAYER

P-UC. THE UNIVERSAL CALL TO PRAYER, IMPORATANCE OF PRAYER [2566-2567]

P.EP. EXPRESSIONS OF PRAYER – personal and shared, vocal, singing, meditation
[2699-2719]

Archdiocese of Seattle Religion Standards August 2012

PK-ME-HP-3 Listen to the difference between right and wrong and our need for God’s grace to live as his children

PK-TP-UC Recall that prayer is talking to God

PK-TP-UC Begin to learn about prayer and the importance of praying

PK-TP-F Know that through prayer we give thanks to God

PK-TP-F Know that through prayer we ask God to take care of our worries

SCHOOLWIDE LEARNING EXPECTATIONS (added by each school per their School-wide Learning Expectations for WCEA

Key Objectives Linked to the Standards:

At the end of these lessons students will begin to participate in Ignatian discernment through the attentiveness exercises in daily meditations that can both develop and deepen their personal relationship with God.

The student will know he/she is a spiritual being with spiritual “radar.”

The student can learn to listen to God with his/her heart (in their conscience).

The student can begin to discern God’s voice in his/her life to reset his/her relationship with God, our source of life, who is Love itself.

The student will understand that mediation is a time to listen to God *and* to speak to God.

The student will understand that to listen and speak to God can happen in the set time of prayer but also throughout their day

The student will learn to pay attention to the most significant graces and points of sadness so as to learn discernment techniques that are age appropriate

The student will demonstrate meditation behaviors

Summative Assessment(s): To share something about family that makes them joyful.

VOCABULARY

Tier 2 words: prayer, awe, love, God, Jesus, Inspire

Tier 3 words: Sacred Story, Creation

Text Resources for teacher:

Watson, William M. *Sacred Story: An Ignatian Examen for the Third Millennium*. Seattle, WA: Sacred Story, 2012. Print.

Bible

MP3 music for Meditations:

Redeemer: By Paul Cardall

www.paulcardall.com Copyright 2008 Used by Permission (BMI)

INSTRUCTIONAL ACTIVITIES

- ❖ Catholic Identity
- ❖ Speaking/Listening
- ❖ Vocabulary

- ❖ Critical Thinking
- ❖ Meditation
- ❖ Prayer



LESSON ONE

Objectives:

To recognize that God made the world

To have a visual memory of something beautiful that God created that is always with them.

Materials: Genesis 1-31 from a Children's Bible, access to internet for YouTube story, computer, projector, copy of Day/Night template for each child, butcher paper or projector system to record ideas for Prayer of Thanksgiving. Students need markers or crayons.



LESSON ONE

Invite children to gather in the prayer space and make the Sign of the Cross together. Share with students that the Father, Son and Holy Spirit are Three Persons but are made One God by their Love for Each Other.

Introduction: Tell the story of creation to the children. Some options include:

- A. Read Genesis 1-31 from a Children's Bible – Show picture of the earth from outer space while reading.
- B. For a Creation Story on YouTube (Note to Fr. Bill – we could make our own PowerPoint at some point)
Or http://www.youtube.com/watch?v=bLHB_hNk42g
Or <http://www.youtube.com/watch?v=R-H5uJLLwcl>
(Only first ten minutes)
- C. Play “All Things Bright and Beautiful” can be found at http://www.youtube.com/watch?v=FT_oDqOEGpc

Guided Practice: Talk about what God created that they can see from the classroom.

God created day and night. What else did God create? Have the children shared their ideas of what God created.

The Father, Son and Holy Spirit are Three Persons but are made One God by their love for each other.

Independent Practice: Color the worksheet for Day/Night. If a child wishes he/she can draw something else that God created.

On a large piece of butcher paper or on a projection system, write class “Prayer of Thanksgiving for the Gift of Family” using the following template:

Dear God

We thank you for the Gift of Family. We are grateful for families because the:

List ideas shared by students and post for students to refer to.

Closure: Teacher: When we begin our meditations we will repeat the following words. They remind us to know God, who created the world is with us. Say these words after me.

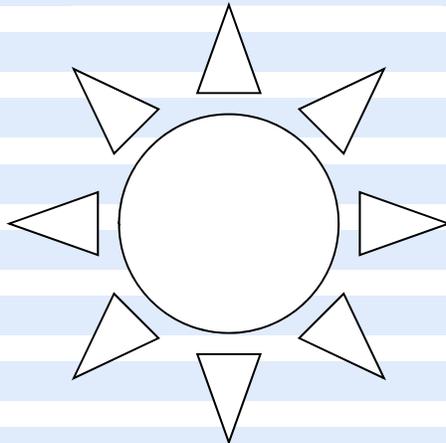
(Say) Jesus, You live in my heart and You love me.

(Say) Jesus, who lives in my heart, I love You.

(Say) Jesus, always let me to hear Your voice of love in my heart

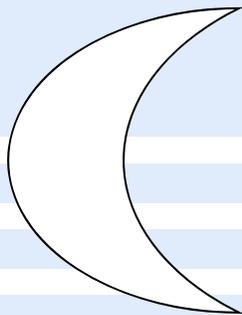
Thank you God for making

DAY



Thank you God for making

NIGHT



Dear Parent: Today we talked about God's creation. In our prayer this year we will be thanking God for his creation. You are welcome to listen to the meditations for pre-kindergarten. These can be found at <http://sacredstory.net/> under *Sacred Story Youth*. You are invited to look at the adult materials for *Sacred Story*.



LESSON TWO

Objectives:

To recognize we are made in God's image

To hear the relational paradigm "I believe God *loved me into life* and so I commit myself to the relationship with my parents who gave me life."

Teacher Background Information:

Commandment 4 / Right Relationship

Honor your Father and Mother

I believe God loved me into life and so I commit myself to the relationship with my parents who, through God's love, gave me life.

As a child of God I am called to honor the relationship with my parents, who have participated in God's creative work by giving me life and to love them as "subcreators." As I grow older, I have the opportunity to imitate the relationship of love from God by caring for them and forgiving others.

Action: I will listen to my parents and appreciate their efforts to feed, clothe, house and educate me. I will thank them. I will respect my parents because they love and care for me. I will speak of them with respect as this shows my love for God.

Materials: Right Relationship Poster, copy of template for drawing parents. Students need crayons or markers.



LESSON TWO

Invite children to gather in the prayer space and make the Sign of the Cross together. Remind students the Father, Son and Holy Spirit are Three Persons but are made One God by their Love for Each Other.

Introduction: Who created you? (Children will respond, parents, God...)

We have learned about creation and all of the wonderful things God made for us because he loves us. We should also be thankful for the many gifts He has given to us and be thankful for our friends and families.

- a. We are created through the love of God, and through the love of our parents. God is our heavenly father. He gave us our parents.
- b. Our parents are here to guide us on our faith journey. You can trust your parents and you can also trust God. God is always with us to lead us and support us. He will never abandon us.
- c. God's Great Commandment to love one another as he has loved us is the most important goal for us on Earth.
- d. We need to obey authority in order to love God fully.

Guided Practice: When should we listen to our parents? One example I can think of is to obey when a parent

We need to remember to make good choices. Think for a moment of when you made a good choice. Pause for a few minutes for children to think, and then get their input.

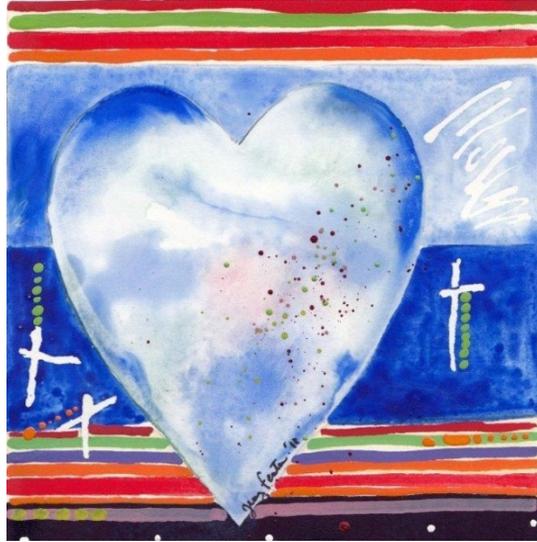
Independent Practice: Draw a picture of your parents and you doing something joyful together.

Have students share their pictures and something that makes them joyful with their families. When we do our meditations we will ask Jesus to know His love and joy in my family.

Closure: Review with children that the daily meditation will help us reflect on:

Let me know Your love and joy in my family, and let me honor my parents, who through You, gave me life.

Right Relationship



“I believe God loved me into life and so I commit myself to pray for my parents who gave me life.”

Thank you God for making my parents and me!

Dear Parent: Today we talked about the fourth commandment: "Honor your Father and Mother". I believe God loved me into life and so I commit myself to the relationship with my parents who gave me life. As a child of God I am called to honor the relationship with my parents, who have participated in God's creative work by giving me life and to love them as "subcreators." As we grow older, I have the opportunity to imitate the relationship of love from God by caring for them and forgiving others. Action: I will listen to my parents and appreciate their efforts to feed, clothe, house and educate me. I will thank them. I will respect that my parents because they love and care for me. I will speak of them with respect as this shows my love for God. You are welcome to listen to the meditations for pre-kindergarten. These can be found at <http://sacredstory.net/> under *Sacred Story Youth*. You are invited to look at the adult materials for *Sacred Story*.



LESSON THREE

Invite children to gather in the prayer space and make the Sign of the Cross together. Remind students that the Father, Son and Holy Spirit are Three Persons but are made One God by their Love for Each Other.

Introduction: Teacher asks students: This year we are working on prayer and building our relationship with God. We need to make special time to be with God. When do you make special time to be with God? *(Have students verbally share. Answers might include: going to Church)*

There are different ways we pray or listen to God – *pictures to be on PPT*

- a. We can pray alone
- b. We can pray with classmates
- c. We can pray with family

Why do we talk to God? We thank God for all he does. We ask God to help us make good decisions. We have good and bad behaviors. When we are praying to God we are going to listen to the voice of God vs. the voice that seeks to separate us from God and each other. As people we have two voices to listen to. This is what it means to discern, and that is our question. Do we listen to the voice of God and unite our spiritual and physical nature, or do we listen to the voice that separates our natures and disrupts our unity with God? [Everything we need, we can ask God for. He is always present in every moment of our lives, and will give us the grace to be healed. God is always present: it is us who are not. We need to take the time to calm ourselves and be with God. God is always close and accessible.

There are two storylines to this relational paradigm:

The first: to be grateful for the love of one's parents and God.

The second: To not be grateful for the love of one's parents and God. What happens when my family is loving and grateful? Does not having love and gratitude in my family make me feel happy or unhappy?

(This is to begin helping children to educate their consciences so they can start to "listen interiorly" for the feelings and affections that will open them to messages from God and from the one Ignatius calls the "enemy of human nature") Note:

The "sad" lessons will be reserved for Kindergarten unless a teacher thinks it is appropriate to address the issues earlier in his/her pre-kindergarten class.

Guided Practice: This year we are going to learn to pray so we can hear God in our hearts. Discuss how class will meditate (see PowerPoint).

Before we hear the meditation let us practice:

Say these words after me.

*(Say) **Jesus**, (5 second pause)*

*(Say) **You live in my heart** (8 second pause)*

*(Say) **And You love me.** (8 second pause)*

*(Say) **Jesus**, (5 second pause)*

*(Say) **Who lives in my heart** (8 second pause)*

*(Say) **I love You.** (8 second pause)*

*(Say) **Jesus**, (5 second pause)*

*(Say) **Always live in my heart.** (8 second pause)*

Independent Practice: Practice a meditation as a class (see PowerPoint)(Teacher – Please have speakers connected to computer and turned on loud enough for all children to hear the reflection. Connect to internet and to:

<http://sacredstory.net/programs/sacred-story-youth/>)

Closure: When finished with the meditation let the children take turns passing the heart (rock, paper, stuffed) around. As students pass the heart they are invited to share one thing they thought of during by saying “One thing about my family that makes me joyful is...”

Note to teacher: This heart could be cut out for children to pass when sharing.



Additional Ideas:

- ❖ Using examples from the Bible (Matthew, Luke, John) to show students how Jesus teaches us to ask God for help. The Bible tells us that Jesus prayed. He prayed before He chose His helpers. He prayed for you and me. Jesus told us to pray. He told us to ask God when we need help. Each day in class we can pray for our special intentions.
- ❖ Using story, felt board, and art work to explore ideas of forgiving people who have hurt us.
- ❖ Teach about mercy using the words 'forgive others', and 'seek forgiveness' for yourself. Talk to the students about forgiving themselves and letting tomorrow be a new day. It's like leaving it up to God to heal them.
- ❖ Stop and look around you (at the birds during Science Lesson = Bird walk, at the fish in the fish tank). Life is amazing and beautiful. Your mom and dad are alive. Life is good. We have so much to be grateful for, while others at our school and in the world have less.
- ❖ Students could color in a square for each day of Lent. After they color each square they move to a quiet place in the classroom and silently speak to God asking Him to watch over, guide them or someone in their life.
- ❖ Create a prayer inspiration (poster, card, bookmark, mini-book) for the meditations. Include scripture, image, prayers to assist with the pray exercises.