

IHM Catholic EdNotes

Volume 3, Issue No. 1

*Let us deepen our encounter with Christ
by the love we share when we encounter one another.*





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Dear Friends,

Welcome to our FALL 2022 issue of the IHM Catholic EdNotes!



Our cover this edition celebrates the depths of the gift of Jesus to each of us in the Eucharist. The Eucharist invites each of us to a communion with Jesus and one another, lived out in our compassion and care of those we encounter daily!

Our IHM Sisters and our dedicated lay colleagues, recognize the Eucharist as the center of our prayer and worship and the spiritual energy of all our good works! “Do this in remembrance of Me” is not just reserved for the moment of Eucharistic Consecration but also a call to mission! The quality of our ministry presence is strengthened as we live out Jesus’ call to be one as Jesus and the Father are one, to be in communion with one another!

We hope to inspire and assist you with the sacred work of Catholic education through these engaging, informative and interesting features that can support your best practices, Pre-K through Grade 12, whether in a catechetical parish program or a Catholic school setting.

If you have any comments or suggestions, please contact us:
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God bless you for your dedication to Catholic education!



The IHM Charism Connection

Theresa Maxis IHM – Woman of Courage and Confidence in God’s Providence

As we make our way through the day-to-day opportunities and challenges of life, Mother Theresa Maxis IHM can offer us insight into cultivating resilience! She is the co-founder of the Sisters, Servants of the Immaculate Heart of Mary. With grace and grit, she navigated obstacles and never gave up hope, responding to the call to mission with confidence in God’s Boundless Love!

Mother Theresa’s life prepared her for her role of pilgrim. Let’s consider the virtues of a pilgrim:

- **readiness** to risk personal mistakes and failures, insecurities, and dangers in searching out God and God’s Will
- **caution** in settling down into familiar and reassuring surroundings
- **awareness** of others that prompts encouragement and love for those who share the pilgrimage
- **confidence** in the Lord’s power in the future as well as in the past
- **determination** to faithfully follow the vision, knowing the vision is not yet fully defined
- **ready** to respond as the vision becomes clearer through life’s unfolding journey

One example would be her sense of God’s call to mission for her, as well as the misunderstandings and difficulties she experienced in her life. Most obviously, her lifetime of constant travel and transplantation reveals the excitement, the insecurity, great pain as well as the fruitfulness of the pilgrim’s calling.

Born in 1810 in Baltimore, Theresa was the daughter of a Haitian refugee, Betsy Duchemin and Arthur Howard, a British military officer. Betsy’s grandfather, whose name was Maxis was an African American slave in Haiti. This became the surname that Theresa used. Theresa’s parents were not married and she never knew her father.

Theresa was raised as a Haitian American by her mother’s guardians, the Duchemin family, who provided education for her as they had for her mother. She attended a school established for Haitian refugee children in Baltimore. In 1829 the three women who conducted the school along with Theresa formed a new religious congregation. Their primary work was to teach children from Haitian and African descent. That congregation, the Oblate Sisters of Providence, still exists today and still considers Theresa a founding member.

From her early days Theresa was called to risk personal mistakes and failures, to live with insecurities, to have faith in God and confidence that the Lord was guiding her into an unknown future. Amid our own risks today, let us pray for the confidence and trust that Mother Theresa had in God’s Providential plan. You, too, have these virtues of life – readiness, caution, awareness, confidence, and determination! Respond to God’s graces and watch what happens! As pilgrims, along with Mother Theresa, we, too, “walk by faith and not by sight!”



EUCHARIST

A Poem by Sister Mary Anne Sweeney IHM

Unfathomable farewell gift
Diamond of faith, anchor of hope
Touch me, God of Peace.

Daily manna in life's desert
Banquet, meal, communion
Nourish me, God of Strength.

Abiding, faithful Presence
Always waiting, ever forgiving
Heal me, God of Mercy.

Passionate summons to justice
Washing feet, binding wounds
Transform me, God of Love.



Eucharistic Prayer for the Beginning of a New Year of Ministry

Call to Prayer: On June 19, 2022, the United States Bishops invited all Catholics to begin a Three Year National Eucharistic Revival. The Eucharist is the anchor of our lives of faith and the heart of our discipleship.

On June 29, 2022, Pope Francis shared with the world his Apostolic Letter on the Holy Eucharist: “**Desiderio Desideravi.**” (“I have eagerly desired...” Luke 22:15) His letter reminds us of Christ’s profound desire to share His very self with us in the Eucharist, just as personally as He did with His Apostles at the Last Supper. He loves us more than we can ever imagine!



As we begin a new year of ministry, let us renew our own love for Jesus in the Holy Eucharist, a celebration of love, community, reconciliation, and our call to justice. May we empower all whom we serve to join with us in a greater appreciation of the Mass, increased gratitude for the Gift of Holy Communion, and a deeper devotion to Jesus in the Blessed Sacrament. As Jesus heals, nourishes, and strengthens us through His Body and Blood, we pray that He will transform and stretch us to love Him more and to be Eucharist to one another and to our world.

Leader: In the name of the Father....Amen. *O Sacrament Most Holy, O Sacrament Divine*

All: *All praise and all thanksgiving be every moment Thine. Glory be to the Father...*

Gathering Hymn: *Gift of Finest Wheat* - Verses 2,3,5

Antiphon: “Oceans of grace flood every celebration of the Eucharist.”

(DD #24 Pope Francis)

Please Pray

Antiphonally: **Psalm 111**

I will give thanks to the Lord with all my heart in the company and assembly of the just. Great are the works of the Lord, exquisite in all their delights.



Majesty and glory are his work and his justice endures forever. He has won renown for his wondrous deeds; gracious and merciful is the Lord.

He has given food to those who fear him; he will forever be mindful of his covenant. He has made known to his people the power of his works, giving them the inheritance of the nations.

The works of his hands are faithful and just; sure are all his precepts, reliable forever and ever, wrought in truth and equity. He has sent deliverance to his people; he has ratified his covenant forever; holy and awesome is his name.

Glory be to the Father...

Reading: 1 Corinthians 11: 23 – 26

(“This is My Body... This is My Blood”)

Silent Response: *Please pause to thank Jesus for the Gift of the Eucharist.*

Intercessions

Opening

Prayer: In the Gospels of Matthew, Mark, and Luke, Jesus is holding up the bread and wine at the Last Supper. John's Gospel has him holding up a basin and a towel to model the call of Eucharist to serve others. We ask now for generosity, humility, and love, since like the Apostles, we too are called to "wash the feet" of all whom we will serve this year.

Response: Bathe us in your love, Lord.

Jesus KNELT DOWN

For the grace to bend down to truly listen to and pray for the needs of those to whom we minister, we pray...

Jesus POURED WATER

For the generosity to pour the water of kindness and care over the "big and little feet" we will meet this year, we pray...

Jesus WASHED THE FEET

For compassion and mercy to bring the hope and healing of God to the fears and concerns, pains and sorrows of those whom we serve, we pray...

Jesus DRIED THE FEET

For deep love to encourage and support one another with affirmation and appreciation, we pray...

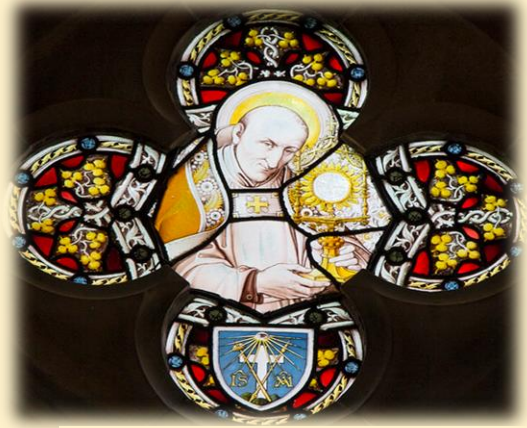
Closing Prayer: Jesus, Faithful Companion, I pray in this new year to live deeply with purpose, give generously without measure, pray faithfully with humility, love freely without counting the cost, and serve daily with compassion and care. Amen.

(Taken from Out of the Ordinary by Joyce Rupp)



Saint Alphonsus and Devotion to the Eucharist

The Sisters, Servants of the Immaculate Heart of Mary (IHM) have great devotion to Jesus present in the Blessed Sacrament as a core part of our spirituality. We inherited this spirituality from Saint Alphonsus Liguori whose spiritual daughters we are, thus, our daily prayer includes time spent before the Blessed Sacrament and frequent visits to the Blessed Sacrament, as influenced by our Alphonsian spirituality.



For more on the IHM Alphonsian Spirituality click this link:

<https://hwef93doz3w432p0k1zsm8hq-wpengine.netdna-ssl.com/wp-content/uploads/OMECharismGuideUnderTheCharismDailey.pdf>

In Heritage Prayer: A Collection of Prayer Forms Rooted in the IHM Tradition it states: *(In) the Eucharistic prayers of Alphonsus...he looked upon Jesus as Son of God, filled with divine longing for his people on earth, and continually reaching down from heaven to draw them lovingly to himself. For Alphonsus, the real presence of Jesus in the Eucharist became the source and center of nourishment and strength whereby the close relationship to Jesus fostered by visits to the Blessed Sacrament develops the energy his disciples need for preaching the Gospel to the poor and most abandoned.* (p. 87)

St. Alphonsus shared many reflections on his devotion to the Blessed Sacrament. Here are a few of his thoughts...

“In a quarter of an hour’s prayer, spent in the presence of the Blessed Sacrament, you will perhaps gain more than in all the other spiritual exercises of the day.”

“Good friends find pleasure in one another’s company. Let us know pleasure in the company of our best Friend, a Friend who can do everything for us, a Friend who loves us beyond measure. Here in the Blessed Sacrament, we can talk to him straight from the heart.”

“Oh, how sweet a joy it is to remain with faith and tender devotion before the Eucharist, and converse familiarly with Jesus Christ, who is there for the express purpose of listening to and graciously hearing those who pray to him.”

St. Alphonsus was a prolific spiritual writer whose works are still considered spiritual classics. His first published book in 1745 was “Visits to the Blessed Sacrament” which is still in print today. This little book contains prayers and meditations before the Blessed Sacrament for each day of the month, as well as a prayer of Spiritual Communion.

My Jesus, I believe you are really here in the Blessed Sacrament. I love you more than anything in the world and I hunger to be nourished by You. But since I cannot receive Communion at this moment, come into my soul at least spiritually. I unite myself to You now as I do when I actually receive You. Never let me drift away from You.

This past June, on the Feast of Corpus Christi (Body of Christ), the Catholic Church in the United States initiated a 3 year Eucharistic Revival intended to revive in Catholics their devotion and belief in the Real Presence of Jesus in the Eucharist. This renewal of devotion hopes to grow in the faithful a stronger reverence in our reception of Jesus in Holy Communion, and also a renewal of other Eucharistic devotions, such as adoration before the Blessed Sacrament, and visits to Jesus in his Eucharistic presence in our churches and chapels.

Catechists and teachers play a great role in helping to form their students in this love and devotion to the Eucharist. In doing this they should plan to bring their students to their parish church or school chapel to make a visit and spend time in quiet love and adoration of Our Lord. How should the children spend their time before the Blessed Sacrament? They will need to be given direction and guidance to prepare for a visit. The length of time would vary according to the age of the children. Making a visit to Jesus in the Blessed Sacrament would be like visiting a friend. What do you do when with your friend? What do you talk about? What do you share? Jesus is waiting for us in the Eucharist. What do you want to tell him? Ask him? Share with him? Can you sit in the stillness and quiet and hear him talk to you? In helping children to focus, remind them that this is as close as they can get to Jesus here on earth, so it is like being in heaven, here on earth. To be granted an audience with a ruler or leader, such as a president or queen, is very rare and difficult to obtain, and these are mere human beings. To have an audience with the King of heaven and earth, our Lord Jesus, is neither rare nor difficult. Jesus is always available and accessible to each one of us in his Eucharistic presence.

Following are some reflections of faith formation teachers on bringing their students to adoration before the Blessed Sacrament.

In our Catechism class, it is a great grace to open with the Holy Rosary. In preparation to visit our LORD in the Most Blessed Sacrament of the Altar, we pray the Responsorial Psalm 51:3-4, 5-6ab, 6cd-7, 12-13. Be merciful, O LORD, for we have sinned. Then our class prays to the Holy Spirit and then we sing a Marian hymn, like Immaculate Mary or Hail Holy Queen.

(Kathryn, 6th grade PREP catechist)

Jesus', I tell students, 'is happily anticipating our visit! I continue, saying, 'In church, we may see other silent Adorers who are already resting in His perfect love.' Then, handing out photos of a monstrance, I point to its center: 'Jesus will be here, in the form of a Host, upon the altar.' Then, to each child, I give a gospel passage. Once in church, students reflect on how their gospel passage might have them somehow get to thinking of either a relationship or a situation in their life. Then they have been encouraged to listen, twice as long as they talk, for God's message as to what action God wants them to take about their relationship or situation. I tell students that, if they prefer, they may simply become quiet and still in God's presence as they listen for His loving guidance!

(Diane, 6th grade PREP catechist)

Most religion textbook publishers are making resources available for this Eucharistic Revival being observed in our Church. Also, checking the webpage of your diocese will also guide you to information on what is happening in your local Church.

The link to the USCCB national webpage of the Eucharistic Revival is

<https://www.eucharisticrevival.org/>

Loyola Press offers resources for Adoration: <https://www.loyolapress.com/catholic-resources/sacraments/eucharist/eucharistic-adoration/>

A free coloring page resource from Pflaum Publishing:

https://cdn.shopify.com/s/files/1/1711/4263/files/CC_Coloring_Spring22_Activity29_480x480.jpg?v=1642522297

St. Alphonsus' *Visits to the Blessed Sacrament* can be purchased through Liguori Press at this link: <https://www.liguori.org/visits-to-the-most-blessed-sacrament-and-the-blessed-virgin-mary.html>



Eucharistic Invitation: Come to the Feast



The lyrics to the hymn, *Table of Plenty*, by Dan Schutte play through my head as I reflect upon the great gift of the Holy Sacrifice of the Mass, the greatest prayer of the Church. ***Come to the feast of heaven and earth...Come to the table of plenty...God will provide for all that we need...Here at the table of plenty.*** All so true! What beautiful thoughts, but do we really understand what those words mean? *How much do we really comprehend about the awesomeness of the Mass, especially the Liturgy of the Eucharist?* We come to be nourished in mind and body by our Lord. It is easy to participate in the first part of the Eucharistic celebration perhaps as a lector or cantor. But what is our role in the second half of the Mass, the Liturgy of the Eucharist? This is not a time for anyone to sit back and let the priest do all the work. It is a dialogue between the priest, us, and God. To be transformed by the miracle that we witness, we open ourselves to intimacy with Christ in His passion and death, waiting to receive Him in Holy Eucharist.

O come and sit at my table...Where saints and sinners are friends...I wait to welcome the lost and lonely...To share the cup of my love... During the preparation of the altar, the gifts of bread and wine are presented to the priest to become the Body and Blood of Jesus. Those chosen to make this presentation represent each one of us as **we offer ourselves** to God in thanksgiving for his great love for us. We offer monetary donations to support the Church and to show our care for the poor and less fortunate.

The priest, acting in the person of Christ, prays the Eucharistic Prayer. He offers the bread and wine and all **our lives** to God the Father. We respond “Blessed be God forever” after the prayer over the gifts, proclaiming that God is sacred and holy for all time. This offering is made in the entire assembly’s name.

The priest invites us to pray that God will accept **our sacrifice**. This is not solely the priest who is making the offering. We do so also when we respond, “May the Lord accept the sacrifice at your hands for the praise and glory of his name, for **our good** and the good of all his holy Church.”

The Liturgy of the Eucharist continues with a dialogue between the priest and the assembly. “The Lord be with you,” Father says. We respond, “And with your spirit.” The celebrant continues, “Lift up your hearts.” We answer, “We lift them up to the Lord.” The priest goes on, “Let us give thanks to the Lord our God.” We affirm, “It is right and just.” This back and forth calls us to **lift up our hearts** and offer our very selves to God - the God of compassion, love, and mercy, who will heal our sinfulness and give us new life.

Speaking directly to God the Father, the priest prays the Preface Prayer, talking about **our duty** and responsibility to glorify and give thanks to God for His works of salvation. The Mass is heaven on earth, in which the saints and angels sing the constant praises of God, so we join them,

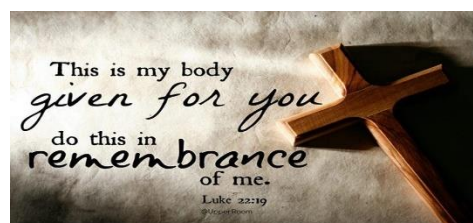
present at the Eucharistic feast, by praising God as we sing or say “Holy, holy, holy Lord God of hosts. Heaven and earth are full of your glory. Hosanna in the highest. Blessed is he who comes in the name of the Lord. Hosanna in the highest.” We are blessed because we come to God, in all our brokenness and sinfulness, to give Him praise and asking to be healed through the reception of His Body and Blood.

In the presence of the Blessed Mother and all the holy saints and angels, the priest continues the Eucharistic Prayer, in which he, through Jesus Christ, asks God the Father to bless the gifts of bread and wine that are sacrificed for the Church and the entire family of God. Extending his hands over the paten and chalice, the priest implores the power of the Holy Spirit to change the bread and wine into Jesus’ Precious Body and Blood. In imitation of Jesus Christ at the Last Supper, the priest holds up the bread and wine, gives thanks and prays the words, “Take this all of you and eat of it, for this is my Body... drink from it, for this is my Blood, which will be given up for you. Do this in memory of Me.” At this time, the host and chalice are elevated, and the altar server rings bells to call our attention to the Eucharist. As an assembly, we proclaim the mystery of faith, something we cannot explain yet believe, by praying the Memorial Acclamation demonstrating our belief in Jesus’ Death, Resurrection, and the promise He will come again. The priest continues the prayer by asking to accept the sacrifice of bread and wine. The celebrant implores God to grant graces and blessings upon all of us who receive Jesus’ Precious Body and Blood. Those who have died are remembered in prayer with the hope that they will enjoy life eternal. On our behalf, the priest begs for mercy upon all of us, and asks that **we become coheirs** to eternal life with the Blessed Mother and all the saints and angels. We ask God for the inheritance of life forever with Him and the communion of saints. It does not get any better than that!

The host and chalice are elevated again as an offering to God while the priest proclaims, “Through Him, with Him and in Him, O God, almighty Father, in the unity of the Holy Spirit, all glory and honor is yours, now and forever” and we respond with the great “Amen!” Yes, Lord, we believe that you are the Almighty One! No one is greater than You!

We then stand to recite the Lord’s Prayer, after which the priest asks for God’s mercy upon us all and professes our waiting for the coming of Christ in glory. We proclaim, “For the kingdom, the power and the glory are yours now and forever.”

At the sign of peace, the priest repeats Jesus’ words, “Peace I leave you, my peace I give you.” He asks God to overlook our sinfulness and, instead, look at our faithfulness in trying to do God’s will so that we can enjoy peace and unity. The priest says these words, “The Lord be with you.” He expresses his desire that God’s spirit be given to all the assembly to do the work of God in the world. We wish that same peace to the celebrant so that he, too, can participate in God’s transforming work. The sign of peace is extended to one another.



My bread will ever sustain you...Through days of sorrow and woe...My wine will flow like a sea of gladness...To flood the depths of your soul... During the Fraction Rite, the priest breaks off a piece of the host and puts it in the chalice while quietly asking God to grant eternal life to those who receive the Eucharist. Together, we address Jesus, the Lamb of God, and ask Him to take away our sins and grant us peace. As the priest raises the chalice and host, he says, “Behold the Lamb of God who takes away the sins of world,” a reference to the words of John the Baptist. We are called to “wake up” and see, not just with our eyes but also with our hearts, the One who we are about to receive. We respond with the words of the centurion from Matthew’s Gospel, “*Lord, I am not worthy that you should enter under my roof, but only say the word and my soul shall be healed.*” In that moment, we recognize our unworthiness to be in God’s presence. Yet, in that expression of trust, we profess that through receiving Jesus’ Body and Blood, we will receive healing, peace, and that “sea of gladness to flood the depths of [our] soul.”

We reverently approach the altar to receive the greatest gift of our faith, Jesus’ Precious Body and Blood. **We are nourished and refreshed so that we can love one another as God has loved us.**

[Liturgy of the Eucharist | USCCB](#)

[The structure and meaning of the Mass | USCCB](#)

Table of Plenty

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GPS for Success



**Recalculating Positive Social and Emotional Strategies
which create healthy climate and learning in the classroom.**

Fundamental skills which are necessary for children to develop in order to overcome obstacles

Self-Control - to be able to distinguish between appropriate and inappropriate behavior.
Self-Control shows responsibility and independence.

Use a **STOPLIGHT** for Self-control and discuss what to do at

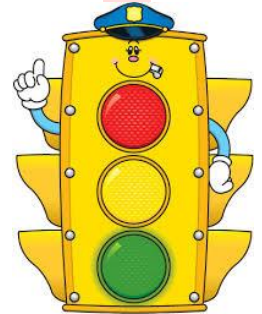
RED - STOP and calm down.

YELLOW - THINK of solutions and consequences.

GREEN - GO ahead and try the best action.

Self-Control Strategies:

- First, take a deep breath.
- Next, count backwards from ten.
- Last, think about what will happen if you choose the behavior.



Integrity - to always try to do one's best ... to do the right thing ... to be trustworthy. A child growing in integrity is able to try to do what is honest and just. They are able to be fair and responsible.

Read *Integrity Ninja* by Mary Nhin and follow up with a discussion about good choices and bad choices.

Respect - to recognize, accept and appreciate individual differences.

Read *A Little Respectful SPOT* by Diane Alber. Talk about how cute little yellow SPOT shows how to be respectful to people, places and things.

Coping Skills - to be able to develop effective skills for dealing with problems.

Create a Wheel of Emotions Activity Sheet.

Mad Excited Scared Sad Happy

Discuss each emotion. Allow students to illustrate an emotion of their choice or to share a time when they felt the emotion. It is important to discuss some coping strategies they would use to control the emotion.

Fairness - to know the purpose of rules and the consequences in breaking them.

Read *The Big Umbrella* by Amy June Bates.

Full body listening - the skill of taking turns, listening to others and speaking clearly.

Source: <https://www.overcomingobstacles.org/portal/en/grade-level>

NOTE: Six more Fundamental Skills will be presented in the next issue.

"It takes a big heart to shape little minds" Author unknown



GPS for Success



Recalculating Positive Social and Emotional Strategies
which create healthy climate and learning in the classroom.

Wheel of Emotions



THE MINDFUL EDUCATOR: A SPIRITUAL LEADER

[†]Dear Catholic Education Educators,

Here we are, once again, ready to embark on the adventure of school year 2022-2023. As we open our school doors and religious education programs, we will welcome new members to our learning communities, establish goals and strategies for the year, and participate in the **National Eucharistic Revival**.

To familiarize and acclimate those members new to the school community or religious education program, here are a few suggestions to help with their transition:

1. Host an ice cream getting-to-know you social before classes begin. Be sure to display welcome signs with the names of the new members. This gesture will demonstrate the school's hospitable nature. To open the gathering, you can adapt the following welcome prayer to your circumstances: Dear Jesus, as You welcome all people, we ask You to bless those faculty, staff, and students new to our school community. We pray that they find peace and joy as they become accustomed to their unfamiliar surroundings. We want each of them to experience acceptance and friendliness as they form relationships here at Saint ... School or Prep Program. May they come to the realization that "*Christ is the Reason for our school, the unseen but ever-present Teacher in its classes, the Model of its faculty, and the Inspiration of its students.*" We ask this through Christ our Lord. Amen.
2. Present a short power-point of the school's/parish's highlights following the opening prayer, and once people are seated with their ice cream treats. Subsequently, two parents and two student council members could deliver brief testimonials regarding the positives of their experiences at the school.
3. Pair-up established families at the school with new families and provide their contact information so that the new members have someone to whom they can seek assistance with school matters.
4. Schedule a luncheon once school begins for new students at various grade levels with the principal and school counselor to address any of their concerns and to inquire about how they are adjusting to their new learning environment. It may be advantageous to do the same for new faculty and staff members.

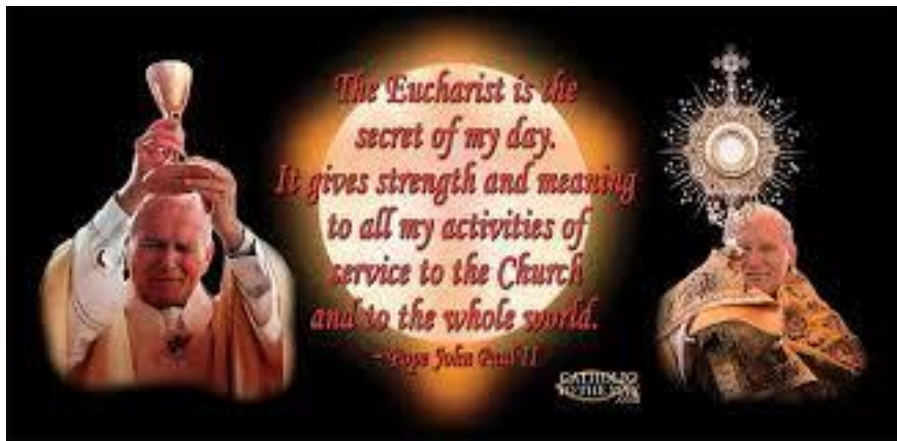
One important goal for the upcoming year 2022-2023 would be to provide teachers and catechists with information and resources regarding the National Eucharistic Revival. On June 19, 2022, the Solemnity of the Most Holy Body and Blood of Christ, formerly referred to as the Feast of Corpus Christi, this grassroots initiative was instituted. United States Bishops had discussed concerns over Catholics' lack of understanding of the essential element of the Eucharist in their faith life. Following the results of the 2019 Pew Study, which discovered that only 30% of Catholics have a proper understanding of Christ's presence in the Eucharist, it became unequivocally clear to the United States Bishops that there was a definite need for a Eucharistic Revival. Bishop Andrew Cozzens, Chairman of the United States Conference of Catholic Bishops Committee on Evangelization and Catechesis, stated that, "*We want to start a fire, not a program.*"

The **National Eucharistic Revival Committee** developed the following mission, vision, and timeline for this initiative:

Mission: *To renew the Church by enkindling a living relationship with the Lord Jesus Christ in the Holy Eucharist.*

Vision: *To inspire a movement of Catholics across the United States who are healed, converted, formed, and unified by an encounter with Jesus in the Eucharist – and who are then sent out on mission "for the life of the world."*

Timeline: June 2022 – June 2023 (Year of Diocesan Revival); June 2023 – June 2024 (Year of Parish Revival); July 2024 (National Eucharistic Congress in Indianapolis); July 2024 – July 2025 (National Year of Mission); 2025 (Jubilee Year with the motto *Pilgrims of Hope*). [Mission, Vision, Timeline: National Eucharistic Revival](#)



There is a plethora of materials, podcasts, testimonials, interviews, etc. regarding the Eucharistic Revival found

at <https://www.eucharisticrevival.org/#:~:text=Jesus%20Christ%20invites%20us%20to,here%20in%20the%20United%20States.> and <https://www.eucharisticrevival.org/learn-resources>

The Catechism of the Catholic Church states in 1324 that “The Eucharist is the ‘source and summit of the Christian life.’” Pope Francis has urged Catholics, on numerous occasions, to engage in a personal encounter with Jesus. Adoring Jesus in the Blessed Sacrament, pouring out our hearts to Him, and listening to His response to our needs and concerns is one way to encounter our Lord. Studying the teachings of the Catholic Church on the Eucharist is another way to deepen our faith and understanding of why this doctrine of our faith is crucial to our spiritual growth.

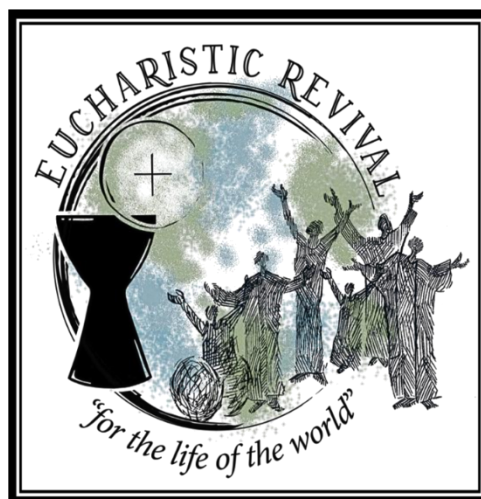
Catholic Educators, we have a vital role to play in this Eucharistic Revival. Jesus calls us to instruct His children about the unconditional love He has for each person and that He thirsts for souls to come and to be loved, nourished, and strengthened by Him. If we do not teach our students the truths of our Catholic faith, then who? We have a mission from Jesus, and He will give each one of us the graces we need to bring our students to Him. Do not be afraid and think, "I am not a theologian." We do not have to be. Yes, we should study and prepare before teaching religion class, but keep in mind that with Jesus' grace all things are possible, and He will bless us abundantly for our efforts.

Thank you, Catholic Educators, for all you are and do in furthering the Kingdom of God. Happy School Year! Blessings to each of you!

In Mary's Immaculate Heart, I am,

Sister Mary C. Chapman, IHM, Ed.D.

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Keeping Up With The Jetsons

Part 1 of 3



By: Sister Sarah Ellen McGuire IHM, MS

When we were growing up watching movies like *Back to the Future* and reruns of *The Jetsons*, the future they portrayed seemed far off and unfathomable in real life. Now, however, the sci-fi of the past is commonplace today. Telemedicine, robotic cleaning and cooking, smart homes, biometric devices, wireless payment from apps...the list goes on. Most homes basically have Rosie; all we are missing is a Delorean.

Fast forward to the present day. Consider the influence of today's movies and television programs. How many of our students have seen *WALL-E* or *Big Hero 6*? It has become mainstream in tween TV shows for there to be a reference to or a character involved in Robotics, whether as a team, club, or class. What was a far-off future to us is now their present. With the rise in careers of computer science and engineering, students today have no shortage of examples that illustrate the limitless power of their imaginations. Some would be surprised at the vast number of professions that rely on or interact with robots regularly.

So, what does this mean for us as educators? Our main goal is to prepare our students with the necessary knowledge and skills needed for their future. Just as the incorporation of computers in education has evolved and become essential, Robotics as part of the established curriculum of a school is the next evolution in teaching. In an article from *The International Journal of Information and Education Technology*, Ernest Afari and Myint Swe Khine came to this same conclusion that "Educational Robotics is a growing field with the potential to significantly impact the nature of science and technology education at all levels, from kindergarten to university."

Merriam-Webster defines Robotics as "technology dealing with the design, construction, and operation of robots in automation". However, Educational Robotics uses robots as a base for a comprehensive cross-curricular and social emotional learning. It also provides an umbrella under which the current trend of STREAM (Science, Technology, Religion, Engineering, Art, Math) can be more effectively taught. Currently, it is more common to see Robotics classes offered at universities and high schools. The cognizance of the need to incorporate such classes at the elementary level as well is finally beginning to increase.

As a Kindergarten through Eighth Grade Robotics teacher, I have the privilege of seeing first-hand the impact that Educational Robotics has on students. In the lab at St. Aloysius Academy, the students use LEGO Education products during class. Grades K - 4 use WeDo 2.0 kits and code in icon blocks and word blocks. Grades 5 - 8 use Spike Prime kits and code in word blocks and python. There are other companies that sell Robotics kits such as Vex, Sphero, and mBot - to name a few. I have found that the LEGO Education products have greater diversity and cross curricular applications in comparison. With some of the pieces in the kit resembling typical LEGOS they may have at home, students are immediately drawn to it. This provides a comfort level that helps springboard their creativity and confidence. Technic pieces, gears, motors, and sensors are then added to create limitless possibilities of builds.

The curriculum I teach is based on 21st Century Skills and a pedagogy of failing successfully (both of these, as well as competitive Robotics will be addressed in future articles). Some of the lessons that students look forward to every year are 1st Grade's Robotics Readers Theater. The 1st grade students build and code robots to represent characters from a story that they have been learning about in class. They also create the scenery and costumes. On the day of the play, they invite an audience to watch their robots act out the story as it is read. Another favorite is 4th grade. During their last year with the WeDo 2.0 kits, the 4th grade students apply their knowledge of what they have learned to real world situations. In the beginning of the year, the small groups are assigned a real-world problem. They conduct research and design a working prototype. Once the prototype is built and coded, the students present their design to their classmates and invited guests to demonstrate why their product best solves the problem. At the end of the year, the students identify a real-world problem on their own that their small group would like to address. This past year, Grades 5 - 8 competed to research, document, build, code, and present a working hand prosthetic. These are just a few examples of the learning opportunities Educational Robotics provides students in these critical developmental years.

Robotics are part of this generation's future, so it is important to support them by making it part of their lives today. In class, they are building and programming robots using physics, math, engineering, literature, art. From Kindergarten through 8th Grade, the students document each lesson, considering their successes and their mishaps. As time passes, their hesitancy to fail turns into a determination to persevere, a faith in themselves, and a trust in their teammates. It is an equalizer in gender roles and academic abilities. As it says on the wall outside of the Robotics Lab: "In this classroom, the possibilities are endless!"

By engaging students in Educational Robotics, we are facilitating their development of skills in critical thinking, problem-solving, ingenuity, creativity, perseverance, and so much more. We are paving the way for their future, laying the groundwork for the roads they will build.

"Roads? Where we're going, we don't need roads!"

Sister Sarah Ellen McGuire, IHM, MS is the Kindergarten - 8th grade Robotics teacher for St. Aloysius Academy in Bryn Mawr, Pa. She has her masters in Curriculum and Instruction from the University of Scranton and has received a certificate in Coding and Computational Thinking with SPIKE Prime from Carnegie Mellon Robotics Academy. Sister Sarah has won Outstanding Mentor for her FLL Robotics teams three years in a row. For more information or questions about Educational Robotics, please feel free to email Sister Sarah at ssemcguire@staloyusiacademy.org.

MAXIMIZING LEARNING FOR ALL STUDENTS

INCLUSION PRACTICES FOR CATHOLIC SCHOOLS AND PARISH RELIGIOUS EDUCATION



Catching up with THE RISING TOGETHER ALLIANCE

The Rising Together Alliance is a parent-founded nonprofit under the Foundation for Catholic Education working to provide children with intellectual disabilities the opportunity for an inclusive Catholic education in their local parochial schools within the Archdiocese of Philadelphia. Our mission is to increase the opportunities for families to access an inclusive education and to increase the capacity of the parochial schools to provide meaningful inclusion. The 2021-2022 academic year has been a great success for our elementary schools and has seen a growing wave of meaningful inclusion growing throughout our Archdiocese.



In the 2021-2022 school year, the Rising Together Alliance had six students with intellectual disabilities fully included in their local parochial

school within the Archdiocese of Philadelphia. As we enter the 2022-2023 school year, that number is quickly rising with twelve students with intellectual disabilities receiving an inclusive education under our program. To date, professional development through the Rising Together Alliance has reached over seventy principals and eighty teachers throughout the five counties of the Archdiocese of Philadelphia.



Our champion success is the elementary school graduation of one of our students, who happens to have Down syndrome. He will be attending an Archdiocesan high school as the first student with an intellectual disability to be fully included in the general education classroom. He leaves a legacy of belonging at his elementary school and has created a ripple effect throughout the 102

elementary schools within the Archdiocese of Philadelphia.

The mere enrollment of a student with a disability in a Catholic school does not ensure that the student is meaningfully integrated into the fabric of the school. School culture and the embracement of an inclusive philosophy is pivotal in the implementation of inclusive education. As we collectively strive for a more welcoming society, we need to address negative mindsets that stand in the way of an equal society for our children with disabilities and create a culture where all are welcome and doors are open to all individuals.

...WHAT IF INSTEAD WE
INTERPRET DISABILITY
AS THE RESULT OF
SYSTEMATIC BARRIERS
THAT EXIST WITHIN OUR
EDUCATIONAL SYSTEM?

Rufo & Causton, 2021

To change the culture of our elementary schools, we need to change the perception that students with disabilities experience challenges because of problems within their individual self, rather than the truth

which is that they experience difficulties due to inequities within our elementary schools. Instead of viewing disability as a problem ingrained in the individual, what if instead we interpret disability as the result of systematic barriers that exist within our educational system? (Rufo & Causton, 2021)

In his 2020 encyclical letter, 'Fratelli Tutti,' Pope Francis so wisely warns us of the threat of a "throwaway culture" that deems certain subsets of God's children less worthy – "Some parts of our human family, it appears, can be readily sacrificed for the sake of others considered worthy of a carefree existence. Ultimately, persons are no longer seen as a paramount value to be cared for and respected, especially when they are poor and disabled." He goes on to urge us that "inclusion should be the rock on which to build our house."

**"INCLUSION
SHOULD BE THE
ROCK ON WHICH TO
BUILD OUR HOUSE."**

Pope Francis

We are not only holding students with disabilities back with the false assumption that they are not capable, but we are also doing a disservice for their typical peers who are not being exposed to the great gifts and abilities that persons with disabilities offer to their communities. Lauren

DiPasquale, the mother of one of our students, so eloquently captured why we are all called to inclusion when she stated, "inclusion is so important because it is telling our children from the very beginning that they are part of

been excluded from the gift of a Catholic education. Be the proactive Good Samaritan and become a champion for inclusion. Open your doors to children with intellectual disabilities and watch the benefits of



RISING TOGETHER ALLIANCE
INCLUSIVE CATHOLIC EDUCATION

"Inclusion is so important because it is telling our children from the very beginning that they are part of this world and not an exception to it."

- LAUREN, SCARLETT'S MOM

this world and not an exception to it."

Pope Francis tells us "each day we have to decide whether to be Good Samaritans or indifferent bystanders." We urge you to look within your own school community and ask 'who is missing?' If you do not see a child with a disability walking through and lighting up your hallways, it is not that they are not living within your community, but they have somehow

inclusive education as your students grow in love, emotional intelligence, and advocates for social justice. For resources on inclusive education in Catholic schools, please visit our website at:

www.risingtogetheralliance.org.

Caitlin Haas

Parent Advocate
Rising Together Alliance,
Archdiocese of Philadelphia

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CATHOLIC TECHNOLOGY RESOURCES FOR RELIGIOUS EDUCATION

Instruct the wise and they become wiser still. Proverbs 9: 9

Catholic Podcasts

Abiding Together

Abiding Together is a weekly podcast hosted by Michelle Benzinger, Sr. Miriam James Heidland and Heather Khym, providing a place of connection, rest and encouragement for people who are on the journey of living out their passion and purpose in Christ Jesus. The hosts are unafraid to talk about hard topics. They take time to teach their listeners how to pray and invite them to be open to Christ's healing power. Listen using your favorite podcast app.

Saint Stories for Kids

This weekly podcast for kids comes from the creator of Shining Light Dolls, Chantal Baros. Each week Chantal shares a short story about the lives of the Saints. Great resource for your Religion class. Each episode is about 8 minutes. You can find it wherever you listen to your favorite podcasts.

Apps for Ipad, Iphone, Ipod Hallow

Hallow is the #1 Catholic App. Free download with access to a bunch of exquisite content. Subscription necessary to open access to full content-monthly \$8.99; annually \$69.99 Apple | GooglePlay. On the free side of this app you receive meditations on the Daily Gospel (updated daily), audio Rosary, Spiritual Communion, Chaplet of Divine Mercy, Examen (examination of conscience), Spiritual Writing, and Christian Meditation sessions. Each of these offerings comes with a choice of two voices as your guide, three length options, nine background music selections, a journal, prayer reminder options, goal setting and tracking. You also have access to all of the Guest Sessions, and Minute Meditation sessions. The free side also generously includes the Bible in a Year podcast with Fr. Mike Schmitz.

Hallow offers a school partnership to help teachers strengthen their students' mental and spiritual lives by encountering Christ in meditative prayer. Teachers and schools are offered a discount and additional benefits and resources. Hallow Educational Plans include:

- Hallow Plus access, featuring 3,000+ audio-guided meditations, for all students, teachers, and administrators
- Guided lesson plans and curriculum guides for teachers on incorporating prayer and meditation into the classroom
- Physical and digital marketing materials to inspire daily prayer
- Ongoing Hallow-led community prayer and engagement nights
- In-app benefits for parents and families

<https://hallow.com/hallow-for-schools-plans/>

Shared Wisdom

Two heads are better than one. Please submit your favorite technology resources for Catholic religious education at krantzihm@yahoo.com. Submissions will be included in upcoming issues. Many thanks to those who shared tools for this issue.

Exchange "Pandemic-Haze" for "Productive Ways"

Part 1/3: School Etiquette

Covid has not been a friend to school-aged children, particularly grades 6-12! Basically, a "critical mass" of students lost two years of normal school-socialization practices and the social-emotional maturity necessary for respectful relationships, academic rigor, and school structures that lead to success.



To bring classes into private homes teachers faced a technology learning curve overnight. Virtual learning led to:

- screen time dependency
- overload of electronic activity that weakened or eliminated penmanship skills and the mechanics of writing (*legibility, punctuation, spacing, correct spelling, paragraph construction*)
- social isolation that supported a sense of instant gratification versus self-control and patient effort
- an attitude of "me, myself, and I," *versus* "the common good"
- over-preference for quizlet-types of classroom engagement via computer, tablets, or phones while simultaneously becoming less able for paper/pencil/directed reading types of classroom instruction
- shortened attention span, focus-issues, easy distractibility, poor executive functioning skills (*eg., organization, time-management, tracking assignments, meeting due-dates*)
- replacing steady-care-over-time research with Google, Wikipedia, a "quick fix" mentality, plagiarism, a "do-the-minimum" mentality, laziness . . . and so on!

Quarantine extended online entertainment. Social media interaction increased exponentially. In some cases, it introduced temptation, risky behaviors, unhealthy exchanges, sexual content, bullying, profanity . . . In too many instances, students have become addicted. Sleep patterns became erratic, leading to irritability.

When schools re-opened, protocols required distance within the classroom, halls, cafeteria, stairs. Face masks added another level of separation:

- speech-articulation issues
- a sense of anonymity
- inability to read facial expressions and, therefore, to ignore behavioral cues to re-direct /self-correct inappropriate behavior.

Covid rocked the world of students. They lost two years of formation. Their bodies grew and they aged while their schooling-maturity lagged. Teachers and parents need to join forces. What evolved because of the “Covid Gap” continues to interfere with school-learning:

- a general spirit of chit chat, calling out, speaking over a teacher to other students
- ignoring instructions/directions; requiring several repeats/reminders
- non-purposeful walking around the classroom or hall
- wanting to listen to music, play digital games, and search the internet instead of attending to class assignments
- coming to school with higher levels of anxiety, low level PTSD, concerned and worried, less inspired, and not eager or excited to learn.

What can we do? What are many schools implementing in an attempt to fill in the “Covid Gap” and prepare students for a future in which they are positive, purposeful, enthusiastic and proud? Through my primary ministry – *Formative Support for Parents and Teachers* – I am an international presenter. Regularly I network with schools, teachers, principals, and superintendents. The above summary reflects the national experience during 2020-2022. The remarks that now follow reflect what schools across the nation are suggesting.

At Home

- Limit electronic/digital time daily.
- Establish time and quiet place for homework Monday through Thursday, even if the student claims to have no homework. On such occasions he/she can review, work on projects, read. . .
- Increase focus ability from 5, to 10, to 15 minutes. Use an alarm to call back attention, as needed.
- Improve the ability to hold in mind 2-3 ideas/tasks at a time; to repeat them verbally, and to accomplish them, i.e., stack dishwasher, feed pets, call Mom-Mom.
- If your school has a web-based software service that provides online access to student assignments and behavioral reports, check it frequently and give teachers feedback.
- Schedule sleep time (9-10 hours) with no electronic distraction available.
- Monitor your child’s use of the Internet.
- If your student has a smart phone, regularly check his/her text messages.
- Subscribe to a parent monitoring program like the *Bark Parental Control App*. Bark advertises that it is a “dashboard that proactively monitors text messages, YouTube, emails and 30+ different social networks for potential safety concerns.”

Intercambiar "Pandemic-Haze" por "Formas Productivas"

Parte 1/3: Etiqueta Escolar

¡Covid no ha sido amigo de los niños en edad escolar, particularmente en los niveles/grados 6-12! Básicamente, una "masa crítica" de estudiantes perdió dos años de prácticas normales de socialización escolar y la madurez socioemocional necesaria para relaciones respetuosas entre pares, rigor académico y estructuras escolares que conducen al éxito.

Para llevar las clases a los hogares, los maestros enfrentaron una curva de aprendizaje tecnológico de la noche a la mañana. El aprendizaje virtual llevó a:

- dependencia del tiempo de exposición a la pantalla
- sobrecarga de actividad electrónica que debilitó o eliminó las habilidades de caligrafía y la mecánica de la escritura (*legibilidad, puntuación, espaciado, ortografía correcta, construcción de párrafos*)
- aislamiento social que apoyaba una sensación de gratificación instantánea versus autocontrol y esfuerzo paciente
- una actitud de "yo", "yo mismo y yo" versus "el bien común"
- preferencia excesiva por los tipos de cuestionarios de participación en el aula a

través de computadoras, tablets o teléfonos y al mismo tiempo incapacidad para los tipos de clases presenciales en el aula con papel/lápiz/lectura dirigida

- período de atención reducido, problemas de enfoque, distractibilidad, habilidades de funcionamiento ejecutivo deficientes (ej., *organización, administración del tiempo, seguimiento de tareas, cumplimiento de fechas límite*)
- Reemplazo de la investigación de atención constante a lo largo del tiempo con Google, Wikipedia, una mentalidad de "solución rápida", plagio, una mentalidad de "hacer lo mínimo", pereza. . . ¡y así sucesivamente!

La cuarentena extendió el entretenimiento en línea. La interacción en las redes sociales aumentó exponencialmente, en algunos casos, introdujo tentaciones, conductas de riesgo, intercambios poco saludables, contenido sexual, intimidación virtual, mentiras. . . en demasiados casos, los estudiantes se han vuelto adictos. Los patrones de sueño se volvieron erráticos, lo que provocó irritabilidad.

Cuando las escuelas reabrieron, los protocolos requerían distancia dentro del salón de clases, pasillos, cafetería, escaleras. Las mascarillas agregaron otro nivel de separación:

- problemas de articulación del habla;
- una sensación de anonimato,
- incapacidad para leer las expresiones faciales y, por lo tanto, para ignorar las señales de comportamiento para redirigir/enmendar y autocorregir el comportamiento inapropiado.



Covid sacudió el mundo de los estudiantes, perdieron dos años de formación. Sus cuerpos crecieron mientras su madurez escolar se retrasó. Los maestros y los padres deben unir fuerzas, lo que evolucionó debido a la **"brecha de Covid"** continúa interfiriendo con el aprendizaje escolar:

- un espíritu general de chateo, interrumpiendo a maestros o a otros estudiantes
- ignorar instrucciones; se requiere la entrega de varias repeticiones/recordatorios
- se aprecia mayor distraibilidad en sala de clases, dar vueltas sin propósito por el salón de clases o el pasillo
- querer escuchar música, jugar juegos digitales y navegar en Internet en lugar de atender las tareas de clase
- se llega a clases y a la escuela con niveles más altos de ansiedad, irritabilidad, bajos niveles de tolerancia, preocupados, menos inspirados y sin ganas ni entusiasmo por aprender.

¿Qué podemos hacer? ¿Qué están implementando muchas escuelas para llenar la “brecha de Covid” y preparar a los estudiantes para un futuro en el que sean positivos, decididos, entusiastas, perseverantes y orgullosos?

A través de mi ministerio principal, Apoyo Formativo para Padres y Maestros, soy un presentador internacional. Regularmente me relaciono con escuelas, maestros, directores y superintendentes. El resumen anterior refleja la experiencia nacional durante 2020-2022. Los comentarios que siguen ahora reflejan lo que sugieren las escuelas de todo el país.

En Casa . . .

- Limite el tiempo de exposición de pantalla /digital diariamente.
- Establezca un horario y un lugar tranquilo para los deberes escolares de lunes a jueves, incluso si el estudiante dice que no tiene tarea. En tales ocasiones puede revisar, trabajar en proyectos, leer...
- Aumente la capacidad de concentración de 5 a 10 o 15 minutos. Use una alarma para llamar la atención, según sea necesario.
- Trabaje sistemáticamente la capacidad de tener 2-3 ideas/tareas en mente a la vez; repítalas verbalmente y asegure su cumplimiento, asigne trabajos en casa por ejemplo el lavavajillas, alimentar a las mascotas, llamar a mamá-mamá.
- Si su escuela tiene un servicio de software basado en la web que brinda acceso en línea a las tareas de los estudiantes e informes de comportamiento, verifíquelo con frecuencia y otorgue comentarios.
- Programe la hora de dormir (9-10 horas) sin distracción electrónica disponible.
- Controle el uso de Internet de su hijo.
- Si su estudiante tiene un teléfono inteligente, revise regularmente sus mensajes de texto.
- Suscríbase a la aplicación *Bark Parental Control*. Bark anuncia que es un "panel que monitorea de manera proactiva los mensajes de texto, YouTube, correos electrónicos y más de 30 redes sociales diferentes en busca de posibles problemas de seguridad.

Religion Bulletin Boards

2022-2023



Jesus, Model of all Students



As teachers, we have often reviewed and reflected on the qualities of Jesus as teacher as seen in the Gospels. Other than the passages recalling His birth. Presentation and finding in the temple, the scriptures tell us little of the childhood of Jesus. Yet there are several areas of the Gospel narratives that can serve as reflections on the need to be good students

Every classroom should have a bulletin board which reflects a religious theme. So many of our students look up to role models who do not reflect the values of a life rooted in the Gospels. This provides us with an opportunity to focus on Jesus as a role model for students.

September

Jesus Calls Us to Be our Best

As we begin a new school year, it would be good to focus on the call of Jesus to be the best student one could be. Our Bulletin Boards for the opening of school can challenge students to become set goals for the school year. (See template)

Scripture verses that could be used for reflection:

[Luke 3:21-22](#)

Now when all the people were baptized, and when Jesus also had been baptized and was praying, the heavens were opened, and the Holy Spirit descended on him in bodily form, like a dove; and a voice came from heaven, "You are my beloved Son; with you I am well pleased."

- You are challenged this year to be a good, faith-filled student. At the end of this school year, will it be said of you. "You are my beloved child. With you I am well pleased." What goals will you set for yourself this year?

[Matthew 6:33](#)

But seek first the kingdom of God and his righteousness, and all these things will be added to you.

- Are prayer, virtue and reception of the sacraments important priorities for you



On your bulletin board, place this quote from St. Francis de Sales and some pictures of the class . During the beginning days of school, do one of the scripture reflections on the previous page. Have the students reflect on their goals for the new school year and complete the template. Glue the template inside the back cover of their notebook. Periodically during the school year, have them reflect on how they are progressing with their goals.



Younger students can begin the new school year by reflecting on the phrase, "What Would Jesus Do?" if he were beginning a new school year. Ask the students to reflect on what promises they could make to be sure this will be a good year. Have them write their promises and place them in a basket in the classroom prayer corner. Remind them that these promises are like prayers—offering the good they will do to God.

**Promise God
You Will
Do Your Best
This New School Year!**



October

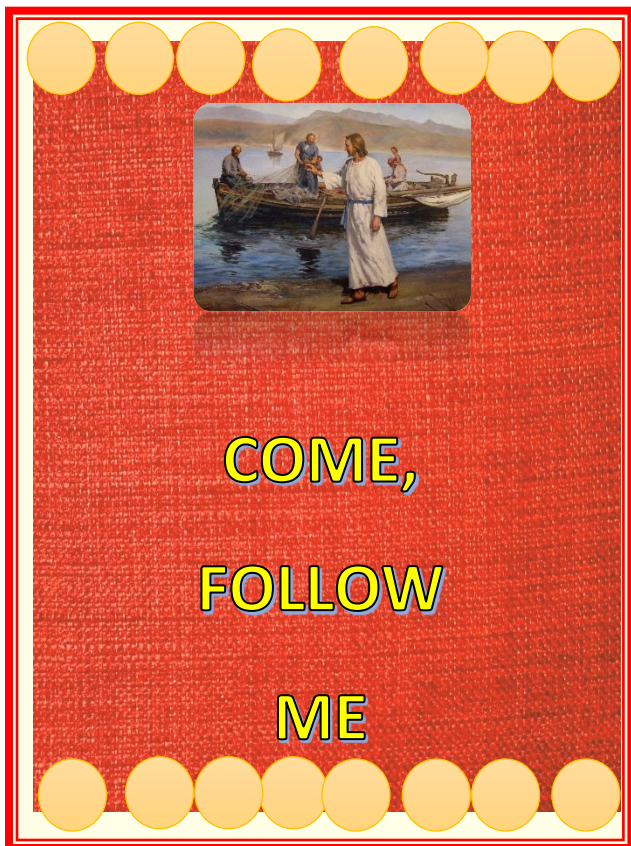
Jesus Showed Us How to Be a Good Disciple

When Christ called His first disciples He simply said, “Follow Me.” By agreeing to follow Jesus the apostles consented to be His students or His learners in the Jewish school of discipleship. They recognized Him as a teacher and a leader, and they made this commitment to be His disciples.

It’s interesting to note that the first directive that Jesus ever said to His disciple Peter, was “follow Me” (Matthew 4:19), and the last thing that Jesus said to Peter was also, “follow Me” (John 21:22).

These two bookend commands clearly articulate the genius of what it means to be a disciple of Christ. His followers were expected to learn from Him. He wanted them to be students, to be eager pupils who desired to soak in everything He could possibly teach them.

But He also wanted them to stay close to Him to learn by following His example. Christ wanted his disciples to be motivated by their love for Him to follow His pattern and to model themselves after Him.



Create a bulletin board reflecting the call of the disciples. Ask students to identify ways they can learn from Jesus. Ask them to complete the statement: “I can follow Jesus by _____”

Place their responses around the edge of the bulletin board to form a border.



Provide the students with a list of suggestions for being good disciples:

- *Pray often throughout the day.*
- *Be faithful to attending Mass and receiving the Sacrament of Reconciliation.*
- *Read something from the Bible every day.*
- *Being a good listener during class.*
- *Helping at home and in school when needed.*
- *Giving up something you would like to do in order to assist someone who may need my help.*
- *Taking care of the things provided for my use.*
- *Taking good care of the environment*
- *Helping those less fortunate through personal sacrifice.*
- *Making an effort to be a good student.*

**Go therefore
and make
disciples of all
nations ...**

– Matthew 28:19



November

Jesus Modeled Concern for the Less Fortunate

During November, we spend time thanking God for the many gifts He has given us. This becomes more of a challenge as we experience hard economic times and the tensions of a pandemic, civil unrest and global wars. It is difficult sometimes to see the goodness of God when faced with unrest, but it is so important to have the students “accentuate the positive” in their lives while, at the same time, pray for God’s help with the challenges we face. As followers of Jesus, we are the face of God on earth and need to follow his example in our outreach to the poor.

Spend some time this month sharing stories of how Jesus modeled outreach to the poor. Show students the film, *The Story of Jesus for Children*. Ask them to identify the ways in which Jesus reached out to the less fortunate. The film can be found at (<https://www.jesusfilm.org/watch/the-story-of-jesus-for-children.html/english.html>)

Corporal Works of Mercy

Jesus

Feed the hungry.
Give drink to the thirsty.
Clothe the naked.
Visit the imprisoned.
Shelter the homeless.
Visit the sick.
Bury the dead.

Us

Display the Corporal Works of Mercy on the Bulletin Board. On one side, place images of Jesus modeling the Works of Mercy. On the other side have students contribute pictures of people today practicing the works of mercy. A review of the Works can be found at: <https://youtu.be/FfWEUw0iwAQ>

As we prepare for Thanksgiving, it is important to be conscious of those less fortunate than we are. Older students could research those organizations that give of themselves for others (e.g. St. John's Hospice, Mother of Mercy Ministry, Women of Hope, St. Vincent DePaul Society) and plan a project using the Works of Mercy.

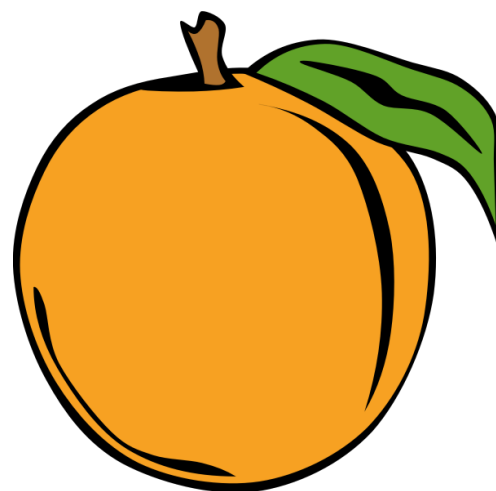
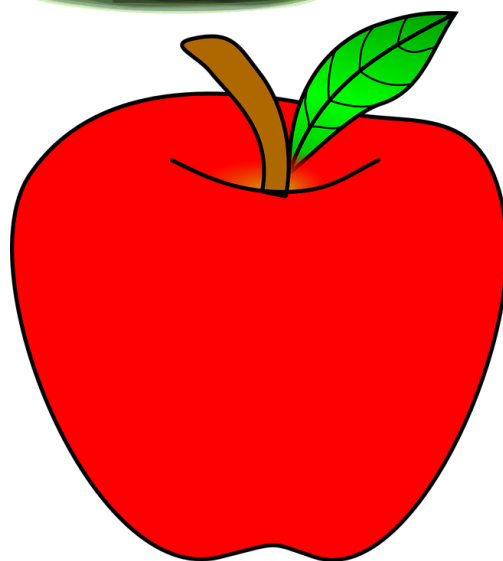
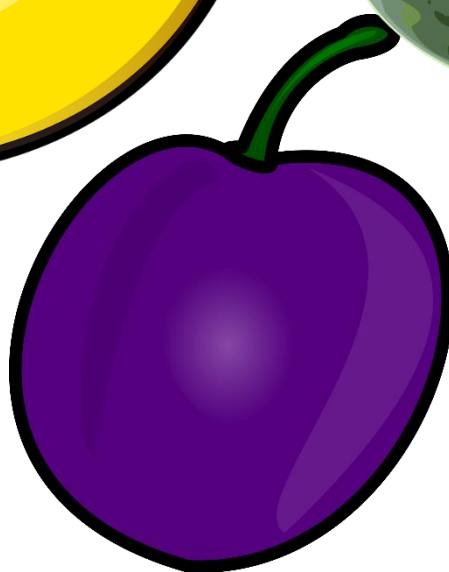
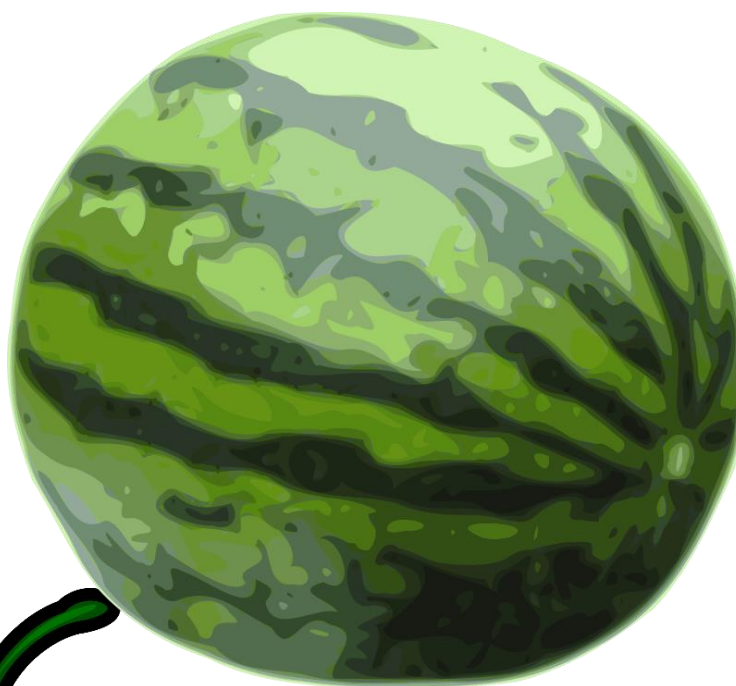
Younger students will relate better to the video at: <https://youtu.be/NAMYqBRR98s> .

Place an empty cornucopia on the bulletin board. Explain that the word "cornucopia" means "Horn of Plenty." For many people in the world there is no "plenty," because they have so little. Ask the students which Works of Mercy they could do to help others be more grateful for God's gifts. Give each student a piece of fruit to cut out and write a work of mercy that they can do on the back. Fill the empty cornucopia with these pieces of fruit. Have the students share with the class the ways they can help.



How can you help the poor have a Happy Thanksgiving?





My Goals for This Year

My faith goal is to _____

My learning goal is to _____

My personal goal is to _____

Goal Check

November



January



March



May



My Goals for This Year

My faith goal is to _____

My learning goal is to _____

My personal goal is to _____

Goal Check

November



January



March



May



My Goals for This Year

My faith goal is to _____

My learning goal is to _____

My personal goal is to _____

Goal Check

November



January



March



Ma



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My faith goal is to _____

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Goal Check

November



January



March



May



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

Good Writers' Club

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

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

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

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

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

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

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

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

Why Cursive? Here are some interesting thoughts.

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



IHM GOOD WRITERS' CLUB

RATIONALE

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

TIPS FOR TEACHERS

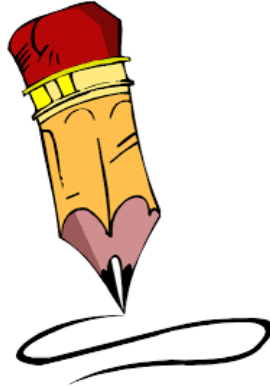
1. Select a definite objective for each lesson.
2. Allocate a specific time for penmanship each day.
3. Study techniques outlined in your Teacher's Manual, noting the letter formation peculiar to your series (Palmer, Noble, Zaner Blozer, Universal Publishing etc).
4. Provide thorough instruction by demonstrating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

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

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



IHM Good Writers Club



Grades 3 & 4

OCTOBER

I like to be nice
To all people at school
It makes them feel great
And I know it's the rule.

NOVEMBER

Kind words can be short
And easy to speak
But their echoes
Are truly endless.

Mother Teresa

Grades 5 & 6

OCTOBER

Jesus, You are my friend,
My helper, kind and true,
Forever I will praise You
In everything I do.

NOVEMBER

Thank you God, for food and friends,
For rain to help plants grow,
And thank You, God, for loving me,
I think that You should know.

Grades 7 & 8

OCTOBER

What lies behind us and what lies before
us are tiny matters compared to what lies
within us.

Ralph Waldo Emerson

NOVEMBER

Learning how to learn
Is life's most important skill.

Tony Buzan





DECEMBER

Grades 3 & 4

O Jesus, come!
We wait for You
Everything we say and do
Prepares the way
Until You come
On Christmas Day!

Grades 5 & 6

Christmas is love in action.
Every time we love,
Every time we give,
It's Christmas.

Dale Evans Rogers

Grades 7 & 8

See the stars up in the sky
Hear the angels sing
Thank you, God, for sending us
Jesus, our newborn King.



PROFICIENCY IN PENMANSHIP



This certifies that

has attained that level of proficiency in penmanship
required by the IHM GOOD WRITERS CLUB

for Grade

and thereby is entitled to this

Certificate of Merit

awarded by the IHM Good Writers Club

Date

Member of the official Board of Evaluators

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