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God's Gift of Self

Background

For a true education aims at the formation of the human person in the pursuit of his ultimate end and of the good of the societies of which, as man, he is a member, and in whose obligations, as an adult, he will share. Therefore children and young people must be helped, with the aid of the latest advances in psychology and the arts and science of teaching, to develop harmoniously their physical, moral and intellectual endowments so that they may gradually acquire a mature sense of responsibility in striving endlessly to form their own lives properly and in pursuing true freedom as they surmount the vicissitudes of life with courage and constancy (Gravissimum Educationis 1).

WE ARE CHILDREN OF GOD. GROWING AND LEARNING

as a child of God is an adventurous process full of pride and pitfalls. Physical growth makes it possible for them to do many new things. It can be fun to be weighed and measured and to see constant progress. Growing up is both a joy and a challenging task for the children.

The experiences of growing and learning are not always positive for a child. These experiences can have a negative impact on a child's self-image. Even first graders can have doubts about their own worth, and consequently may silently question God's love for them. It is important for each child to come to a deeper realization that God created every person out of love.

God's own word to us is "See what love the Father has bestowed on us that we may be called the children of God. . . . Beloved, if God so loved us, we also must love one another" (1 John 3:1 and 4:11). Share this message over and over with the children. It is the foundation for their growing in a true sense of self-esteem.

Additional Background

Catechism of the Catholic Church:
§§ 1763–1764, 1767, 1769



God gave each person a loving heart, the capacity to show love to others. What comes with this gift is the call and responsibility to extend love to everyone. Awaken this capacity in the students and guide them in their creativity to speak with loving words and to act with loving deeds. Encourage the generous use of such loving expressions as: "Let's share." "Please." "Thank you."

FORMING THE WHOLE PERSON TO PURSUE FREEDOM

deals with educating the heart, mind and soul. Teaching involves the intellectual, emotional and spiritual dimensions of a person. Even for young children, understanding their thoughts and emotions is central to understanding themselves. They may find themselves overwhelmed by strong feelings, such as fear, anger or sadness. Lacking the skills to best articulate or express their thoughts and feelings only perpetuates the frustration and anxiety experienced.

Deliver the message to your students that they are responsible for how they act. Affirming them in the proper expressions of emotions begins to build confidence in their ability to handle their feelings. Help your students understand that the proper expressions of their feelings can help them deal with destructive expressions of self-centeredness and sin. Educating them in the virtues engenders a peace of heart that enables them to pursue their ultimate end of seeking happiness found in God.



PRAYING AS A CHILD OF GOD IS PERHAPS MORE OF

a mental and spiritual awareness than a concrete reality for you. Yet for your students, since they are children and understand themselves as children, they might pray intuitively as a child of God. Challenge yourself to pray as they pray, not as an adult but as a child. Ask your students to express how they feel when they pray, and reflect on how you can center yourself in such feelings. This exercise could lead to a deeper sensitivity to your students' prayer life while enriching your own.

For Reflection

Read and reflect on the following:

"Jesus, with the Kingdom, proclaims and reveals that God is not a distant inaccessible Being . . . but a Father, who is present among his creatures and whose power is his love" (General Directory for Catechesis 102).

- ▶ How is my faith and trust in God's personal love for me the standard by which I value myself?
- ▶ What might I say or do to deepen my students' faith and trust in God?

Child Safety

Children at this age are just beginning to notice that their bodies are different from their classmates. This is a good time to instill in them that their bodies and those of their friends are made special by God and are to be treated with care and respect. In this unit students will learn that their bodies were created good by God and that there is nothing they or anyone else can do to their bodies to take away that goodness. Students will also learn ways to appropriately act on their feelings.



Family Time

Partnering with the Family

Encourage daily the showing of a loving heart with your students. Promote the same at home. Suggest that at home they "think and hear" with their heart. For example, when their parents call on them, they should respond unselfishly, not when they want but when called; or when it is bedtime that they go to bed on time without asking to stay up longer. Such actions express concern for someone other than themselves and are good at the same time for them. Remind parents to reinforce the concepts taught in this unit through the use of both the Family Time page and the *Parent Connection* magazine.



LESSON 3 PLANNER

Goal: To discover that God gives us gift of a loving heart that we can use in acts of love for our family, our friends and ourselves

Engage

Page 47

Objective

To think about being unique and talented

Family Time

Ensure that each student tears out their Family Time page to complete at home

Pray

Celebrate that each person is unique and has talents or gifts

Focus

Recognize that no two persons look exactly alike

Discover

Appreciate that everyone is unique and has talents, or gifts

Teach

Page 48

Objective

To demonstrate how we can use our gifts and talents

Focus

Discover that God gives everyone gifts

Explore

Read and discuss Story Three

Catholics Believe: God gives everyone a loving heart

Connect

Color the hearts next to the people who are happy sharing their gifts

Apply

Page 49

Objective

Identify ways of using our talents as acts of love

Focus

Identify how others have shown love to them

Discover

Understand that our talents can help us act in love

Integrate

Practice using our talents in an act of love

Pray

Praise God for showing us how to love one another

Story Preview

STORY THREE

Gifts

Curt loved to sit between Grandma and Grandpa on their porch swing. Grandpa had a gift of reciting and acting out old poems. The three of them really enjoyed one favorite poem about a ship in a storm. Grandpa brought the poem to life with sounds while pushing the swing higher and higher. After Grandpa's sudden death, Curt and Grandma sat together on the swing. Curt made Grandma laugh again as they reenacted the poem using Grandpa's gift.

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ gift-wrapped box
- ▶ children's Bible
- ▶ Lesson 3 Activity Masters

Call to Prayer

God our Father, give me a true appreciation for the unique qualities and gifts of each of my students. Inspire them to recognize their worth and dignity as a child of God. Amen.

Child of God

LESSON
3

I Am a Child of God

God created me.

God loves me just as I am.

Look at me.

I am someone special.

I am a child of God.



What makes you special?



Child of God 21

Teaching Tip

Finding the Place on a Page: Many first-graders have difficulty finding their place in the text, especially when there are a number of features on a page. When you call attention to a feature, be sure to have the students point to it. See that all have done so before proceeding. When you want the students to find a particular word, go through the sounds of the word. Have them use one of their fingers to scan the lines to find a word with those sounds. These simple strategies will help each student become a successful learner.

ENGAGE

Objective

To think
about being unique
and talented

Pray

Open the lesson with a prayer celebrating that each person is unique and talented.

Focus

Invite students to look around at the face of each classmate. Explain that no two persons are exactly alike, not even twins.

Discover

- ▶ Have students look at the picture on the page. Ask: How are these children alike and different? Encourage a variety of responses.
- ▶ Read aloud the text on the page. Explain that God created each of us unique and very good both on the outside and the inside. Nothing can take away the goodness of their body. Explain that if someone tries to touch them in their private areas/swimsuit area, tell a trusted adult.
- ▶ Model for students on how they can describe themselves on the outside (e.g., have blue eyes, long brown hair, dark skin, thick eye lashes, skinny legs, big toes, etc.).
- ▶ Explain that everyone is unique and talented in their own way. For example, I may be good at math, but not as good you; you might be excellent at reading, but I have difficulty with it; you might be really good using the computer, so you can help someone who is not.

Objective

To demonstrate
how we can use our
gifts and talents

Focus

Bring in a gift-wrapped box. Show it to the students. Inquire: What gifts have you received and how do you use them? Explain that God gives everyone gifts.

Explore

- ▶ Read Story Three on page 105 in this teacher's edition. Ask: What was Grandpa's gift (*acting out poems*)? What talent or gift did Curt have? (*tell stories like his Grandpa*)? How did Curt make his grandma happy? (*told stories in a funny way*)
- ▶ Have students read the text and then look at the pictures on the page. Tell them that God has given them the gifts of life, love and happiness.

- ▶ Read aloud to students the Catholics Believe feature box.
- ▶ Explain that we have other gifts from God called "talents," things we are good at doing.
- ▶ Have students reread the four "can" statements. Explain that with God's help they can love and be happy.

Connect

- ▶ Tell students that when we share our gifts we can make others happy.
- ▶ Have them color the hearts next to the pictures on the page that show happy people.

Gifts from God



Catholics Believe

God gave everyone the gift of life. God gives everyone a loving heart.

God gave me life.
Life is a wonderful gift.
God gave me special gifts.
I can do many things.
I can love. I can be happy.
I can share my special gifts with others.



Activity

Color the hearts next to the pictures that show happy people.



22 Child of God

Extending the Lesson

Using Activity Masters: Use the Activity Masters to further develop the concepts explored in this lesson. The "Words about Me" activity helps students describe themselves. The "Loving Heart Maze" activity reinforces the concept of helping someone in need.

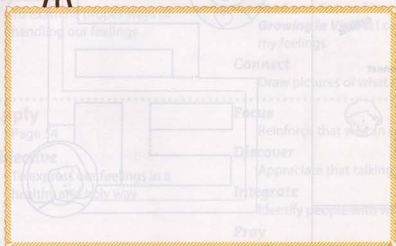
Gifts of Talents: Explain that talents are much like wrapped gifts that are not known until opened. Some of their talents might be hidden and they might have to grow bigger and stronger before their talents can be revealed. Have a show and tell talents event. Give sufficient time for each student to identify a talent that they can demonstrate before the class. Reinforce that they can be brave and do it, and practicing their talent helps them become better at it.

My Loving Heart

God gave me a loving heart.
That is a very special gift.
I can use that gift to
make a friend smile.



Draw a funny picture.
Make a friend smile.



Child of God 23

Objective

To identify ways of using
our talents as
acts of love

Focus

Ask: What has someone done for
you that shows they love you?
(Dad gives hugs, mom gives kisses,
friend gives you a "high five," etc.)

Discover

- ▶ Have students look at the picture on the page. Ask: What do you think is happening? (Boy gave the girl flowers and card to cheer her up.)
- ▶ Read aloud the text together. Ask: What gift does the boy possess? (He can draw well, or he knows she likes flowers.) How did he use his talent as an act of love? (He shows that he cares about how she feels and wants her to feel better.)
- ▶ Explain: You have talents that can help you act in love. You must practice them so you can become better at using your talents.

Integrate

Invite students to use their loving heart and growing talents to draw a picture to make a friend smile.

Pray

End the lesson with a prayer praising God for showing us how to love one another.

Teaching Tip


Affirmation and Confidence: Help students recognize their talents by affirming them throughout the day when they do something well. Affirm each student's effort, knowing that they work at their own level. Using the virtue of bravery to do something they find difficult to do could help build confidence. Affirming their dignity as a child of God reinforces that they are worthy of love. Being reminded of God's love for each of us in prayer strengthens our ability to continue to do good for ourselves and others.

ONLINE ACTIVITIES FOR LESSON 3

Activity Master 1A


Name _____

Words about Me




quiet

cheerful



friendly



great

strong

artistic

smart

super

honest


Most of all, I am

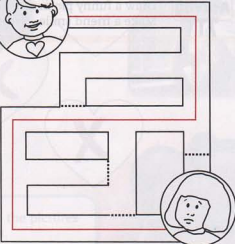
Family Life Grade 1

Activity Master 1B

Name _____

Loving Heart Maze





Family Life Grade 1



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com
Click on the link for activities.
Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.
Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity,
have them share and discuss their responses.

LESSON 4 PLANNER

Goal: To discover that talking about our feelings is a healthy and holy way of handling our feelings

Engage

Page 52

Objective

To explain that we can control how we act on our feelings

Pray

Celebrate our feelings

Focus

Demonstrate how one might act when happy, sad, angry, surprised

Discover

Recognize that although feelings are not good or bad, we should be good in the way we use our feelings

Teach

Page 53

Objective

To examine proper ways of handling our feelings

Focus

Introduce the concept of mixed feelings

Explore

Read and discuss Story Four

Growing in Virtue: I can be brave when talking about my feelings

Connect

Draw pictures of what makes us feel happy, sad and angry

Apply

Page 54

Objective

To express our feelings in a healthy and holy way

Focus

Reinforce that we can control how we act on our feelings

Discover

Appreciate that talking helps us handle our feelings

Integrate

Identify people with whom we can talk about our feelings

Pray

Choose a prayer from The Catholic Home section

Reviewing Unit 2

Summarize and review the content from both lessons

Story Preview

STORY FOUR We Can Talk

Kenny's mom and dad have good news to share. Soon, their family will grow from three to four because a new baby is coming. As he lay in bed that night, Kenny's father came in to talk. Kenny told Dad about having many mixed-up feelings. Dad reassured him that change causes everyone to feel a little uncomfortable, but that it is good to talk about feelings. Kenny realizes that even though they are so different, all his feelings are okay.

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ paper plates
- ▶ children's Bible
- ▶ Lesson 4 Activity Masters

Call to Prayer

God, you have enriched our lives with all kinds of feelings. Help us to use our emotions for only what is good and right. Amen.

I Have Feelings

Objective

To explain that we can control how we act on our feelings

Pray

Open the lesson with a prayer celebrating our feelings.

Focus

Invite volunteers to demonstrate how one might act when happy, sad, angry or surprised.

Discover

- ▶ Read aloud together the text. Explain: A feeling is not good or bad; feelings are just how we feel inside. Yet we should be good and controlled in how we act on our feelings. For example, if you are angry at someone, you do not hit them. Explain to students that they should tell their parents how they feel: "I feel (emotion) because (reason)."
- ▶ Provide two paper plates and crayons for each student. Have them draw a face that shows an uncomfortable feeling on one plate and then a comfortable feeling on the other.
- ▶ Explain a situation in which someone might feel sad or happy. Have students hold up the appropriate face for each situation.
- ▶ Ask: How might the children in the pictures deal with their feelings? Explain that we can talk about how we feel to a trusted adult.

Talk about Feelings

Everyone has feelings.
Sometimes you feel happy.
Sometimes you feel sad.

I can learn what to do with my feelings.
I can talk about my feelings.



Look at each picture.

How do you think the children are feeling?

Tell about a time you had one of those feelings.

24 I Have Feelings

Teaching Tip

Active Learning: Working in pairs is a good way for all of the students to remain actively engaged in the learning process. Incorporate partner work into your teaching as often as you can. Throughout the lessons, students may turn to someone sitting nearby and quickly share information and opinions. For more complicated projects, you can pair students with a partner of their choice. Keep alert to anyone not being picked and quickly intervene. Later in the year, the students may partner randomly by picking a card or colored object and pairing with a match.

We Can Talk



You can tell someone how you feel.

You can say, "I feel glad."

You can say, "I feel mad."

You can say, "I feel sad."

You can say, "Now I feel better."

Growing in Virtue

I can be brave. I can talk about my feelings.

I can use my feelings well.

Activity

Circle one of the feeling words below.

Pretend you are telling your teacher you feel that way.

Color the face to show how you feel.

Happy

Mad

Sad



I Have Feelings 25

Objective

To examine proper ways of handling our feelings

Focus

Offer a situation in which a person has mixed feelings. For example, Ann's family moved into a new house. She was sad to leave her old one, but happy about having new friends.

Explore

- ▶ Read aloud together the text on the page. Invite students to describe what is happening in each illustration.
- ▶ Read Story Four on page 106. Ask: How did Kenny feel after talking with his dad? (*He still had mixed feelings but was able to handle them.*)

▶ Explain that it is good to talk about your feelings even when it might be difficult. Explain that sometimes we have mixed feelings. It can be difficult to talk about your feelings. You can be brave and talk about your feelings to a parent or another trusted adult.

- ▶ Read aloud together the Growing in Virtue feature box. Explain that when we talk about how we feel with trusted adults, like parents and teachers, we are acting bravely.

Connect

Have students complete the activity on the page.

Extending the Lesson

Using Activity Masters: Use the Activity Masters to further develop the concepts explored in this lesson. The "Mixed Feelings" activity helps students use descriptive words to tell how they might feel. The "Feeling Barometer" activity can help students tell about sunny or stormy feelings.

Talking about Emotions: Help students talk about their feelings by identifying the kinds of different feelings they can experience. Write these words on the board and practice spelling them aloud. For example, happy, sad, angry, surprised, glad, worried, scared, joyful, excited, etc. You can also help students learn them by pretend acting each one out.

APPLY

Objective

To express our feelings in a healthy and holy way

Focus

Reinforce that we can control how we act on our feelings. Talking about feelings helps us to understand how to handle them.

Discover

- ▶ Tell students that they can talk to people about their feelings. Explain that talking to others about our feelings helps us, especially when we are feeling sad or upset.
- ▶ Read aloud the questions and words on the page. Discuss each picture and why we might tell each of these people about our feelings.

Integrate

Have students color the circles next to the people they can tell about their feelings. Invite them to draw a picture of someone else they might tell. Invite them to share their work. Affirm them by saying that the class appreciates them talking about their feelings and that they are brave for doing so.

Pray

End the lesson with a prayer from The Catholic Home section or one of your own.

Sharing My Feelings



How are you feeling today?
Who will you tell?



My Mom



My Teacher



My Dad



My Principal

Activity

Color the circles next to the pictures of the people you can tell how you are feeling.

26 I Have Feelings

Teaching Tip

Skills Building: Your classroom is a workshop for teaching students how to deal with their feelings. All kinds of interaction take place in the classroom, and each experience provides opportunities for skill building. Whenever an emotion arises in the classroom, model appropriate handling of the emotion. Allow everyone to express their feelings, but only in appropriate ways. Students should be able to name their emotion and the reason for feeling the way they do. If someone has acted on their feelings in an inappropriate way, use the opportunity to have them express an apology and seek reconciliation.

ONLINE ACTIVITIES FOR LESSON 4

Activity Master 4A

Name _____

Mixed Feelings

Circle the word or words that tell how you might feel.



1. You were chosen to be in the school play, but your best friend wasn't.
I'd feel: happy sad proud angry
2. A neighbor you like is moving away to a wonderful new house.
I'd feel: sorry glad lonely scared
3. Your favorite cousin comes for a long visit, and you have to share everything with him.
I'd feel: glad proud mad jealous
4. You won first prize in a spelling contest, and 100 people are clapping for you.
I'd feel: proud shy sleepy excited

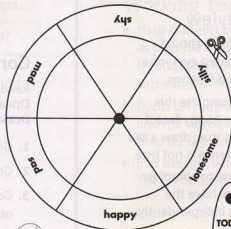


Family Life Grade 1

Activity Master 4B

Name _____

Feeling Barometer



Family Life Grade 1



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com

Click on the link for activities.

Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.

Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity, have them share and discuss their responses.

Summary

- ▶ Read aloud each sentence with the students.
- ▶ Invite them to ask questions about any point that is not clear to them.
- ▶ Make sure to expand on any points that may have been dealt with lightly during class time.

Content Review

- ▶ What the students should know: God created everyone with talents and feelings.
- ▶ Tell them: To complete this section, draw a happy face if the sentence is true; draw a sad face if the sentence is not true.
- ▶ You may choose to complete this as a class or have the students work independently.

Name _____

Summary

We have learned about God's Gift of Self.

LESSON 3: Child of God

- God gives everyone a loving heart.
- God gave me special gifts.
- I can use my gifts to show my love for my family.

LESSON 4: I Have Feelings

- God created everyone with feelings.
- I can show my feelings in good ways.
- I can be brave and talk about my feelings.

Content Review

Read the sentences.

Draw a happy face if the sentence is true.

Draw a sad face if the sentence is not true.

1. God made me special. I am a child of God. 😊
2. God gave me life and a loving heart. 😊
3. God wants me to use my gifts to hurt other people. ☹️
4. God wants me never to share my feelings. ☹️
5. God wants me to be brave and talk about my feelings. 😊

Unit 2 Review 27

Teaching Tip

Child Safety: Talk to the children about the following principles of Child Safety.

- ▶ Our bodies are good and special.
- ▶ Boys and girls have many body parts that are the same and some that are different. We speak respectfully about our bodies.
- ▶ Private parts should be kept special. Adults and older children should not "play with" the children's private parts. Older children and adults do not need help with their private parts.

REVIEWING UNIT 2

Name _____

Thinking It Through

Read each question. Think about your answers. Share your answers.

- What special gifts has God given you?

- Why is it important to express your feelings well?

- What happens when you do not talk about your feelings?

Working Together

Pair up with a friend or someone at home. Think of a TV show you both have seen. Share your answers to these questions.

- What kinds of feelings did the people in the show have?
- Did they use those feelings well?
- How could they have done better?

Pretend you are the people in the show. Do a skit to show how you could use one of those feelings well.

28 Unit 2 Review

Thinking It Through

- Have students answer all three questions on the page.
- Assign each student a number from one through three.
- Have students share with the class their answer to the question that corresponds to their assigned number.

Working Together

- Help students be as specific as possible in identifying the feelings and how they were expressed in the TV show.
- Focus on the body language and the words used. Provide time for skits to be acted out.
- End the unit with a prayer from The Catholic Home section.

Teaching Tip

Gifts Beyond Skills: Encourage students to discover the gifts they have been given. Often they do not recognize that laughter, gentleness and kindness are gifts. Guide them to this realization. Use the example of laughter as a gift that relates to a feeling expressed well and one that can help others feel better when they feel sad. Tell them that no gift is too small to share with family or a friend.