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UNIT 2

God's Gift of Self

Background

Truth, however, is to be sought after in a manner proper to the dignity of the human person and his social nature. The inquiry is to be free, carried on with the aid of teaching or instruction, communication and dialogue, in the course of which men explain to one another the truth they have discovered, or think they have discovered, in order thus to assist one another in the quest for truth (Dignitatis Humanae 3).

SPEAKING THE TRUTH WITH A LOVING HEART IS

at the foundation of all interpersonal relationships, especially those within the family. All communication between persons must contain the precious quality of truthfulness. Clear, honest communication is vital in forming healthy family relationships between spouses, between parents and children and between siblings. It is equally vital for friendships and for building trust within neighborhoods and other groups to which we belong. Unfortunately, we are also surrounded by the opposite. Whether it be outright false statements and claims or half-truths, we are called to resist the temptations of such destructive communication.

PUBERTY IS A TIME OF EMOTIONAL AND PHYSICAL

change and self-discovery. The changes that occur during puberty happen naturally. They impact the mind, the emotions and the very spirit of young people. During this time in their life, preteens sense a new quality in their interaction with family and friends. They are even on the threshold of a new relationship with God. In a community that is spiritually healthy,



puberty can give rise to a strong sense of social justice where the Corporal Works of Mercy can be a call and not just a list.

Some media messages can have a particularly negative impact on the youth as they deal with the many emotional and physical changes affecting their self-image. Young people are bombarded with seductive messages of consumerism and exploitation that intentionally try to manipulate their decisions and distort the dignity of the human person. Over time, these messages can become reality for people at any age.

Adults have the responsibility to guide the youth in learning the vital skill to discern the messages in the media. As the teacher, help your students watch carefully and listen attentively. Encourage them to be truthful and honest with themselves, with the members of their family and with others, and, above of all, to be truthful and honest with God.

Additional Background

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

As you prepare to share this unit with your students, think about times when you really came to value honesty in others. Think of a time when you were really grateful that someone was totally honest with you or when you told the truth to someone else, difficult though it might have been.

For Reflection

Read and reflect on the following:

"Families should also take care to seek for their children other forms of entertainment that are more wholesome, useful and physically, morally and spiritually formative, 'to develop and use to advantage the free time of the young people and direct their energies'" (Familiaris Consortio 76).

- ▶ How media-driven is my family life? Why?
- ▶ How can I become more aware of the real media world of my students?

Child Safety

Psychologists sometimes speak of the Law of Exposure and the Law of Cognition: You think about what you are exposed to and you eventually act upon or become what you think about. In this unit students will discuss the importance of honest communication. They will examine some of the messages they receive from the media and discuss appropriate ways of responding to these messages. They will also discuss the importance of having a trusted adult whom they can talk to about these and other issues.

Family Time

Partnering with the Family

Suggest to parents that they practice speaking with honesty by inviting every family member to tell what happened to them recently and to do so by giving as many details as can be remembered. Encourage them to see honesty as a way of being open to speaking and listening. This can sometimes take a lot of concentration and the family may have to turn off the distractions around them.



LESSON 3 PLANNER

Goal: To discover the importance of being an honest and effective communicator which includes being a good listener

Engage

Page 49

Objective

To critically examine messages communicated in the media

Family Time

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

Pray

Celebrate the importance of being a good listener.

Focus

Share what makes the many varieties of media popular.

Discover

Read and discuss "Selling an Image."

Focus

Catholics Believe: Obligated to know and act upon the truth

Explore

Read, discuss and examine the importance of honest communication, especially via mass media and commercials.

Connect

Growing in Virtue: Honesty
Rating the respectfulness of our conversations

Teach

Page 50

Objective

To recognize the value of honesty and respect in communication

Focus

Brainstorm how we can tell whether or not someone is listening.

Discover

Catholic Family Album: St. Bernadine of Siena
Identify five listening skills.

Integrate

Learn to ask questions to help discern the meaning of a person's words.

Pray

Close with a prayer from The Catholic Home section.

Apply

Page 52

Objective

To practice good listening skills

Vocabulary Preview

Fortitude—cardinal virtue of courage or strength of mind and human will that helps us do what is right and good in the face of difficulty, fear or danger

Honesty—quality or character of being truthful with oneself, others and God

Mass Media—communication intended for the public in various forms, such as print, audio, video and electronic media

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ Bible
- ▶ Lesson 3 Activity Masters

Call to Prayer

Lord, you are the voice of truth, the artist of beauty and the creator of all that is good. Help me to hear the truth, see the beauty and always do the good. Amen.

Communication

LESSON
3

Selling an Image

"Coming soon to a theater near you! Don't miss the wildest, funniest movie of the year: *The Howlers—Night of Revenge*."

Suddenly, the Howlers, three tough and wisecracking wolves, are everywhere. They've leaped from being Saturday morning cartoon characters to being movie stars. Their pictures appear on T-shirts, posters, web sites, magazine covers and the evening news. Their action figures are a sellout. The rap song "Lean and Mean—Howlers Rule" has just gone platinum.

The creators of the Howlers are delighted. The promoters and advertisers are thrilled. The Howlers are making them millions. But the Howlers are not just selling tickets and T-shirts, they are also selling an image. They are communicating specific value messages.

Messages Everywhere

What are the values communicated in the messages of some of the most popular characters or shows on television? What values do some of the most popular recording artists sing about? What values do you see or hear communicated through the news?

Part of growing up is learning to be able to separate messages about good values from the bad ones. Your family can help you learn and understand these messages. The Church also offers advice about movies, television shows and music based on her teachings. Sometimes the media communicate messages that degrade people by depicting the person as a thing or commodity, something to be used for profit or pleasure. When a person is used, they are abused. Messages that respect the dignity of the person, who is created in the image and likeness of God, communicate values worth living by.

This lesson will help you to:

- examine messages communicated by the media.
- learn the importance of honest communication.
- practice good listening skills.



What rules does your family have for watching television, listening to music or using the Internet?

Communication 23

Teaching Tip

Vocabulary: Fifth-graders need to practice their vocabulary about virtues and other key family life concepts in a variety of ways. You might encourage them to use word cards and take turns with a partner sharing the meanings and definitions of the words. You could also begin a lesson by playing the game "What Word Am I Thinking Of?" by giving the students some clues to the definition and inviting them to guess the corresponding word.

ENGAGE

Objective

To critically examine messages communicated in the media

Pray

Open the lesson with a prayer celebrating the importance of being a good listener.

Focus

Discuss a popular movie, TV show or video game. Inquire: Why are these kinds of movies popular? What messages do they communicate?

Discover

- ▶ Read the story, "Selling an Image." Ask: What message is this action movie trying to promote? (*It is cool to be tough and wisecracking.*)
- ▶ Inquire: What do you think [insert popular media] is trying to communicate to you? Explain that movies, TV, radio, video games, newspapers, the Internet are all media messages with specific purposes.
- ▶ Inquire: What rules does your family have for watching movies and television, listening to music and surfing the Internet? Discuss how these rules help promote respect and dignity of the person. Explain that inappropriate material is a serious concern due to access to expanding media. Invite students to work in groups to create a list of guidelines for reading, watching and listening to the mass media.

Objective

To recognize the value of honesty and respect in communication

Focus

Read the Catholics Believe feature box. Invite students to restate in their own words the message of this Church teaching. Explain that God created us with a mind or intellect to fulfill our desire to know the truth. Furthermore, once we know what is true, we are obligated to act in accordance with what is true.

Explore

- ▶ Have students quietly read, "Honest Communication." As a class, read aloud the section, pausing occasionally for students to react or ask questions.
- ▶ Ask: What were some of Jenny's concerns? (*being left out, seeing the movie, etc.*) What were some of her mom's concerns? (*her eating with the family, being safe, not watching inappropriate images or hearing inappropriate language, etc.*)
- ▶ Have students explain in their own words what each of the tips for respectful communication means and to give an example of each (see next page).

Catholics Believe

Humans tend by nature to seek the truth. We are obligated to bear witness to the truth as revealed by God and known by reason. The Church helps us to know and live by the truth.



24 Communication

Honest Communication

Communication is an exchange of ideas, information or opinions between at least two people. You can communicate with words, images or actions. For example, you communicate every time you write a letter, send an e-mail, give a speech or shake someone's hand. Communication available to many people is called the mass media. It is communication intended for the general public. Mass media includes newspapers, magazines, television, the Internet, radio and audio and video discs. In each of these cases, words, images, sounds and/or actions are used to send a message.

Think about some of the messages you've heard recently from the mass media.

Communication Failure

"Be home in time for dinner!" Those were the last words that Jenny heard as she left the house. She knew that the movie was not over until 6 P.M., but if she told her mother that she was going to see a movie, she knew she would not be allowed to go. When she comes home late, she plans to make up an excuse. Maybe she could say that one of her friends got a bloody nose or something like that.

Jenny was not honest with her mother. She lied to her mother because she knew that she would not be allowed to see the movie if she told the truth. Lying is wrong and sinful. When people are not honest in their communication, they lose the trust of others and treat them disrespectfully.

Other examples of dishonest communication include bragging and gossip. Without some kind of trust, good communication is almost impossible. People who fail to tell the truth show disrespect for the truth. People who lie know that they are not trustworthy, and they begin to mistrust others too. Dishonesty hurts all relationships. This is why God gave us the Eighth Commandment. God created us to be truthful in all forms of communication.

Teaching Tip

Truth in Love: Some students may confuse honesty with bluntness. They might need help speaking clearly and honestly. Use simple examples of how this may happen. For example, if a friend asks you if their hat looks good on them, you wouldn't say that they look ugly. You could speak the truth in love by saying, "I think you look better in another hat." Be sure to reinforce that you still say what is true and never lie. But you are to use more appropriate and kind words when speaking the truth.

Help me to hear the truth, say the truth, and always do the good. Amen.

Respect for both the listener and the speaker is an essential part of good and honest communication. Here are a few tips on how to be respectful in your communication:

- 1. Listen**—When someone is talking to you, carefully pay attention to what they are telling you. Be able to repeat back to them what they say.
- 2. Be open**—During the conversation be open to the ideas of others. Put your own strong opinions on hold in order to better understand what others are saying.
- 3. Be honest**—Speak the truth. Say what you mean and mean what you say. But avoid expressions of hurtful words or actions.

When you speak, let the Holy Spirit guide your communication. Remember that Jesus was a great communicator. He always spoke the truth with love. When you are open in listening to others and honest when you talk, you too can speak the truth with love.

"Critique Your Communication"

In the space provided, describe two conversations you had recently. Then rate them on a scale of 1 to 5 (5 being respectful) and explain your rating.

Activity

Conversation	Rating	Explanation

Communication 25

Growing in Virtue

Honesty or truthfulness is the virtue that strengthens us to be true in our words and actions. Being honest with oneself, others and God can be difficult. But it can lead to respectful and truthful communication.

- Discuss and elaborate: How is being honest a sign of respect for yourself, others and God? Explain that when we speak the truth in love, we seek and show honor to the dignity of the person as God created us. A relationship built on trusting the other to speak the truth in love is a healthy and holy relationship. Provide examples as needed.
- Discuss with students how people communicate nonverbally. Ask: How do people show they are happy, sad, angry or upset without using words?
- Explain that each of us needs someone to talk to about important things. Have students identify who they would tell if they (a) found \$20, (b) saw someone with a gun, (c) were asked to look at inappropriate pictures.

Connect

- Read the Growing in Virtue feature box. Reinforce the tips on respectful communication by demonstrating how each is carried out. Explain that good communication takes practice, effort and courage. Sometimes it is not easy to listen, be open or speak the truth in love.
- Have students complete the activity on the page. If needed, have them finish the activity at home with their family.

Extending the Lesson

Using Activity Master 3A: Use the Activity Master "Buy It Today!" This activity will help students discern the messages in the media by analyzing a commercial.

Messages in the Media: Have students list various messages they have observed in the mass media. Discuss the truthfulness or falsehood of these messages. Use an example of a popular item that many students own. Ask: What do commercials say about this item? Is it true? Do they need or want such an item? Try connecting the concepts of honesty, respect and fortitude. Explain that sometimes we can be convinced that we need something when we really do not. Let them know that it is okay to have fun things, but not at the expense of doing what is right or good for ourselves or someone else.

APPLY

Objective

To practice good listening skills

Focus

Discuss and elaborate: How do you know when a person is truly listening or not listening to you? List responses on the board.

Discover

- ▶ Read the Catholic Family Album box. Explain that Saint Bernadine was known for his preaching. Emphasize his gifts of preaching to communicate the truth about Jesus and how we are to live as Jesus' followers.
- ▶ Read, "Practice Good Listening Skills." Compare this list with the list students compiled on the board.
- ▶ Review the list repeatedly having volunteers demonstrate with a role-playing scenario.

Integrate

Have the students complete the activity on the page. Invite them to share their responses with the class.

Pray

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

Catholic Family Album

Saint Bernadine of Siena was a Franciscan priest who lived in Italy during the late 14th century through early 15th century. Bernadine was known for his effective preaching about truthfulness. He preached against gossip, especially because of how it hurts relationships. Tradition holds that Bernadine often preached with a wooden board that had painted on it the name of Jesus in Latin. He did this to show honor for the truth of Jesus.



26 Communication

Practicing Good Listening Skills

Do you want to be an effective and truthful communicator? Then you need to be a good listener. Becoming a good listener takes practice. Here are five listening skills that can help you become a good listener:

1. Give full attention to the person who is talking.
2. Make eye contact with that person.
3. Avoid interrupting while the person is talking.
4. Show interest in what is being said.
5. Repeat the message back to the speaker to show that you clearly understand it.

Sometimes it is hard to know the real meaning of a person's words. Read each of the following situations and try to figure out the message behind the words or actions. Write a question for each situation that you will ask to help clarify the message. Discuss your answers with a partner.

1. When given the choice between a trip to the zoo or a swimming party at the city pool, everyone in the class except Brian voted to go swimming.
I will ask: _____
2. On TV, a beautiful woman with hair gently blowing in the breeze says, "Use my shampoo." In the background, a handsome man smiles at her.
I will ask: _____
3. When you get home from school, you find a note on the refrigerator door: "Hi! Gone to the dentist. Clothes in the dryer. See you at 4:30. Love, Mom."
I will ask: _____

Extending the Lesson

Using Activity Master 3B: Use the Activity Master, "Prayer Pocket." This activity will help students create a reminder on what prayer is and why praying daily is so important to healthy and holy living.

Pop Culture: Have students provide examples from popular culture in which people or characters demonstrate respectful communication. Explain that profanity violates a person's dignity by showing disrespect for a person. In order to be respectful communicators, we must avoid the use of negative and/or abusive language. Words can be hurtful because of both the meaning of the words themselves and the intent behind using certain words.

ONLINE ACTIVITIES FOR LESSON 3


Name _____

Activity Master 3A


Buy It Today!

Create a commercial for TV. Your claims don't have to be true. They just have to sell the product. Assemble the TV as shown.


1. Give your product a glamorous name.
2. Show people that it will make them happy (or rich, smart, beautiful, powerful, popular, healthy).
3. Convince people that they should buy the products now, without stopping to think.




Create your commercial.



Fold and glue.




Insert and show your commercial.



Cut out screen.

Glue



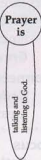
Family Life Grade 5

Name _____


Activity Master 3B

Prayer Pocket

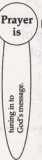
Before you pray, think about all that prayer really is. (It is more than just talking.) Cut, fold and glue the Prayer Pocket as shown, and tuck in all the strips. Add your own idea to the blank strip.



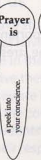
Talking and listening to God.



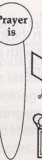
A two-way conversation.



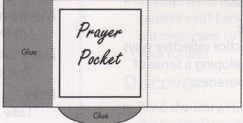
Tuning in to God's message.



A good, deep prayer.



A good, deep prayer.



Glue

Glue

Family Life Grade 5



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 the changes that occur during puberty, as well as how to deal with the stress of maturing and developing a sense of self-awareness

Engage

Page 55

Objective

To recognize the changes that occur during puberty

Pray

Celebrate how all living things grow and change.

Focus

List the changes experienced in the recent past.

Discover

Read and discuss the story "Looking into the Future."

Teach

Page 56

Objective

To learn the importance of dealing with the stress of maturing

Focus

Describe changes observed in friends and family.

Explore

Read, discuss and examine ways of dealing with the physical and emotional processes of maturing.

Growing in Virtue: Tenacity

Connect

Catholics Believe: True freedom seeks friendship with God.
Create a health plan of good habits.

Apply

Page 58

Objective

To practice reflective ways of developing a sense of self-awareness

Focus

Catholic Family Album: St. Clare of Assisi

Discover

Understand the benefits of keeping a journal.

Integrate

Practice keeping a journal.

Pray

Luke 2:41–52

Reviewing Unit 2

Summarize and review the content from both lessons.

Vocabulary Preview

Fortitude—cardinal virtue of courage or strength of mind and human will that helps us do what is right and good in the face of difficulty, fear or danger

Puberty—a period of rapid growth associated with the development of the reproductive system

Tenacity—being persistent and faithful in maintaining yourself the way God created you

Materials Needed

- ▶ writing paper
- ▶ Bible
- ▶ pens, pencils
- ▶ Lesson 4 Activity Masters
- ▶ art supplies

Call to Prayer

Jesus, help me to shepherd my students as they prepare for the coming changes in their lives. Help us to recognize the beauty in ourselves as you created us to be. Amen.

Change

LESSON
4

Looking into the Future

"Look! Here's the stuff Amanda left for me," Ashley told her best friend, Nina. Ashley's older sister had moved away to go to college. She had left some things behind for Ashley. The ragged cardboard box held a stuffed pig wearing a funny hat, a couple of small posters, some music CDs and a notebook.

Ashley flipped open the notebook. "It's Amanda's ninth-grade diary!" she said. "Do you think it's okay to read it?" Nina asked. "Sure," Ashley answered. "Amanda told me this stuff might come in handy someday." The two girls began to read some of the entries:

October 25. It was awful. There was my best friend talking to me at the lockers, and I didn't hear a word she said. All I did was look at that ugly pimple on her chin. Now, I feel bad. A good friend would have ignored it. I will never let that happen again. Just the same, I know I'll just die if I ever get a pimple like that.

February 12. Jeremy is into weight lifting, which I suppose is all right. But he poses and acts like we're all supposed to faint when he walks by. I'd like him more if he'd just relax and stop trying to prove he's so tough and strong all the time. Mom calls it hormones. I call it childish. When are these guys going to grow up?

After reading a few more pages, Ashley and Nina were getting nervous. They could put the diary back in the box, but they could not put back what they had read. They talked about it for a long time.

"Growing up looks messy," said Ashley. "Maybe," sighed Nina. "But it sounds exciting, too. I can't wait to find out."

This lesson will help you to:

- recognize the changes that occur during puberty.
- learn the importance of dealing with the stress of maturing.
- practice ways to develop greater self-awareness.



What worries you most about growing up?

Change 27

ENGAGE

Objective

To recognize the changes that occur during puberty

Pray

Open the lesson with a prayer celebrating how all living things grow and change.

Focus

- Have students list some things that have changed in their life in the past year. Then have them list any changes they are looking forward to in the coming year. Invite students to share with the class their responses.
- Inquire: What about growing up worries you? Excites you? Why is it important to think about your future?

Discover

- Read the story, "Looking into the Future." Pause occasionally to ask students to react to the story. Ask: What were the girls' responses to reading the diary entries? (*They were nervous and excited.*)
- Write on the board in a two-column format, "Hopes" and "Fears." Have students list what hopes and fears they read about in the journal entries in the story. Then invite them to record their own responses under the appropriate heading on the board.

Teaching Tip

Assessing Learning: You can use fun, large group activities to assess student learning. Word games on the board, such as Hangman and Word Scrambles, are one way to focus the students' attention and help them recall key topics. Games provide variety in the flow of the lesson and are a great way to help the students refocus. Use games when you want to review or when you want to transition from one lesson to another.

Objective

To learn the importance of dealing with the stress of maturing

Focus

Have students describe the changes they have observed in friends and family members. List them under the appropriate heading.

Explore

- Have students quietly read "A Time of Change." As a class, read aloud the section, pausing occasionally for students to react or ask questions.
- Ask: What are some of the changes experienced during puberty? (*physical, emotional and spiritual*) Why are the changes during puberty sometimes stressful? (*varying emotions related to hormone changes, rapid growth in short time, increased awareness of self and others, etc.*)
- Inquire: What are some changes (good, bad or neutral) that you have seen in other people, especially older students at school? What is one thing that you can do to stay healthy physically, emotionally and spiritually?



Growing in Virtue

Self-confidence, or **tenacity**, is believing in and valuing who you are, the unique individual who God created you to be. Developing healthy and holy habits is one way to build your self-confidence.

A Time of Change

Pimples, muscles, boyfriends and girlfriends—is that what growing up is all about? Puberty is a time of rapid growth and development that can begin in girls and in boys even before they reach their teen years. These changes happen gradually and include physical and emotional changes. The changes can cause stress. So learning what to expect can help you manage the changes when they begin to happen to you.

Physical Changes

Hormones have a big part to play in growing up. Testosterone, a male hormone, causes boys to grow hair on their faces and, sometimes, on their chests. Their voices begin to deepen. They develop broader shoulders and stronger muscles. Estrogen, a female hormone, helps girls develop wider hips and larger breasts. Both boys and girls develop hair on their underarms, on their legs and on the pubic area between the legs. Sweat and oil glands become more active and can cause perspiration odor and pimples.



Emotional Changes

The changes that come with puberty are also mental and emotional. You may find yourself being happy one moment and sad the next, or confident one moment and uncertain the next. Your changing emotions will affect the way you relate to your family, friends and even God. Friendships can get deeper and more serious during puberty. Even your interests may change, particularly your interest in the other sex. The timetable for these changes will be different for each person.



Think about some of the changes you have seen in older students at your school.

You will experience many changes during puberty. But some things will not change. You will still tend to be short or tall, athletic or quiet. During puberty you need to continue to eat healthy, exercise regularly and get plenty of rest. You will also need to take greater responsibility for your personal hygiene, for example, showering more frequently.

During puberty, self-confidence is especially important. One way to build confidence is to accept and honor who you are.

28 Change

Teaching Tip

Healthy Choices: During puberty there are many changes occurring that require the use of a lot of energy. Therefore, children at this age tend to have mood swings, energy spurts, increased appetites and more reflective thoughts. Because of the increased appetite, some children may find themselves wanting to eat foods that may not provide sufficient nutrition or foods that simply provide an energy boost. Because of increased ability for reflective thought, images in the mass media become more influential on perceptions of body images, etc. When discussing healthy habits, be sure not to overly criticize what they do or whom they admire. Instead provide concrete examples of healthy and holy choices as alternative choices.

This means being persistent in being yourself, the way God created you. Honor yourself and God by taking good care of your mind, body and spirit. Good grooming and cleanliness can help too. But remember, the good in a person's heart and doing what is right, is what makes someone attractive. Do not be fooled by many of the images from the mass media that attempt to make you feel that you should look, feel and act in a certain way. Concentrate on becoming your best self and being healthy inside and out.

The Holy Spirit will help you make decisions to be the person God created you to be. Find a regular time to pray and develop your friendship with God. Remember that Jesus too experienced what it is like to grow up. Jesus is your model of how a person can mature with humility and confidence.

"Your Health Plan"

In the space provided, create your own health plan: a checklist of good habits to do on any given day. Work with a partner to brainstorm activity ideas.

Activity

Habit	Activity
<input type="checkbox"/> Study	
<input type="checkbox"/> Play	
<input type="checkbox"/> Hygiene	
<input type="checkbox"/> Rest	
<input type="checkbox"/> Exercise	
<input type="checkbox"/> Pray	

Change 29

Catholics Believe

Freedom is *not* doing whatever one pleases. True freedom happens when you seek friendship with God, by choosing what is true, good and beautiful with the aid of his grace.

- Discuss and elaborate: What does becoming mature mean? Provide examples as needed. Explain that maturity involves the whole person, physically, intellectually, emotionally and spiritually.
- Read the Growing in Virtue box on the previous page. Brainstorm as a class a short list of ways to be tenacious about the way God created us. Provide an appropriate example to begin the brainstorming process.
- Talk with students about the emotions they may feel as they enter puberty. Explain that these emotions are normal, and they need to learn how to act positively on emotions. Note that their love for God and others as well as their prayer life is an important part of helping them deal with their emotions and acting appropriately.

Connect

- Read the Catholics Believe feature box. Explain that God created each person with the desire to know the truth, to do what is good and to be happy.
- Have students complete the activity on the page. If needed, have them finish the activity at home with their family.

Extending the Lesson

Using Activity Master 4A: Use the Activity Master, "Future Quiz." This activity calls for students to create a quiz booklet. The quiz questions focus on imagining the student's future life.

Journey in Faith: Have students draw a line between the word *infant* on the far left and the word *adult* on the far right. Ask the students to mark where they are on the line with their initials. Then have them mark other family members on the same line. Explain to the students that they are also maturing in faith as they continue on their journey through life.

APPLY

Objective

To practice reflective ways of developing a sense of self-awareness

Focus

Read the Catholic Family Album box. Ask: How did Claire's actions show that she was tenacious? *(At an early age she pursued her love for God with vigor and excitement.)*

Discover

- ▶ Read, "Discovering Yourself" Explain that writing down in a journal what is important to us is a worthwhile practice. Reinforce the significance of the written word to help us better understand the message images send us each day.
- ▶ Talk with students about how they use social online networks. Discuss the risks involved in sharing certain information online. See Extending the Lesson, Online Journaling.

Integrate

Have the students complete the activity on the page. Invite volunteers to share one of their responses with the class.

Pray

Pray aloud Luke 2:41–52. Then have the students reflect on Jesus' ability to communicate with respect and love.

Catholic Family Album

Saint Clare of Assisi lived in Italy during the 12th century. At the age of eighteen, she heard St. Francis of Assisi preach. She decided God wanted her to give up her family wealth and live the Gospel as Francis and his followers were doing. With the help of Francis, Clare established a religious order known as the Order of Poor Ladies, or the Poor Clares. Clare said, "Go forth without fear, for he who created you has made you holy . . . Blessed be you, my God, for having created me."



30 Change

Discovering Yourself

Many people write in a diary or in a journal. This helps them explore and reflect upon their world and their own lives. Keeping a journal is a good practice because it provides a record of one's thoughts and feelings at a particular moment. This can help you develop a sense of self-awareness. It can also help you track your changes and growth over a period of time. A journal can help you on your journey in faith. It is a good way to discover more about who you are and what God desires for you.

Practice keeping a journal by completing the thoughts below.

The thing I worry about the most is _____

I will _____

The best thing that happened to me this week was _____

I will _____

The thing I am most excited about is _____

I will _____

Dear God, today I feel _____

Help me to _____

Extending the Lesson

Using Activity Master 4B: Use the Activity Master, "Reaching Out." This activity invites students to examine how they feel and deal with private problems.

Online Journaling: Have students begin a class journal that is available for anyone in the class to read. Since this is to be a monitored public forum, instruct the students that entries are voluntary and are to remain anonymous. This can be useful in practicing Internet safety rules. Some rules are: do not share personal information online; never agree to meet with someone you met online; if you feel that you should hide your activity from your parents, you should not do it. Therefore monitor their posts by guiding them in good etiquette and best practices. The purpose is to share our common hopes and fears throughout the year.

ONLINE ACTIVITIES FOR LESSON 4

Activity Master 4A

Name _____

Future Quiz

Assemble the quiz booklet as shown. Then, open one door at a time and answer the questions about your future. Keep your answers private or share them.

Slit doors to reveal.

Click doors to lock.

Open one door at a time.

DOORS (Slide on back)	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Marriage</p>	<p>What kind of person would you like to marry?</p>	<p>What two important things do you want to do while you're a teen?</p>	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Teen Life</p>
	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Growing up</p>	<p>What are the best and worst things about growing up?</p>	<p>What are the two best careers you can imagine?</p>	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Careers</p>
	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Travel</p>	<p>Name two places you'd like to go when you're an adult.</p>	<p>What would you like to be famous for?</p>	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Fame</p>
	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Wishes</p>	<p>Name three things you want most in your adult life.</p>	<p>Tell three things you'd like to be really good at.</p>	<div style="border: 1px solid black; padding: 10px; margin: 5px;">?</div> <p>Talents</p>

DOORS (Slide on back)

Family Life Grade 5

Activity Master 4B

Name _____

Reaching Out

Do you ever feel all alone with your problems? Everyone does, sometimes. But remember—there's help out there, if you reach out for it. Prepare a strategy for building your own personal support system. You can share your ideas or keep them private.

- Who's out there for you? Name at least one person in each group whom you could talk to.

Friends	_____
Family	_____
Church Family	_____
- How would you go about asking for help with a problem? Could you talk face to face, or would you feel more comfortable phoning or writing a note first?

Friends	_____
Family	_____
Church Family	_____
- How would you start talking about your problem?

Other things to think about:

- What can you do now to prepare your support system, so it will be in place when you have a problem?
- If you try sharing a problem with someone, but he or she lets you down, what will you do?
- Prayer is one of the most valuable parts of your support system. What can you do now to get good at using it?

Family Life Grade 5



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.

REVIEWING UNIT 2

Summary

- ▶ Ask the students to read through the Summary section.
- ▶ Invite them to ask questions about any points that are not clear to them. Make sure to expand on any points that were expanded on only briefly during class time.

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.

Matching It Up

Use this matching section to help the students be able to identify the appropriate definition or description of a key concept, term or person from the unit.

REVIEWING UNIT 2

Name

Summary

Remember what you have learned in each of the lessons in God's Gift of Self.

LESSON 3: Communication

- Good and honest communication is a way to strengthen relationships.
- God created us to be truthful in all forms of communication.
- Being honest with oneself, others and God leads to respectful communication.

LESSON 4: Change

- Puberty is a time of rapid physical, emotional and spiritual growth.
- Friendships can get deeper and more serious during puberty.
- Having a clear image about who God created you to be is one sure way to build self-confidence.

Thinking It Through

1. What are some qualities of good and honest communication?
2. What do young people need to know most about puberty?
3. Why is prayer a good habit to develop as you are growing up and maturing?

Matching It Up

On each line, write the letter of the description in Column B that best goes with the term in Column A.

- | | |
|----------------------------------|---|
| 1. D Honesty | A. Giving full attention to the person who is talking |
| 2. A Listening | B. Being persistent in honoring and respecting the way God created you |
| 3. C Mass media | C. Communication intended for the public |
| 4. E Puberty | D. Being truthful to oneself, others and God |
| 5. B Self-confidence | E. Period of rapid growth marked by the development of the reproductive system |

Unit 2 Review 31

Teaching Tip

Healthful Foods: According to the dietary guidelines for the MyPyramid project, the following are the key food groups' messages that were developed: (1) focus on fruits, (2) vary your veggies, (3) get your calcium-rich foods, (4) make half your grains whole, (5) go lean with protein, and (6) know the limits on fats, salts and sugars. Inform students of these food groups and how these can help them achieve a balanced and healthy diet. Go online to the U.S. Department of Agriculture's MyPyramid website for further interactive lessons, information on key food groups, etc. Be sure to make note of educational games and menu planning activities.

REVIEWING UNIT 2

Name _____

Recalling Key Concepts

Circle the T if the statement is true. Circle the F if the statement is false.

- We communicate messages through a variety of media.
- Puberty occurs gradually and affects only a person's physical appearance.
- To communicate well, you should make eye contact.
- The mass media communicate both positive and negative messages.
- The changes during puberty happen exactly the same for everyone.

<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F

Fill in the missing words in these sentences.

- ESTROGEN** is the female hormone that promotes physical changes in girls.
- The male hormone, **TESTOSTERONE**, promotes the physical changes in boys.
- Jenny hurt her **RELATIONSHIP** with her mother by lying about seeing a movie.
- The **EIGHTH** Commandment reveals to us that God created us to be truthful in all forms of communication.
- TENACITY** is being strong about being you, the way God created you.

Working Together

In a small group, select a popular advertisement directed toward young people. Identify its message. Then evaluate its effectiveness and how it promotes respect or disrespect for the dignity of the human person.

32 Unit 2 Review

Recalling Key Concepts

- Use this section to help the students accurately recall important information from the unit.
- For the true and false section, you can have students correct any false statements.
- To help with the fill-in-the-blank section, you might want to provide a word bank on the board.

Working Together

- Choose a project that best fits the need and abilities of your students, as well as your time schedule.
- Time permitting, have students complete the assessment as a class, or encourage them to complete it at home.

Teaching Tip

Child Safety. Review these basic touching rules:

- You are responsible for the care of your body.
- Some touches we like and some touches we don't.
- You have the right to say "no" to any kind of touch even if it takes courage to do so.
- Don't touch a person who says "no touching."
- Touching is never a secret.
- Our feelings can give us clues to situations that may not be appropriate: pay attention to confused or mixed-up feelings.
- It is never too late to tell someone about abuse.
- Abuse is never the child's fault.
- God wants each child to be safe from abuse.