Educator Guide
Level 5

The Body Speaks a Language
by The Body Matters Team

A Theology of the Body Curriculum
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TO THE EDUCATOR:

Greetings from us at the Theology of the Body Evangelization Team, Inc. (TOBET) to you who selflessly serve our children! As educators ourselves, we know the challenges in meeting children's needs, especially in this culture which opposes the truth of the human person. Therefore, we hope to equip you with plentiful resources to evangelize. We present to you not only The Body Matters Lesson Books, but also Educator Guides and Activity Books to enrich and supplement your curriculum. In addition, we offer Parent Guides so that parents, as their child’s primary educators, can reinforce this message.

TOBET was formed because Saint John Paul’s Theology of the Body (TOB) changed our lives. TOB began as a series of 133 talks from 1979-1984. No one could predict how the words of our Pope would revolutionize the world. St. John Paul states: “The body, and, in fact, only the body is capable of making visible the invisible: the spiritual and the divine” (TOB 19:4). Whereas Catholic catechesis historically focuses on the soul, our modern-day saint had the audacity to write a new and powerful anthropology, with the body as the point of departure. St. John Paul unveils the self-same teachings of the Church, but with a different emphasis for our culture.

Decades later, we continue to feel the resonance of these words. As youth face the temptations of unlimited license for pleasure and an endless torrent of information through social media, we are witnessing a spike in disconnected relationships and a growing percentage of depression and suicide. The Body Matters is an antidote to the illnesses that infect our culture and society today. The many calls and emails we have received over the years from parents, teachers, priests, and bishops reveal the urgent need for a curriculum like ours.

With over 20 years of teaching and catechetical experience, Monica Ashour has built a team of experts in child development, children’s literature, graphic design, and curriculum expertise to work toward the completion of The Body Matters. Much time and effort have been poured into these lesson books, whose purpose is to instill in today’s youth a clear, age-appropriate worldview based on Theology of the Body.

We are so glad you are joining this important work with us. We hope that you will find these lessons helpful in leading young people into a deeper awakening of who they are in Christ.

With prayer for you and your students,

The Body Matters Writing Team
PART ONE: ABOUT THE CURRICULUM

GENERAL OVERVIEW OF THE BODY MATTERS

The ultimate goal of The Body Matters, a Theology of the Body Curriculum, is to create “space” in the heart for a Person-to-person encounter with Jesus and His body-bride, the Church. Our method, based on St. John Paul II’s Theology of the Body, focuses on the body and its meaning. In fact, the body is a “theology”—through our bodies, we can know about the Triune God who is Love itself. The Father, Son, and Holy Spirit are eternal Gifts to each other. Our emphasis on the body takes the truth of the body seriously, particularly the body as gift. We are, at our very core, made in God’s image because we are gifts. In other words, we are made for love. When we love, we most closely image God. The body, as a “theology,” teaches us this complex yet profound truth, leading us to joy.

There is an urgent need for a creative articulation of these important truths. In his recent apostolic exhortation, The Joy of the Gospel, Pope Francis says, “Today’s vast and rapid cultural changes demand that we constantly seek ways of expressing the unchanging truths in a language which brings out their abiding newness.” The Body Matters was created in the spirit of this search for new expression.

The main cultural change we face in modern life is what St. John Paul II calls “detachment.” Instead of a proper understanding of the human as a “body-person,” the culture encourages a view of the body devoid of meaning; the body is wrongfully seen as a mere tool or shell. In response to this view of the body, and in faithfulness to Pope Francis’ appeal, The Body Matters seeks to highlight the truth and meaning of the body. Most catechists and teachers in the past have taught the truth of the soul alone; TOBET’s books uphold the truth of the soul, while shining a light on the Catholic Christian understanding of the body. This message has enormous implications that can affect all aspects of young people’s lives.

It is not our objective in these books to cover all of the exceptions to God’s original plan for humans, such as divorce, death, abuse, neglect, gender ideology, single parenting, disabilities, and “alternative families.” We will address these critical issues with love and compassion in a later ancillary format. Nevertheless, it is important for a child to know God’s original design, otherwise the child lacks a standard from which to measure those exceptions. We are aware that, because of original sin, people adjust and judge according to lesser standards than God’s design. Brokenness from emotional, psychological, and spiritual wounds, inflicted by a flawed society, distorts our understanding of the good. TOBET’s articulation of the good may, at times, bring about sadness as an indirect consequence, precisely because we are made for more. St. John Paul meant this teaching not as “a condemnation, but an invitation” toward wholeness. He recognized societal distortions and hoped to repair the culture’s vision by the redemption of the body through our merciful Lord, Jesus Christ.

Through engaging activities, beautiful illustrations, and effective prose, The Body Matters allows educators to accompany children from Pre-K to 8th Grade in an ongoing encounter with Jesus. Each book in Levels K-8 contains four lessons (except for Kindergarten and 1st grade, which have two lessons per book). Based on a classical approach to education called mimesis, our layout helps students to understand and retain the material taught. Each lesson is broken down in the Educator Guide under the following headings: Preparation, Presentation, Review, and Application through Class Activities. We strongly suggest following this order and giving adequate time for each step. We have instructions for how to do this in each lesson.

The goal of our curriculum is to show children that their bodies are not detached from themselves, but integral to their identity as whole people who are called to love. With this basis, your students can choose to become what Pope Francis calls “missionary disciples” and fulfill the truth of their human nature.

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GENERAL OVERVIEW OF LEVEL 5

Children ages 6-12 years experience the world through belonging. This sense of inclusion for boys and girls to their own respective peer groups is crucial to their development and identity. It is very important for them to know how they fit in with that group and for them to be with friends of the same sex—boys hanging out with boys, girls with girls. As “tweens” they become more independent and their thought processes begin to move from universal concepts to concrete application. They enjoy applying what they know to real-life situations, so it is a healthy challenge to introduce more complex analysis to this age group.

In their religious development, this age group is focused on the question: “Who am I in relationship to God?” They want to know how God relates to them. They love concrete images and stories. Their ability to imagine with detailed and literal knowledge can open the door to more critical questions and deeper analysis of the simple Bible stories they have been taught in the past. Children ages 6-12 are capable of drawing moral and allegorical lessons from what is presented, though they may need overt instruction and guidance. Our program for Level 5 presents many real-life dilemmas and examples that mirror the choices they face every day. We hope that your 5th graders can relate to the material personally as they continue to understand who they are as children of God.

OVERVIEW OF HOW TO USE THIS CURRICULUM

The Body Matters was created as a supplemental curriculum to support and enrich diocesan standards and instruction, in particular by providing an anthropology which is absent from most curricula. We hope that we can collaborate with a school’s comprehensive curriculum to help deepen and extend a child’s understanding of himself as a person—soul and body—made in the image of God.

Each lesson teaches a particular truth about the body as it relates to the topic as a whole. There are 2 books per grade level, with 4 lessons in each of the two books, totaling 8 lessons per year. Kindergarten and Level 1 are different, with 2 lessons per book.

The educator can prepare by reading through the lesson and becoming familiar with the objectives provided in this Educator Guide. It will be helpful to read through the PRESENTATION portion beforehand so as to better anticipate questions and topics. There is always a PREPARATION exercise and a REVIEW for each lesson and there is an APPLICATION THROUGH CLASS ACTIVITIES section with interactive games, brainstorming, and critical thinking opportunities related to the text. There are also suggestions for optional crafts which may require some materials.

Each lesson is ideally taught within a 4-5 day timeframe. A educator who knows his or her class can gauge whether more or less time is needed. We strongly encourage educators to let this be a dialectic conversation with the class and to allow the lessons to build slowly if needed. We suggest a few ways to plan for teaching this curriculum, but it can be modified as the educator sees fit.

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2 After using the Theology of the Body as a basis, our work has been informed by the Catechesis of the Good Shepherd developed by Sophia Cavalletti and Gianna Gobbi. Cf. The Religious Potential of the Child Ages 6-9 by Sophia Cavalletti.
Four Week Lesson Sequence

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<td>Preparation &amp; Begin Lesson 1</td>
<td>Present Lesson 1</td>
<td>Discussion &amp; Activity</td>
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<td>Discussion &amp; Activity</td>
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*The book’s test can be given the following week.

The educator is free to decide whether to spread each book out over a semester (two quarters) or to teach it in more concentrated timeframe. The two books can be taught consecutively in an 8-week period, or even used as warm-ups or weekly breaks from the usual religion curriculum. How it is woven into daily lessons will be up to the educator. It may be helpful to plan for it during corresponding sections in the curriculum or use it to help enrich religion lessons.

For younger ages, the material may be best arranged as a weekly presentation—maybe every Friday, or one day of the week when students would find a break from their curriculum refreshing. It could be used in place of story time or read-aloud time. Then the activities could enhance the reading and ensuing discussion.

The dialectical approach in *The Body Matters* is meant to establish a class culture in which students habitually acknowledge the goodness and gift of the body. Exactly how this is implemented is adaptable, and we hope that each educator will discover the right fit for his or her own class.

Though we have not included prayers in the educator guides, we recommend that you begin each lesson with prayer. Something simple like the following is appropriate: “God, thank you for the gift of my body. Help me to discover your design more and more. Amen.”
PART TWO: FOUNDATION FOR THE BODY SPEAKS A LANGUAGE

SUMMARY OF LESSONS

The language of the body refers to the deep, objective meaning attached to the body and to bodily actions. This is distinct from “body language,” which is a more subjective and malleable term. We approach the language of the body in Lesson 1 by reflecting first on the language of words (spoken language) before introducing the idea that the human body also speaks a language. The body communicates many things, sometimes involuntarily (physical or reflex actions) and sometimes with our full knowledge and consent (social, communicative responses). All of these bodily actions have meanings, which we explore and discuss. The key phrase in this lesson is “certain bodily actions have certain, God-given meanings.” Thus, this book sets a basis for speaking the truth of love in all bodily action.

Lesson 2 focuses on telling the truth with the body. Students are presented with the concept of truth vs. lies and are encouraged to be truthful in their actions. The thematic sentence here is “Your body speaks truthfully when there is no contradiction between the truth that you know and the truth that you show.” (Please note the instructions regarding formation of conscience in this educator guide for pages 16-17.) We describe situations when bodily actions become false and deceitful because their universal, God-given meanings are distorted. This is an example of the body telling a lie. This lesson is undergirded with several examples from literature, Scripture, history, and popular culture to help the students internalize the message.

Some complexity is introduced in the third lesson with a discussion of the role of truth and good manners and their interplay. It is true that good manners hinder us from blurting out uncomfortable truths, but students are given to understand that this is not the same as telling a lie. It is simply a matter of acknowledging the greater truth—that is, showing love and respect to others as Christ commands. We examine numerous examples of polite behavior and provide the “why” behind the “what” of each. One aspect brought forth in this lesson is that sometimes the body speaks best when it is silent (controlling impulses). Finding the greatest truth in each situation and expressing it lovingly is the key to good manners.

Lesson 4 applies the topic to the lives of Jesus and Mary and other Biblical figures. Students will read examples of how the body speaks a language from King David, the apostle Peter, the sisters Martha and Mary, etc. They will identify bodily actions that tell a lie in the twisted behavior of the Roman guards who crucified our Lord. Lastly, they will take a close look at the language spoken by the bodies of Jesus and Mary to discover profound and personal meaning in Christ’s Passion.

THEOLOGY OF THE BODY CONTEXT

St. John Paul coins the term, “the language of the body”—referring to the fact that there is objective truth attached to the body and to bodily actions. St. John Paul understood that the dictum of philosopher Renee Descartes, “I think; therefore, I am,” still impacts us today. That is, Descartes posited that all we need to know about existence is what we think, our inner self is all that matters. St. John Paul counters the Cartesian project by stating that this is not the case; the body matters. The body helps us understand our being and existence.

As such, St. John Paul gives us the theology of the body which helps us see that the body speaks a language—we can know truth through the body and through bodily actions.

“....the human body speaks a ‘language’ of which... [i]ts author is man, as male or female....” (TOB 104:7)

In his theology of the body, St. John Paul leads to the crescendo of conjugal love whereby the husband’s body and the wife’s body “speak” of the full gift of self. JPII also speaks of a “falsification” of the sign of love when there is a withholding of love.
Couples in this situation do not have the experience of fully giving love and fully being loved. Understanding TOB preserves and promotes love.

When children understand that certain bodily actions mean certain things, parents and other educators can easily build on this foundational truth a few years down the road by helping maturing youth see that sexual intimacy means, “I’m married to you, and I’m open to having children with you.” In other words, the certain bodily action of sex certainly means, “I’m married to you and want to form a family with you.”

This book concretely conveys the fact that we are to be aware of being, in St. John Paul’s term, “a body-person.” The body is integral to who we are. Our bodily actions matter, for they have deep meaning.

“When both [husband and wife] unite so intimately with each other that they become ‘one flesh,’ their conjugal union presupposes a mature consciousness of the body. Better yet, this union carries within itself a particular awareness of the meaning of that body in the reciprocal self-gift of the persons” (TOB 10:4).

Some Level 5 students might be ready to discuss sexuality, building on what is presented in this book. However, it is not necessary. We are helping children to take seriously the fact that the body speaks a language – that is, the body has deep meaning.

**CCC AND YOUCAT**
- CCC 1789
- CCC 2465
- CCC 2468
- YOUCAT 101

**SCRIPTURAL BASIS**
- Exodus 20:16 “You shall not bear false witness against your neighbor.”
- Matthew 7:12 “Do to others whatever you would have them do to you. This is the law and the prophets.”
- Matthew 26:26 “While they were eating, Jesus took bread, said the blessing, broke it, and giving it to his disciples said, ‘Take and eat; this is my body.’”
- Mark 15:18-20 “But the things that come out of the mouth come from the heart, and they defile. For from the heart come evil thoughts….”
- Mark 22:48 “Jesus said to him, “Judas, are you betraying the Son of Man with a kiss?””
- John 1:1 “In the beginning was the Word, and the Word was with God, and the Word was God.”
PART THREE: LESSON GUIDES

LESSON 1
The Body Speaks a Language

VOCABULARY
• communicate
• automatic
• goodwill
• hostility
• universal
• furrow

OBJECTIVES
• Humans can communicate with their bodies.
• Certain bodily actions have certain meanings.
• The body’s language expresses many different emotions and responses.

PREPARATION
Mirror, Mirror. Two seated students face each other. One is the “person,” the other, the mirrored reflection. The first student should silently move his/her face and hands, while the second student tries to mimic what his/her partner is doing. They should begin slowly, then speed up as they become more attuned to each other’s movements. Switch roles. This activity will heighten awareness of expressions and bodily movements of others and of the self.
PRESENTATION

1. The Body Speaks a Language

PRESENTATION
PAGES 4-5

1. Read pg. 4 and ask the students which languages they speak. Have them guess the languages listed. Answers: Gesundheit: German for “Health” – used when someone sneezes; Feliz Navidad: Spanish for “Merry Christmas!”; Grazie!: Italian for “Thank you!”; Alsalam ealaykum: Arabic for “peace be upon you”; Bon Apetit!: French for “Enjoy the meal!” (literally wishing a person a good appetite); Spasibo: Russian for “Thank you.” Shalom: Hebrew for “peace”; Sayonara: Japanese for “goodbye.”

2. Read pg. 5 and the quote from Saint John Paul. Present the students with the idea that we are each “authors” of our own language. Tell students, “We can decide how the story goes!” Discuss how the body speaks a language (remind them that the body has meaning!). Emphasize that we can communicate through the language of words and through the language of the body.

3. Encourage the class to consider sign language, used by the hearing impaired. This is a very complex language spoken exclusively by the body! Invite the students to share if they have any knowledge/experience with sign language.

PAGES 6-7

1. This text helps students understand involuntary responses of the body. These are physical reactions, beyond individual control. You might have a student act out the ones mentioned on these pages.

2. Read pg. 6-7, and ask students to identify other involuntary responses of the body. (Ex. hiccups; shutting eyes when a bug flies near your face; laughing when tickled; fainting, etc.)

PAGES 8-9

1. Read pg. 8 together. Now, instead of involuntary bodily responses, we focus on the fact that, across space and time—universally—the body speaks a language; certain deliberate bodily actions mean certain things.

2. Give the students a moment to smile at each other. Ask how it feels to see a smile. Then have them frown. Elicit reactions.

3. Read pg. 9 together. While reading over the chart, have students act out the gestures from their seats.
PAGES 10-11

1. Read pg. 10. Let the class guess which feelings the last four emojis express. Ask them what their favorite emojis are and why. What does each one communicate?

2. Read pg. 11. Ask your students if they want to share examples of loving language from their own families (perhaps a parent blessing them at night, a lullaby, chicken soup when they’re sick, or a family tradition). Try to share an example from your own life.

REVIEW

3 New Things. Ask the class, “What are three things we learned today?” Allow students to share. Write their answers on the board.

APPLICATION THROUGH CLASS ACTIVITIES

Clapping Game
Ask the students to clap once when you point to an object; clap twice when you point to a human body. Spend a few minutes pointing to various objects and people in the classroom.

Guessing the Expression
Have a short list of common facial expressions at hand and act them out, asking the class to identify what your face shows. Make a surprised face and see if they can guess “Surprise!”. Some examples: anger, happiness, amazement, fear, sadness, worry, shame. Then introduce some more difficult expressions (could have varied results) for the children to demonstrate for you. Some examples are: curiosity, fondness, excitement, nervousness, boredom, illness, confusion, embarrassment, disappointment, loneliness, hope, horror, satisfaction, stubbornness, aggression, confidence, disbelief. See whether the children have more suggestions for the class to act out.
Rhyme/Act Out

Display the following rhyme and read it aloud. Ask the children to perform all the actions below in ALL CAPS. Give each child a piece of masking tape to put over their mouths if they’d like. That will emphasize the bodily communication, rather than verbal. There are a number of possibilities here:

1. Read the rhyme and have the class perform the actions.
2. Post the rhyme. Read it and perform it together with the class, gradually eliminating the spoken words from the versus, and leaving just the gestures. This is like singing “B-I-N-G-O.”
3. Split the class in half. Have one side read the rhymes, and ask the other side to perform the gestures. OR you could make this more of a call and response....

   My body speaks a language all throughout the day,
   My body speaks a language; it has a lot to say!

   I say STOP and GO,
   and YES and NO,
   I HIDE and SEEK,
   jump HIGH, bend LOW!

   I say SHHHH! and PLEASE,
   and WAIT, I’M GONNA SNEEZE!
   I say, “BOY IT’S HOT,”
   And “I FEEL LIKE I MIGHT FREEZE.”

   I say PUNCH and POW,
   Scream AHHHH! and WOW?
   I CLAP and SNAP and SLAP,
   And then I TAKE A BOW!

Make-Your-Own Emoji!

Review how certain bodily actions mean certain things by doing the following: Have two students come to the board. Read out five descriptive emotive words and have the students create new emojis for them. Ask the class why they drew them the way they did. Suggested words: Surprised, Thinking, Greedy, Hoping, Cool. Then let all of the students create their own emojis at their desks with five new words: Bored, Delighted, Lonely, Serious, Praying.
Written Response/Fill in the Blanks

Have the students complete this worksheet with a partner. The first partner fills in the first blank, the second fills in the rest of the sentence. Their responses can be either physical or emotional descriptions.

1. My skin feels ________________ when....
2. My tummy feels ________________ when...
3. My head feels ________________ when...
4. My hands feel ________________ when...
5. My throat feels ________________ when...
6. My face feels ________________ when...
7. My breathing feels ________________ when...
8. My knees feel ________________ when...
9. My mouth feels ________________ when...
10. My pulse feels ________________ when...
LESSON 2
Telling the Truth with the Body

VOCABULARY
- destructive
- source
- momentum
- contradiction
- gesture
- contempt
- grimace

OBJECTIVES
- We can know the truth and live it out bodily.
- Our bodies can speak truths or lies.
- Truth builds trust and thus union with others.

PREPARATION
Pop Quiz. Split the class into two teams and keep score – 1 point for each correct answer. Do this exercise orally together.

1. How can we speak a language without words? (With our bodies)
2. How do we know that we are human? (The body!)
3. How do we know whether we are old or young? (The body!)
4. How do we know whether we are male or female? (The body!)
5. True or false: We can always control the language our bodies speak. (False)
6. Can people from different countries understand each other when their bodies speak a language? (Yes)
7. Give one example from the text of how the body might speak. (Answers vary, but you may allow several students to answer if you wish).

Bonus – 2 points: About how many languages are spoken in the world today? (6,500)
PRESENTATION

PAGES 14-15

1. Have the students read pg. 14 and discuss the story of young George Washington. Ask the class, “Have you ever been in a situation when you were rewarded for being honest?” Let them share personal anecdotes.

2. Then move to pg. 15. Remind them of the Ten Commandments, ask if they know which Commandment deals with telling lies. Ask if they understand the simile provided on this page, that a lie is like a tornado. Say, “All relationships are based on trust, and lies violate that trust. That will hurt relationships. Which relationships are important to you?” Let them answer. Ask them how their parents have taught them about honesty.

PAGES 16-17

1. Read pg. 16. Ask your students, “What are some ways your body tells the truth?”

2. Read pg. 17. Ask the class to repeat the words in bold: “Certain bodily actions mean certain things!” After reading to the bottom, ask the students to show you their best “evil grin” and then an “evil laugh,” like a villain from the movies. Remind them that this is twisting the truth of a smile and of laughter.*

*While it is true that there ought NOT be a contradiction between your heart and your bodily actions, this implies a well-formed conscience. The right formation of the conscience by Scripture, Tradition, and the Magisterium is crucial and should be prior to authenticity. Nevertheless, the purpose of this pg. is to help form children to see the “sanctuary of the heart” is to guide their bodily actions (Gaudium et Spes 51).

PAGES 18-19

1. Read pg. 18. Ask a group of three students to act the illustration out silently, first as three friends having fun, then as a divided group of two students making fun of the third. Ask the class to watch the language of their bodies.

2. Discuss bullying after reading this page. When you do this, please tie it to telling the truth with the body vs. telling a falsehood. In other words, bullying is based on the fact that our bodies are meant for love, but the bully (even if he is bullying to get attention) uses his body to divide people, not for union. It is extremely important for 5th graders to know that laughter is God-given; we are to be happy people. The point is that we are to make sure the person is enjoying the attention, so that laughter bonds people.

3. Read pg. 19. Your students might enjoy acting out these situations silently too. Again, focus on watching the language of the body and how it twists the truth in each case.
Educator Guide
Level 5

The Body Speaks a Language

LESSON 2

PAGES 20-21

1. If time permits, you might read the fable, “The Boy who Cried ‘Wolf’” to your class.

2. Read pg. 20 and discuss the idea of trust and deception. Say, “People who lie hurt not just their own character (lacking integrity) but they hurt relationships. Imagine your parents or educators catching you in telling a lie (in word or bodily action). How would that affect your relationship with them?”

3. Again, if there’s time, refer to Scripture and read Genesis 27 to the class. Then read pg. 21 to illustrate the concept of telling a lie with the body. Ask the students whether they know any other stories where the protagonist disguised himself for any reason.

PAGES 22-23

1. Before reading pg. 22, set the stage regarding the meaning of a kiss in various cultures, including in Jesus’ day and age. Make sure students understand this was a kiss of greeting but also betrayal. The kiss should not be used as a sign of betrayal, but of friendship. And since Judas uses a kiss as a sign to betray Jesus, we might refer to it as the worst lie in history.

2. Read pg. 22. Ask the students why it seems so wrong for Judas to use a kiss as a signal to the guards? Could he have chosen another way to identify Our Lord? Listen to their suggestions.

3. Look at pg. 23 together. Let the class study the illustration. Ask them what the facial expressions on both Jesus and Judas are saying to them.

PAGES 24-25

1. Read pg. 24-25. These pages help elucidate more examples of certain bodily actions that have certain meanings…and the violation of those meanings.

2. Help the children become more aware of the fact that they are meant to tell the truth—in words and in bodily action.

3. Go over the mission and ask your students to report back to you on the next day about ways they may have been tempted to tell a lie with the body, but they made a cross over their lips instead.
REVIEW

Exit Cards. Distribute a blank post-it note to each student. Ask them to briefly answer these two questions: How is a lie like a tornado? If a lie is like a tornado, what is the truth like to you (what is a good metaphor for the truth)?

APPLICATION THROUGH CLASS ACTIVITIES

Honesty Thinking Map
On the board, write “Honesty is the Best Policy” and circle it. Make a thinking map, based on student’s contributions, showing reasons that support this statement.

Why Do We Lie?
Ask the students to offer their answers to this question. Answers may include fear of punishment, trying to impress people, not willing to admit when wrong, wanting to win at all costs, personal gain, trying to trick/deceive someone, trying not to hurt someone’s feelings (this last reason is addressed in Lesson 3 of The Body Speaks a Language, and is actually a way to express a greater truth – regard and respect for the person you’re trying to protect).

Ask your students to make a list of famous dishonest characters from history, legend, films, books, TV shows, etc. Put their suggestions on the board. Discuss some of them as a class. Why did this character lie? Could the character have achieved his/her aims and still been faithful to the truth?

Telling a Lie with the Body
Give the students a sheet of paper with a series of statements on it (or read aloud). Ask them to read the statements, while doing the opposite of them. Have another student repeat the statement, but this time with correct actions. Let the students come up with examples of opposites. Talk about the contradiction between the statements and the actions.

Some examples:

- I am sitting down! (Stand up)
- I feel very awake! (Yawning)
- I am studying hard! (Doing a handstand)
- Nice to meet you! (Frowning, arms crossed)
- This is my favorite food! (Making a disgusted face, pushing it away)
- I understand this math problem perfectly! (Worried face, scratching head)
- I don’t like ice cream at all. (Devouring imaginary cone)
- That roller coaster made me feel great! (Looking sick and dizzy)
- I love this music by (musical group/artist). (Holding hands over ears)
- Take your time, I’m in no rush. (Nervous, tapping foot, looking at watch)
Honest Abe

As a class, find out why Abraham Lincoln was known as “Honest Abe.” There are many anecdotes and quotes from his life explaining this. Have your 5th graders write a little fictional anecdote describing how each of them will become known as “Honest (Name).” They can present these and/or post them in the classroom.

The Truth That I Know is the Truth That I Show

Have the children write this on a banner to post on a classroom wall. Around it, put various key words expressing interior attitudes or truths, like respect, interest, surprise, happiness, love, fear, etc… Have the students each illustrate a word with a stick figure showing this word acted out bodily. For example, respect could show a soldier saluting an officer, or someone bowing to someone else.
LESSON 3
Manners and the Truth

VOCABULARY
- victim
- privacy
- impulse
- restrain
- contrary
- acknowledge

OBJECTIVES
- We can find the greatest truth to express in each situation.
- Good manners are important all around the world.
- Our bodies can speak the language of politeness.

PREPARATION

Think, Pair, Share. Ask the students to turn to a neighbor and discuss these questions:

1. Do you trust people who are not truthful?
2. Is it easy or difficult to always be truthful?
3. Can you think of a situation when it might be scary to tell the truth?
4. Are there times when you have tried to tell someone the truth and it hurt their feelings?
PRESENTATION

PAGES 26-27

1. Tell your students that this chapter deals with learning how to speak the truth with kindness. Explain to them, “Every culture values truth and has ways in which we approach each other truthfully. Many customs and social rules exist in order to help ease any harshness that may come with the plain truth.”

2. Read pg. 26. Discuss what a gold miner does underground. Tell your students what fool’s gold looks like (you might look for pictures). Why would looking for gold be a difficult process? (there are many things that may resemble gold or jewels, but we have to test them to find out their true worth).

3. Read pg. 27 slowly, starting at the top and moving down to the bottom right. Discuss why the miner would possibly stop in each of the caverns. (He might think he has found the truth each time). These truths are not wrong but are not the greater truths. The greatest truth is that which keeps in mind love for others and yourself and God. This is called speaking with integrity. There is no compromise here.

PAGES 28-29

1. Introduce the text by saying, “Manners give us ways to behave that show a language of respect for another body.” Then read pg. 28.

2. Ask your students if their families have any special customs or polite practices that are different from other cultures/families. Provide time for sharing as this will give them a way to see how manners are not just for us but for people everywhere.

3. You may wish to come up with some examples of manners in other countries and read them aloud. See if the class can guess where they come from.

4. After reading pg. 29, have students tell you the reasons behind the following customs: shaking hands, bowing, eating with your mouth closed, waiting for the host to start eating before you, etc. Discuss the “whys” behind the “whats.” (The answer is always because of charity. We are acting virtuously when we choose to respect the body of another person).
Pages 30-31
1. Read pg. 30 clockwise. Ask your students if they sometimes are overwhelmed by the rules of manners.
2. Read pg. 31. Ask the class, “What happens when people don’t exist in a polite community?” (The community lacks peace, kindness, respect, etc. and the greatest truth—to love—is not lived out).

Pages 32-33
1. Read pg. 32. Say, “Though manners tell us we should use our bodies to protect or help others, we can also use our manners so as not to offend others. Sometimes that means not stating an obvious fact or not acting upon our first impulses. Sometimes it’s best not to speak, for the sake of the other.”
2. Create three scenarios and write them on the board. “I am sleepy in class”, “My friend has candy at lunch”, and “An adult is explaining something I already know”. Ask your class to try and come up with the Greatest Truth in each situation. Then ask them to volunteer “smaller truths” or obstacles along the way that might lead us to behave impolitely. Discuss.

Pages 34-35
1. After reading pg. 34, ask students when they have received a gift they didn’t want. What was their response? Explain the courtesy of restraint. How is telling the truth not a good idea in the case of Aunt Gertrude? Discuss as a class.
2. With the example on pg. 35, discuss the importance of caring for others before stating your desires. Why might choosing politeness be the greater truth in the language of the body? (We aren’t telling lies but putting the other person above our own body’s desires.)*

*The point here is to show how being polite helps our bodies submit to a language of love. We want to be careful not to encourage children to abstain from what they need. These scenarios deal with pleasures, not needs. Explain that choosing to love over and above selfish pleasures creates a sense of peace among people.

Pages 36-37
1. Read pg. 36. Discuss the value of a thank-you note. What makes us value the art of a written thank you over a spoken one? Why does effort show even more politeness?
2. Because of technology, manners seem to be disappearing. The example of the father and the video games is intended to show real-world ways to show manners.
3. It would be relevant and helpful to provide time for acting out situations where kids can show manners when they are using electronic devices. Have one girl pretend to be on a tablet and her baby sister walks in… a couple of boys are playing an interactive video game and their friend walks in… a boy is at a wedding and has a device but knows he needs to be polite and join others, etc.
4. Read pg. 37 and the Mission slowly out loud.
REVIEW

The What and the Why. Challenge all of your students to share one rule of good manners, then explore the reason behind each. This can either be a written or an oral exercise. For example, “It’s polite to offer food and drink to a guest because they might be hungry and thirsty. We should imagine ourselves in their position and provide for their needs.” Try to elicit an answer from each student.

APPLICATION THROUGH CLASS ACTIVITIES

Dos and Don’ts
Make a list (individually or as a class) of ways to practice good manners. Write it in two columns, one of active ways to be polite, and the other of things to avoid if you want to be polite. Discuss as a class.

The Golden Rule
Discuss the origins of “The Golden Rule” (Matthew 7:12). Ask the students why they think we call it “golden.” Have each student write this rule on a sheet of white paper and decorate it with glitter, markers, gel pens, etc. to make it golden and shiny. They can take this home to post in their bedrooms as a reminder when they wake each day.

Sportsmanship
Ask the students to explain whether good manners are important in sports. Use props if you wish (show them a basketball, a baseball, a soccer ball, a golf ball, a volleyball, a football, etc.) or show pictures of various sports. Ask the kids to tell you some of the rules of sportsmanship they practice and why. Responses might include shaking hands with the opposing team after a game, offering a hand to help someone up who has fallen, communicating with teammates (shouting, “I got it!” when you can catch a pop fly, so that the players don’t run into each other), cheering for teammates, yelling “fore!” on the golf course so that no one gets hurt, following all rules, not being sore losers, etc. Identify the What and the Why for each example.

Role Play
Ask your students to act out the following situation:

Your little sister just finger-painted a picture and she runs over to you to proudly show you her work. She says, “This is a picture of you!”, but to you it just looks like a big mess.

Students can decide on the proper reaction of the older sibling. A possible response would be, “Thank you, I love it! Look at those colors! They make me feel so happy. You did a great job!”

Together, discuss how the older sibling should handle the situation and why. What is the greatest truth in this relationship?

You can sum up by saying, “Your body spoke the language of kindness, which is another word for politeness. You ignored the smaller truth of not admiring your sister’s artwork. Instead, you found the greater truth of your sister’s love for you and you protected her heart by encouraging her. Your body showed good manners.”
LESSON 4
The Body Speaks in Scripture

VOCABULARY
- preach
- salvation
- depart
- ailment
- scepter
- taunt
- repentant

OBJECTIVES:
- Scripture shows that the body speaks a language.
- The Gospel shows the goodness of telling the truth with the body.
- Jesus speaks to us with His body.

PREPARATION

Written Response. Picture Jesus and Mary welcoming you to heaven. What does the language of their bodies say? What do they do? What does it mean? (2-3 sentences).

SCRIPTURE REFERENCES
- Genesis 27:1-29
- 2 Samuel 6:14-15
- Matthew 2:10-11, 7:12, 9:18-26, 26:26
- Mark 5:25-34, 15:16-20
- John 21:1-14
PRESENTATION:

PAGES 38-39

1. Read pg. 38. The St. Francis reference is for students to think carefully about how their bodies can demonstrate faith. Discuss how could we “preach the Gospel” without words, but with our bodies?

2. Ask your students whether they know the meaning of the term “salvation history.” In a nutshell, you could define it as the story of God and the story of man and their relationship over time.

3. Read pg. 39. Reinforce to the class that David was so thrilled with the faithfulness of God through the presence of the Ark of the Covenant, that he danced with joy.

4. Ask the students, “Why does the body like to move to music? How could this perhaps be an expression of rejoicing and joy in our Creator?”

5. Make the connection between David’s dancing and John the Baptist’s leap in the womb when his cousin, Jesus, approached in the body of Mary. The bodies of both David and John the Baptist responded with joy in the presence of God.

PAGES 40-41

1. Read pg. 40-41 and have your students practice bowing or kneeling. As they are kneeling, ask them how that makes them feel. Do they feel angry or sinful on their knees? (kneeling doesn’t mean you don’t have these feelings, but it makes it more difficult!). Do they feel worshipful, reverent, humble, or repentant? Tell them that sometimes our outward bodily attitudes can change our interior attitudes. Share examples.

2. Ask students, “When do we kneel during Mass?” (before Mass, during transubstantiation, each time we pass before the tabernacle, genuflection, before statues or relics, *we often kneel when the Body of Christ or the saints are being venerated*).

3. The examples on pg. 41 are an extension of Reverent Language but we are calling it Trusting Language. The woman who touched Jesus trusted God to heal her, and Martha and Mary trusted Him in their respective postures too.*

*Some might incorrectly interpret that we should not work for Christ, because Martha was rebuked in the Gospel story. Actually Jesus corrected her because of her worry and stress, not because of her service.
**Educator Guide**

**Level 5**

**The Body Speaks a Language**

**LESSON 4**

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**PAGES 42-43**

1. Read pg. 42 together, then ask your students to look at pg. 43. What does Jesus’ face convey? What do the faces of the guards convey? Who is telling the truth with the body? Christ, of course. Who is telling a lie with the body? The soldiers are pretending to hail Him as king but are doing so only to mock Him.

2. Discuss mockery. When you mock another person, you imitate them hurtfully or pretend to be serious when you are really making a fool of that person. Why might sarcasm be a kind of mockery? When you mock someone, you are lying with your body since the meaning you intend to convey is actually in opposition to the words you use.

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**PAGES 44-45**

1. If you have time, read the account of the repentant woman from Scripture (Luke 7:36-50). In this passage of the Bible, we read about manners and deep love. We are recalling chapter 3 on this page to show how good manners were used in Scripture. The point of this page, however, is to show that this woman went beyond manners (customs of the day) in order to perform an extraordinary act of love. She used the custom and language of manners in washing Christ’s feet in order to pour out her heart in gratitude and love for Him.

2. Pg. 45 shows Jesus living out the language of His body in many loving ways. Read it slowly and expound on passages that show specific examples of Jesus preaching and healing by using His body. Jesus tenderly cares for many bodies through His own body.

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REVIEW

Illustrate. Instruct the class to draw a picture to illustrate how they could preach the Gospel without using words (referenced on p. 38 of lesson). Remind them to think about the language their bodies would speak.

APPLICATION THROUGH CLASSROOM ACTIVITIES:

Magnificat

Review the Visitation with your students. Ask the students to imagine what Mary was feeling at the time. Read the Magnificat aloud to the class (Luke 1:46). Have the kids silently act it out as you read, as if they were Mary. How do their bodies express the truth of her song?

Gospel Charades

Break the class into groups of three or four students. Ask each group to discuss their favorite Gospel stories and choose one to act out silently for the class. After each group performs their little charade, the class can guess which episode it is from the life of Christ (parables are also allowed).
Loving the Lord
In the spirit of the text on pg. 41 (the story of Martha and Mary), have the students finish this sentence out loud: “I love the Lord by/when...”. Answers should describe actions, but ask the children to strike a pose to help the class understand through the language of their bodies.

Sample responses:
“I love the Lord by reading Scripture.” (sitting with imaginary book on lap)
“I love the Lord when I share.” (smiling, extending hand in a giving gesture)
“I love the Lord when I pray.” (kneeling, prayer hands)
“I love the Lord by listening to my parents.” (attentive look, or hand cupped behind ear)

His Body Speaks from the Cross
Using the text on pg. 48, let the students draw their own depiction of the Crucified Christ. Remind them of the vertical and horizontal in the image. They can write L-O-V-E horizontally across His arms, and F-O-R-G-I-V-E-N-E-S-S vertically along his body. Ask them to show Jesus looking down at us and write M-E-R-C-Y along the line of His gaze. Color.
PART FOUR: ASSESSMENTS

LESSON ONE QUIZ

TRUE OR FALSE
Mark T if the statement is true and F if the statement is false.

1. _____ My body says that I am human.
2. _____ My body says where I live now.
3. _____ My body says I am a girl.
4. _____ My body says I am a boy.
5. _____ My body says how old I am.
6. _____ My body says what my favorite food is.
7. _____ I can always control what my body says.
8. _____ I can only speak with words.
9. _____ Certain bodily actions mean certain things.
10. _____ We cannot understand others without words.

FILL IN THE BLANKS
For the following, fill in the missing blank with the correct word.

11. A smile means ________________
12. A frown means ________________
13. A shrug means ________________
14. A bow means ________________
15. A hug means ________________
LESSON TWO QUIZ

TRUTH VS. LIE
Write the statements below under the appropriate headings.

1. Goes against the nature of God.
2. We are called to love it and live it.
3. Is like a tornado, destructive and unpredictable.
4. Is forbidden in the 8th Commandment.
5. If I know it, I should show it with my body.
6. This is twisting a well-known act or gesture.
7. Builds trust.
8. Hurts my relationships with God and others.
9. Hurts my own character.
10. God is its source.

TRUTH

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

LIE

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MULTIPLE CHOICE

Circle the letter of the best answer.

11. Truthful words and bodily actions mirror

A. the greatest truth of the heart.

B. the way my friends act.

C. the past.

12. Certain bodily actions mean

A. different things

B. certain things

C. nothing

13. If I am nervous about an important test and I show this by talking too fast,

A. my body is telling the truth.

B. my body is telling a lie.

C. my body is tired.

14. We can tell a lie with the body when we

A. show what we know.

B. do what we mean.

C. twist meanings of a God-given act or gesture.

15. Crocodile tears are one example of the body

A. telling the truth.

B. telling a secret.

C. telling a lie.
LESSON THREE QUIZ

FILL IN THE BLANKS

Use the word bank below to fill in the blanks from the text correctly.

peace impulses privacy silent miner
politeness love kind Golden remember

1. Like a ____________ digging for gold, we have to search for the greatest truth.

2. People show ____________ with their bodies in different ways around the world.

3. We knock before entering a room to protect the ____________ of others.

4. When it comes to good manners, there is so much to ____________.

5. Good manners show ____________ for our neighbors.

6. People live in greater ____________ with each other when they use polite manners.

7. Being ____________ is more important than announcing every truth that comes into our heads.

8. Controlling our ____________ is an important form of politeness.

9. Sometimes our bodies should be ____________.

10. The ____________ Rule states: Do unto others as you would have them do unto you.
LESSON FOUR QUIZ

MULTIPLE CHOICE

Circle the letter of the best answer.

1. In his Gospel, St. John refers to the Son, the Second Person of the Trinity as
   A. Baby Jesus
   B. The Word
   C. The Paraclete

2. Which saint is said to have urged everyone to preach the Gospel at all times, and if necessary, use words?
   A. St. Peter
   B. St. Luke
   C. St. Francis

3. King David’s body spoke a joyful language when he
   A. danced before the Ark of the Covenant.
   B. ate with his friends.
   C. rode out to battle.

4. St. John the Baptist leapt for joy in his mother’s womb when
   A. she named him.
   B. Mary visited Elizabeth.
   C. she was in Jerusalem.

5. When figures from Scripture want to show reverence to God
   A. they close their eyes.
   B. they bow before Him.
   C. they run to Him.

6. A suffering woman spoke the language of trust by
   A. touching the tassel of Jesus’s robe
   B. calling out to Jesus in a crowd.
   C. asking Jesus for help.

7. By taunting and bullying Jesus during His Passion, the bodies of the Roman guards spoke
   A. the greatest truth
   B. reverent language
   C. lying language

8. Who washed Christ’s feet with her tears and dried them with her hair?
   A. Elizabeth
   B. the Samaritan woman
   C. the repentant woman

9. Mary’s body speaks for all of us
   A. at the foot of the cross.
   B. in Bethlehem.
   C. at her Assumption.

10. Jesus’ body echoed His acts at the Last Supper
    A. during His Passion and death.
    B. when He walked on water.
    C. when He healed a leper.
THE BODY SPEAKS A LANGUAGE TEST

MULTIPLE CHOICE
Circle the letter of the best answer.

1. A smile says
   A. I don't know you.
   B. I am disappointed.
   C. I am glad you are here.

2. A frown says
   A. I am not happy.
   B. I am not sad.
   C. I am not hungry.

3. Giving a gift means
   A. I hope you go away.
   B. I appreciate you.
   C. I would like to get to know you.

4. Showing your friends a thumbs-up means
   A. Too bad!
   B. Good job!
   C. Try again!

5. When you blush, it can mean
   A. you are scared.
   B. you are bored.
   C. you are embarrassed.

FILL IN THE BLANKS
For the following, fill in the missing blank with the correct word.

6. In a story about George Washington as a boy, he admitted to cutting down a ________________ with his hatchet.

7. A lie can be compared to a ________________ that causes destruction.

8. If you show what you are really feeling, you are telling the ________________ with your body.

9. Certain bodily actions mean ________________ things.

10. When we twist the God-given meanings of certain bodily actions, we tell a ________________ with the body.

TRUE OR FALSE
Mark T if the statement is true or F if the statement is false.

11. ______ It is okay to hurt someone’s feelings as long as we are speaking the truth with our bodies.

12. ______ People show politeness in different ways around the world.

13. ______ Making eye contact shows another person that we see them and that they are important to us.

14. ______ We should not control our first impulse to speak an uncomfortable truth.

15. ______ We should dig for the greatest truth and express that in order to be honest and kind.
THE BODY SPEAKS A LANGUAGE TEST (CONTINUED)

MATCHING

Match the words on the left with the best descriptions on the right.

Peter  Trusting Language
Judas  Joyful Language
Martha and Mary  Sacrificial Language
King David  Lying Language
Jesus  Reverent Language
ANSWER KEYS:

LESSON ONE QUIZ ANSWER KEY

True or False

1. T  2. F  3. T/F (depending on sex of student)  4. T/F (depending on sex of student)

Fill in the Blank

Answers will vary, use your best judgment. Sample responses:

A smile means I am glad you are here.
A frown means I am not happy.
A shrug means I don’t know/don’t understand.
A bow means I honor/respect you.
A hug means we are like family.

LESSON TWO QUIZ ANSWER KEY

Columns

TRUTH

We are called to love it and live it.
If I know it, I should show it with my body.
Builds trust.
God is its source.

LIE

Goes against the nature of God.
Is like a tornado, destructive and unpredictable.
Is forbidden in the 8th Commandment.
This is twisting a well-known act or gesture.
Hurts my relationships with God and others.
Hurts my own character.

Multiple Choice

LESSON THREE QUIZ ANSWER KEY

Fill in the Blanks
1. miner 2. politeness 3. privacy 4. remember 5. love

LESSON FOUR QUIZ ANSWER KEY

Multiple Choice

THE BODY SPEAKS A LANGUAGE TEST

Multiple Choice

Fill in the Blanks
6. cherry tree 7. tornado 8. truth 9. certain 10. lie

True or False

Matching
Peter–Reverent Language, Judas–Lying Language, Martha and Mary–Trusting Language,
King David–Joyful Language, Jesus–Sacrificial Language