Educator Guide
Level 5

The Body as Sacrament
by The Body Matters Team
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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?”2 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

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY / WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Preparation &amp; Begin Lesson 1</td>
<td>Present Lesson 1</td>
<td>Discussion &amp; Activity</td>
<td>Review &amp; Quiz over Lesson 1</td>
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<tr>
<td>Week 2</td>
<td>Preparation &amp; Begin Lesson 2</td>
<td>Present Lesson 2</td>
<td>Discussion &amp; Activity</td>
<td>Review &amp; Quiz over Lesson 2</td>
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<tr>
<td>Week 3</td>
<td>Preparation &amp; Begin Lesson 3</td>
<td>Present Lesson 3</td>
<td>Discussion &amp; Activity</td>
<td>Review &amp; Quiz over Lesson 3</td>
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<tr>
<td>Week 4</td>
<td>Preparation &amp; Begin Lesson 4</td>
<td>Present Lesson 4</td>
<td>Discussion &amp; Activity</td>
<td>Review &amp; Quiz over Lesson 4</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 AS SACRAMENT

SUMMARY OF LESSONS

We begin Lesson 1 by introducing the Church as a loving mother who gives us, her children, good gifts. Next, we review the seven Sacraments according to the *Catechism of the Catholic Church* (CCC) but from a strong TOB perspective, highlighting bodily aspects and showing the deep meaning behind each. Then, children are taught that Creation, too, can be viewed in a “sacramental way” – the visible aspects of Creation point beyond themselves to something deeper. Finally, we move to a unique understanding of the Sacraments as gifts. Through visible means we can experience the invisible reality of an encounter with Jesus Christ in every Sacrament.

Lesson 2 helps students see the human body as a sacrament. They are led to understand the body not as extra or superfluous, not as a tool, a “pleasure machine,” or an avatar, but as a visible sign that points beyond to invisible realities. Further, the body is understood as a sacrament because it has the power to change reality. We develop the ideas of symbols vs. Sacraments for students and explain that we can know and be known through the body.

Lesson 3 attunes students to the fact that the body, as a sacrament, reveals the entire person. This viewpoint helps us to see that we have person-to-person (body-to-body) encounters with all those whom we experience through the senses, and it supports the idea of respecting oneself and others. This lesson deals with the opposition to love – use. We offer students concrete examples and situations in which they can choose either to love or to use others. They are guided toward choosing love always, by respecting the whole human person.

Lesson 4 turns to Scripture. Here the 5th grader can make connections between the concepts introduced in the book and the lives of Jesus and Mary, always our primary source of inspiration. Jesus and Mary are bodily revelations to us of a deeper reality.

THEOLOGY OF THE BODY CONTEXT

People have sometimes seen the Church as a bureaucratic business (“excessive centralization” *EG*, 32), rather than as a loving entity - a mother. Mother Church gives us the Sacraments as gifts. More accurately, the Sacraments are gifts of Christ Himself, Who is the most profound Gift. St. John Paul is very aware of the “thingification” of grace and of the Sacraments that has developed over the years in catechesis: the idea that one acquires grace as if grace is dispensed from a gasoline pump. It is true that we receive grace, but in truth grace is the eternal exchange of life and love between the Father, the Son, and the Holy Spirit. The only way to the Father, as Scripture says, is through the Incarnate Son, Who continues to encounter us bodily in the Sacraments. As St. John Paul says, “In this sign [the visible body] – and through this sign – God gives himself to man in his transcendent truth and in his love” (TOB 87:5).

St. John Paul develops dogma (which never contradicts truth, but deepens it) in asserting that the body is like a sacrament. He writes, “...[T]he body enters into the definition of sacrament, which is a visible sign of an invisible reality...[which] produces grace...” (TOB 87:5). This understanding of the body allows us to say, like Adam upon seeing Eve, “Look! A body that expresses the ‘person’” (TOB 14:4).
We are very familiar with the Greatest Commandment from the Gospel: love God and love your neighbor. Yet, nowadays the concept of love is often emptied of its meaning. Therefore, as underscored in the Documents of Vatican II in Gaudium et Spes 24: “Man only finds himself in a sincere gift of self.” A TOB way of saying this is that love = gift of self. When we truly love, we find our identity. Love is the bottom line.

St. John Paul, having lived through World War II and the sexual revolution, saw that the body was widely perceived as a tool on which to experiment, or an object to use for pleasure, not as a sacrament of the person. In fact, he says that the opposite of love is not hatred or indifference; the opposite of love is use, or using others. He says, “Such a ‘reduction’…[removes love] toward utilitarian dimensions, in whose sphere of influence one human being ‘makes use’ of another human being, ‘using her’ only to satisfy his own ‘urges’” (TOB 41:5).

St. John Paul expounds on this by saying, “…[T]his theology of the body is the basis of the most appropriate method…of man’s education…. Here [in seeing the body as an object of manipulation] we touch problems that often need fundamental solutions, which are impossible without an integral vision of man” (TOB 59:3).

**CCC AND YOUCAT**
- YOUCAT 193
- CCC 1146
- CCC 1844
- YOUcatid 9

**SCRIPTURAL BASIS**
- Mark 12:30-1  “You shall love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.’ The second is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these.”
- Luke 22: 14-20  “Then he took the bread, said the blessing, broke it, and gave it to them, saying, ‘This is my body, which will be given for you; do this in memory of me.’ And likewise the cup after they had eaten, saying, ‘This cup is the new covenant in my blood, which will be shed for you.’”
- Romans 6:12-14, 19-20  “Therefore, sin must not reign over your mortal bodies so that you obey their desires. ...For just as you presented the parts of your bodies as slaves to impurity and to lawlessness for lawlessness, so now present them as slaves to righteousness for sanctification.”
- Ephesians 5:1-2  “So be imitators of God, beloved children, and live in love, as Christ loved us and handed himself over for us as a sacrificial offering to God for a fragrant aroma.”
PART THREE: LESSON GUIDES

LESSON 1
The Sacraments

VOCABULARY
- embrace
- nourish
- tend
- guidance
- divine
- reality
- enhanced

OBJECTIVES
- The Church is our Mother because she gives us life.
- The Sacraments are visible signs that bring about invisible realities.
- We meet Christ in the Sacraments.

PREPARATION

Acting. Write the seven Sacraments on separate index cards. Hand them to different students and ask them to act out the different Sacraments and see if their classmates can guess which one is theirs! If this seems too difficult for the class, the educator can act them out and cue the students. (Holding a baby - Baptism, placing a ring on a finger - Matrimony, receiving Christ in the Eucharist, laying on of hands – Confirmation/Holy Orders, prostrating yourself – Holy Orders, kneeling in penance - Reconciliation, pouring water - Baptism, tracing a cross on a forehead – Confirmation/Anointing of the Sick, anointing of hands – Anointing of the Sick/Holy Orders, acting out a prayer of consecration – Eucharist/Holy Orders, etc...) This makes for great discussion!
PRESENTATION

1. Ask your students, “Have you heard people refer to Holy Mother Church? Why do you think they do that?”

2. Read the text slowly. On pg. 5, have the students match the Sacraments in bold to the symbols below the illustration.

3. Ask your students whether they have received the Sacraments of initiation (Baptism, Eucharist, Confirmation), or of healing (Reconciliation, Anointing of the Sick). Discuss which Sacraments lie ahead of them. If the Sacraments of Matrimony and Holy Orders come up, encourage them to start praying about their vocations and/or for future spouses.

PAGES 4-5

PAGES 6-7

1. Review the chart slowly and discuss.

2. On pg. 7 ask whether the children are familiar with Saint John Paul. Explain to them that the Theology of the Body was articulated by this pope. That’s why we will see his picture throughout this curriculum. He had a great love for families, for married people, and especially for youth. His quote on pg. 7 is crucial to understanding this whole lesson, so please highlight it. You may return and refer to it again later. The children might want to discuss the illustration, where Jesus is depicted transparently behind the priest in Reconciliation. Explain that He is present in all the Sacraments.

PAGES 8-9

1. Read pg. 8 and stop. Ask the students to share any examples they have of invisible realities.

2. At the bottom of the first column on pg. 9, have the students repeat out loud, “In the Sacraments, we meet Christ!” This is a key point! The sacramental Son-glasses are a way of seeing the world in a new way, cultivating a sacramental view of creation.

PAGES 10-11

1. Ask if any of the children can remember their Baptisms, or have witnessed a Baptism. If you want to emphasize the visible/ invisible nature of these Sacraments, have them keep their eyes open while you read the Visible column, then close their eyes while you read the Invisible column.

2. Do the same for the Eucharist. First, ask the class to share a few details or memories of their First Communions, then repeat the eyes open/eyes closed exercise for the chart.
1. Determine whether the children have a grasp of what **matter** is (a physical substance that takes up space and has mass).

2. Read the conclusion together on pg. 13 and challenge the children to faithfully perform the mission. Check back with them next week to share their reports.

**REVIEW**

3 New Things. Ask the class to think of three new things they learned in this lesson. List them on the board for all to see.

**APPLICATION THROUGH CLASS ACTIVITIES**

**Raise Your Hand**

Ask a series of questions to warm up the students for participation games. Say, “Raise your hand if you:”

1. …know the seven Sacraments?
2. …have received some Sacraments?
3. …have received just one Sacrament? Two? Three? Four?
4. …will receive a Sacrament this year?
5. ….know your godparents?
6. ….are a godparent?
7. …have seen a Catholic wedding?
8. …have been to a Confirmation?
9. ….have been to an Ordination?
10. …remember your Baptism?
Do You See What I See?
Call out a list of nouns. If the noun is an *invisible* object, tell the children to cover their eyes. If it is a visible object, tell them to uncover their eyes.

```
tree   lake   friend   insect
surfboard house knowledge book
dog aroma dream air
teacher Grace sadness memory
thought balloon Holy Spirit radiation
```

Let the children come up with three more examples each, and the class can continue to play along.

**Cheer for the Church!**
You, the educator, call out “Gimme a/n ________!” and the class calls out the sacrament that begins with that letter. (Letters used: B, R, E, C, M, H, A. Write the Sacraments on the board as a reminder or turn back to page 5.) Mix the letters up.

**Catholic Cadence**
Use this rhyme for skipping rope (yes, in the classroom), or in a hand-clapping game with assigned partners:

*The Church gives us sacraments*
*And they are seven,*
*Body and soul,*
*They lead us to heaven!*
*Baptism, Eucharist, Reconciliation,*
*Holy Orders, Matrimony, and Confirmation,*
*Anointing when we’re sick,*
*They lead us to salvation!*

For hand-clapping game (for the above words):

*lines 1-4:* partners clap, slap both hands straight across, clap, slap own lap, repeat for each line.

*lines 5-8:* partners clap, cross-slap right hands, clap, cross-slap left hands, repeat twice for each line and once on the last two lines. You can also let the students make up their own clap game to the rhythm and show the class.
LESSON 2
The Body as Sacrament

VOCABULARY
- convey
- symbol
- currency
- surrender
- represent
- spiritual
- physical
- sacred

OBJECTIVES
- Symbols are not the same as Sacraments.
- Body and spirit, we are whole people.
- The body is a visible sign that brings about an invisible reality.

PREPARATION

Pop Quiz. This is a true/false quiz. Ask your students to stand if the statement is true, or sit if it is false.

1. We can think of the church as our mother. (true)
2. There are nine Sacraments. (false)
3. Invisible things are not real. (false)
4. A Sacrament has the power to change reality. (true)
5. The Sacraments only apply to the spirit, not the body. (false)
6. The Theology of the Body was developed by Saint John Paul. (true)
7. We only meet Jesus in five of the sacraments. (false)
PRESENTATION

PAGES 14-15
1. Review the cartoon pictures with the children on pg. 14.
2. Let individual students explain the meaning of each to the class.
3. Read pg. 15.* Ask them how they know what each signifies.
   *Pg. 15 defines “symbols” for the class. The words symbol and sign are used interchangeably in the CCC, but we decided for consistency’s sake to only refer to “symbols”.

PAGES 16-17
1. After reading pg. 16 together, ask the students to name some more common symbols (some examples: a four-leaf clover; the colors red, white, and blue; a thumbs-up sign; a sheriff’s badge; a Thanksgiving turkey; a yellow/blue ribbon around a tree; a wedding ring; a shoelace tied around a finger, etc…)
2. After pg. 17, ask the class for personal examples of symbols in their lives (share one of your own).

PAGES 18-19
1. As a follow-up to pg. 18, discuss the power of the Sacraments. They change reality – they wash us of sin, fill us with grace, bind us to others, and give us strength from God. If you can, share an example from your life or from the lives of the saints to illustrate. Here we introduce the idea of the body as a sacrament. Give the children some time to let that sink in.
2. Pg. 19 focuses on the union of body and spirit. Ask the children to share some examples of invisible qualities they have and spend some time discussing. Be prepared – from the bottom of the text, questions may arise about death, or being bodiless until the General Judgment.

PAGES 20-21
1. Explain the concept of humans as separate from angels and animals. We are uniquely designed by God.*
2. Have students identify aspects of the human person that are “angel” (we can help others, intervene, fight, etc.) and that are “animal” (eating, sleeping, reproducing, etc.)
   *Try not to get into a discussion of whether animals have souls or not. It is a burning issue for this age group, but please assure the students that God has a special plan for the animals and loves them very much. However, animals and humans are different, and their souls (animating force) are designed differently from ours. God has not revealed to us his plan for them. Emphasize the unique role that humans have in Creation.
PAGES 22-23

1. Discuss video games a little. Ask the class to name some favorites. What are the avatars like? Pose the question, “Can you do what the avatar does in the game? Would you want to do those things in real life (implying dangerous situations)?” Some kids will say yes to this question, which is perfectly fine. “Do you care if the avatar dies? Does it have thoughts or feel pain? Can it make its own choices without your direction?”

2. Read pgs. 22-23.

PAGES 24-25

1. After reading pg. 24, ask the class if they can list any other ways to show respect to others with their bodies (maybe classroom etiquette, table manners, etc.).

2. Pg. 25 focuses on “knowing” through the body. This echoes the theme of the body as a teacher.

PAGES 26-27

1. On pg. 26 ask the class to think about “being known” by their bodies. What can someone know about them now? Does posture/dress/expressions help?

2. On pg. 27 ask the children how they can let God act through them. Review the mission together and encourage them to complete it.
REVIEW

Discussion. Model this activity first. This will help the students ponder the visible and invisible aspects of a person. Name a well-known person or historical figure and say, “One visible quality I admire about (Name) is ______________ (sample answers: his/her smile, strength, height, eyes, hair, etc.). One invisible quality I like about (Name) is ______________ (sample answers: wisdom, kindness, determination, sense of humor.” Call on a few volunteers from your class to share one visible and one invisible characteristic of one of their heros.

APPLICATION THROUGH CLASS ACTIVITIES

Poem: Do You See All of Me?

You can do several things with this poem. Read it aloud then have the students take turns reading parts of it. You could read it every day before starting the TOB lesson. You could have one or two students act it out while another reads it, and let them take turns doing this. You could even block out the final nouns/rhymes of the first and third lines in each verse (only the first in the 3rd verse) and have the children fill in their own versions.

Do You See All of Me?

Do you see my hopes and dreams?  Do you see my memories?  Can you know my bravery?
Do you see my fears?  Do you see my skill?  Can you count my years?
Do you see my happy times?  Do you see my loves and hates?  My body stands for all these things
Do you see my tears?  Do you see my will?  Whenever it appears.

Interactive Interview

Allow the students to take a poll of at least 3 classmates and fill in the following info about them:

- Age/birthday month
- Favorite thing to learn about
- Happiest memory
- Favorite game
- Best skill
- Favorite prayer intention
- Favorite saint

Follow up by asking the students if they learned new things about their classmates and whether this makes them feel closer to them.
Sacramental Stop Sign

Based on the idea on pg. 18, have the class re-enact the stop sign scenario. You could have one or two students do it in the front of the class, or break the class into groups of 2-4. One student is the stop sign who acts at first like a normal stop sign. The other student “cars” drive up, stop, and then continue driving. In the next round, the cars drive up, but the “stop sign” actually stops them by holding their shoulders or blocking their way. Ask students to act out a sacramental green light (gently push them from behind) and a sacramental school zone caution light (slow them down by taking their arms and escorting).

Thinking Map

Post a photo/drawing of yourself on the board and create a thinking map around it, listing your invisible qualities. Try to keep these qualities objective or positive; we don’t want the children to be scrupulous about sin. List qualities like good at math, likes jokes, shy at first, wants to be a pilot, loves music, etc… Ask the children to use a photo/drawing of themselves to recreate a personalized thinking map at home and bring it in to the next class.

Create Your Own Avatar

With some simple materials, such as popsicle sticks, pipe cleaners, yarn, markers, foam shapes and glue, the children can design their own avatars. They will have a lot of fun making these avatars, which can be used in future activities.

Avatar Game

Use any toy as an avatar (stuffed animal, plastic egg, paper bag or balloon with face drawn on, etc.). The students can hand it around, and each one can say, “This avatar can do this, but my body cannot.” Then they can slam it, crumple it, drop it, make it turn inside out or bend it impossible ways. They can pretend it travels at the speed of light or withstands tornadoes, or whatever their imaginations suggest. But then they need to follow up with, “I can _________, but this avatar cannot.” Here they’ll come up with things like “hope, dream, make friends, wish, love, imagine, learn, pray, feel (any range of emotion), etc…”

Show and Tell

Ask your students to bring a favorite object to school (a photo, a stuffed animal, a book, a pillow, or even a food item) that is a special symbol to them. It can be a symbol of their childhood, of a loved one, or of an experience they’ve had. Let them present them to the class. Model this exercise with a symbol of your own, showing it and explaining its hidden meaning (what it means to you).
LESSON 3
The Only Response is Love

VOCABULARY
• literally
• pinnacle
• dignity
• variety
• flattery
• cherish
• encounter

OBJECTIVES
• We see the body as a sacrament, we respond to others and ourselves with love.
• The opposite of love is using people.
• Both body and spirit are important.

PREPARATION
Think, Pair, Share. This is a new iteration of the REVIEW Discussion from Lesson 2. Put the students in pairs and have them share one visible and one invisible quality they admire about each other. It is important that you know your class well for this activity. If you think that this could open the door to teasing or put-downs, have them share with their neighbor qualities they admire in a parent, educator, or sibling.
PRESENTATION

PAGES 28-29
1. The focus of these pages is seeing the value of each human person and responding in love. Why? Because God’s love is so overwhelming that He created us. When we love God, we love what He has made, and when we love what He has made, we love God more. We listen to Jesus, who teaches in Scripture what this love looks like.

2. The sentence “Jesus loves us to death,” (pg. 29) refers to Christ’s sacrifice on the Cross for our sakes. The crucifix is visual proof of the depth of His love for us. You may want to discuss the meaning of the word “literally,” since so many children use it incorrectly, but in this context it’s applicable. Essentially, we are using “love to death” in both a figurative and literal way.

PAGES 30-31
1. Read pg. 30 and the Pope’s quote together, then the text. If you live in an area with snowfall in winter, ask the children if they’ve studied snowflakes. Ponder for a moment how amazing it is that no two snowflakes are alike – like people. Have the children take a moment to look around at their classmates. Encourage them to think of all the people in the world. Focus on the variety found in cultures, customs, stages of life, etc…

2. Go over chart on pg. 31 carefully. Let the children use the avatars they created in class, or just use a toy/classroom object to review the chart together. As you go through the chart, point to yourself (and invite the children to do the same) when reading the “Person” category. Act out the “Thing” category with the avatars/toy. Alternatively, you might draw a picture of a person and a toy on the board and point to each in turn.

PAGES 32-33
1. Read through pg. 32, allowing the children to read the Word Bubbles aloud. Ask them how they give to others and how they receive from others. What does it mean when someone gives to them? Which people are givers in their lives? List specific examples for their consideration: parents, friends, cafeteria workers, tutors, coaches, religious educators, family, church community, babysitters, etc… Ask for their contributions. How can we graciously receive from these people and maybe give something back (saying thank you, listening in class, smiling, etc.)?

2. After reading pg. 33, have the students chant aloud together, “People are more important than things!” To check for comprehension, ask them to explain in their own words what “using” others means.
PAGES 34-35

1. Read the first paragraph, then the Word Bubbles (repeat for pg. 35). Continue reading down the columns. When the text says, “on the top/bottom, right/left,” have the students put their fingers on the appropriate bubble, so there’s no confusion.

2. Ask the children, “Which of the boy’s thoughts would you want your friends to have towards you?”

PAGES 36-37

1. After reading pg. 36, ask the class how they take care of their visible and invisible selves.

2. Read the conclusion together (pg. 37). Ask the students to think about heaven for a moment and to share the way they imagine it.

3. Go over the mission and tell the children you’ll look forward to their reports (on its success) next time.

REVIEW

Exit Cards. Distribute one sticky note to each student and have them answer the following: Can you think of any situations in which someone might be tempted to USE a person for selfish reasons? How could this person treat others with dignity instead?

APPLICATION THROUGH CLASS ACTIVITIES

Son-Glasses!

Help your class practice seeing in a sacramental way. Either bring in a pair of sunglasses as a prop, or have the students draw and cut out some paper Son-glasses. They can even use their hands to make goggles over their eyes for this activity.

Show an object/picture (or say a word) and call on a student to express a deeper meaning in a single word (or as few as possible). Don’t let the student simply name the object. There could be many possible answers for the same object. Give them some examples first, such as:

Show:

- plant — “Growth”
- globe — “Creation”
- Pope — “Father”
- book — “Wisdom/Knowledge”
- egg — “New Life”
- person — “Child of God”
Counting Our Blessings

This is a counting game. It can be played in a circle or with one or two people in a car. It’s like “Supermarket,” but we’re focusing on God’s gift to us of the body/other people:

We say, “I love _______ (one adj. and thing)” The next person says, “I love _______ and _______ (one adj, two things).” The next adds on with three, and so forth. It could sound like this:

- I love a happy smile.
- I love a happy smile and two brown eyes.
- I love a happy smile, two brown eyes, and three chubby babies.
- I love ... four holy priests.
- I love ... five wiggly toes.
- I love ... six wise grandmothers.
- I love ... seven big policemen.
- I love ... eight clever classmates.

People vs. Things Venn Diagram

This activity can be done all together on the board. Make a Venn Diagram and compare/contrast people and things. Address how people and things make us feel, what we can do with them, and finally how to approach each. (Use the chart on pg. 31).

Body and Spirit

Have the children (all, or just a few volunteers) stand and act out an activity. Then they say, “When my body ____________, my spirit ____________.” For example, a child might jump up and down and say, “When my body jumps, my spirit feels excited.” Or he/she might turn in slow circles and say, “When my body spins, my spirit can concentrate.” See what they come up with! Then reverse the game. Start with the spirit: “When my spirit is quiet, my body sits still.” or “When my spirit is nervous, my body feels jumpy.” You may need to prompt them with the first part of the sentence and let them provide the last part of the sentence.

Using Things, Not People

Role-play these situations and discuss with your class which scenario is better and why:

1. Coach and players — **Scenario 1**: A group of players like to have fun with the coach, but don’t care enough about her to collect soccer balls and water bottles. **Scenario 2**: The players like to have fun with the coach AND treat her with respect by collecting the soccer balls and the water bottles.

2. Trick or Treat — **Scenario 1**: A group of trick or treaters only care about candy, not about the person giving it. They shove to the front, grab handfuls of candy, and run away without a word. **Scenario 2**: The kids wait patiently, say “Trick or Treat”, politely receive 1 piece of candy, look the giver in the eye, and say “Thank you, Happy Halloween!”

3. Gaming — **Scenario 1**: A group of kids only play at another classmate’s house because they like his gaming equipment. They ignore him and play his game, then leave. **Scenario 2**: The group of kids gets to know their classmate with the equipment. They make sure he takes a turn and ask him to show them how he likes to play. They bring snacks to share and say “thank you” afterwards.
LESSON 4
How Does This Fit with Holy Writ?

VOCABULARY
- reveal
- hesitate
- petition
- ultimate
- conquer

OBJECTIVES:
- The basic questions of our faith begin with the body.
- Mary’s body is like a tabernacle.
- The highest Sacrament, the Eucharist, is Jesus’ Body given in love for us.

PREPARATION

Written Response. Distribute index cards or sticky notes to your students. Ask them to provide a written answer to the following: Give three words that describe how Jesus treats people in the Bible. How can you learn to imitate Jesus better by seeing the body as a sacrament?
PRESENTATION:

PAGES 38-39

1. On pg. 38, read the question-and-answer portion as a call-and-response (you call; the children respond). Have them think about these answers for a moment. Have they ever thought about our Faith in these terms?

2. For pg. 39, you may want to briefly review the Annunciation with the children or read the account from Scripture (Luke 1:26-38). Explain that Fiat is a Latin verb that means “let it be done”.

PAGES 40-41

1. Ask the children where the tabernacle is in their church. What does it look like? We honor God by making a beautiful place for Jesus – we try to make it perfect for Him. God made a perfect place for His Son, too – Mary. Have the children ponder the fact that when they receive Jesus in the Eucharist, they can be like Mary: their bodies are the home of the King.

2. Ask the children to discuss their experience with Adoration. Share your own stories.

PAGES 42-43

1. Pg. 42 emphasizes the motherhood of Mary, physical and spiritual. Point out how she can intercede for us in prayer.

2. Pg. 43 shifts emphasis to Jesus, applying to Him what we’ve learned about the body as a sacrament. The picture illustrates the quote from the Pope. Remind the children of the importance of the Incarnation.

PAGES 44-45

1. The illustration shows the progression of Jesus from infancy to adulthood, including His Passion and death. The text describes manifestations of His visible life and His invisible qualities.

2. Remind the children that all the illustrations show the same Jesus, including the Eucharist.
1. Ask the students, “How is Jesus’ crucifixion a sign of love for us?” “Where do we hear those words – This is my Body?” (at Mass and in Scripture – The Last Supper. These two, along with the Crucifixion, are the same thing, re-presented at every Mass all over the world every day).

1. Read the Catholic Treasure Box passage. Ask the children to share how their parishes observe the Feast of Corpus Christi. Look up St. Juliana and tell the children about the visions that led to this feast.

2. Show video clips of Eucharistic processions around the world. You could reenact a procession around your own classroom, if you are inspired!

**REVIEW**

*Illustrate.* Ask the students to draw pictures that illustrate their understanding of Mary’s body as a tabernacle.

**APPLICATION THROUGH CLASSROOM ACTIVITIES:**

**Warmup: Whazamatta?**

Call and response game. You may repeat this every day of the week, or at odd times just to get the students’ attention and enthusiasm. You call out the pronouns, the students respond with “matter/s”

I... matter!
You... matter!
She... matters!
He... matters!
We... matter!
They... matter!
The body... matters!
Matter... matters!
Fiat/Thy Will Be Done

This fun “rap” depicts all of Salvation History! You or a talented student reads each line, followed by all the students responding, “Fiat-Thy will be done!” These two phrases are modeled by Mary and Jesus to show us perfect accord with the will of God, no matter what.

Fiat- Thy Will be done!
Fiat- Thy Will be done!
Fiat- Thy Will be done!
Fiat- Thy Will be done!

He called Mary “Full of grace”
The angel saw her troubled face.
Gabriel made the Annunciation,
You shall conceive and bear a son!
God told Joseph in a dream
Things are not quite as they seem.
No room for them in Bethlehem,
Laid in a manger, God’s own Lamb.
Wise men found Him with a star,
Shepherds came from near and far.
To Mary Simeon foretold,
A sword of hope shall pierce your very soul.
They fled by night across the sand,
And foiled Herod’s evil plan.
Jesus, Lord of time and space,
He grew in wisdom and in grace.
In Cana He performed a sign,
Turning water into wine.
He gathered round Him twelve good friends,
His apostles forth he sends.
Mary watched Him teach and heal,
He fed five thousand – what a meal!
He walked on water, raised the dead,
We treasure every word He said.
Jesus taught us how to pray
For bread we thank our God each day.
He showed mercy to the poor,
And changed our hearts forevermore.
He filled the Pharisees with shame,
They chose Him as the One to blame.
They punished Him, His Blood did spill,
Then crucified Him on a hill.
On the third day, he rose again, "A sign of hope He gave all men."
I know today and always will, "Our loving God is living still."
And when I know my race is run, "I’ll say to Him, “Thy Will be done!”"

Christ Bearers
1. Introduce this activity by asking, “What are some things you have to hold very carefully?” (Full glasses of juice, Mom’s best dishes, ceramic figurines, eggs, babies, etc…)
2. Practice with a full cup of water: Have one or two students carry it across the room. Then try carrying it with an egg on a spoon.
3. Explain, “Pretend you are Mary holding the Baby Jesus. How carefully would you hold Him?” Demonstrate by saying, “This is why we receive Communion so reverently. We don’t want anything to happen to Jesus. We don’t want to drop Him or treat Him casually. How do you receive Communion?”
4. Practice with crackers: Have the children focus on holding the practice Host gently or receiving it in their mouths with care. Make sure they know this is practice, not truly the Body of Christ.

Our Lady Intercedes
Have all the students jot down a prayer request (anonymously) on a slip of paper and drop it in a basket. Line up three children to demonstrate three roles to the class – one as Jesus, one as Mary, and one as a praying person. The praying person kneels, pulls a prayer request from the basket, and reads it aloud. Then the Mary character listens, draws it from the praying person’s hand and passes it to the Jesus character. “Jesus” smiles, writes an answer on the request and hands it back to “Mary,” who hands it, in turn, back to the person.

*The “Jesus” character has a choice of writing one of the three following responses: yes, not right now, or I have something better for you.
PART FOUR: ASSESSMENTS

LESSON ONE QUIZ

FILL IN THE BLANKS

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

mother realities body
invisible signs Jesus seven

1. The church is our ________________.
2. The church gives us ________________ Sacraments as gifts.
3. Things we cannot see are ________________.
4. Sacraments are visible ________________ that bring about invisible ________________.
5. We meet ________________ in every Sacrament.
6. All of the Sacraments have to do with the ________________.

MATCHING

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

<table>
<thead>
<tr>
<th>Birth</th>
<th>Nourishment</th>
<th>Growth</th>
<th>Medicine</th>
<th>Marriage</th>
<th>Fatherhood</th>
<th>Suffering and Death</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrimony</td>
<td>Confirmation</td>
<td>Anointing of the Sick</td>
<td>Baptism</td>
<td>Eucharist</td>
<td>Reconciliation</td>
<td>Priesthood</td>
</tr>
</tbody>
</table>

WRITE

Write down examples of three visible things and three invisible things.

Visible | Invisible
1. | 1.
2. | 2.
3. | 3.
LESSON TWO QUIZ

MULTIPLE CHOICE

Circle the letter of the best answer.

1. Pictures or objects we can see which convey an invisible meaning are called:
   A. reality
   B. visible things
   C. symbols

2. Sacraments are different from symbols because
   A. We find them in church.
   B. They have the power to change reality.
   C. They are 2,000 years old.

3. A whole human person is
   A. angel
   B. body and spirit together
   C. animal

4. We treat people with respect because they are not
   A. avatars
   B. whole
   C. present

5. We can know and be known through the
   A. avatar
   B. symbol
   C. body

IN YOUR OWN WORDS

Describe how symbols and sacraments are alike?

How are they different?

LINES AND CIRCLES

Draw two lines under each symbol and circle each sacrament.

dollar sign  Reconciliation  Matrimony

Baptism  Christmas tree  wedding ring
LESSON THREE QUIZ

TRUE OR FALSE

Mark T if the statement is true and F if the statement is false.

1. _____ A whole person means body and brain.

2. _____ The only proper response to another person is love.

3. _____ Showing love to others is a way to love God.

4. _____ Sometimes two people are exactly alike.

5. _____ Using is not love.

6. _____ Serving others is not a loving response.

7. _____ The visible body is more important than the spirit.

8. _____ The body makes visible our hidden self.

CIRCLES AND BOXES

Put a circle around the phrase if it applies to a person. Put a box around it if it applies to a thing.

<table>
<thead>
<tr>
<th>Is free</th>
<th>Can be labeled</th>
<th>May be used</th>
<th>Has feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has no choice</td>
<td>Is to be respected</td>
<td>Is mysterious</td>
<td>Can be controlled</td>
</tr>
<tr>
<td>Has no feelings</td>
<td>Has no freedom</td>
<td>Is to be loved</td>
<td>Makes own choices</td>
</tr>
</tbody>
</table>
LESSON FOUR QUIZ

SHORT ANSWER
For each of the following, write a complete sentence to show what you have learned.

1. Where did Christianity begin?

2. What is the center of Christianity?

3. What does *Fiat* mean?

4. What sacred object in church can be compared to Mary's body?

5. What is our most precious treasure?

MULTIPLE CHOICE
Circle the letter of the best answer.

6. Mother Mary
   A. brings our prayers before Jesus
   B. turns water into wine
   C. fasts

7. In becoming human like us, the Son of God
   A. studied theology
   B. wrote the Bible
   C. gave the human body a higher meaning

8. Jesus’ body revealed Him as fully human and
   A. fully God
   B. an avatar
   C. a doctor

9. Some of the most powerful words in the universe are:
   A. Amen, Amen
   B. This is my Body
   C. Peace be with you.

10. The body is made for
    A. love
    B. usefulness
    C. ourselves
THE BODY AS SACRAMENT TEST

MULTIPLE CHOICE
Circle the letter of the best answer.

1. A sacrament is a visible sign that brings about
   A. happiness
   B. an invisible reality
   C. prayer

2. In each sacrament given to us by Mother Church, we are given:
   A. love
   B. perfection
   C. education

3. The sacramental Son-glasses help us to see
   A. bright things
   B. better
   C. hidden realities

4. God made our bodies and they are
   A. angelic
   B. good
   C. animalistic

5. We can be sure that God meets us in
   A. sinful moments
   B. our dreams
   C. the sacraments

FILL IN THE BLANKS
Use the word bank below to fill in the blanks from the text correctly.

whole  personal  body  sacrament  power

6. A _______________ is something you see that hides a deeper meaning.

7. Some symbols are universal, some are _______________.

8. A sacrament is different than a symbol, because sacraments have _______________ to change reality.

9. The _______________ is like a sacrament because it reveals the visible and invisible in each of us.

10. When we have a sacramental view of someone, we see the _______________ person.

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

Person: Is a loving gift of self

Thing: Is the only proper response to another person

Using: Has freedom

Serving: Is not love

Love: Has no feelings

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THE BODY AS SACRAMENT TEST (CONTINUED)

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

11. ______ God did not ask Mary to be the mother of His Son.

12. ______ The most important words are “This is my Body.”

13. ______ Mary brings our prayers to Jesus.

14. ______ Jesus is a living sacrament.

15. ______ The body is more divine than human.
ANSWER KEYS:

LESSON ONE QUIZ ANSWER KEY:

Fill in the Blank

1. mother  
2. seven  
3. invisible  
4. signs, realities  
5. Jesus  
6. body

Matching

Birth–Baptism, Nourishment–Eucharist, Growth–Confirmation, Medicine–Reconciliation, Marriage–Matrimony, Fatherhood–Priesthood, Suffering and Death–Anointing of the Sick

Visible/Invisible

Answers vary.

LESSON TWO QUIZ ANSWER KEY

Multiple Choice

1. C  
2. B  
3. B  
4. A  
5. C

Lines and Circles

Lines under: dollar sign, Christmas tree, wedding ring  
Circles around: Baptism, Reconciliation and Matrimony

In Your Own Words

Answers may vary, but both symbols and sacraments are visible signs with hidden meanings. The difference is that sacraments have the power to change reality, symbols do not.

LESSON THREE QUIZ ANSWER KEY

True or False

1. F  
2. T  
3. T  
4. F  
5. T  
6. F  
7. F  
8. T

Circles and Boxes

Circles around: Is free, Has feelings, Is to be respected, Is mysterious, Is to be loved, Makes own choices  
Boxes around: Can be labeled, May be used, Has no choice, Can be controlled, Has no feelings, Has no freedom
LESSON FOUR QUIZ ANSWER KEY

Short Answer
1. In the body / Mary’s body
2. A body / Jesus’ body
3. Let it be done
4. the tabernacle
5. the Eucharist

Multiple Choice

THE BODY AS SACRAMENT TEST ANSWER KEY

Multiple Choice

Fill in the Blanks
6. sacrament 7. personal 8. power 9. body 10. whole

Matching
Person–Has freedom, Thing–Has no feelings, Using–Is not love, Serving–Is a loving gift of self,
Love–Is the only proper response to another person

True or False