

Hello! Please enjoy this sample from our Catholic I/S level workshop. When enrolled, teachers, students, and even parents, will have access to our easy-to-use digital LMS, designed to allow users to navigate lessons and resources from their classroom or living room! Like what you see? Contact our team to request a demo and pricing.

What's Happening on Day 2: Making Things Happen... Like Collaboration!

Catholic Outcome: The Elementary Religious Education

- **The student will: A Collaborative Contributor who: (OCSGE 5)**
 - a) Works effectively as an interdependent team member.
 - e) Respects the rights, responsibilities and contributions of self and others.

Collaborative Learning Team (CLT) Activity: Morning Practices: Get your students on their Learning Teams with their Journals and water. Music is on, upon entry. Every Team will need one-half of a piece of chart paper and one magic marker. Be sure to ask them how successful they were with their gratitude experiment. Use the first few minutes to compare stories, about their feelings, after expressing gratitude to someone, yesterday.

▶ [Relaxing Music](#) 3 hours

▶ [Physical Literacy: Easy Warm Up Cardio Workout](#) 5:39 minutes

Each team may need an iPad (or their phones) in case anyone did not see the homework YouTube video, they can watch it and write in their Journal so they can contribute to the CLT sharing session. Notice, from an assessment point, who did not bother watching and who is not contributing to the open discussion.

By wandering around and observing, you will notice that specific personalities will start evolving. Use good coaching strategies to make sure everyone's input is listened to, heard, and acknowledged. You are not looking for right answers but rather thoughtful ones, where students arrived with a new insight because of going deeper. Highlight social-awareness AND their own self-awareness, which is exactly what you are assessing in these first weeks. Begin observing how students relate to each other on their CLTs. Students will learn more about these skills later.

CLT Activity Teacher Led 'Follow Up from Making Things Happen'

In their CLTs, one person, on each team, agrees to act as the Chair and another one as the Secretary (Scribe). Each Team briefly discusses the notes they jotted down while watching *Working Together to Make Things Happen*, which was their homework video.

Again, when a student has nothing written, hand them an iPad to watch it, with their own headsets, while the others are sharing ideas. They journal as they listen and watch.

[Working Together to Make Things Happen](#)

Then collaboratively, each CLT agrees what 4 points were MOST important, to their entire team. Collaboration required here to see how they problem solve this. The Scribe for your team today writes down what you tell him/her on the chart paper provided. Do not share your ideas with other teams. Turn the chart paper over so it is not visible to other teams, until you ask for it to be posted.

Big Think: CLT 'Making Things Happen' Chart: When all the charts are hanging, there is no need for dialogue about each chart at this point. Mostly, because you have homework today, teachers. When you look at the charts, is there one way you can condense what your students collaboratively decided was important when working on their teams, by reducing it to 5-6 points? Because once you have done that, you have their assessment forever completed, about how you will measure CLTs for the rest of the year.....and it came from their own mouths 😊

Once you have condensed their ideas into 5-6 expectations, that chart remains hanging up in the classroom because whenever the kids go into their Learning Teams, they can be reminded what it is you are assessing. Be sure to show it to them the next time they are working in teams. Title it *CLT Expectations!*

Catholic Extension: *Alive in You: Service Camp Suggestions for Secondary:* This may be something a Religion Teacher or Guidance or Educational Assistant, a Health & Wellbeing professional or a CYW, could offer to talk with the teens about to become a witness to Christ. This camp outline will assist the facilitator to help youth find ways to be of service and REALLY make things happen. Witness Talk Guidelines Plan is included, for anyone wanting to do so.

Intermediate Extension: Meet Grade 8 Kids at Our Lady of Fatima, Colorado, USA. Regardless of the subject you teach, this is a great way to get Catholic teens to collaborate on a project together. Time for you to collaborate with your staff on this one too.

Secondary Alive in You Talks

Catholic Outcomes: The student will:

- **How am I living?** This talk is meant to be an honest reflection of how you are living using Jesus as the example of living a Catholic life.
- **Discerning Believer:** e) Speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- **A Reflective, Creative & Holistic Thinker who:** d) Makes decisions, in light of, gospel values with an informed moral conscience.

Alive In You Talks

This document was provided for facilitators at a Catholic Conference Camp. There are many reflections, questions, and discussion ideas, in it that can be used in many capacities. Use it as you see fit.

1. Use it during reflection time over the course of the year in Religion class or even during WFA Workshops.
2. Divide up the questions into CLTs and let them report back (or not) with their discoveries.
3. If there any health, wellbeing professionals, CYWs, Guidance Counselor associated with your school, work with him/her to plan a series of "Alive In You' Talks!



Tuesday Witness Talk Guidelines

Tuesday Theme - What do I believe?

The goal of this talk is to explain what it means to believe in something and what it means to have faith and to profess the creed. This talk will help your group realize that their actions show others what they believe.

Questions to think about:

1. What does it mean to believe in something? (share something you believe in that has affected your actions or decision making)
2. What is a creed? Why is it important that the Catholic Church has a set of beliefs that all members profess as one?
3. If faith without works is dead, how do we live out our faith in actions to keep our faith alive?
4. What do your actions tell those around you about what you believe?
5. Would people know that you are Catholic by your actions? Why or why not?
6. What is the hardest part about living out your beliefs as a teenager? How have you overcome these challenges?

Catechism and Bible Verses to guide you:

“Believing’ is a human act, conscious and free, corresponding to the dignity of the human person.” CCC180

“What good is it, my brothers and sisters if you say you have faith but do not have works? Can faith save you? If a brother or sister is naked and lacks daily food, and one of you says to them, ‘Go in peace; keep warm and eat your fill,’ and yet you do not supply their bodily needs, what is the good of that? So faith by itself, if it has no works, is dead.” James 2:14-17



Wednesday Witness Talk Guidelines

Wednesday Theme - What am I creating?

This talk should reflect on the reality of God the Father as Creator. The purpose is to encourage the teens to take an honest look at their lives and reflect on what they are creating with their lives.

Questions to think about:

1. Take time to reflect on your life in order to encourage the other teens to reflect on their lives and what they are creating. We suggest brainstorming using the prompt: what am I creating with my life? (Drama? Stable relationships? Pain? Difficulty? Peace? Love?)
2. The word create means to bring something into existence or to cause something to happen as a result of your actions. What are you bringing into existence? What is happening as a result of your actions?
3. Do the things that you are creating with your life reflect what you believe?
4. Jesus calls us to build the kingdom of God, how are you building the kingdom of God with your life?
5. What can you do as a teenager to create more beauty, more love, and more peace?

Catechism and Bible Verses to guide you:

"For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them." Ephesians 2:10

"Fast from hurting words and say kind words. Fast from sadness and be filled with gratitude. Fast from anger and be filled with patience. Fast from pessimism and be filled with hope. Fast from worries and trust in God. Fast from complaints and contemplate simplicity. Fast from pressures and be prayerful. Fast from bitterness and fill your heart with joy. Fast from selfishness and be compassionate to others. Fast from grudges and be reconciled. Fast from words and be silent so you can listen."

-Pope Francis

"Yesterday is gone. Tomorrow has not yet come. We only have today."

-Saint Teresa of Calcutta

"Human thought is creative. What we think becomes" -Matthew Kelly

"Christian, recognize your dignity and, now that you share in God's own nature, do not return to your former base condition by sinning. Remember who is your head and of whose body you are a member. Never forget that you have been rescued from the power of darkness and brought into the light of the Kingdom of God." CCC 169



Thursday Witness Talk Guidelines

Thursday Theme - How am I living? This talk is meant to be an honest reflection of how you are living using Jesus as the example of living a Christian life.

Questions to think about:

1. Jesus truly lived the human experience-full of triumphant highs and difficult times. Regardless of the situation, Jesus always followed God the Father's will for His life. How does Jesus's devout obedience and life inspire you? How have you trusted God with your life?
2. Have your life and your choices inspired anyone else? If so, how?
3. How are you being Christ to those around you? Do you help people feel the love of Christ?
4. Are you living life to the fullest by using the gifts and talents that God has given you?
5. Are you following Jesus' example of being the person God called you to be? (Are you letting doubt, fear of being judged, or laziness get in the way?)

Catechism Verses to guide you:

"Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God." -Ephesians 5:1-2

"He who says he abides in him ought to walk in the same way in which he walked." -1 John 2:6

"In all of his life Jesus presents himself as *our model*. He is 'the perfect man', who invites us to become his disciples and follow him. In humbling himself, he has given us an example to imitate, through his prayer he draws us to pray, and by his poverty he calls us to accept freely the privation and persecutions that may come our way." CCC 520 "I want to be completely transformed into your mercy and to be your living reflection, O Lord. May the greatest of all divine attributes, that of your unfathomable mercy, pass through my heart and soul to my neighbor."
— St. Faustina



ALIVE IN YOU

catholic conference and service camp

Saturday Large Group Discussion

The goal of this parish time discussion is to look back on what your participants have learned throughout the week. Also, encourage your teens to look towards what life is going to look like when they return from camp. There is often a lot of fear and questions from teens about how to take the experience of camp and the spiritual high they are on and bring that back into their normal lives. As youth ministers you have likely seen teens who go from being fully invested on retreats and at camp and then returning back to old habits after a few months at home. This is your time to set goals with them and see what you can do to keep them engaged after camp.

Questions:

1. What was the most impactful part of the service we did this week for you?
2. What message resonated with you the most from the witness talks this week?
3. Which prayer experience was the most meaningful? What was it about this prayer experience that was so meaningful. (Opening Mass on Tuesday, praise and worship, daily Mass, daily decade of the Rosary, morning Adoration, Reconciliation, Large Group Adoration).
4. What did you learn about yourself this week?
5. With the information you learned about yourself what is one thing you want to work on in your life? (*we suggest having the teens write down their goal in their journal). At this point it might be beneficial to discuss accountability/prayer partners and possibly even pair up your teens. Have them share their goal with one another and commit to holding one another accountable and praying for them as they work on their goal.
6. How can we take this experience home with us? What is one thing that you can do personally to make our youth group experience at home have the spirit of camp?
7. What is one youth group event that you can commit to attending or helping with?
8. What is one thing you would like to see happen at our church? How can you help make it happen? (Coming off of camp may want to see more service, praise and worship, or Adoration. We know as a youth minister you already have a lot on your plate so it is important for the teens to take some responsibility in making these things happen.)

The Collaboration of Catholic Competencies for Grades 7-12

In the Catholic version of the **Wellness for All Learning System**, our workshops train teachers, support staff, students, and parents on 'how to' embrace new, daily, healthier habits that contribute to lifelong learning, as followers of the teachings of Christ. All **WFA Workshops**, support student learning by aligning educational competencies of the *New Basics*, which are:

1. Learning to learn
2. Thinking creatively and critically
3. Collaborating
4. Communicating effectively
5. Developing a sense of self and society

Wellness for All also supports integrating *Social Emotional Skills* (CASEL)

1. Self-awareness
2. Self-management
3. Responsible Decision -Making
4. Relationship Skills
5. Social-Awareness

To maintain the Catholic perspective, *WFA Workshops* use the following:

Ontario Catholic School Graduate Expectations (OCSGEs)

1. A Discerning Believer Formed in the Catholic Faith Community
2. An Effective Communicator
3. A Reflective, Creative and Holistic Thinker
4. A Self-Directed, Responsible, Lifelong Learner
5. A Collaborative Contributor
6. A Caring Family Member.
7. A Responsible Citizen

While the Ontario Catholic School Graduate Expectations (OCSGEs) offer a fundamental framework for Catholic Education, the seven expectations mirror the six Global Competencies. These are:

The Six Global Competencies are:

1. Critical Thinking & Problem Solving
2. Innovation, Creativity, & Entrepreneurship
3. Self-Directed Learning
4. Collaboration
5. Communication
6. Citizenship

(Global Competencies from the Councils of Ministers of Education Canada)

As observed above, these competencies overlap and can be integrated in all subject areas. *Wellness for All Workshops* will align the seven *Ontario Catholic School Graduate Expectations* with the six *Global Competencies*. The apparent, organic connections will be made for educators, in, order to, provide them with rich perspectives of the competencies that are rooted in the Catholic Faith.

Although *Wellness for All* is only 20-30 minute per day workshops, it is ample time to set healthier, daily habits in place that demonstrate the value of these competencies emerging and integrating in ways leading to a state of wellbeing physically, mentally, emotionally and spiritually.

WFA also supports and includes Dr. Roger Walsh's work on the ***8 Ways of Well-Being***

1. Being with and in nature.
2. Demonstrating and believing in a faith and spirituality.
3. Giving back to family, friends, communities.
4. Enjoying and valuing recreation
5. Honouring healthy nutrition
6. Exercising regularly
7. Maintaining healthy relationships
8. Discovering relaxation methods to support healthy choices.

There are also 6 “Perspectives” that align the **Ontario Catholic School Graduate Expectations with the Global Competencies**. They are organized as follows:

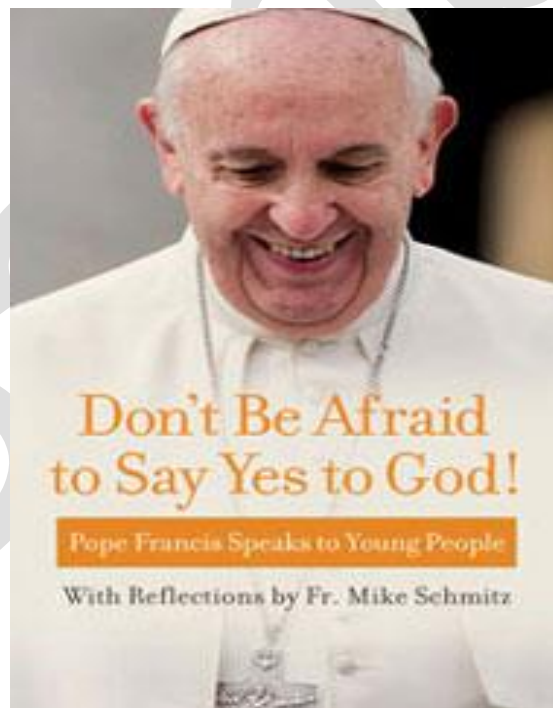
Perspective	Ontario Catholic School Graduate Expectations (OCSGEs)	Global Competencies (GCs)
One	A Discerning Believer	Critical Thinking & Problem Solving
Two	An Effective Communicator	Communication
Three	A Reflective, Creative, & Holistic Thinker	Innovation, Creativity, & Entrepreneurship
Four	A Self-Directed, Responsible, Lifelong Learner	Self-Directed Learning
Five	A Collaborative Contributor	Collaboration
Six	A Caring Family Member A Responsible Citizen	Citizenship

Each of the Six Perspectives include the following three areas of focus to support the integration and contextualization of the perspectives into their classrooms, schools, and communities:

- 1. Curriculum** – Connections will be made to students’ learning in the classroom;
- 2. Experiential Learning Opportunities (EL)** – Connections will be made to students’ authentic and engaging experiences with Community Partners (i.e., any individual, group, or organization, outside of the school);
- 3. Individual Pathways Plan (IPP)** – Connections will be made to the students’ Individual Pathways Plans (IPPs) to the implementation of their action plans to make meaningful Pathways choices.

Building Collaborative Catholic School Communities

Every Catholic school community in Ontario, who has chosen the *Wellness for All Learning System* as a pathway to wellbeing for their children and youth needs to call on all members to collaborate with them in preparing our kids for a better future. This is collaborative call to action for: Teachers; Support Staff including Educational Assistants; Department Heads; Physical, Spiritual and Mental Health Leaders; Administrators; CYWs; Public Health Nurses; trained volunteers and Parents are all welcome to join their local school in celebrating the wellbeing of students in Catholic school communities across Ontario. Mastering competencies is the main thrust for wellbeing. Therefore, it is timely that an alignment of all competencies emerges to offer students the best chances of meeting the demands of an uncertain future. Consider, "Say Yes to God!" as your new school cheer!



EMOTION RECOGNITION

- Identifies personal emotions as valid, regardless of how others expect them to feel
- Describes the external event or thought that triggered an emotion
- Recognizes how positive and negative expressions of emotions affect others
- Acknowledges an emotion and determines the appropriate time and place to safely process it
- Understands the effect of self-talk on emotions

UNDERSTANDING PERSONAL QUALITIES

- Accepts likes, dislikes, and personal preferences of others
- Uses personal qualities and interests to make decisions regarding postsecondary goals
- Utilizes interests in planning and decision making
- Recognizes the importance of personal qualities and interests in decision making

AWARENESS OF STRENGTHS & LIMITATIONS

- Is realistic about strengths and limitations related to postsecondary goals
- Identifies the skills and credentials required to enter a particular profession and to begin to prepare accordingly
- Demonstrates confidence based on an accurate self-assessment of strengths

PERSONAL RESPONSIBILITY & ADVOCACY

- Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- Describes how taking personal responsibility is linked to being accountable for behavior
- Demonstrates an ability to take responsibility for one's choices
- Analyzes the level of control one has over situations in life
- Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community

IDENTIFYING RESOURCES & SUPPORTS

- Identifies school support personnel and adult role models and knows when and how to use them
- Identifies organizations in the community that provide opportunities to develop their interests or talents
- Assembles/creates constructive support systems that contribute to school and life success

MANAGE EMOTIONS & BEHAVIORS CONSTRUCTIVELY

- ❑ Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism
- ❑ Evaluates how thoughts and emotions affect decision making and responsible behavior
- ❑ Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors
- ❑ Recognizes and evaluates how expressing one's emotions might affect or influence others
- ❑ Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress

USING GOALS TO ACHIEVE IN SCHOOL & LIFE

- ❑ Identifies academic goals and self-monitoring strategies
- ❑ Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement
- ❑ Demonstrates an understanding that goal setting supports lifelong success
- ❑ Sets, monitors, adapts, and evaluates goals to achieve success in school and life
- ❑ Identifies outside resources that can help in achieving one's goal
- ❑ Incorporates personal management skills (i.e., time management, organization skills) on a daily basis

AWARENESS & CONSIDERATION OF OTHER PEOPLE'S EMOTIONS, PERSPECTIVES, & SOCIAL CUES

- Considers the feelings of others
- Identifies verbal, environmental, or situational cues that demonstrate how others feel
- Values and learns from the perspectives of others
- Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)

CIVIC RESPONSIBILITY

- Works cooperatively with others to implement a strategy to address a need in the broader community
- Participates in activities that show they are agents for positive change within their community
- Evaluates the impact of a school, home, or community initiative for change

RESPECT FOR HUMAN DIGNITY, INCLUDING CULTURE & DIFFERENCES

- Demonstrates respect for individuals from different social and cultural groups
- Participates in cross-cultural activities and reflects on his/her/their experience
- Reflects on strategies to oppose stereotyping and prejudice of others
- Demonstrates respect to traditions and/or practices of various cultures

EFFECTIVE INTERACTIONS WITH OTHERS

- Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward
- Offers and accepts constructive feedback in order to help others and improve self
- Strives to maintain an objective, non-judgmental tone during disagreements
- Uses assertive communication to have needs met without negatively impacting others
- Empowers, encourages, and affirms themselves and others through their interactions
- Practices strategies to use appropriately and constructively in social and other media

DEVELOP & MAINTAIN POSITIVE RELATIONSHIPS

- Practices strategies for maintaining positive relationships such as:
 - Pursuing shared interests and activities
 - Spending time together
 - Giving and receiving help
 - Practicing forgiveness
- Defines social media and social networking and describes its impact on one's life, reputation, and relationships
- Actively participates in a healthy support network of valued relationships
- Independently seeks out mentors that support personal development and future goals
- Develops understanding of relationships within the context of networking for college and career interests

CONSTRUCTIVELY PREVENT, MANAGE, & RESOLVE INTERPERSONAL CONFLICTS

- Uses listening and speaking skills that help in preventing and resolving conflicts
- Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety
- Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate of conflict situations
- Demonstrates an ability to co-exist in civility in the fact of unresolved conflict
- Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts
- Develops understanding of relationships within the context of networking for college and career interests

CONSIDER ETHICAL, SAFETY, PERSONAL & COMMUNITY RESPONSIBILITIES, AND GOALS IN DECISION MAKING

- Demonstrates the ability to consider personal factors during the decision-making process
- Reflects on lessons learned from experiences
- Evaluates how external influences (e.g., media, peers, social and cultural norms, and expectations of authority) affect one's decision making

DEVELOP, IMPLEMENT, & MODEL EFFECTIVE DECISION-MAKING SKILLS IN ACADEMIC & SOCIAL SITUATIONS

- Applies decision-making skills to foster responsible social and work relations and make healthy lifelong choices
- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decisions made can impact short- and long-term goals
- Considers feedback from others on decision-making process and incorporates if applicable
- Evaluates decisions and processes and modifies if necessary