

4th & 5th Grade
RE Calendar 2016-2017

9/11	Intergenerational-RE Open House & Registration
9/18	#1 Faith (toolbox & ruler)
9/25	#2 Questioning (magnifying glass)
10/2	<i>Traditional Communion: Remain in worship</i>
10/9	Holiday NO RE Classes / NO Nursery Care
10/16	PK-5th World Religion workshop
10/23	#3 Integrity (compass)
10/30	#4 Flexibility (duct tape)
11/6	#5 Reflection (mirror)
11/13	Intergenerational: Leaf Raking Sunday
11/20	PK-5th Holiday Lesson- Thanksgiving
11/27	PK-5th Holiday Lesson- Advent Wreaths
12/4	<i>Traditional Communion: Remain in worship</i>
12/11	#6 Expression (paintbrush)
12/18	Intergenerational- Christmas Pageant
12/25	Holiday NO RE Classes / NO Nursery Care
1/1	Holiday NO RE Classes / NO Nursery Care
1/8	#7 Democratic Process (chalk)
1/15	#8 Power (hammer)
1/22	#9 Spirit of Life (canteen)
1/29	PK-5th Social Justice workshop
2/5	<i>Traditional Communion: Remain in worship</i>
2/12	#10 Courage & Conviction (saddlebags)
2/19	Holiday NO RE Classes / NO Nursery Care
2/26	#11 Listening (stethoscope)
3/5	#12 Humor (sandpaper)
3/12	PK-5th Holiday Lesson: Purim/Spring
3/19	#13 Love (gloves)
3/26	Intergenerational: RE Spring Sign-Ups
4/2	<i>Traditional Communion: Remain in worship</i>
4/9	PK-5th Holiday Lesson: Passover
4/16	Holiday NO RE Classes / NO Nursery Care
4/23	#14 Justice (flashlight)
4/30	#15 Atonement (level)
5/7	Intergenerational: Music Sunday
5/14	Intergenerational: Affirmation
5/21	PK-5th World Religion workshop 2
5/28	Holiday NO RE Classes / NO Nursery Care
6/4	<i>RE Sunday Prep</i>
6/11	RE Sunday & Picnic Celebration

Discipline Policy

Participants in the Religious Education (RE) program are notably respectful, attentive and positive contributors to activities. Occasionally, however, discipline problems arise. In response to several requests, the RE Committee has discussed policies with a number of parents and teachers; the following policy is now in effect.

"Discipline problems" are defined as:

***Any violent act**

(hitting, throwing objects)

***Ongoing repeated behavior**

(swearing, constant disruption/disrespect)

A sequential pattern is recommended for handling discipline in the classroom: Ignore, Eye Contact, Gently Call the Child's Name, Involve them in the lesson, Remind them of Rules, Move Closer to them, Pause the Lesson to Redirect. If the child continues to misbehave, the RE Director will be called to assist in the classroom; If the child needs to leave the classroom, he/she will sit with the RE Director and parents will be notified of behavior.

RE Committee

Bethany Knoettner

Megan Kane

Andrea Flaherty

Jen Scarano

Lynn Neild

Jenn Smagula

Erin Nielson

Nicole Tracey (RE Director)

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Religious Education

First Parish Church United
Westford, MA

4th & 5th Grade 2016-2017

2 Volunteer Teachers needed each Sunday

4th/5th lesson folders are in Room #4

Lessons can also be viewed on-line

<http://www.uua.org/re/tapestry/children/toolbox>

<http://firstparishwestford.org/religious-education/>

4th & 5th Grade Curriculum Info

The following 3 curriculums have been used for 4th & 5th grade over the past few years:

1. **Toolbox of Faith** invites students to reflect on the qualities of our Unitarian Universalist faith, such as integrity, courage, and love, as tools they can use in living their lives and building their own faith. Each of the sessions uses a tool as a metaphor for an important quality of our faith such as reflection (symbolized by a mirror), flexibility (duct tape), and justice (a flashlight). Reflecting on the qualities (tools) of our faith, children and leaders gain insight into what makes faith important in their own lives and how they can grow within that faith.

In the Toolbox of Faith, 4th&5th graders will learn how to play the Cloak and Dagger game, how to make a compass and a duct tape lunch bag, and what Athenian ostracism meant in Classical Greece (it's like being "voted off the island," 4000 years ago!) The students will hear intriguing, though-provoking stories about some of the important qualities of our faith, and have 'Council Circle' discussions to reflect on how we live our Unitarian Universalist faith in our everyday lives.

2. **In Our Hands: A Peace & Social Justice Program**. This curriculum explores conflict and unfairness issues and positive ways of resolving conflict and promoting peace in their relationships.

In Unit 1, the children explore their own understanding and beliefs about peace and justice and share and evaluate them with their peers and leaders. The issues focus on immediate experiences of the children-how they perceive and treat themselves, how they interact with others, and how they interact with their natural environment. The program includes activities in which children both study their own experiences and gain new skills.

In Unit 2, the children approach peace and justice issues in ways that include and value the whole person. The children are encouraged to pay attention to their imagination (through imaging, visioning, and guided imagery), their capacity for creative thinking (through problem solving and consideration of alternatives), and their feelings. They engage in a variety of activities that involve movement and expression. The modeling of whole-person activities encourages the children to use all aspects of themselves when they act for peace and justice.

In Unit 3, the children extend their concern beyond themselves and people they know. The children do extensive work with creative conflict resolution. They discuss and evaluate their own methods of effective resolutions and are introduced to and practice a new method. **In Unit 4**, the children see the earth as a precious, interrelated, and interdependent whole. In these activities the children consider why they would want to act as stewards of the earth and how they can begin to do so now. The children express their visions of peace and justice in concrete actions to create a more peaceful and just world for themselves and others. The children plan and carry out peace and justice projects so they can begin to develop the commitment and skills to manifest their values of peace and justice in the world.

3. **Windows & Mirrors: A Tapestry of Faith Program for Children**. This curriculum nurtures children's ability to identify their own experiences and perspectives and to seek out, care about and respect those of others. The program teaches that there are always multiple viewpoints and everyone's viewpoint matters. The metaphor of windows and mirrors represents the dynamic relationship among our awareness of self, our perceptions of others, and others' perceptions of us.

This Year 4th & 5th
grade will be using:
The Tool Box of Faith

4th & 5th graders are
invited to stay in Worship
on the days of
Traditional Communion-
they will have no class on these days!