**GUIDED SLIDE NOTES to accompany the 2019 CIC LOCAL Retreat**

**Task 2: Liturgical Education – Learning How to See Again**

These slide notes correspond with the big ideas shared by Dr. Gwen Adams as we break open Task 2: Liturgical Education. Please edit/modify as you see fit to teach the key concepts for the retreat your way.

Talk One: “Learning How to See Again”

Talk Two: “The Love of Learning and the Desire for God”

Talk Three: “The Love of Learning and the Desire for God”

Talk Four: “Integrating our Faith in the Life of the School”

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| Slide 1 | **Christ in the Classroom Local Retreat**  Introduction, Welcome, Prayer  Fall 2019 |
| Slide 2 | **CIC Local Retreat Outcomes** – Today we are focusing on **Task 2: Liturgical Education** to help us continue to strengthen and deepen our personal and professional relationships as we are responsible for passing on the gift of faith to our students.   * We will see examples of how the generations before us, have struggled to understand HOW to do this. * We will take time today to better understand our role as partners in this vocation to pass on the gift of our Catholic faith to the next generation. It is OUR TIME. |
| Slide 3  **TALK 1** | **Talk 1: Learning How to See Again.** In an article written by philosopher Josef Pieper, noted how easily we can lose our ability to see the beauty of this world.   * We can start looking at that world, God’s creation, and take things for granted; consider them rote, boring, nothing new to see and we lose our appreciation for the beauty and wonder of God’s creation. * Pieper believed when we lose our ability to use our sense to ‘see’ the world that hinders us from entering into the fullness of a real personal relationship with God and God’s creation. |
| Slide 4 | **QUOTE:** Pope Benedict called us to remember that we are “Fellow Disciples of a Single Teacher” a term coined by St. Augustine of Hippo. Think of all the challenges we face each day personally …. Think about the challenges we face each day in our schools and classrooms. Think about the brokenness, the struggles, and the missed opportunities. Think of the burdens we carry.   * Pope Benedict faithfully reminded us that Christ is the only teacher…. Our only teacher. He is our Master Teacher in whom we follow. He didn’t have the perfect classroom, excellent finances, perfect students, and yet, look at the Lord’s ministry, the Lord’s call. Sometimes life can look pretty bad, and we need to remember, Christ can take our difficulties and work through them. How? |
| Slide 5 | **The GIFTS of PEACE** **and PRAYER** …. As humans we have a need and desire for peace. As educators we want peace in our classrooms, our playgrounds, our efforts. We yearn to cultivate peace.   * Sometimes, we cry out, “LORD, help me not lose my peace when I suffer!” |
| Slide 6 **Definition of Peace** | **What is peace?** We are searching for peace and always trying to maintain peace. We are seeking an interior freedom, and interior deep peace that only comes through the gift of the Holy Spirit. What is real peace? Some would say goodwill, loving God with your whole heart, mind, and soul. Learning the habit to trust in God   * Definition: The outcome of a disposition to trust God with all our mind, body, soul and emotions. Peace of the body, peace of the mind, peace of the soul… that’s peace. |
| Slide 7 | **The Need for Peace – as educators; as humans.**  Anxiety is rising in the breakdown of faith, family, community, culture. Students are in crisis - teachers are in crisis- families are in crisis. You can think of your examples of how do you handle your anxiety? Workload heavy, getting sick, need to take a day off – but you tell yourself ….only I can do the work. You might experience sadness when it is time to graduate your students, families come and go, students come and go, teachers come and go…… these moments are hard for the people staying and going. Do we recognize that major losses take a toll on our peace? How do we teach through the pain, through the anxiety? Family and school settings are the primary places that truly need a purpose of peace.   * **Think of any anxious moments in the school year so far – think of tough times in your career ….** i.e.**:** The first time you got yelled at as a teacher; the time someone said, “I would have expected a bit more professionalism from you”. |
| Slide 8 | **Read Quote from St. Thomas Aquinas:** ***“When Christ began to Serve He rose…. About to teach, he reclines*….** What did Jesus, our Master teacher, do? Study the verbs…. He rose… he reclines… What does this infer? ***Finally, teaching should take place in tranquility****.* 2 big points:   * Research is showing us if you are not in a place of peace (mind, boy, soul), you cannot learn. (Many practice Mindfulness) Neurobiology evidence through fight/flight mechanisms, demonstrate daily we can’t learn deeply when we are in stress/crisis. Because we all need to learn, we must model, practice, teach and create space for a safe, calm, trusting foundation (that Christ has modelled for us) to find a safe place to learn – a place of peace. How then can we begin to create and maintain a calm space/place when we experience anxiety provoking moments for ourselves? For our students? For our families? For our communities? For our world? * Christians believe Christ personally knows me, loves me, God sees me. St. Teresa of Avila, imagined the most beautiful place – most beautiful place is your soul, God loves your soul; unconditionally and with that truth brings tranquility. But we as humans, we focus or look at imperfections….. we tend to believe we should probably fix things; we look to the negative; we look to the imperfection; it won’t be nice until we clean it up-make it better. But St. Teresa’s message is clear God says everything is already amazing. God’s creation is amazing therefore I will ……… St. Teresa urged us not to get caught up with the sin; feeling like we must earn God’s love after we get everything fixed. God knows and loves us personally – unconditional love. Be careful with busy work…..be careful with anxiety…. Are we volunteering with anxiety vs. volunteering with peace; we need to rest in reality. We may know God loves us unconditionally intellectually but we might not know it or trust it in a deep, personal transformative way. How can we develop a deeper understanding of who God is and what is his relationship with me? |
| Slide 9 –12  **Reflection Time-Booklet** | In your CIC booklets, we have 3 questions reflecting on the need for peace. Let’s look at the three questions and then we will take \_\_\_\_\_\_\_\_\_ minutes to personally reflect and then have time for small group faith sharing.   * *What moments of anxiety have challenged me or our school community?* |
| Slide 10  **Reflection Time-Booklet** | * *Going through the motions of religion vs. coming to have a deeply personal and trusting relationship with God through some aspect of the Catholic Church’s Liturgical/Sacramental/ Spiritual Life: Do I know a story or have I had an experience which illustrates that?* |
| Slide 11  **Reflection time-Booklet** | * *Much activity, “busy-work,” needing to do something or “fix something” vs. calm listening and deeply engaged, attuned, responsive, sympathetic attention: Do I know a story or have I had an experience which illustrates the difference?* |
| Slide 12  **Come back** together after reflection time | **How to cultivate peace?** Cultivating peace starts with cultivating habits. How does our personal worship connect with our public worship? Where is the harmony in our relationships? What do you do to propose active participation and active relationship with God? (mind, body, soul, emotions)  **Ideas:** Finding someone with a background in mental health professionals brings perspective, away to recalibrate. Talking to others is very helpful – provides perspective. While we know we shouldn’t “bring the work home” many of us do. Sometimes, we might determine it is time to find professional help to find our own “peace”. We carry our stress; we hold those “hard’ stories; sometimes we don’t know what to do with all the pain. Who do you talk to? Who walks with you? Who do you check in with or consult?   * Gratefully, through the **Gift of Prayer**, we can speak to and listen to God. 24/7 whatever you need, you can tell God and then listen to what God wants you to learn. Whether 5 minutes a day or a regular check in time with God to talk and to listen. We can experience mental prayer – conversations with God- those ah-ha moments. God asks….What do you want/need from God? Thinking of God…. Praising our God…. Grieving with God… we can bring our shame, sorrow, and suffering to the Lord. |
| Slide 13 | **Cultivating peace and the ability for “active participation”** Study this cycle. This cycle starts with **prayer -** deepens with authentic contact with **creation** – sharpens by **fasting from “noise”** – awakening your **artistic creation**. This is the fundamental way to build peace.  **Prayer**: i.e.: The Book of Psalms are consoling for us as they demonstrate our real emotions – never dismiss or judge our feelings. I am think angry – this brings a real, personal, honest conversation with God. (Psalm 23 is in the Booklet as closing prayer of Talk 1.)  The Tabernacle experience…. Eucharistic adoration, a mystery, we don’t know why it works but it works. Time before the tabernacle is like a date with God. You are with the real presence of God.  **Contact with Creation:** Informal chats with God – Praying and walking – take a specific problem to God while walking…….. Walk and talk to God and work out your problems…. Breathe and look around at the beauty of this world. Are you more engaged with prayer when you are in tune with nature?  **Fasting from “noise”:** Fasting from cognitive tasks can create a space for peace and a place for prayer. How do you fast from anxiety provoking moments? At home, at school? How can you fast from distractions?  **Artistic creation:** How many of us stare at blank paper and have no idea where to begin? Something opens up when we get out of our worries and become open to new. Artistic expression can open us to see in new ways, hear in new ways, and feel in new ways. Think of the ARTS and what soothes you….. What makes you calm, what helps you open up so you might enter into deeper, more personal, more peaceful conversations with God.    Our Time: Begin thinking of ways to bring this cycle for cultivating peace alive in our school. |
| Slide 14  **2nd opportunity for reflection -booklet**  **BREAK** | ***Take a moment to read and reflect upon Sacrosanctum Concilium (SC: 11, 12, 14)*** *and*  *Reflection question #4: The good impact of personal prayer or Eucharistic Adoration, engagement with God’s creation, artistic activity . . . Or the negative impact of the lack of one or more of those things: Do I know a story or have I had an experience which illustrates that?*   * *What do our church documents tell us about active participation in the liturgical celebrations?* |
| **Slide 15**  **TALK 2:**  **Intro**  **Silent reading**  **Small group sharing**  **MAIN IDEAS** | **The Love of Learning and the Desire for God, Part 1**  **Read intro on slide then begin this session reading some background from church teachings. Suggested process:** Divide teachers/staff into small groups – number off so randomly so 3-4 people are together. They read silently first, then share in their small groups, then each group reports out MAIN IDEAS.  #1’s – Read CCC #1069 and SC 5  #2’s - Read SC 6 only  #3’s - Read CCC#1070 and SC 7  #4s – Read CCC#1073 and SC10 |
| Slide 16  Consider highlighting just a few key points due to time constraints | **Our Jewish Roots** – To understand where we have come from, we turn to the Old Testament stories which tell of a people who worked to encounter God in their lives. Key questions included: Who are we? Who do we belong to? How do we live in harmony with our God? What does God want from us?  The roots of our Catholic faith begin with encounter. The early believers encountering the secular world and trying to “harmonize” with different traditions …sometimes successful, often times not. Through the ages, the harmonizing continues……. 2,000 years of harmonizing!  Human beings had a desire for God to learn about the beauty of creation and to learn to live in harmony with creation. To understand how God made **harmony within** and with creation; and how often the people broke the harmony. Old Testament stories and filled with stories showing us **“the fall from grace”.** Adam and Eve, first parents: something happened and they chose to step away from their relationship with God and lost harmony with God, harmony in their lives, and began a life of discord. Discord introduced us to the word: **sin**. God is teaching the human race and God is a perfect teacher because He is the perfect. Through verbal communal prayers and sharing of our Sacred scriptures, God continues teaching us how to rebuild our own harmony and balance in our lives. In time, oral prayers and stories moved into the written Word. God teaches us about **sacrifice** through painful life moments that end with sacrifice. Through stories of Abraham, Isaac, Moses and more, God is teaching us how we can reconnect with Him; how to worship Him….how to go out and proclaim God’s message so God’s people knew they could always come back to worship God, to be in harmony with God. For God knows what we need; therefore, we must trust in the Lord and follow. |
| Slide 17 | **The Coming of Christ** – The **New Testament** proclaims for us the message of Jesus Christ. Christ brings alive the gift of the **sacraments** by making them become fully accessible through our senses. The sacraments transform us and connect us with God across time, space, and place. Christ’s one mass, the Lasts Supper, was the ultimate sacrifice that we remember now in the past, present, and future. God gives us His grace - the pathway to divine life and the gift of eternal life through the sacrifice of His own life.  **Bible:** Chapter 6 Bread of Life discourse describes how Jesus is going to be the sacrifice… and the sacrifice you eat….. Bread and Wine…. is the Lamb of Christ. The food now that you are eating at the table of the Lord is the real body of Christ. When reading the scriptures, we learn about this miracle, by participating in the Mass we experience this miracle, and through this sacrifice on the altar, we are saved because of this miracle.   * The coming of Christ helps us fully discover and know God, how to pray, how to follow him, how to worship him as Jesus is our Master teacher. |
| Slide 18 | **The Mass, the Eucharist, and Christians through the Ages**  During the Mass, **all** Christians through the ages are tied to us through the gift of the Eucharist. How do you explain real presence of God in the Eucharist? How can you teach the real presence of God in the Eucharist? The early Christians believed, the kept the faith, and they kept trying how to best articulate and teach real presence of Christ’s body and blood. Through the persecution of the early Christians and sacred secret masses held in the catacombs, we begin to understand and honor what many are willing to risk to receive the sacraments…..willing to risk in order to love and worship the Lord. The testimonials of the martyrs who died defending their faith, shows the incredible impact and full sacrifice to live their lives in Christ…for Christ.   * The Holy Scriptures and the sacraments have and continue to teach us so we can be a people who intimate the life of Christ and allow our lives to be testimonies of hope. |
| Slide 19 **TIMELINE**  **Consider choosing 1 hero of the Church and briefly tell their story.** | **TIMELINE:** It’s important to remember that our learning, our understandings, grew through the ages….. truly 2,000 plus years. And while most of are not experts of our church history, it is important to know some of the heroes of our Catholic Church who have studied and prayed and strived to to understand the great mysteries of our faith so they could teach others. These **great heroes, the Saints in our Church**, are remembered with awe, joy, and thanksgiving. Church scholars such as……. St. Justin Martyr who beautifully described the Mass in c. 155; St. John Chrysostom or St. Ambrose c. 300s; St. Thomas Aquinas, 1225-1274 and others…. |
| Slide 20 | **Encounter with the Greeks: Our Greek Roots** - Greek roots? Indeed! The early Christians encounter with the Greek culture brought new learning, new depth, and new considerations. This culture’s desire for classical beauty and human excellence in Greek theater, the Classics, art, poetry, music, logic, subject areas of math, history, science, geography, grew into multiple disciplinary fields to study. The Greek culture was in awe of beauty, a deep love of learning, beginning to ponder what it meant to be fully human, and willing to sacrifice themselves for good. The call to be noble, to be the best; to be able to give of yourself fully, self-sacrificing at times, these were some of the great ideas between teachers and their students. The pursuit of human excellence inspired many such as Alexander the Great. He engaged in Greek education and this richness of learning shaped him deeply.  However, this culture had challenges…. one being a lack or **limited understanding of grace**. The Greeks didn’t know the gift of grace. Striving to be **fully** human is rare, it is hard, and we cannot do it alone. Therefore, God gave us the gift of the sacraments to help us strive and endure. A second challenge for the Greeks was **understanding the desire to sacrifice for others**. There was a temptation to focus on self, which often led to Hopelessness. Greek education used for rewards, self-focused, self-absorbed, focused on the now with no hope in eternal life. Curriculum and best practices are human things and don’t have the power to transform. Knowing what is good, what is beautiful wasn’t enough. There was no vision of eternal, no answer for death and the hope of afterlife. The Greek model could not endure without grace and the sacraments. |
| Slide 21  **Reflection Time - Journal** | 1. The Eucharist is truly Christ’s body and blood. Coming to a full understanding of the mind-blowing significance of that teaching for the first time: Do I know a story or have I had an experience which illustrates that? |
| Slide 22  **Reflection Time- Journal** | 2. The Mass is the source and summit of Christian life. What would it look like for me, for my school community, to live that way, so that our story is part of the Christian story of the Mass through the Ages? |
| Slide 23  **Reflection Time**  **and large group sharing** | 3. Greek “arete” - doing what is noble, good, right, excellent, beautiful, for its own sake, making a courageous sacrifice with no chance of personal gain—unless you count the “gain” of doing something worth doing and the “gain” of becoming fully human, truly great. Do I know a story or have I had an experience which illustrates that? |
| **LUNCH** |  |
| **TALK 3**  Slide 24  **Silent reading** | **The Love of Learning and the Desire for God” Part 2.** Read intro on slide then begin this reflection time reading some background from church teachings.  What is the relationship between Catechesis and liturgy?  Sacrosanctum Concilium #47-48 |
| Slide 25 | **The Coming of Christ** - Just like the woman at the Well…. We meet Jesus…. The good news and we realize He knows everything about me! Our lives are now changed! Cultures explore how to connect learning and desire for God. I.e.: Acts of the Apostles: eating with Gentiles – moving from a direct obedience approach towards an evolving view of obedience. Christ comes… what changes can be noted?   * The early Christians: 1. Answer to death is hope through the gift of eternal life; a foretaste of the future….. more is coming!! 2. Richer sense of “arête – being fully human” (St. Augustine’s confessions) What good is education if life has no deep purpose or meaning? Jesus brings meaning to everything! |
| Slide 26 | Because we know Christ…. I have put on Christ…..- Christ brings grace…more possible to access through the sacraments. God’s free gift - humility, trust, peace, and more! Education is not the answer - Jesus is the real answer. (Let God be God. No God – No Peace; Know God - Know Peace)   * Teaching becomes a form of charity… **teaching relationships**…. I can be Christ to others and show Christ to others. I can offer myself because of God’s grace. |
| Slide 27 | **QUOTE**: Origen… sought to change teaching to a **form of love**….. Because we know Christ! |
| Slide 28  I came to love… | Because we know Christ ….St. Augustine – on St. Ambrose, confessions V.13 we see personal kindness, transformative relationships occurring in classrooms through education. Sacraments pointed intentionally to use physical gestures to reveal the sacraments. Our life moments are anointed through the sacraments. Identified 7 highlights of life and then blessed these moments through our sacramental story. The good is sanctified and lifted up – take what’s good! Truly Catholic! |
| Slide 29  **Reflection Time - Booklet** | **Reflection Time** - A teacher who showed the true love of Christ to a student and transformed that student’s life: Do I know a story or have I had an experience which illustrates that? |
| Slide 30  **Reflection Time - Booklet** | **Reflection Time:** An event, a work of art, a project, etc. – something where education and faith came together in a beautiful way and then impacted someone for the good in unforeseeable ways: Do I know a story or have I had an experience which illustrates that? |
| Slide 31 | **The love of learning and the desire for God come together**  Through the timeline, we can see the love of learning and the desire for God come together…… values, skills and proficiencies are in integrated and always for God. Humans yearn for the love of learning and a true desire for God.   * How do we bring this understanding alive in our communities? |
| Slide 32  **Timeline**  **Consider highlighting just a few key points due to time constraints** | **Timeline - Catholic education thought the Ages**, This timeline attempts to connect us back to the early Church with a direct connection to Jesus. Communities of believers were trying to figure the connection/relationship between love of learning and desire for God. Examples:  **Monastic Era:** Educators starting schools; focus on textual study, the keeping of libraries begin; learning languages to study scriptures; explored the writing of pagan authors in order to praise God in new ways. The believers learned beauty through metaphors to help us understand beauty. Beauty helps us know God and love God. Education is very private.  **Medieval Era:** The university model developed focusing on logic, analysis, study, science;  This logic emphasis designed the debate format; Scholars borrowed secular texts to better understand our Catholic faith. The great Cathedrals would have schools.  **Renaissance Era:** Movement back to studying original texts to examine deeply the love of learning and desire for God expressed through writing. Explosion of beauty and truth through theater; Jesuit schools - good seminars; debates; come and learn – doors more open… private tutoring and teaching available to a larger groups. Once the connection to grace and God was affirmed, academia used Christ to expand the view of education, How can we serve neighbor? How can we enhance the pursuit of reading of sacred scripture through poetry, songs, and new texts developed? How can we now?  **Age of Enlightenment and forward Era: Now we move into Our Time.** Education and faith can be connected! The love of learning and the desire for God come together in the liturgical/sacramental life of the church for all of the people of God. Take a look at the names… Seton, Newman, Bosco, and others…. more recent heroes of our Church. Catholic schools emerge…we take the best academically and infuse our faith into our work. This synergy is what makes a Catholic school - Catholic. (Our Catholic identity) Science and faith do work well together. Love of learning and desire for God is achievable for all. |
| Slide 33 | **The Situation Today**  Catholic education changes lives…do we have those stories in our own faith? These stories help us capture the why of Catholic education. These are the moments of passing on the gift of faith and tradition.   * How do we assist our students to discover transformative moments in their lives? * Where there is darkness, light…..what are those moments you are capturing in your community? The privilege of teacher is recognizing these moments and sacramentally blessing them. |
| Slide 34 **Review** | So what happened? Enlightenment and post-enlightenment was a mental shift. Model of education was transformed so the Catholic model had a wider view of education. Learnings:   * Recognized non-religious foundation for society including non-religious education * Reasoning can’t solve any problem, missing the infusion of faith * Abandoned the idea of ‘the fall’ the perception that we don’t need mass, grace, if we know what is right we will do it. We need the Eucharist! * If we’re not broken, then in faith we will just evolve into better human beings and trust in eternal salvation. * If we could put this truth into our schools it can change us; transform us. * We need grace, we are pretty broken. We know Christ is the Master teacher; we are co-partners with God; synthesize desire to learning. * Confidence that the love of learning and desire of God bear fruit in the learning and faith for each of our communities and for us as a community of faith. * Excellent student and excellent disciples. * We must start with peace and prayer so the flow can begin - safe space for learning. * THE SAINTS – Our heroes who united love of learning with the love of God. God working through each subject area. |
| Slide 35  **Timeline** | **TIMELINE: Our Time: Our Connection Learning How to See Again**  Our Time - Our personal story: We teach with wonder. We invite students to study and propose new thoughts. We create a pathway for our students to encounter Christ and be open to their own transformation, destiny. We can touch the future, eternally! |
| **Slide 36**  **TALK 4** | **Talk 4: Our Time: Integrating Our Faith in the Life of the School** This final section considers ways we can continue the legacy. BIG IDEAS to bring back:   * The need for God…. The need for peace……. People lean in for answers to bring peace, to put on Christ, to discover how to cultivate peace. Exploring different forms of peace, your own words, Holy Scripture, ancient texts, adoration, liturgy of the hours, the Psalms. Learn how to talk to God in informal settings, walking, tasks, other. * Love of learning and desire for God – We are made for God but some have fallen away and we are learning how to always come back to God. We find God everywhere….in prayers, word, sacraments, the mass, nature, people. * Mass throughout the ages and what the mass has meant for so many. Slowly God has been teaching us how to worship, through Jesus, his disciples, and now us. The gift of faith is passed on from one disciple to another. * The heart of our faith – the heart of the Mass gives us true peace; * We have Jewish roots to prepare us for the coming of Christ. * Christians encountered secular forms of education. Lack of grace and lack of eternal hope caused the tendency for self- pride, little charity, * Through the lives of the Saints, we have learned to take what’s good to be fully human. * Sacrifices may be heroic but when Christ is added to sacrifice, all things become holy. * Our teaching mission is to create excellent students - excellent disciples |
| Slide 37  **Pre-reading- booklet** | **Starting with myself**  Start with pre-reading time (CCC, 1067 and SC 2) Individual reflection/ journaling. What is the connection between Catholic education and liturgical/Sacramental life of the Church in your eyes? |
| Slide 38  Please edit this narrative to add YOUR ideas…. | **Leading Others** Can we think about ways to support our teachers, staff and community to find creative, organic ways to connect faith and reason into our own communities?  Time, space and place for God? Chapel bench? Creative usage for space, time? Daily time -weekly time for group or private prayer? How can I make this vocation easier for you? What do you need? |
| Slide 39  Please edit this narrative to add YOUR ideas…. | **Starting the conversation** – Propose courageous conversations – courageous relationships.   * How could we design a school schedule that integrates with liturgical calendar? * How does our academic calendar cultivate the love of learning and a desire for God? * Can we have dedicated space and places for our student to access so they can personally encounter God and develop their own love for learning? * Can we have visible signs and sacramentals to remind us all of our sacramental connection during the school day? * Can we practice relationship building with our people? * Can we uncover common curriculum opportunities that can unite us and transform the community? * Instead of just doing one more thing, can we define the things and do them well? |
| Slide 40  **Please edit this narrative to add YOUR ideas….** | **Involve Teachers and Staff**  Are there opportunities to pitch something new to bless your school? New ideas - big or little. What could make the teaching and learning experience better? Formally pitch ideas to discover and connect Christ into the school day, into the school calendar, into the classrooms. Conversations generate ideas; ideas can generate action.   * Are we ready to listen to possible ideas from others about integrating the faith into the school? * Are we ready to propose possible ideas to strengthen our Catholic identity? * Are we ready to help our students fall in love with learning? Fall in love with Christ? * Why you are here? Where do you find God in your subjects? * Can we call upon the Holy Spirit regularly to root ourselves and guide us? * Can we together keep going back to prayer and a spirit of peace to encourage us to learn Your way, Your truth, Your life as we create Our way, Our path, Our life with Christ? |
| Slide 41 | **Time; Space; Integrating the School**   * How can we be intentional to connect our faith to our educational offerings? |
| Slide 42  **Reflection time** | Is Jesus the single most transformative thing in my life? Am I willing to “make a bet” – to invest time, attention, energy in the things which could put Christ at the center of my life? Where can I start? |
| Slide 43  **Reflection time** | Do I make it possible for my colleagues to put Christ at the center of their lives?  How could I help them? |
| Slide 44  **Reflection time**  **ALLOW TIME for Large group sharing** | How can we integrate education and faith in terms of “time”?  How can we integrate education and faith in terms of “space”?  How could we foster structures which would support relationships between the different members of the community, as well as connections between education and faith in our curriculum? |
| Slide 45 | **Our Time… The Liturgical Calendar**  The season of Advent is coming… a new year of our Church life.   * How might we enter into the new liturgical year this year? * How could we activate the cycle and live in both the academic calendar and the liturgical calendar well? * How could this action help our students encounter Jesus? |
| Slide 46  **Insert your vision for your community** | **This is Our Time….Our Vison… Our Mission ……** |
| Slide 47  **Closing Prayer**  **Sending Forth** | **Closing Prayer:**   * Conclude with a prayer that makes sense for your community. You could also have a symbol or gift for each teacher that marks this year…a cross, framed picture, stone with a word on it, etc. * Consider adding music, or imagery, or have items on your prayer table that are relevant to your community. * Consider blessing your people as Disciples of Christ…. who are continuing on His work.   **\*\*\*\*The Prayer of St. Francis is stated on Slide 47 as another way to conclude your CIC Retreat.** |