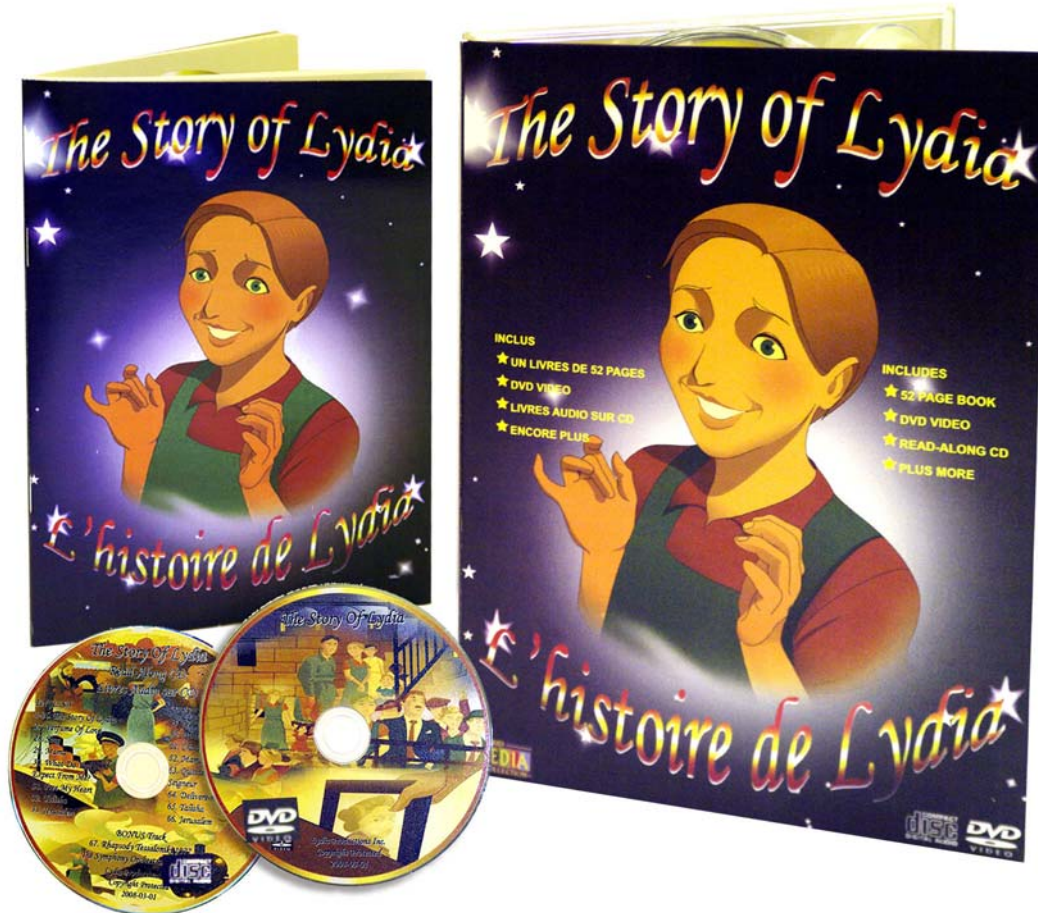


The Story of Lydia



Lesson Plans/Tutorial

THE FOLLOWING PAGES ARE EXCERPTS FROM THE TUTORIAL AND REPRESENT A THUMBNAIL SKETCH OF WHAT THE TUTORIAL HAS TO OFFER.

WE RECOMMEND THAT YOU READ THE PREFACE AND STUDY THE TABLE OF CONTENTS AND REVIEW EACH SECTION HEADING AND THE ENCLOSED SAMPLE LESSON PLAN.

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Contributors

Writers

Glynnis Hope Bernardo
Laura Pires Donald
Linda Elia

Concept Development

Steve Thomson
Maureen Murphy

Layout

Avi Schwarzman

Edited by

Linda Elia
Steve Thomson

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#1-3015 Kennedy Road
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M1V 1E7

Tel: (416) 291-4913
Fax: (416) 297-7784

Website URL: <http://www.thestoryoflydia.com>

E Mail: info@thestoryoflydia.com

To Order: order@thestoryoflydia.com

PREFACE

The Lessons contained in this tutorial have been created by teachers who are working in the level of the lesson. This tutorial has many excellent uses and can be used by Youth Groups, Camps, for First Communion and Confirmation preparation, Student Success Programs and families. Each lesson is categorized with an indicator detailing the appropriate level:

- Primary (P) – ages 6 to 8
- Junior (J) – ages 9 to 11
- Intermediate (I) – ages 12 to 15
- Senior (S) – ages 16 and up

The Tutorial is a companion piece to the CD/DVD/Book Set entitled “The Story of Lydia” which was inspired by the true life story of Lydia Christiansen, a young Danish woman who in the 1920’s left her family, friends, career and worldly possessions behind while also giving away her inheritance to the needy. She embarked on a journey in the search of finding a greater purpose in her life eventually starting an Orphanage in Jerusalem for many Jewish and Arabic children. The story has a wonderful message of hope and will instill values and help build character in our young people so they will be better prepared to deal with the difficulties of the 21st century and make the world a better place to live.

Those who have supported this project recognize the importance of this powerful true story and have risen to the occasion to produce a tool that can only be beneficial to the future of our world. We recommend that all primary/junior/intermediate levels begin with the journal writing lesson as it is the religious lesson where students can examine the story and the powerful religious themes. Instructors can then move ahead with the extension lessons in any of the curriculum connections and directions that best suit their students.

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SAMPLE LESSON PLAN

PART 1 ACTS OF KINDNESS AND CHARITY Introduction to The Story of Lydia

Intermediate/Senior

Purpose:

This lesson and activity is intended to serve as an introduction to *The Story of Lydia* and is best executed one week prior to the viewing of the DVD.

Materials:

Acts of Kindness and Charity recording sheet included – one per student

Journal – one per student

Pen/Pencil – One per student

The lesson consists of (Outline):

- i. Introducing *Acts of Kindness and Charity* recording sheet (See Appendix)
- ii. Daily recording of personal acts of kindness and charity
- iii. Journal response

The Lesson (Method):

- i. **Introducing *Acts of Kindness and Charity* recording sheet (See attached)**

The purpose of the *Acts of Kindness and Charity* recording sheet is to have students record their acts of kindness each day, starting on a Monday and ending on a Friday.

Begin by deciding what is considered an act of kindness or charity, record the definition and post it in the classroom. Then, distribute the *Act of Kindness and Charity* recording sheet as the official gesture that from this moment on, all acts that fit the class definition are to be recorded on the handout. Students are to put their name on the sheet, examine it and return it.

- ii. **Daily recording of personal acts of kindness and charity**

Each day, return the *Acts of Kindness and Charity* sheet, and allow students ample time to record their acts from the past twenty four hour period. Collect each sheet for redistribution the following day. Continue this activity until Friday.

- iii. **Journal response**

Once the week is complete, have students complete a reflect journal response. Consider asking them to consider the following:

- Do you see a pattern in the acts you recorded? Explain.

- Are there any days where there are few to no acts recorded?
- Why is this so?
- Did these acts come naturally to you or did you do them consciously?
- Which of these acts is the most memorable? Why?
- What have you learned about yourself after this activity?

In a way that you see appropriate, have students share their journal response with the class to further the discussion of why we help others and why it is important to do so.

SECTION III

OPEN FORUM

This section provides a general Q&A covering Primary, Junior, Intermediate and Senior Levels and is broken down into units. We refer to it as an “Open Forum” as they are general questions. We encourage you to use them as is or as a guide to develop your own set of questions.

The Intermediate Section was designed to use the video presentation as a discussion tool. The Q&A is supported by time code indicators so that the teacher can easily access the video location for the corresponding questions and go directly to the section/question that is presented on the video.

The Section on the Beatitudes is also supported by a Time Code indicator for easy access to the corresponding Beatitude(s).

The Story of Lydia as an Interactive Presentation for Children of all ages.

The following is a wonderful approach to presenting The Story of Lydia to your children in the classroom.

We have designed this program to coincide with the six episode version of the Story of Lydia found on the DVD Hybrid Media Collection. It is our recommendation that you implement the program over a 6 week period. It could also be presented over 3 days subject to the grade level. These are only recommendations and we encourage you to implement the use of the DVD based on student aptitude and comprehension levels.

Background

The Tutorial for The Story of Lydia is all you need, and of course the desire to instill and strengthen important values in our children. The tutorial will guide you step by step providing details for watching the Story with children and young people. We have provided Questions & Answers on the content contained in each episode that will serve as a guide in order to get the maximum impact from the story and enhance the learning experience. As a teacher you will have to be sure to ask the questions that are suitable to the age demographic in your classroom. You may wish to devise your own set of questions. We would appreciate hearing from you regarding your technique so we can share your approach with others. Your input is appreciated.

The Tutorial is an easy guide and children and young people will truly benefit from the story as a result. It will help them think and reflect on the story and implement some wonderful characteristics/traits into their daily lives. It will also help children to interact with adults and when implemented at home, create a wonderfully positive dialogue between child and parent.

Step By Step Approach To Learning

By following the step by step guide you will certainly maximize the learning experience.

We recommend that you play the trailer first to give the children a glimpse of what the story is about and to tweak their interest.

We then suggest you ask them if they would like to see the short film and tell them how you plan to watch it and implement the story into their studies.

You should first give some background about the story. This can be found on The Story of Lydia website at www.thestoryoflydia.com. It is important that the children know the film was inspired by a true story that took place in the 1920's.

Watch each episode with the children. Each episode ends with a preview of the next episode leaving the children wanting more and giving them something to look forward to. The sequential episode begins with a recap of the previous episode.

After you watch the episode, you should then discuss the key points about the episode as detailed in the handbook.

At the end of the class, we encourage you to get the children to learn the song(s) featured in the episode and sing it as a group. The songs are full of wonderful content and the melodies are very easy to sing. You have the option to have the words appear on the screen and the children can sing the song with the vocal guide until they have mastered the melody and lyrics. You can also purchase The Story of Lydia Song Book which features music and lyrics with piano accompaniment. The Song Book is available in hard copy or can be digitally downloaded at www.musiqueenligne.com.

On the day of the next presentation, begin the class by singing the song(s) that the children learned the previous week and so on.

At the end of the six weeks, the children will have learned these beautiful short songs and some wonderful lessons from The Story of Lydia.

We also encourage you to download the free coloring pages in PDF format and give a copy of a picture featured in the episode for the children to take home and color. This will help them continue to stay in touch with the messages found in the story.

We also encourage you to let the parents know about the Story of Lydia website which has many interactive features including a beautiful thought to start their day at www.thestoryoflydia.com/thoughtfortheday.php.

Presentation of The Story of Lydia as a musical concert event

After the six week session, we would suggest that you ask the children if they would like to stage the story as a musical for their friends and family to enjoy. This is a great exercise and will help the children in many ways.

Those who attend the presentation will also benefit.

Implementation

In all likelihood your school, church groups etc. may have large screen televisions or projection capabilities. So all you as the teacher have to do is project the picture on a large screen to show the “Interactive Presentation DVD” for The Story of Lydia. This special disc features the story images with the backing tracks and the beautiful underscoring provided by The Symphony Orchestra of Canada, with the read-along captioned sub-titles for the songs and the story, so all the children have to do is follow the color coded text on the screen and sing along or read the dialogue.

It is recommended that the children be gathered as a group on risers in a tiered like fashion or seated on chairs at the front of the classroom/church and the teacher would guide/conduct the children as they orally re-enact the story. We would suggest that each child be assigned a line and when it is their turn to speak, they would speak the line from the story (they will know their place by reading the sub-titles as a guide) in fact, it may be a good idea for the children to read in pairs so the lines do not get missed. When the song is performed, the children will all sing along as a choral group. This production allows the children to learn public speaking, singing, drama and working together.

After the children have practiced the story as described above and when they are all sure of the songs and their lines - it will be show time! This is a great opportunity and a perfect time to invite parents, grandparents, family members and friends etc. to enjoy the presentation of "The Story of Lydia".

After the presentation, which will take 21 minutes, the children can have an autograph session and The Story of Lydia DVDs, Books and The Song Book could go on sale with the children raising money for a worthy cause in their community reinforcing yet again Lydia's message of caring and sharing.

The children could also autograph the DVD Packages, Books and Song Books, a wonderful exercise in building self-esteem. We believe the people who attend the presentation will see the value in supporting the presentation and purchase a copy of the DVD package for themselves or for a child that may enjoy the story or as a gift for someone who can't purchase it. We are certain that every parent and relative will be pleased to support the campaign.

The onstage performance presentation is an extension of the DVD Package and Song Book, and can be purchased separately.

An advanced presentation package is also available for more senior students and implements many elements including acting, singing, scripting etc.

APPENDIX

Glossary

Flow Chart

BLM

- Word Study Cards
- Puzzle Pieces
- Story Cube
- Venn Diagram
- Hot Seating Groups
- Retelling A Story
- Retelling A Story using pictures and labels

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Journal Entry Form

List of Beatitudes and Web Links

Websites and Resources Referenced

Glossary

Bulletin Board Display: A corkboard, wall or other designated location where student work can be displayed. It is the equivalent to publishing, sharing, exhibiting or showcasing a finished product and is an effective student to student teaching tool.

BLM (Black Line Master): Reproducible and distributable worksheets included with the lesson.

Character in Role (Hot Seating): An activity where one student goes before the class and assumes the identity of a character. This student in the “hot seat” is asked questions by the audience and responds to those questions in role. Note: This activity works best if questions are planned ahead of time and if the student assuming the character knows prior to the lesson, which character he or she will assume. However, with the right group of learners, it can be fun and effective with little preparation also.

Diorama: A series of pictures which represent and tell a story.

Fractured Fairy Tale: Fractured fairy tales are traditional fairy tales, rearranged to create new plots, characters, settings or outcomes.

Picture Walk Through: A pre-viewing strategy to gain better insight to the story. It is an examination of the pictures only, without reading using the picture book or without dialogue and music if watching the video, to gain an understanding of the story and to illicit predictions of the plot.

Place Mat: The activity involves groups of students working both alone and together around a single piece of paper. The paper is divided up based on the number of group members. A common squared space is in the center.

Quick Write: This is a timed writing activity where students answer an open ended question. Their goal is to do so without stopping or talking. Encourage students to keep their pen or pencil on the page even if they are not writing. Depending on the age of the participants, and the depth of the question, this could take thirty seconds or several minutes. Spelling and grammar are not the focus and point form is acceptable, as the purpose is to generate ideas; students are forced to think on paper. It is ideal if you a timer and participate in the quick write along side the students.

Round Robin: Round Robin is one of many strategies that give learners an opportunity to equally share ideas. In a small group, participants take turns sharing and responding to ideas on a given topic until each group member has contributed.

Story Retell: Obvious by its title, a story retell is exactly that: the retelling of a story. Although it sounds like a simple task, retelling a story engages memory and teaches the concept of beginning, middle and end. Oral story telling is also enjoyable and played an important role in human history.

Tableau: "...and freeze!" Through tableaux or tableaux, students create a scene by freezing in action. They use physical poses, facial expressions and gestures to communicate the action and or emotion of the scene. Count to ten to assure that the audience can fully take in the scene before the tableau breaks.

Text-to-text, text-to-self, text-to-world: Various reactions and critical thinking where learners connect what they know or realized about the story, to the story, to their life or to what is happening around them. For example:

- Lydia helps Talitha's father, just as the missionary woman helped her when she first arrived in Jerusalem. (Text-to-text)
- Lydia helps Talitha's father. I help others when I donate to the food bank. (Text-to-self)
- Lydia helps Talitha's father. Canadian Feed the Children helps children in developing countries. (Text-to-world.)

Think-Pair-Share: There are four steps to this strategy. 1. Pose an open ended question. 2. Allow learners time to think. (A quick write is well suited for this step.) 3. Learners discuss their ideas with a partner. 4. Learners share their ideas in a large group discussion.

Venn diagram: A Venn diagram is a graphic organizer that is divided into three sections for sorting ideas. The three sections help divide and analyzing what two things share in common along with their differences. The overlapping section is where participants write what is common. The differences are listed in the larger sections, with each of the two things given its own section.

Word Wall: A word wall is a devoted reference area where the vocabulary that will be introduced and used with the study of *The Story of Lydia*, can be posted.

WE HOPE YOU FIND THE EXTRACT FROM THE TUTORIAL HELPFUL AND INFORMATIVE.

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