

Covenant
Christian School



THE
COVENANT
COPY

Flourishing Learners

Delighting in God

Inspired to Serve

March 2022

CONTENTS

- 3 Celebration of Learning
- 5 God's Faithfulness: A Reflection of Covenant's History
- 7 School Beginnings
- 9 Kindergarten Luchak - God's Fingerprints
- 11 Kindergarten Vande Kraats - Discovering Dinosaurs
- 13 Grade 1B - Reflecting on Growth
- 15 Grade 1G - Shining our Light in our Community
- 17 Grade 2G - Leduc Hub
- 19 Grade 1G/2G EA - Scavenger Hunt
- 21 Grade 2GM - Hope Mission
- 23 Grade 3J - Global Citizenship: Local to Global
- 25 Grade 3MC - Story Creating in Minecraft
- 27 Grade 3MC - Wishing and Hoping
- 29 Grade 4LT - Kids Konnect
- 31 Grade 4LT - Create Your Own Math Game
- 33 Grade 4/5B - 2022 Vision Boards
- 35 Grade 5V - Characteristics of Jesus
- 37 Grade 6CS - Pray for Peace
- 39 Grade 6CS - Environmental Stewardship
- 41 Grade 7C - From Farm to Table
- 43 Grade 7H - \$20 for Your Thoughts
- 45 Grade 8S - Bear One Another's Burdens
- 47 Grade 8W - Shrek Jr.
- 49 Grade 9S - Who Do You Say I Am?
- 51 Grade 9S - Making a Place and Space for the Other
- 53 Grade 9S - Things I Wish I Knew
- 55 Physical Education - Gymnastics
- 57 Music - Worship



CELEBRATION OF LEARNING

God-Worshipper Students extend, both in daily tasks and in deliberate times of praise, their words, actions, talents, and thoughts in awe and celebration of God, who is worthy.

Idolatry-Discerner Students recognize stories that invite them to seek truth and participate with the truth by aligning their learning with the knowledge and person of God.

Creation-Enjoyer Students delight in God's qualities—his eternal power and divine nature—exhibited in what he created.

Beauty-Creator Students engage in beautiful work that enriches the world and reflects God's heart for diversity, complexity, and creativity.

Order-Discoverer Students seek and find God's fingerprints in the intricate, purposeful design of what he has created.

Welcome to our first ever “Covenant Copy.” Over the last two years, with parents not able to be in the building, we felt we needed a way to let you in on some highlights of your child's learning. Today, rather than just opening up our doors, we urge you to open up these pages, open up this document, and see God's work occurring at Covenant Christian School. It is our deep hope that you see our students being given the opportunity to not only learn about Jesus, but the opportunity to actively walk with Him as the hands and feet He has called us to be.

If you can think all the way back to your new parent meeting, you should be comfortable with words like Tft, Throughlines, Storyline, FLEx, and Deep Hope. Teaching for Transformation (Tft) originally came about as a joint effort between CCS, Edmonton Christian and Gateway Christian School in Red Deer. During those formative years, the three admin teams came together to try and come up with a unit planning model that would ensure that our Christian programming was prevalent in everything we do, and in everything we teach our students. It would be the vehicle that drove all instruction. In those early years, it focused mostly on Throughlines, the “thematic velcro” that threaded all of our units to biblical principles, as well as unit planning templates. While these are still incredibly import to Tft, it has grown into so much more.

Tft is now used worldwide for Christian instruction. The Prairie Center for Christian Education (PCCE), Society for Christian Schools British Columbia (SCSBC), and Edvance in Ontario all have been stewards of Tft, and have showcased it to the world. Recently, it was purchased by the Center for Advancement of Christian Education (CACE) in the United States, and now spreads from Japan, Australia, Africa, and all throughout North America. While now a worldwide phenomenon, we feel we are still on the cusp of Tft instruction, and are so proud to show you how we are cultivating Kingdom Builders here at Covenant.

In this first edition of our Covenant Copy, we asked all of our staff to be intentional about showing you behind the proverbial curtain of their classroom. You are about to see wonder, wisdom, and work in action. We ask our students to

CELEBRATION OF LEARNING

Servant-Worker Students follow the example of Christ's selfless love through exercising kindness, empathy, and compassion.

Earth-Keeper Students steward, locally and globally, all God has created by pursuing and practicing new ways to tend and care for his creation.

Community-Builder Students build communities of grace and purpose, making space for the belonging of others.

Image-Reflector Students mirror God's goodness through who they are and what they do, and delight in the image of God inherent in all people.

Justice-Seeker Students pursue restorative transformation, seeking to bring wholeness where there is brokenness.

be peculiar people. We invite our students to explore God's world with awe and wonder. Staff then nurture their desire to God's plan and call, and now you get to see them empowered to practice that call with action and love!

Rather than focus on the things we were unable to do over the last two years, we want to show you what your children have been doing to answer God's call this year. We use this document as an expression of thanksgiving, gratitude, and as an offering to Jesus for His work through our school from the very beginning of CCS. It is our desire, as Skye Jethani states, "to create a ravishing vision of who God is."

We also want to thank our teachers and support staff during this time. Their intentionality, focus, and passion to help cultivate 'peculiar people' through their hard work and grit makes all the difference. To commit to creating formational learning experiences, through the storm of a pandemic was and is not an easy task, and to do it in the way they have is important to recognize. We also want to thank you, our current families and our alumni. It has been easy to become divided in our society, and we respect your support, love, and prayers over the years - especially this one.

And finally, we want this to serve as a thank you to our students. We are grateful for who you are and who you are becoming. We are thankful for your innovation, imagination, and expressiveness. Your ability to be resilient, respectful, and responsible in these formational years makes our vocation one that brings joy each and every day.

This first edition of the "Covenant Copy" is a special one. We plan on taking you through a little journey of our history before you take a peek into our classroom experiences; where you will see students as Image-Reflectors, Justice Seekers, and Beauty Creators of God. Each page will show His fingerprints in a different way. It is your job to find them, see them, and celebrate them with us!

Please read on, and see our Flourishing Learners, who are Delighting in God, and are Inspired to Serve.

~ Mr. Simmons

God's Faithfulness: A Reflection of Covenant's History

By: Linda Knoppers

Around 1981, after much conversation and prayer, a group of parents with children that were becoming school age had a vision to start a Christian School in Leduc. A meeting was held, a board was elected, and The Leduc Society for Christian Education was formed. There were many obstacles to overcome! Where could they have the school? How could it be funded? God's faithfulness was apparent as things began to fall in place during the next few years. Many late night board meetings were held and at times it looked like things were just not going to happen but God always provided an answer. Sometimes totally different than what was planned.

A meeting was held to update the parents on the progress of opening a school in the fall. A name was needed for the school and a lively discussion followed. After a number of names were mentioned a woman suggested, "Covenant Christian School, A covenant is a promise. We promise our school will educate children in the ways of God". The name was unanimously chosen.

In the upstairs of Temple Baptist Church, September 1983, Covenant Christian School, held its first classes. Fortunately, two weeks before school was to start there was a week of rain. Many of the parents, who were farmers at the time, had volunteered to build bookshelves, pick up desks, clean the classrooms and build a playhouse for the kindergarten class were now able to take time off from doing field work to complete these necessary tasks before school began. Edmonton Christian School Society donated desks, teachers who shared the vision were hired, and government grants came through right on time. God again provided.

Thirteen students in grades 1-3 were in one room and sixteen students were in the kindergarten class. Our dedicated teachers were Joanne Koopmans and Susan Anquist. These ladies did not just teach but also did the janitorial work, all playground supervisions and had no time off during the school day. Students flourished under the direction of these amazing dedicated women who taught them to see God in every area of life.

God's Faithfulness: A Reflection of Covenant's History Cont'd

The following year, Covenant was able to move to the three newly completed classrooms in the Ebenezer CRC church. The school added a new teacher and grade.

The staff would meet after school and sit in the hallway as there was no staff room. A few years later, the teacher who occupied the nursery room would, every Friday, empty her classroom out of that room and put her classroom back together on Monday.

In the years that followed, parent involvement was evident in the painting of classrooms, repairing broken desks, dealing with broken toilets, and even dealing with sewer problems. The highlight of every year was the Bazaar, now renamed Marketplace. The entire community participated and enjoyed this amazing fundraiser. The fond memories of that day are evident as many of the alumni still turn out for this event. For many years at Grandparents' Day students would stand beside their grandparents and enthusiastically sing the hymn "Great is Thy Faithfulness." Looking around the audience you could sense that all were aware of God's guidance and blessings to Covenant.

God continues to direct and provide for the Covenant community. One thing that has not changed is the community's commitment to providing Christian education to every student that walks through the doors. There has, and continues to be, devoted teachers that strive to encourage their students be in awe of the God who created our world. This may be from learning about God's order in math and how long division works, or watching a chick hatch from an egg, to the understanding of the Aztec culture.

Yes, there have been bumps over the years. But reflecting on these times God always provided! It is my prayer that the Covenant Community will always be based on the promise to provide flourishing learners that delight in God and are inspired to serve. May the strong emphasis continue to provide excellent Christian education. Yes, God has been faithful. May the community continue to be faithful to Him.

School Beginnings

By Charlene Van de Kraats

Covenant Christian School began in the fall of 1983 with 13 students in a Grade 1-3 classroom with teacher Susan Anquist. There was also a small group of students in Kindergarten, taught by Joanne Koopmans, who served as Principal. The building wasn't completed until the next spring, so school began in a borrowed classroom across the highway at Temple, now SouthFork, Baptist Church.

When the idea of a Christian school was first put forward in the Leduc area, there was instant receptiveness for this possibility and a small group was devoted to the idea of Christian education. The school was an extension of the faith teaching from home and church. The parents' hope was that "at home, at church, and at school, the children would hear the connection that God is our centre, and our lives, and every aspect of living connects through Him." This is clearly the forerunner of Teaching for Transformation!

The name "Covenant" was based on the idea of a binding agreement between two parties, in this case, God and His people. Both sides have roles to play and expectations to keep their promises and responsibilities. A "covenant" has its roots and meaning in the same concepts as Teaching for Transformation. The premise of Teaching for Transformation is that everything belongs to God and that a Christian school teacher's task is to help reveal God and His story in all areas of study. The biblical meaning of the word Covenant is 'coming together' or a relationship between two groups, harkening back to the concept of God's promises to Israel and Israel's commitment to following God. Covenants are one of the essential and foundational themes on which the entire redemptive story is built. The story of redemption, from the very beginning to its culmination in Jesus, is a covenant relationship between God and His people.

Covenants were very common in the Old Testament times. Because there were personal covenants, political covenants, and legal covenants, to name a few, covenants were customary and familiar. Covenants were personal and relational. God used an established concept and something that the people understood would shape how they lived their lives.

When Jesus fulfilled the Old Testament covenant and established the new covenant, He brought total forgiveness and new life. Believers, out of hearts of gratitude and thankfulness, love God and His world. Jesus taught that God's Kingdom is here and now.

School Beginnings Cont'd

So how do we live here? Jesus teaches us how to live. He taught His disciples to be a presence in this world. Followers of Jesus work with God to overcome evil with good. They work to be people of peace and people of justice, of mercy and grace. Followers of Jesus are people who are committed to partnering with God to make this world, the world that we all live in, the kind of place that God originally intended it to be. Jesus taught us, and we are learning, to love God above all else and to love each other as we love ourselves.

The world we live in is drenched in God. His fingerprints are all over His world. He doesn't hide Himself. We seek Him and we find Him. And, incredibly, we are called to partner with God in redeeming and restoring this fallen, broken, hurting world. We are called to help make this world the kind of place that God originally intended it to be.

As we await the second coming of Christ, we get to engage in anticipatory and participatory hope and actively participate in building His Kingdom here on Earth. We become Community-Builders and Justice-Seekers, Earth-Keepers and Image-Reflectors. We're back to where we started, with the definition of covenant: a coming together, or relationship, between God and His people. And it's all possible because of our perfect Covenant-keeping God!

A wonderful by-product of the early school years was the relationships that developed between teachers, students, and parents. These relationships are certainly still evident today. Susan Anquist, the first teacher, felt the complete support of the parents and has maintained many relationships with students and parents from those early years. Families who remain in this community "continue to see the blessings of Christian education carried out today as the school grows with so many students and wonderful, dedicated teachers."

In 1983, Covenant was a one-room schoolhouse and working together was essential. Parents were enthusiastic, fully committed supporters whose hard-work, passion, and sacrifice for Christian education was apparent. This commitment continues to be reflected because, although almost 40 years have gone by, there are many founding families who are still connected to the school today, including former students who are now teachers and current students whose parents attended Covenant many years ago. The Covenantal relationship continues!

KL

Kindergarten

God's Fingerprints

Teacher & EA: Heather Luchak & Joyce Debbink

Storyline: God's Fingerprints are Everywhere!

Deep Hope: My deep hope is that every child feels loved.

Throughlines:

Beauty-Creating

God-Worshipping

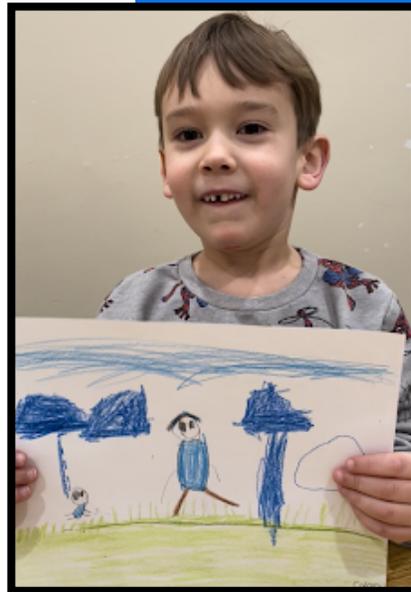
Our Storyline is 'God's Fingerprints are Everywhere!' At the beginning of the year our class talked about what this means and the idea that we can find God all around us. Throughout each unit and during our daily devotions we talk about this idea and the children share where they have seen God. Halfway through the year we reviewed all the units we had covered and the children got to pick one spot where they saw God and drew a picture to go with their idea. The units we covered were: I am Unique, Friends, Fall, Community Helpers, and Winter. It is amazing when given the time to reflect, what the kids came up with.

Our storyline! Finding God in ourselves and in the people and world around us.





Unit: I am Unique



"I see God when Rhylan shares a toy with me."

"I see God when I am running in my backyard with my dog."

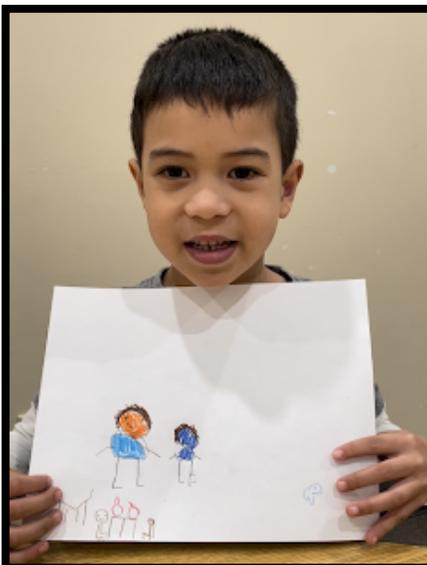


Units: Fall & Winter



"I see God's fingerprints when the leaves change colours."

"I see God's fingerprints in the snowflakes."



Units: Community Helpers



"I see God when my teacher helps me."

"I see God when Mr. Simmons comes into our room to say hello."

KV

Kindergarten

Discovering Dinosaurs

Teacher & EA: Alice Vande Kraats & Shannon Barkman

Storyline: God's Fingerprints are Everywhere

Deep Hope: That the excitement that comes from learning new things will ignite a desire to continue discovering things about God, His world, and how we live in it.

Throughlines:

God-Worshiping

Earth-Keeping

Learning about Dinosaurs in January has become a highlight. The students know the expectations of being in school and we can focus on discovering and find joy in learning. Students who, before Christmas, did not have much to add to our discussions, are now eager to share what they already know about dinosaurs. Students listen carefully so they can share and compare what they have learned. They come in to the class asking questions about which dinosaur we will be focusing on each day. We become God- Worshipers when we learn how dinosaurs were created. We are amazed at the enormity of dinosaurs, how they moved around, how many teeth they had and the way they were put together so they could protect themselves and get food.

We learned how to be paleontologists as we dug chocolate chips out of cookies and then dug bones out of the snow. We made dinosaur masks with our families at home, read lots of books about dinosaurs, learned to draw dinosaurs, and print sentences about what we

drew.

We found bones in our sand table, painted dinosaurs, stamped dinosaur skeletons, measured dinosaurs, sorted dinosaurs, made bridges for dinosaurs, learned about different textures dinosaur eggs might be, sang about dinosaurs, and we made our own castings.

We learned what extinct means. This led to discussions about how we can be Earth-Keepers, leaving the world a better place because of how we care for it.



Students are asked to create a dinosaur mask at home to begin this theme. We do a parade throughout the school and then display the masks.

We measured how long a diplodocus would be. We needed more people.



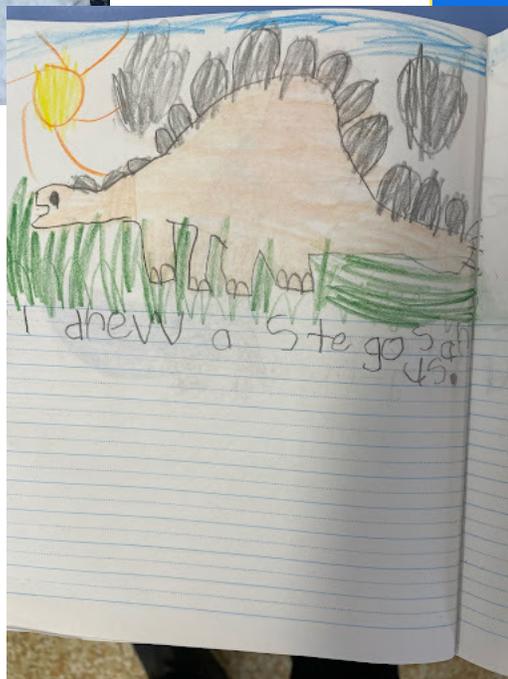
“Triceratops have teeth. I didn’t know that. I didn’t know the Allosaurus was a dinosaur. I learned they were maybe red.”
- Primley



Finding bones in the snow is a highlight. The students spent time trying to put them together when we were back in class.



The students put effort into their guided drawings for their journals. The results were amazing.



“I like the T-Rex part because he’s super awesome and I love carnivores so much and I don’t like herbivores.”
- Brody

1B

Grade 1B

Reflecting on Growth

Teachers: Leanne Briggs & Lori McGowan

Storyline: Growing in His Garden

Deep Hope: My deep hope is to nurture confident and curious students who listen with empathy, use their voices for others, and seek restoration while exploring God's world.

Throughlines:

Community-Building

Image-Reflecting

Our grade one class has spent the year learning the important stages of growth. Our class storyline is "Growing in HIS Garden", we have spent time throughout the year unpacking what it means to live in God's garden and grow for Him.

Using the visual of a tree, we have learned that every stage of growth is important, necessary, and full of promise. Students have been able to identify areas that they are similar to a seed, a sapling, and a tree. This visual has helped take away the negative connotation that sometimes goes along with not understanding something yet.

In this lesson, students reflected on their learning journey so far and identified different areas that they are proud of their growth. Students have also set goals for themselves in areas that they are continuing to grow in.

Interactive storyline wall filled with goals, learning targets, and reflections of growth.





"I don't like being a seed but I have to be a seed to get to be a tree. I have to keep trying."

"I think God gets excited when we grow in His Garden because we make it beautiful."

"I use to be like a seed in my reading, but I practiced soooooo much and now I think I am like a sapling. This makes me happy."

I can use growth language to reflect on my learning and set goals for my learning.



SEED:

I have trouble understanding this.
I need help to complete the task.
I am still learning this.
I am full of promise.



SAPLING:

I understand most of it.
I can do most of it on my own.
I need a couple hints.
I can learn more and keep practicing.
I am full of promise.



Tree:

I understand it.
I can do it on my own.
I can help a friend with it.
I can make a new wonder to further explore.
I am full of promise.

1G

Grade 1

Shining our Light in our Community

Teacher: Laura Glesman

Storyline: Shine Your Light -
Matthew 5:16

Deep Hope: My deep hope is that my students will see that they are valuable and see how God made each one of them special and unique! I hope that my students will discover the gifts that God has given them and how their gifts are special to our community! I hope that they shine their light by serving others, showing kindness, and most of all serving God!

Throughlines:

Servant-Working
Community-Building
and Image-Reflecting

The grade ones have been learning about our community in Social Studies. We have discovered different ways we can be Community-Builders and Servant-Workers in our community and have looked at different ways we can shine the light of Jesus to others!

The grade ones were able to put this into practice by helping out “The Hub” around Christmas. We were able to create ornaments for the Christmas tree at The Hub and also write cards with messages and bible verses for the people in need in our community that use The Hub.

We also as a class did “12 Days of Kindness” and each day the grade ones had the opportunity to do a kind act for our school community!

These were both ways we could serve our community and be a light to those around us!

The finished cards and ornaments that were delivered to The Hub!



The ornaments on the tree at The Hub in the Jireh Center



"I was excited to make cards and ornaments for The Hub. It was a lot of fun! I was excited to be able to make them to give to someone else. I liked being helpful and being a community builder."

Ella - Grade 1



"My favourite part of the 12 days of kindness was making cards for others! They had surprises for someone else. It felt good giving cards to someone else. I liked being a Community-Builder!"

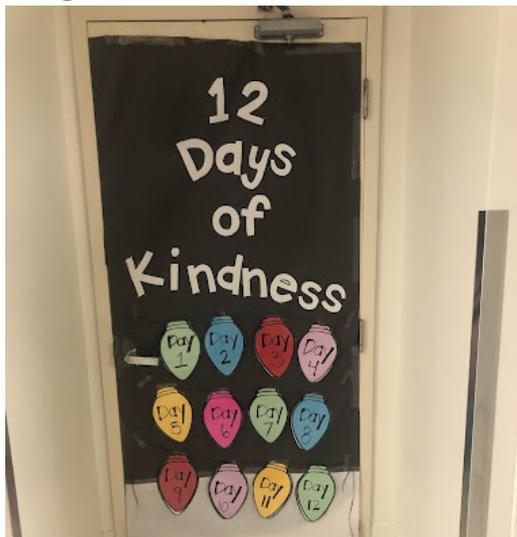
Isaac - Grade 1

Creating the ornaments and cards!

"I can be a community builder by caring for others. If we care for others we are shining our light. I think that making cards and ornaments helped us shine our light because we gave things to people who didn't have anything."

Axll - Grade 1

12 Days of Kindness with a different task for each day!



2G

Grade 2

Leduc Hub

Teacher & EA: Kirsten Green & Julie Hofstra

Storyline: You are a World Changer

Deep Hope: That you will be a World Changer by understanding who God has uniquely created you to be and by showing others Jesus' love through courage, service and care.

Throughlines:

Servant-Working,
Image-Reflecting and
Community-Building

On December 14th 2021, our grade 2 class went to the Leduc HUB (Leduc and area emergency shelter). There we had the opportunity to deliver snack packs filled with sandwiches and many snacks, as well as handwritten encouraging notes to people less fortunate in our community. We also toured the facility and learned more about the importance of this amazing organization and the impact they have on our community.

At school leading up to the trip, students brought a huge amount of snack donations and we put snack packs together as a class at school. Each student also took the time to write beautiful notes of kindness and encouragement to add to the snack packs.

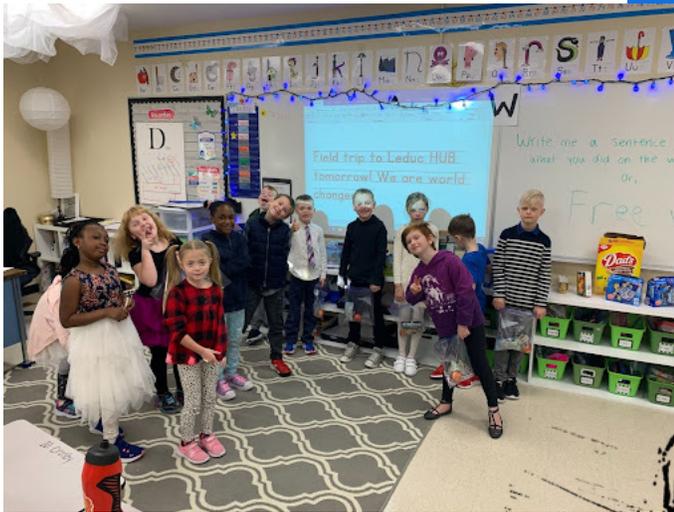
The students were so excited to be Servant-Workers, Image-Reflectors, and Community-Builders by sharing God's love with those less fortunate in our community. This might have seemed like a small opportunity, but the students saw that God used it to have a big impact,

that God can make a small action lead to something big! 2G are World Changers!!



2G being World Changers as they deliver snack packs with encouraging letters to Leduc HUB.

2G making snack packs at school together with donations that they brought.



Simon: "Our experience made me feel good like I was serving God and the community of God, and I thought about how much they would like our snack packs."

The students got to see and test out where people sleep in the overnight shelter at Leduc HUB.



Thea: "It felt cool helping our community, because I've seen other people on TV helping their community, and it felt good to do it for myself. Sometimes people get things like medals when they help, but I did it for love."

Exploring and playing in the different areas they use in the Leduc HUB to serve people in our community.



Kyla: "It felt good to help. I felt like a servant-worker, because I helped them."

Isabelle: "When we went, I felt excited and happy and I think they were excited and happy to get the sandwiches and snacks. I felt like a community-builder, because we helped the community and that's a good thing."



1/2G Tyson & Bruce Scavenger Hunt

Education Assistant: Julie Hofstra

Tyson asked Bruce, using his AAC device, if he would like to go on a scavenger hunt. They both got their snow suits on and we headed outside for an adventure. The scavenger hunt had four items to complete through teamwork.

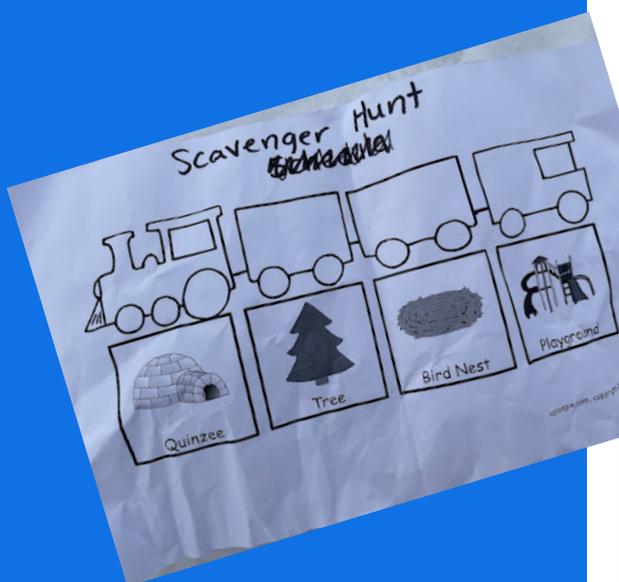
The first item on the list was to find a quinzee. On the way we asked other students if they knew where to find a quinzee. They gave directions and we followed them to the big hill where the tunnels were. Tyson and Bruce asked Mr. Drader if we could go in through the tunnels. Working on our gross motor skills, we crawled and slid on our tummy to get inside the hill.

Second on the list, we looked for a tree. Tyson and Bruce were Community-Builders as they worked together to follow directions and showed kindness and patience for each other, to find a tree together.

Third on the list, we looked for a bird's nest. Tyson and Bruce walked through deep snow, over hills and through the trees. Through searching together, we found one high up in the tree.

Last on the list, we looked for the park. There we did some ziplining, climbed ladders and stairs, and slid down on the slide.

Tyson and Bruce were Creation-Enjoyers as they explored the snow, trees, birds and winter scenery of God's creation. They were also Order-Discoverers as they followed directions and used their searching skills through the paths of the tunnels, to find a tree, to find a bird's nest, and to find the park.



Tyson and Bruce find a tree though teamwork.



Tyson and Bruce walking together, developing a friendship in finding a tree together.



Tyson and Bruce find the park and play together.



Hope Mission

Teachers & EA: Joanne Gulley & Ebony Matter and Loes Bouwman

Storyline: Be Resilient!

Deep Hope: Our deep hope for this lesson is for our students to see that their actions can have a tangible, positive impact in the real world.

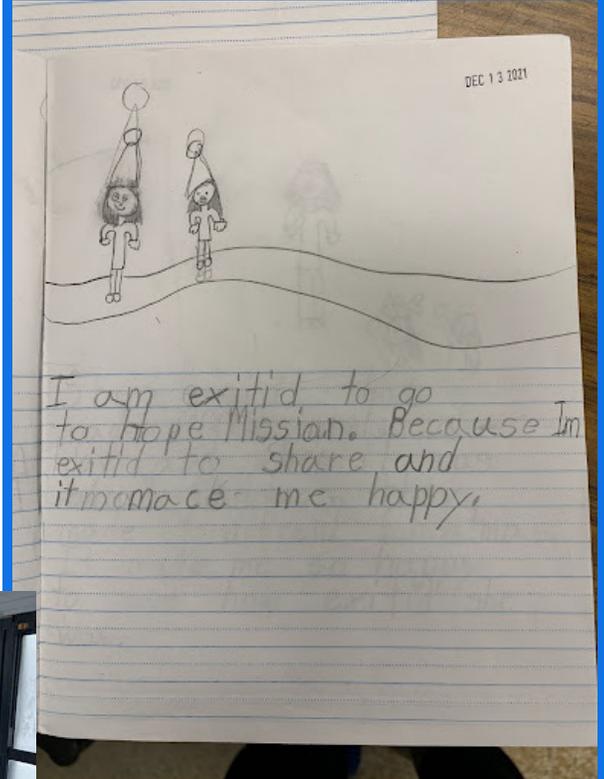
Throughlines:

Servant-Working
Community-Building
Image-Reflecting

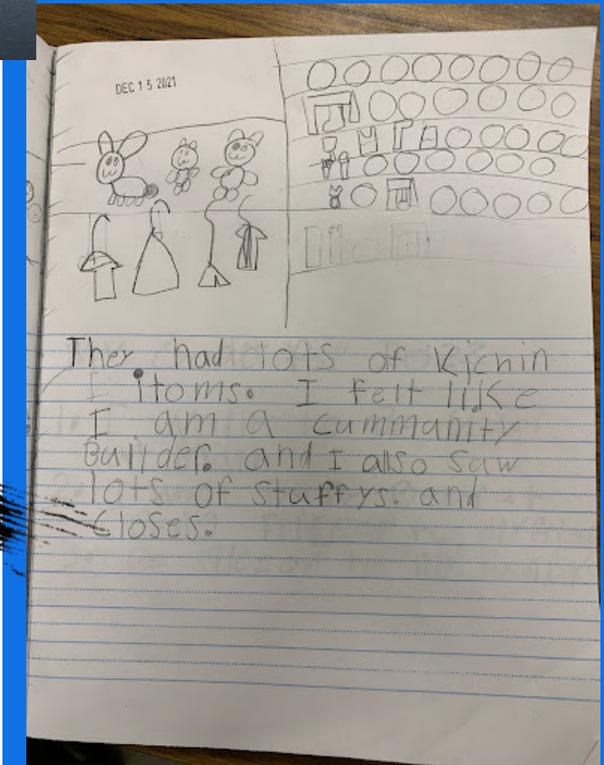
Our class discovered that the Hope Mission warehouse burned down. We read a book called [Boxes for Katja](#) and discussed how some people do not have everything they need and require help from others. We discovered a real need in our community as Hope Mission had lost many items that were meant to help others. We decided that we could help Hope Mission to continue to reach out to those in need by doing a clothing drive at our school. Our class helped to organize boxes for each classroom to fill with clothing, which we would then deliver to Hope Mission. Students made signs to advertise as well as providing live announcements during our weekly school Celebrations. Students also made cards of encouragement to be handed out with the items. We were so amazed that the boxes kept overflowing as donations poured in! We were blessed to deliver over 70 large garbage bags full of winter clothing and blankets to Hope Mission shortly before Christmas!

2GM in front of a mountain of donations!





Students wrote reflections in their Bible Journals before and after our trip!



Global Citizenship: From Local to Global

Teacher: Andrew Jenkins

Storyline: Heroes in Faith:
from Ordinary to
Extraordinary

Deep Hope: All who join Christ's "Super Team" will know, their gifts are enough with faith. Students will understand and experience how their ordinary acts of compassion can have an extraordinary impact on others.

Throughlines:

Community-Building

Justice-Seeking

Water System for Msuzi School – Msuzi is a unique school in its region. Dorms were recently placed on the school grounds for students with special needs. Students with special needs cannot get the support they need at "regular" schools, so they often just don't go at all. Dorms were constructed in 2019 for these students (see the article in our **2020 Impact Report: 20.11 Impact Report.pdf**). Students stay in dorms because their homes are often quite far away. The dorms don't have water access so right now staff or other students have to deliver water from a borehole for them to drink and use in the washrooms. The water system presents a solution. It will include a metal platform that holds a massive water tank allowing gravity to bring water directly into the school.

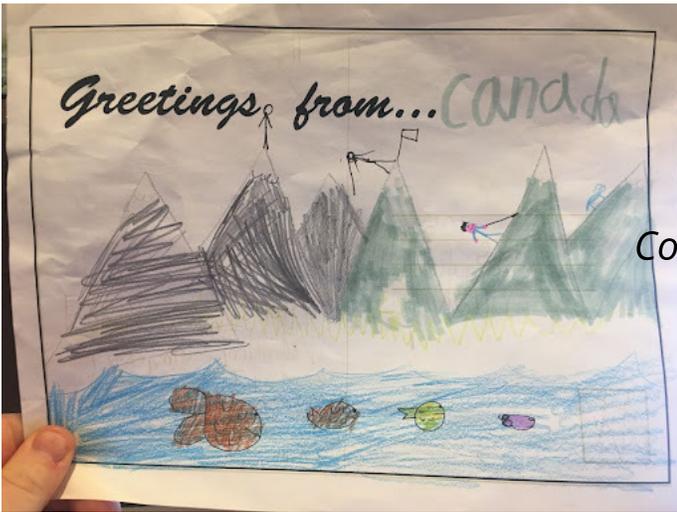
In this Social Studies unit, grade 3 was challenged to explore ways they can be global citizens. They were asked:

1. Where do we see injustice in other countries and how can we contribute to positive change?
2. How can we build a global community?

3J explored what it means to be a global citizen. They were introduced to [EduDeo Ministries'](#) work in the world. They were drawn to the particular challenges at [Msuzi School](#) in Lundazi Zambia. They wanted to know more about them and how they could help. Students chose to develop a fundraiser to support EduDeo in their goal to build a water system for students at Msuzi.

We started with letters asking questions about their education and daily lives. Our letters were answered with a zoom call from Zambia. We learned about how troublesome walking for water was. The students wanted to experience this for themselves, raise awareness, and do what they could to help financially as Justice-Seekers and Community-Builders. We decided to create an event where the more money we raised, the more water we could haul for a year-end water fight.

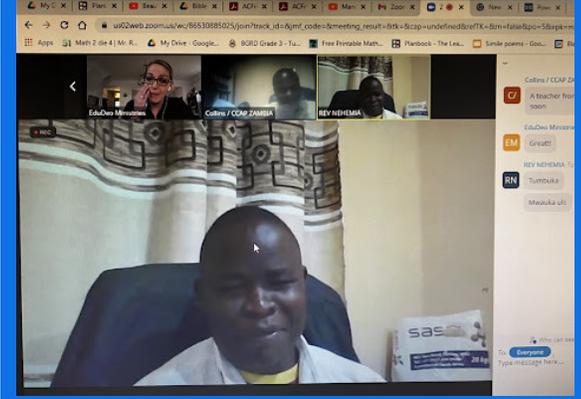
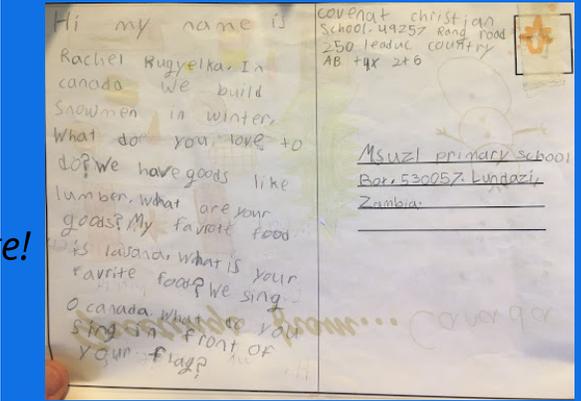




Let's Communicate!

"I felt excited to carry water but it got tiring. I think a water tank would help the school a lot! We can be Justice-Seekers by getting them a water tank and Community-Builders by not just thinking about our class, but the world."

- Grade 3 student reflection



What is it like to haul the water?

Students contribute to EduDeo's fundraising web page and raise funds in the community. They will create WALK FOR WATER advocacy content for fundraising at their church and the school community. The more they raise, the more water they will earn for their year end party. The school community will be invited to participate in a water fight.



3MC

Grade 3MC

Story Creating in Minecraft

Teacher: Nicole Chapman

Storyline: Designed by God,
Driven by Purpose

Deep Hope: It is my deep hope that all students will understand that they are designed by God and that they have a specific purpose in His story.

Throughlines:

Image-Reflector

Order-Discoverer

God is THE creator! Throughout this unit it is my hope that students will recognize that humans, having been created in God's image, are also creators. Using the Bible as an example of the power of stories (figurative language used, parables, themes of good and evil), students will engage in a creative story writing process and will use their order-discovering skills to hone their computational thinking skills as they create their stories in a Minecraft setting. The use of a visual platform increases student awareness of the importance of details in writing an engaging story. Minecraft helps bring writing to life.



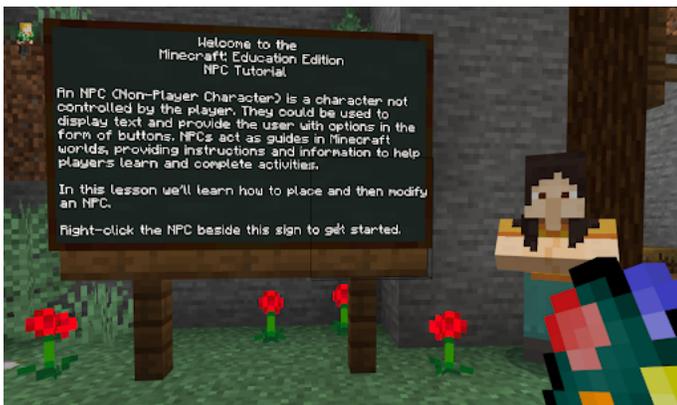
How will your story start?

Planning in StoryboardThat

"Planning my story was so much fun!"
- Grade 3 Student



Tutorials help us learn how to use the digital tools.



"Learning not to use NPCs, teleport, and use command blocks helped me make my Minecraft story better."

- Grade 3 Student

"I had this picture in my mind of what my story would look like. Then when I started creating I had to change some things from my plan so they would work in Minecraft."

- Grade 3 Student



3MC

Grade 3

Wishing and Hoping...

Teacher: Nicole McConville

Storyline: Living Life by
God's Design

Deep Hope: It is my deep hope
that all students feel safe and
welcome at school.

Throughlines:

Image-Reflecting

God-Worshipping

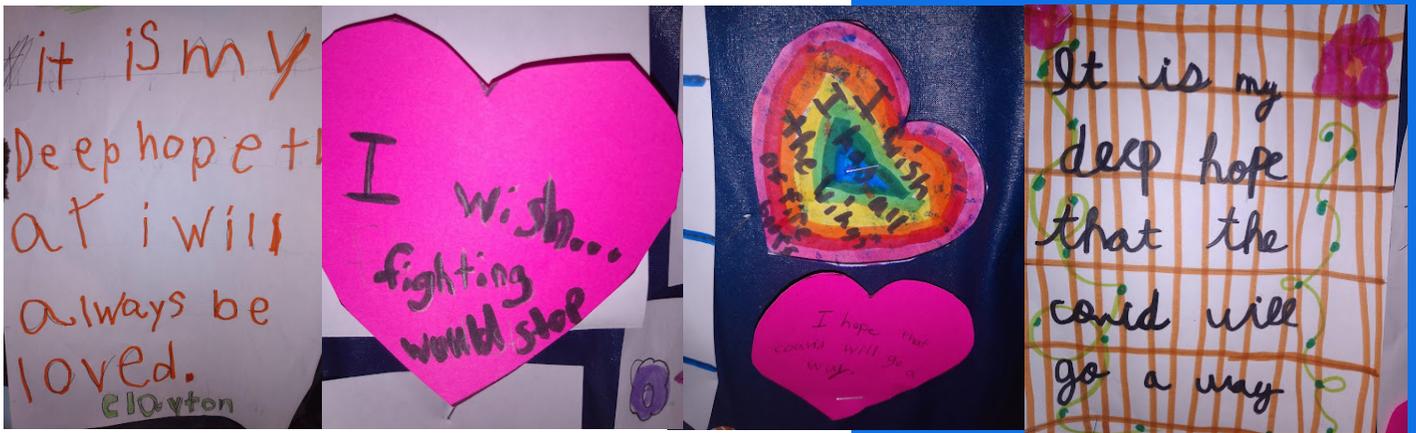


In 3MC we have been reading the novel *The One and Only Ivan* by Katherine Applegate and studying different countries around the world in Social Studies. In the story about Ivan, we learn that the main character, an adult male gorilla, has accepted his routine life as an amusement attraction living in an enclosure at a mall. He has no fear, all of his needs are met and he has forgotten that his life was so much more. As a class, we discussed the differences between wants and needs and agreed that family and loved ones were not a want, but a need. When a new baby elephant, Ruby, arrives, suddenly Ivan recognizes a need that he did not have before; a need to be connected, to have purpose and for Ruby to have these things, too. The students and I talked about the difference between wishing and hoping. Wishing is something that likely would not happen or didn't happen. There is some disappointment connected with the word.

Ivan wished that his friend and sister were still alive.

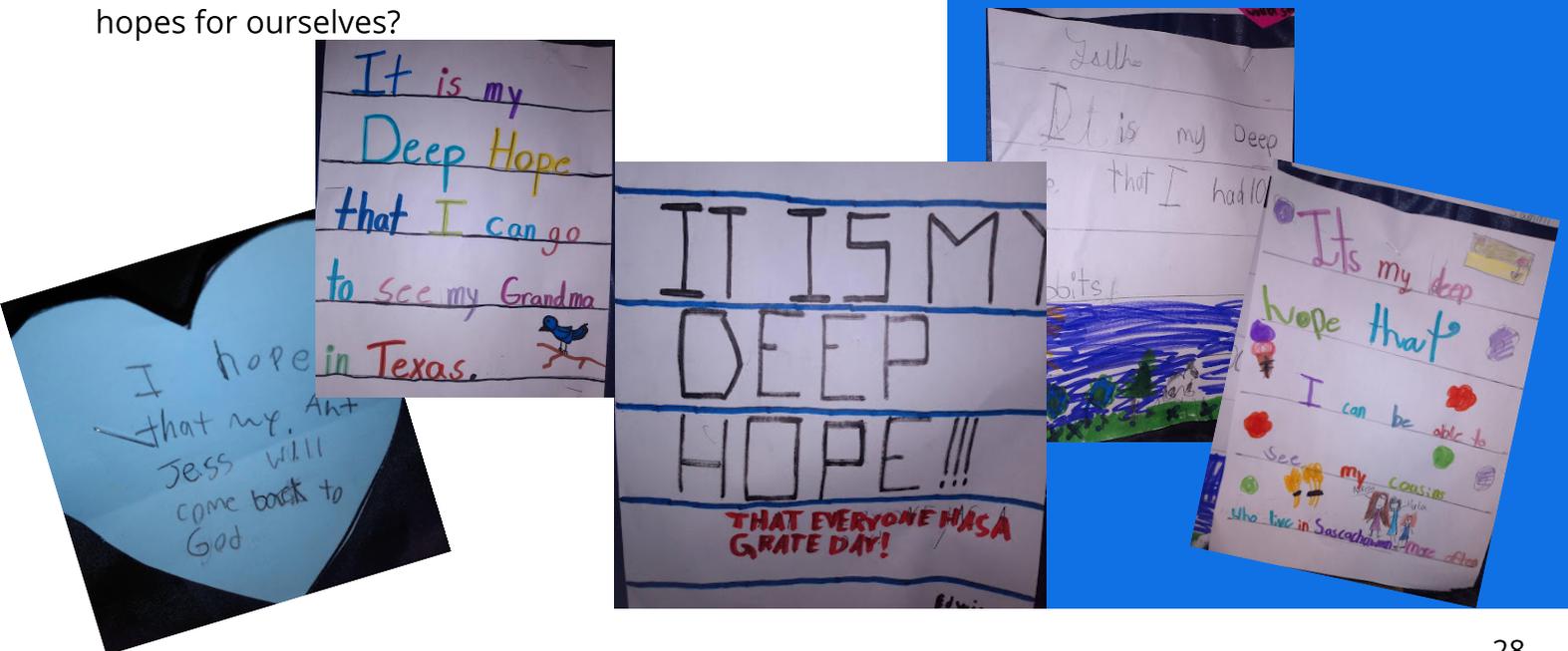
Ivan began to see the value in who he was made to be, *The One and Only Ivan*. Students saw the connection between our classroom Bible Verse and Ivan gaining confidence and hope in what he could do to make life better for Ruby and himself. Ivan discovers quickly though, that with hope comes fear. Fear of failing. Is it easier to not hope and just settle for less than God wants for us?





Hope & Fear

In the midst of reading this novel, many things started to unfold in the world both near and far. In January, COVID19 hit our class hard. Many students and both teachers were absent for days and weeks because of illness and isolation. When Ivan talked about missing his family, the students talked about missing their own families and they hoped this pandemic would end so they could see them. I noticed that the language had changed. When the students talked about things happening in the future, they weren't using the word wish anymore; they were using the word hope. We prayed regularly for sick loved ones and neighbours and the end of COVID. The beginning of our study of Ukraine coincided with increased Russian presence there. The students prayed to God for peace, and continued to worship Him everyday with their hope that He would give us strength. It was strange to be reading about Ivan's desire for Ruby's freedom and his own hopes of life outside his enclosure, while following the news about freedom truck convoys and the Ukraine being bombed and people being forced to flee their homes. Our earlier discussions about needs and wants resurfaced when we added safety to our list of needs. We're 2 chapters from the end of the story now. Ruby is joyfully living with a family of elephants in a wildlife sanctuary. All her needs and wants are met. Ivan can see a family of gorillas on the other side of the glass with one missing piece, a Silverback, a grown male gorilla is missing. With this family, he would have purpose, he would fill the role that he was always meant to have. He only needs to trust that he was designed for this, and it is his purpose, he belongs. How do we, as Image-Reflectors of Christ, let hope overshadow our fears and live out our purpose, our deep hopes for ourselves?



4LT

Grade 4

Kids Konnect

Teacher: Jennifer Lozeau

Storyline: Fearless Followers

Deep Hope: As students learn about God and creation, they will desire to serve others.

Throughlines:

Community-Building

Image-Reflecting

Grade four students spend the entire year learning about Alberta in Social Studies. Part of this learning includes developing an understanding of our provinces First Nations People. As part of this unit our class has connected with a class in the nearby community of Maskwacis. Our partnership is with Kisipatnahk School of the Louis Bull Tribe and with members of the Cree Nation. We have created a Google Slides Presentations to introduce ourselves and have planned a joint online field trip. We will be meeting to learn more about Cree culture and Traditions as we complete an art project together. This ongoing project has helped us as a class to play our role in God's story as we learn in a way that values diversity and promotes community.

Kisipatnahk School - Maskwacis



Cree Prayer

Nohtawinan - Our father,

Kisemanito - The Creator,

Wihchihinan Mina - Help us and,

Kanaweyiminan - Protect us,

Anochi - Today,

Kakisikak - All Day,

Niyanan Kitawasimisak - We are your children

Napewak-napes-sak - All boys and men,

Iskwewak-iskwes-sak - All girls and women,

Ekwa Kahkiyaw - And all others,

Kotakak - Of all Nations,

Aysiniwak Ota - All people here,

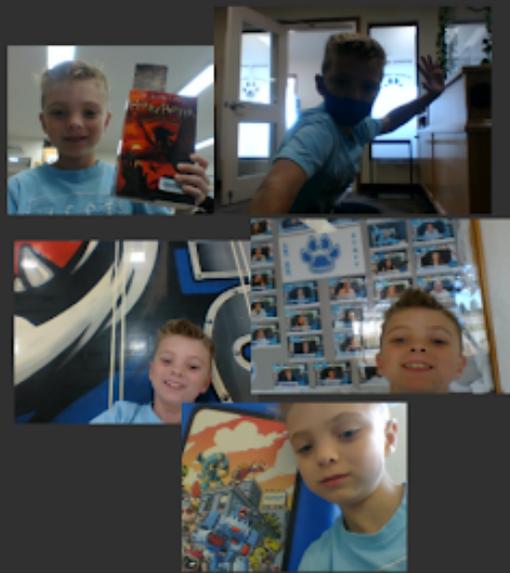
Askiyk - All the world

Kita-tamihinan - We are thankful.

Hai Hai - Thank you

Carter

I like Harry Potter books so much I read them in grade 4 when you are supposed to read them in Junior High. I also like to have fun everywhere even the office is where I like to have fun the most. I absolutely love the gym, I get to be crazy and play games with my classmates. I love my teachers Mrs. Tolsma and Mrs. Lozeau. I have lots to recycle and we are learning about it in my class.



Student Introduction Presentation



Our class collection of First Nations artifacts.

Sydney

Hi I'm Sydney and my favourite animal is cats. I have a big family, I have 6 brothers and 2 sisters. My favourite mythic animal is a dragon. I love Roblox and Minecraft. I have 2 dogs and 2 cats. I am 9 years old and my dream place is BC. I like reading and I like Youtube. my dream is to go on Youtube and do videos of my pets and me. I want to be an animal keeper, it's my dream.



Student Introduction Presentation

4LT

Grade 4

Create Your Own Math Game

Teacher: Carrie Tolsma

Storyline: Fearless Followers

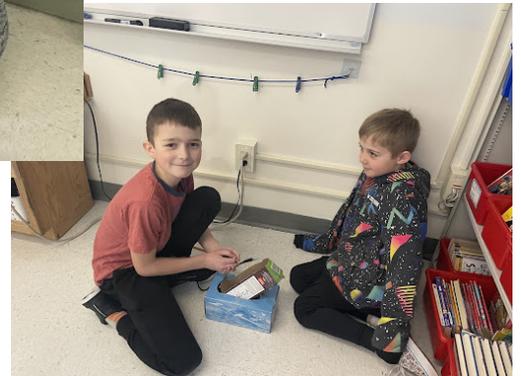
Deep Hope: My deep hope for my students is that in knowing God they will find courage to joyfully serve others.

Throughlines:

Community-Building

Order-Discovering

We have been practicing Math Facts this year in Grade 4. During a classroom discussion we made the connection that we use basic math facts to help solve more challenging operations. This led to students creating their own games that could be shared with another class. This provided the opportunity for students to help others while working on their own Math building blocks. Students used planning pages to help them create a game from their imagination. Games used addition, subtraction, patterns and so much more! This activity is adaptable for different grades as it can highlight any math concept. This FLEx allows for students to share and play the games with others; whether, that is someone in their community or school. Our hope is that you can witness the joy students experienced while making the games and spreading God's love with others.





These photos are of students putting together their game creations.

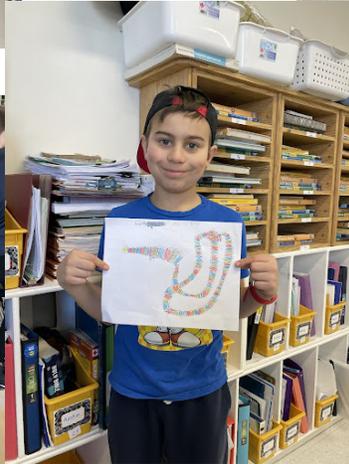


"I felt like it was fun making the game. I hope that I can show kindness and God's love to the little kids who can play my math game. I really hope they like it."

- Austin



Candy Game



Birdy Monopoly Game



Food Game



Let's Play!!



Grade 1 Class Visitors



"I was excited to play the game I made for another class. The students can practice addition. I added cats on my game because I like them a lot. I hope they like cats too."

- Hailey



"I will look at it every day and think of something to do that week that is on my vision board."



"I want to be more of a Creation-Enjoyer because I think that it is amazing how He can make the seasons change and make all of the trees. I will do that by going outside more."

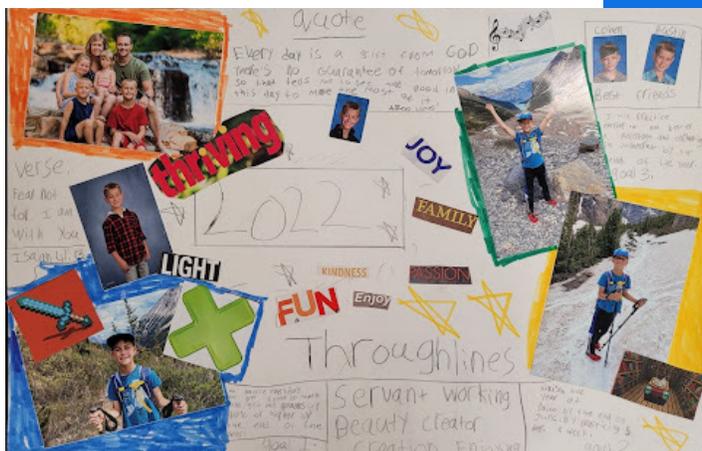
"I chose my verse because I'm afraid of the dark, losing my family, and just being alone. I chose it for this year so I can learn to get over my fear and so I can know that God is always with me."

"I chose my verse because sometimes I feel like God is not with me but I need to know that He is."



"Most of my goals are about continuing on going, so I chose 2 Timothy 4:17 so I remember that God will give me strength."

"I chose Philippians 4:13 because it's saying that with God you can do all things, so if I want to try new things this year, I know I can do it."



"I chose Romans 15:13 because I think it fits well with Covid-19 because it says He will fill you up with hope."

5V

Grade 5

Characteristics of Jesus

Teacher: Jon Van Huis

Storyline: Meet Him at the Well

Deep Hope: My deep hope is for each of my students to know God's plan for their life to explore and engage in His world. To discover problems, seek solutions, develop their talents, and strive to live a life centered on God and others.

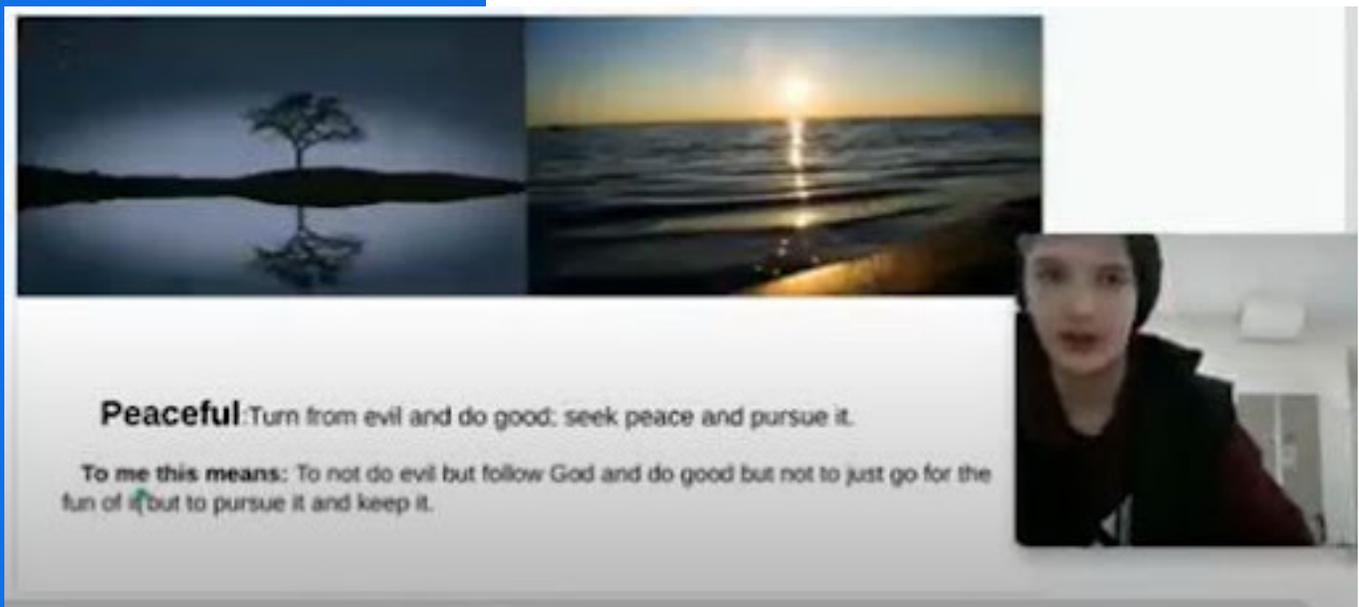
Throughlines:

Image-Reflecting

In this lesson students were asked to explore the characteristics of Jesus. They were given a list of characteristics which Jesus portrayed in his ministry. They had to pick a characteristic and dive into the Bible to find scripture showing the importance of this characteristic. They then had to pick their favorite verse out of all the verses they wrote down and create a google slide with the characteristic and the verse on it. The students needed to then create a screen cast video following the script:

Jesus is (Characteristic), share their scripture, and then tell what this means to them. These videos were then shared with the class. It was amazing to see the students start to gain a deeper understanding of how to be an Image-Reflector of Christ.

Micah chose the character trait peaceful. His ideas about how following God's will and doing good will bring us peace were amazing.



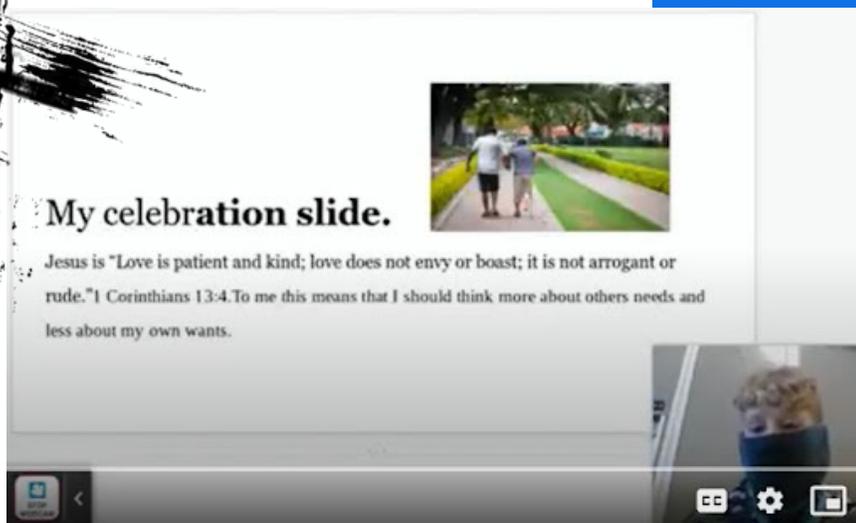
Peaceful: Turn from evil and do good: seek peace and pursue it.

To me this means: To not do evil but follow God and do good but not to just go for the fun of it but to pursue it and keep it.

Derek's ideas about being like Jesus.



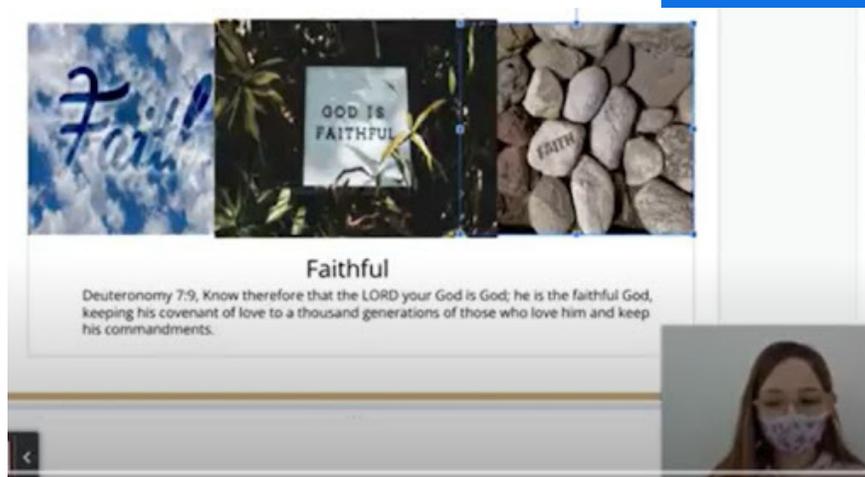
Ademide said "Jesus is peace. To me this means that the peace of God will abide in me when I make my requests known to God. This is important because when you are struggling with an important decision you can ask God and he will give you peace."



Kobe explored how Jesus is love.

Madison said "Jesus is honest. To me this means you should love your neighbour as yourself. Do not lie to one another and you should always be honest."

Rebekah shared how Jesus is faithful.



6CS

Grade 6

Environmental Stewardship

Teacher: Mariana Siderius

Storyline: Tell Me the Stories

Deep Hope: My Deep Hope is that students can become storytellers of the stories they live. That they will see and recognize the beautiful complexity of creation and share their understanding of it.

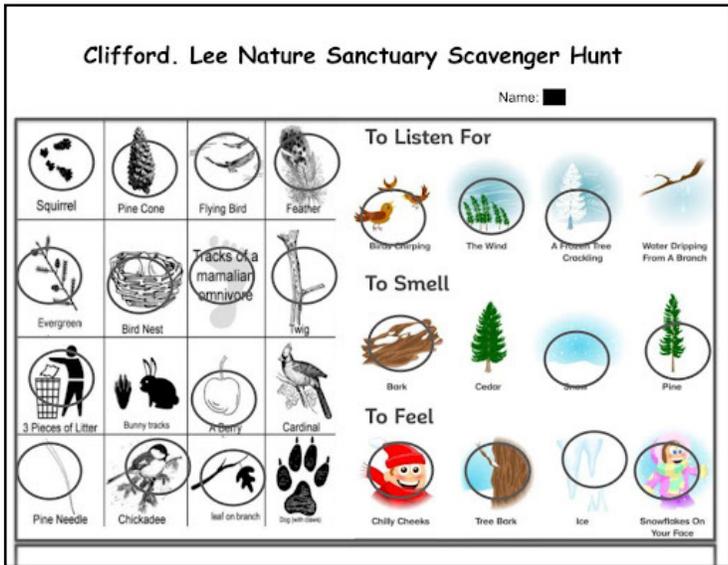
Throughlines:

Earth-Keeping

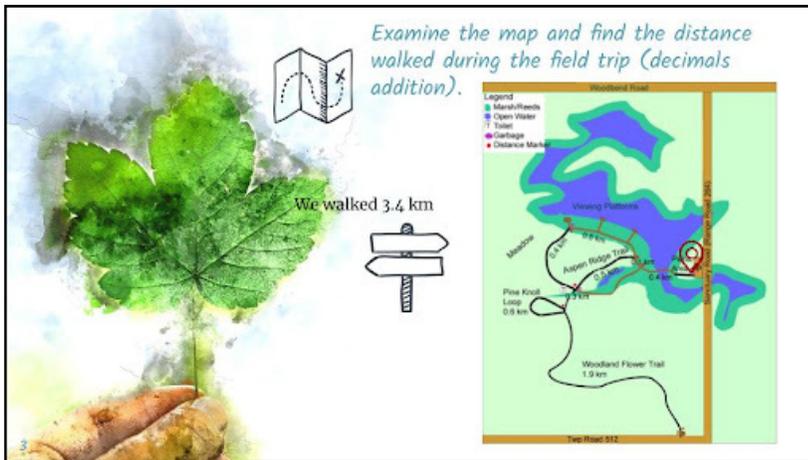
Creation-Enjoying

Students got to be Earth-Keepers and Creation-Enjoyers as they explored Clifford E. Lee Nature Sanctuary. They had the opportunity to explore the diversity of life in a marsh, learn about local plant communities, and demonstrate environmental stewardship. Students solidified their knowledge of local deciduous and coniferous trees, practiced decimal addition by calculating the distance walked, reflected on our environmental footprint, and had a Selah moment to stop and listen, to pay attention, and experience awe and wonder at God's amazing creation.





Students enjoyed a scavenger hunt.



We practiced decimal addition to find out how far we have walked.



Students learned how to be better stewards of God's creation by recognizing the difference between a backyard, an urban park, and a sanctuary or natural area.

I thought that the trip was really enjoyable. It's really fascinating, the animals and plants that we saw. Even the snow is so breathtaking. I loved this field trip- it was a great experience and a great way to get outside and spend time with our class. It was an amazing idea.

- Eila V.

I noticed ... that the trees looked really pretty with snow on it.

*I wonder ...why the bird nibbled my finger
It reminds me of ...how God made our world so awesome.*

- Lauren D.

I think that when we were walking it was so beautiful to see all of the snow fall onto your face. It was so amazing to see all of the trees hovering over your head above the path way. We can be creation enjoying by enjoying the woods, animals and creation that God has made all around us.

Kaitlyn V.

6CS

Grade 6

Pray for Peace Please

Teacher: Mariana Siderius

Storyline: Tell Me the Stories

Deep Hope: My Deep Hope is that students will find joy and hope in being part of God's story and that our learning community will be curious, courageous, and caring. That their hearts and actions will tell the story of mercy and compassion while restoring the brokenness of our world.

Throughlines:

Servant-Working

Justice-Seeking



Committee Meeting



Brainstorming Circle

6CS students are passionate about restoring justice in our broken world. When they heard about the hardships that the war brought upon children in Ukraine they felt compassion and were compelled to take action. They reflected about the needs children may have at the time of distress, ways to provide them with support, and offer comfort. They also thought of the items they would pack in their suitcase if they had to flee their home to get to safety. As they unpacked the above questions, students recognized this as a great opportunity to “as God’s chosen people, holy and dearly loved, clothe [themselves] with compassion, kindness, humility, gentleness and patience” (Colossians 3:12).

6CS initiated a brainstorming session where they came up with an action plan to raise awareness about the injustice that war is causing in Ukraine and to raise money to directly help children in need:

- ▶ Write a letter to the government/hold a demonstration
- ▶ Wear blue and yellow ribbons to sports competitions
- ▶ Create posters for around the school, decorate the lockers
- ▶ Hold a bake and crafts sale
- ▶ Pray

Students have organized and signed up for a Bake Sale, Craft Sale, Budget and Publicity committees, set a goal and a timeline. They will present their idea to the school administration for approval, promote the Bake and Craft sale around the school, and write letters to Ukrainian students with words of encouragement after the fundraiser. Throughout the project students will cover Ukrainian children and their families with prayer.

By March 15, more than 1.5 million children had fled Ukraine. (UNICEF)



I feel this project is a great way to spread awareness and I am really happy we are getting a chance to work together and be Servant-Workers, who work through Christ. This project is important because we get to help kids and adults find their way to safety. - Caleb R.

Students created a handmade Ukrainian flag for the fundraiser.



I think this is a very important project for us to do, and the money we raise will help people in Ukraine. This experience will show us how to be Community-Builders and Servant-Workers. - Kendyl H.

Students learned how to set SMART goals and agreed on the goal they will strive to achieve.



This project that we are taking on is important to us because we get to help kids in Ukraine experiencing things we could never imagine. It's also important for the kids in Ukraine because when we give them fidgets or headphones (using the money we raised) they can be distracted from the bombing that's going on. I think this is such an amazing idea because it helps us realize what is happening around us, and it helps those kids who are hurting and going through a horrible thing. - Kaitlyn V.

My hope for this project is to raise awareness and to help kids and women in Ukraine. As people of faith we need to stand up against injustice. Even though we can't be there physically, we can still support those in need by doing the bake and craft sale and putting up "CCS Stands with Ukraine" posters around the school. - Kali D

7C

Grade 7

From Farm to Table

Teacher: Michelle Clark

Storyline: "On Your Mark, Get Set, Go!"

Deep Hope: My deep hope is that we will have discerning hearts, develop resilience through our hope in the Lord and that we will use our minds, bodies and lives to glorify God.

Throughlines:

Order-Discovering

God-Worshiping

In the Science 7 lesson "From Farm to Table", students chose a crop that is grown in Alberta and prepared a slide show. They began by researching and gathering information on when and how the crop is grown in Alberta. Students were required to research how the soil is prepared and the land prepped for the planting season. Information is gathered on how the crop is planted, cared for, harvested and transported. Students learn how the crop is sold and prepared for consumption and ends up on a dinner plate.

We have discussed as a class how amazing the growth of a plant is and what a creative and amazing God we serve. How can a plant provide us with oxygen, fibre, AND food?!? It really is a miracle! As part of our project, each student wrote a prayer of thanksgiving for the amazing gift of plants that God has entrusted us with.



Growing to harvesting seasons

Wheat is usually planted in May and then it is harvested in around October through to November. You have to wait for the ground to be dry and then have to harvest it when the wheat is dry.



Soil Conditions & Fertilizer

Oats grow best in black, well drained soils, though they can grow in sandy loam or heavy clay soil.

Soil should be tested for its nitrogen percentage, and the amount of moisture available should be considered, to determine what amount of nitrogen needs to be added.

The soil often also needs sulphur to be added.

In some situations, like if you are planting in sandy soil, phosphorus and potassium are helpful as well.



I learned that God will give us what we need if we are patient. I am thankful for wheat because if we didn't have it we wouldn't have bread, pasta, or cereal. - Calum

I am thankful that God has provided me with all of these different types of food that keep me nourished and have all the right vitamins. - Elliott

Growing and Harvesting Seasons

The broad time is late April to mid May – with late April appropriate for the southwest Prairies and mid-May about right for northern Alberta.

Seeding early helps the crop avoid the hottest summer days at flowering, but seeding too early means high frost risk.



I learned that my crop takes a lot of time to produce. My crop is important because oats are actually in a lot of healthy foods. I learned that God is very creative and comes up with the coolest things to grow in crops. - Shreya

Prayer of Thanksgiving

A thank you to God ❤️

Lord we thank you that you have designed the world to work like this and that you provided us with these crops so we could have food. We thank you for giving us such wonderful things so we can live to serve you and your word. We thank you that you have provided us with alfalfa to not only feed us but also to feed multiple variations of livestock. Amen.



Reflection

I have learned how corn is the most common food to feed livestock. I have learned that corn needs lots of nutrients to grow otherwise it won't grow healthy. I have learned that God provides in many amazing ways. He has made seeds which are so tiny, yet grow such big amazing food!! I am grateful for God's provision because he has provided me with food on our plate and how I am always full after every meal. I now have thought more about where food comes from and when I eat I think about it more.

“ Reflection

I enjoyed doing this project because I liked learning new things about growing oats, like how much planning and work you had to do before even planting the crop.

I am grateful that God gave us a way to grow oats, and that he gave us a way to share that information so we can truly appreciate his goodness.

Because of this project, I am now more thankful that God gave us the knowledge and ability to harvest crops like oats.

Student Reflections

7H

Grade 7

\$20 for Your Thoughts

Teacher: Chris Hennink

Storyline: Generous

Deep Hope: My deep hope is that when students have entered or left my class that they will have encountered love, safety, and authentic relationship.

Throughlines:

Idolatry-Discerning

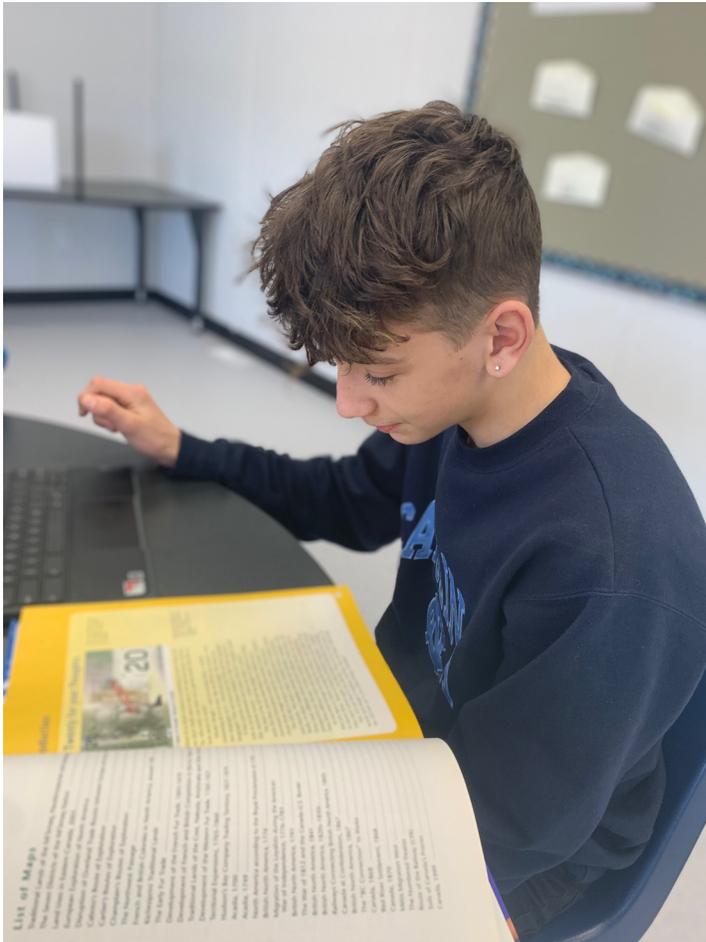
Image-Reflecting

Essential Question: In what or who is our Identity rooted?

This lesson begins with the question: What makes the \$20 Canadian bill Canadian?

Students were then given a few \$20 dollar bills to examine and come up with suggestions as a group about this. Once the groups came up with their ideas, they shared those ideas with the rest of the class. Once the ideas had been shared, I explained to the class that the \$20 bill is steeped in Canadian History and identity. It has symbols of our past as a country as well as our ongoing reconciliation journey with the First Nations peoples of Canada. Canada is a rich and diverse country with so many different perspectives and cultures and yet at the same time it has so many stories from the past that we need to engage with, learn from and understand. Students were then asked to create a \$20 dollar bill to describe who they are using symbols from their past and present. Once this has been completed they explain to the class their \$20 dollar bill. We bring this all together by answering the essential question: In what or who is our identity rooted? As Christians and followers of Jesus, it is a higher calling to be love to the world. To care for others and to treat them as we would want to be treated. The lesson closes with a prayer to be that love to the world.

Being generous is more than just giving money away, although that is a generous act! To be generous means to give of yourself to others, to treat others in the way you would want to be treated. In Grade 7 we are going to learn what it means to be generous in all the aspects of our lives: In our Love, In our Forgiveness, In our Hope, in our Joy, In our Time, In our Work, and in our School Community.



"I want my life to reflect how Jesus loves all of us."

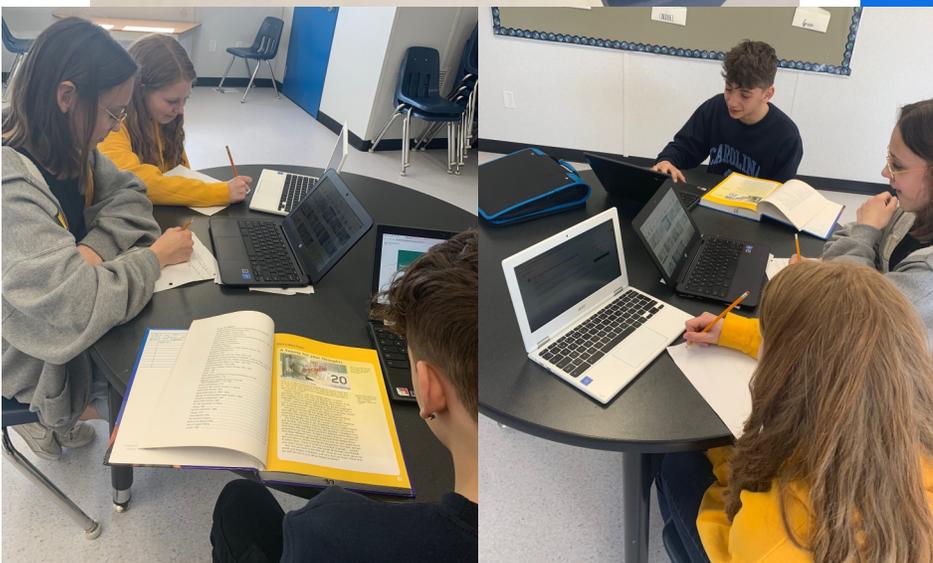
- Karissa

"I liked the idea of having our own \$20 dollar bill describe who we are."

- Caitlin

"I think it's a really good thing to think about our identity describes who we are to the world"

- Emerson



Philemon 1:6

And I am praying that you will put into action the generosity that comes from your faith as you understand and experience all the good things we have in Christ.

8S

Grade 8

Bear One Another's Burdens

Teacher: Brianna Schultz

Storyline: Seize the Stage

Deep Hope: As God's image bearers, we: delight in the world's beauty, lament its brokenness, and discern our role in its restoration

Throughlines:

Idolatry-Discerning

Image-Reflecting

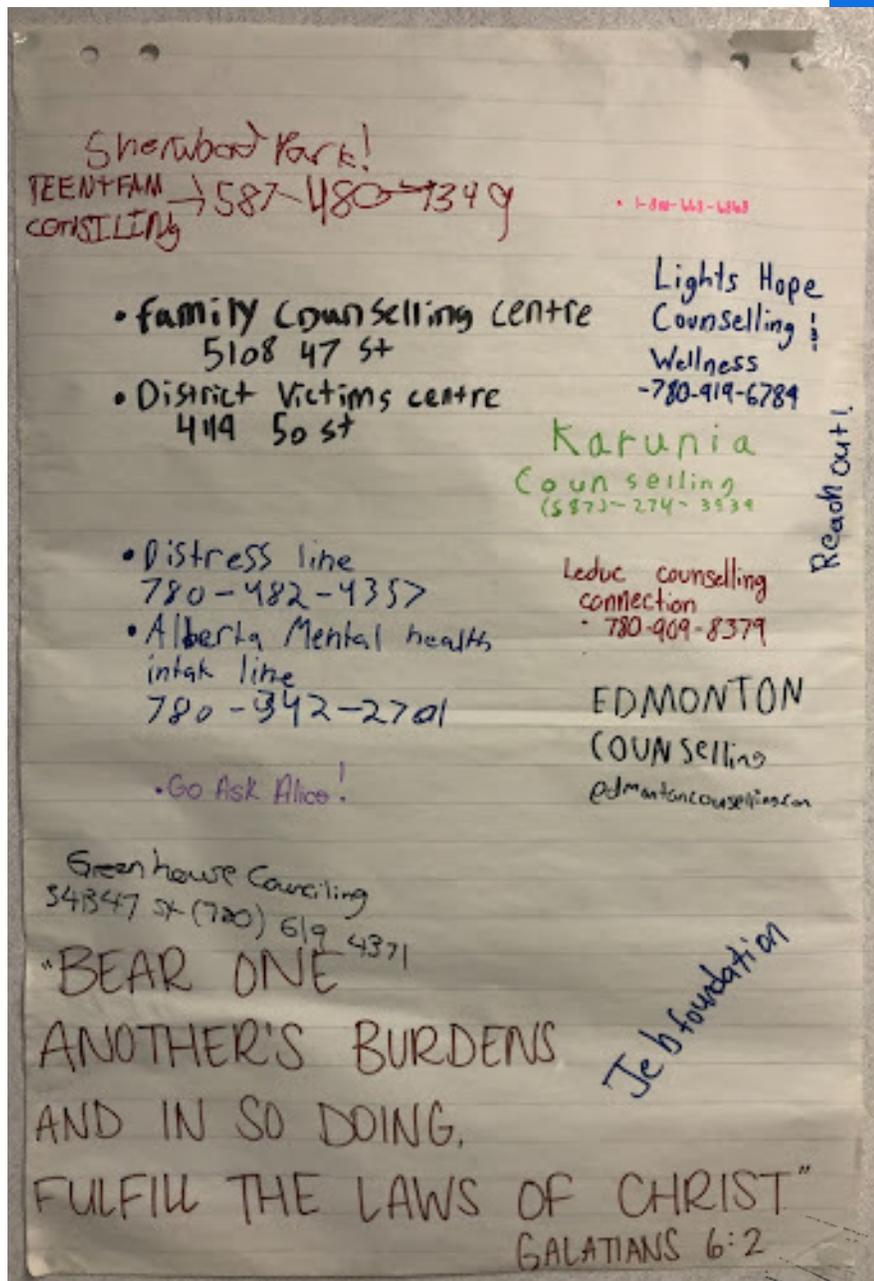
This lesson addressed Health 8 outcome **8HE.W8.4** - *Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look*

Students listened to the podcast "[The Facebook Files: We Make Body Image Issues Worse](#)" While listening, students were encouraged to consider how social media (predominantly Instagram) impacts their daily lives.

The intended outcome of the lesson was to make students aware of the discrepancies between what the world tells us, and what we know to be true about ourselves and our bodies through Christ. Three strategies we discussed for internalizing this outcome were:

1. Committing scripture to memory
2. Appreciating that we are more than just our physical bodies (we have talents, and abilities, and relationships).
3. Stop comparing

Students selected a Bible verse that they felt was especially meaningful to them as it relates to issues of body image. They wrote their selected verse on a cue card and were encouraged to keep it somewhere to be reminded of this truth often.



Galatians 6:2

"Bear one another's burdens, and so fulfill the law of Christ."

We discussed how it was important to combine prayer and care of each other with professional help when it might be needed. Students researched professional help resources accessible to them in the Leduc area.

8W

Grade 8

Shrek Jr.

Teacher: Colin Ward

Storyline: Seize The Stage

Deep Hope: My deep hope is that the kids recognize that the seasons of their life that are special need to be seized and take the moment.

Throughlines:

Community-Building

Image-Reflecting

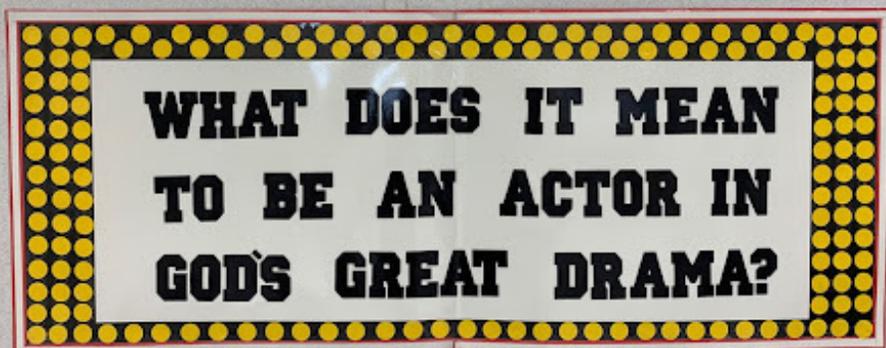


Over the last 6 months, students in Grade 8 have been “Seizing His Stage” by stepping out of their comfort zones, and learning to be an actor in God’s great drama.

In an uncertain world, we crave the security of knowing exactly who we are and where we belong, however this often means that we miss the deeper connections of playing our part in God’s bigger story.

Through students time this year, they have been pushed, challenged and cultivated to see themselves as more than just junior high students, but players in a bigger story, seeking harmony with God’s goals for us, and finding His love in all we do.

While Grade 8 isn’t an easy one, students are learning not only to act, sing, and move; but to love, trust, and see His faithfulness.





"I think God has helped me see and find my gifts to be able to create this show for the community. I've learned how to deal with my nerves and see how fun it is to perform." - Hayley



*"It has shown me the bigger picture and to see how the little things are important too. The play is a small thing, but it's had such a huge impact. I feel big and courageous and it's had an effect on me."
- Tanner*



"I wouldn't do this if I didn't have to, and I think that's big. I have grown so much because of this." - Amy



*"I tend to judge others on first impression, but through this I've gotten to know my classmates in a different way. It's made me think of who a person is, rather than how they look."
- Saylee*



9S

Grade 9

Who Do You Say I Am?

Teacher: Colin Ward

Storyline: Prophets of a future, not our own!

Deep Hope: That students will honestly examine the meaning and significance of the spiritual, historical and cultural figure of Jesus Christ as they seek to make meaning in the many experiences of their life.

Throughlines:

God-Worshipping

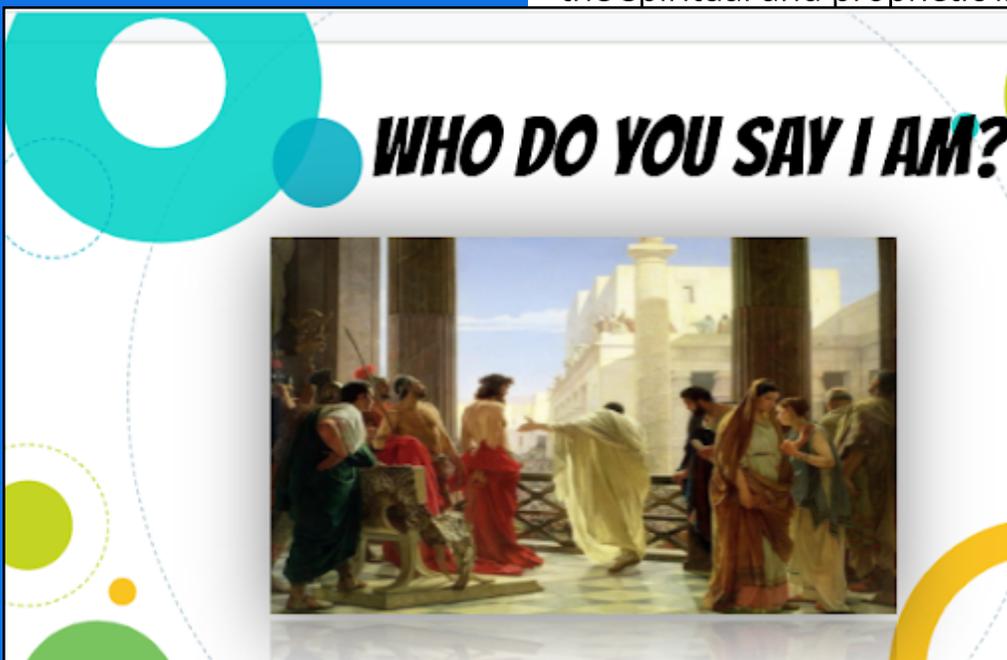
Image-Reflecting

In Matthew 16: 13-20, Jesus poses an essential question to his followers, "Who do you say I am? Peter's response affirms what many of us have come to know, that we have discovered by faith, that Jesus is the Christ; the Messiah. This Bible unit allows our students to explore the question, "Who do you Jesus is?"

Many students enter Grade 9 seeking validation to this question as a part of their faith journey. Students begin to see that previous religious teaching comes with the subtext, an insistence that they need to accept without seeking understanding. Students start to yearn for personal expression and validation, looking to deepen their faith, testing faith, and exploring their Christian Worldview as they consider the place that discipline, discernment, and reflective meditation on scripture play in their formational learning.

In this unit, students explore how the past revealed how previous people of faith wrestled with faith and the spiritual and prophetic imagination required to

engage and understand the world around them. In learning how Christians journeyed through the centuries, they can begin to see how we too live with the challenge to live in a spiritual imagination, challenged to transform the way we envision the magnificent enterprise that is God's work in the world.



Introduction and initial thoughts to first lesson prompt

PHASE 1: HOW HAS JESUS BEEN UNDERSTOOD ~30 min.
Let's discover how culture and history affected societal understanding of Jesus Christ's mission, purpose and being

SHOW AND EXPLAIN
WHAT IMAGE BEST CAPTURES YOUR IDEA OF JESUS CHRIST? PLACE IT IN THE PHONE. DESCRIBE WHY IT IS A GOOD DEPICTION BELOW.

Place your screenshot here

SHOW AND EXPLAIN
WHAT IMAGE BEST CAPTURES YOUR IDEA OF JESUS CHRIST? PLACE IT IN THE PHONE. DESCRIBE WHY IT IS A GOOD DEPICTION BELOW.

Jesus is the light of the world.

I picked this image because I think it shows how even at are worst times God is with us and shining in the darkness.

End of Unit Project, Student deep reflection and consideration

FINAL PROJECT

Portrayals of Jesus in painting have tended to follow the artistic conventions of the time or to reflect contemporary theological developments. Themes in art are particularly important to portray Jesus. birth, ministry, his death, his resurrection and his ascension.

In this project, you will pick one image of Jesus and explore its meaning by answering the following questions on the next slides.

- How does the image reflect the spirit of the age?
- How does the image reflect a deep Christology about the nature of Jesus?
- How does the image root me deeper in my own identity as a seeker of truth and wisdom?

How does the image **reflect** the time period that it was created? Evangelical Methodism and Baptists were the two growing groups of christianity. The methodist believe in baptising everyone and that jesus is the saviour of humankind. In this picture jesus is with the kids and welcoming them all. They also show jesus as a more peaceful comforting person. The baptising believed however in baptizing adults.

How does the image help you understand and describe the nature of Jesus? In this picture jesus has his hands out. Jesus calls everyone to come to him. By painting his arms like that it shows this. It is also a painting with kids. Like in the bible story it is good to be reminded that jesus does not only want the prettiest or the most active or richest. He wants the little kids too. The background displays a blue sky with lots of plants and trees. They are lush and full. This helps show jesus as a happy peaceful good person instead of focusing on judgment or justice.

How does the image help you connect deeper with your beliefs about Jesus as a seeker of truth and wisdom? Jesus welcomes and accepts everyone. We do not have the right to go and judge the people around us. Rather we are called to love and build up the community.



Let the Little Children come to Me, by Carl Christian Vogelstein in 1805

How does the image **reflect** the time period that it was created? The painting is by Titian in 1508 - 1509. This painting looks more real and not as 2 dimensional as paintings in medieval times so I would say it is from the renaissance. Also the person who did this painting is a Renaissance painter Named Titian

How does the image help you understand and describe the nature of Jesus? This picture depicts Jesus carrying a cross while there is a noose on his neck with another character looking behind him. This shows that Jesus dealt with terrible pain all for us.

How does the image help you connect deeper with your beliefs about Jesus as a seeker of truth and wisdom? This image helps me connect with my beliefs about Jesus because it depicts Jesus struggling just like how mortals do, and how he pushed through to the end and saved us all from sin.

<https://www.livinglutheran.org/2019/04/lectionary-blog-faith/whos-in-suffering/>

Making a Place and Space for the Other

Teacher: Colin Ward

Storyline: What is at Stake? If we don't know, we don't care, or we don't act.

Deep Hope: My deep hope is that students will consider what role they have in being an individual that wrestles with the important questions as they affect our society and Christian convictions.

Throughlines:

Community-Building

Image-Reflecting

During this unit, students look at the way we understand that people are created in the image of God. Scripture consistently directs God's people to be welcoming toward strangers in their midst and to extend special care to those most vulnerable to social or economic conditions that threaten their ability to survive. As a nation, we have policies and laws that allow for immigrants to enter Canada, but is that enough? Is the hospitality and compassion offered to immigrant and refugees sufficient for them to feel that Canada has made a place and a space for them?

During the unit, one of the goals is to consider our role as Christians. How we seek a just and welcoming society by being mindful to the plight many seeking to make Canada their new home and how best we can ensure that Canada is sustainably taking care of its own citizens.

God's Displaced in the World.

Do We Pray with a Deep Understanding of Refugees Perspectives

Create a Litany for the Refugee



According to the [United Nations](#), there are over 44 million forcibly displaced people in the world. That's about 1 in every 160 people alive today. Sadly, the actual number is likely much higher.

The challenges of forced migration refugees, asylum-seekers and internally displaced people are among the biggest facing the world today. No country is left untouched. Some voices paint the issue as a security threat. Others say refugees and migrants are an economic problem and social burden. Some make it a polarizing political issue, while yet others emphasize the humanitarian mandate to assist forcibly displaced people.

As a follower of Jesus, we need to take time to be biblically informed when we enter into the discussion God is active and engage in time and space and encourages us to ask for anything in his name. He said we "should pray that his will would be done on earth as it is in heaven." Sometimes it's difficult to know where to begin helping with the refugee. Pray is a starting point. Below is an example of a prayer from the *International Association for the Refugee* - <http://www.iafr.org/get-involved/pray>

Immigration UNIT FLEx Activity Lesson: Prayers for Refugee

A portion of our Immigration Unit is set aside for prayer for those displaced in our world and looking to Canada for refuge. Your goal is to create a litany/prayer for our response to those in need of God refugees. Appreciating the uniqueness of our place in the world to bring peace and hope in often stressful situations. These prayer reflected genuine personal responses to the needs you know of in the world today. In past years, we prayed for Darfur, Sudan, Syria, Afganistane, Myanmar, and most recently Ukraine.

Once the prayers are created, the prayers are delivered to centers in Edmonton as words of encouragement for those that are making Canada their current home, and those that work to ensure their safety.

End of Unit Project, The Immigration Trunk Project

During the final reflection of the unit, student look at the many real historical events of the past 20 years, to write a reflective and empathetic journal of one's experience migrating or seeking refugee status in Canada. Here is a student sample.

Dear Diary

It is September second of 2009 and me and my family just arrived in Canada. It was me My mom, my dad and my two brothers. We are going to live in a province called Alberta. We are going to live just outside of the city of Edmonton on a farm. I'm sad to leave my home. Columbia was a beautiful place with lots of trees and the mountains were amazing. We also had a beautiful house too and we would share it with my Grandma. My Grandma decided you were going to stay in Colombia with my cousins. I really am going to miss here. But it wasn't safe for us anymore. There are people fighting with our government and they call it the armed conflict. It is a war between the government of Colombia, far-right paramilitary groups and crime syndicates. We moved to Canada in search of security and better quality of life. Not sure what that will look like though. I'm 14 now and I have never seen a safe place before. This armed conflict has been going on for a long time now and I have never truly felt safe.

We arrived in Canada on a plane. It was about a 15-hour flight with two stops in between. On the plane, we got to see all kinds of cool things like big cities glowing in the night sky. My little brother Ivan really liked the cities. The plan was sure crowded thought. It seems like we're not the only ones going to Canada.

It is sure going to be different but I'm excited about the journey ahead of us. I can't wait to go meet new friends and to learn more about this Alberta place.

That's all for now, Amira

Student Submitted Prayer 2019

God of all Creation.

Please be near those who are affected by violence and forcibly displaced from their homes and families. For those that cry out to you, may they have the faith to sustain themselves in these difficult times.

For those that don't know you, do not hie your face front hem, but through the mercy and charitable kindness of others, my they come to see you at work in the world.

Just love them all.

Protection them from further trauma as many live in camps and even fer for their safely there.

For children and women, be their protector. Provide the provisions they need.

We know, you have not forgotten them. You know their names. You know their stories.

We pray in the name of Jesus who hears the prayers of the displaced as Jesus too, was displaced in this world.

Amen.

Diary



I diary would be a good thing for Amira to bring on her journey to Canada. It will have lots about her past life in Colombia in it. It would have all kinds of stories and adventures written in it. Now she can continue her diary and write about all her new adventures in Canada.

95

Grade 9

Things I Wish I Knew

Teacher: Jeremy Schindel

Storyline: Last

Deep Hope: That as grade 9 students ready themselves to leave Covenant, they understand the impact they can have and share with their community, especially those that will follow in their footsteps.

Throughlines:

Community-Building

For a lesson in health class, the grade nines reflected on some of their favorite moments and some of their most challenging moments from being at Covenant (or whichever school they attended) over the last 10 years of their education.

The follow up question was then centered on “When I was in grade ‘x’ I wish I knew ‘y.’”

Students were asked to address this response to a particular grade, passing on some of the wisdom and insight they have gained after going through much of the same thing when they were in that grade.

This was then shared with the grade classes in celebration as a way of encouraging other students.

Last

Whoever wants to be a leader among you must be your servant,...For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many.

Matthew 20:26,28

The importance of listening

I know teachers always say that you should be careful on the snow hills, and we think that we don't have to listen to them because according to us we are not going to get hurt. Well that's not always the case. I was in grade 1 playing on the snowhill. We were jumping off the edge into a pile of snow and it was a lot of fun! I was waiting in line and it was finally my time to go jump off. I suddenly got really scared and I apparently took too long to jump off cause I got shoved off the edge. I fell right through the big fluffy pile of snow and broke my arm along with getting a concussion. Luckily it was a mild break but let's just say that I didn't go on the snow hill for a long time after that.



Joy in learning

Looking back, listening to young kids learn to read, reminds me of when I was that age. I would dream of reading big chapter books and believed that 100 pages were a huge novel. Now I have a different outlook on books. The books I read now I would have thought impossible in grade 1. Each year my reading improved and I was always looking to the future. To anyone in any grade, I would give them the advice of living in the present day and celebrating small accomplishments.

Growing up

Transitioning from Grade 6 into Grade 7 is a big jump. It will be hard at times, and you may feel as though no one else understands what you are going through. But, it is important to remember that everyone else in your class is going through it too. Everyone is thinking about going through PATs and into junior high the next year. You are not alone. God is always with you.

The importance of listening

Have confidence in your leaders and submit to their authority, because they keep watch over you as those who must give an account. Do this so that their work will be a joy, not a burden, for that would be of no benefit to you.

Hebrews 13:17

Joy in learning

Be very careful, then, how you live—not as unwise but as wise, making the most of every opportunity, because the days are evil. Therefore do not be foolish, but understand what the Lord's will is."

Ephesians 5:15

PE

Physical Education

Gymnastics

Teacher: Philip Drader

Storyline: Always Fully
Loved, Never Fully Finished

Deep Hope: My deep hope is that students will root their identity in being a child of God and will exercise a growth mindset as they develop their God-given passions.

Throughlines:

Community-Building

Beauty-Creating

Students were taught some balances and rotations as part of our focus on gymnastics in Physical Education classes. We spent a couple of days working together to create multi-person balances. This was the Community-Building part. At the end of the unit, the students were to create a gymnastics routine by themselves or with a partner. This is the part of the unit where they got to be Beauty-Creators.

Julie D. and Katie M.'s performance





Students creating multi-person balances.

"That was fun!"

M

Music (Grade 4/5)

Worship

Teacher: Ann McDonald

Storyline: Being God's Echo

Deep Hope: My deep hope is that students will delight and joyfully worship and serve God with the special gifts He has given them.

Throughlines:

Community-Building

God-Worshipping

The grade four/five students were given the opportunity to watch a Christian worship song video. After watching the music video we talked about what we saw as a class. We tried to pull out as many details as we could and talked about the meaning behind them.

Next, we dug deeper into the song to discover the message the artist was trying to portray. We read through all the lyrics and talked about the meaning of the word flawless.

At the end of the lesson, students were asked to write down their take away from the video and how they could Echo that into our school and community.



Students writing down their thoughts.



Comments made by the students during class discussion.

"Everyone becomes flawless with God."

"No matter how much you hurt, the truth can make you flawless."

"I have O.C.D. and I am flawless."



Students reading the lyrics to the song and breaking it down.

Name Corbin

1. What did you see in the worship video?
They were getting covered in paint. They were showing people with disabilities ✓

2. What was the artist's message?
God has made you flawless he has made you perfect ✓

3. What lyric stuck out to you?
The cross has made you flawless ✓

4. What was one thing you can take away from this song?
God has made you perfect ✓