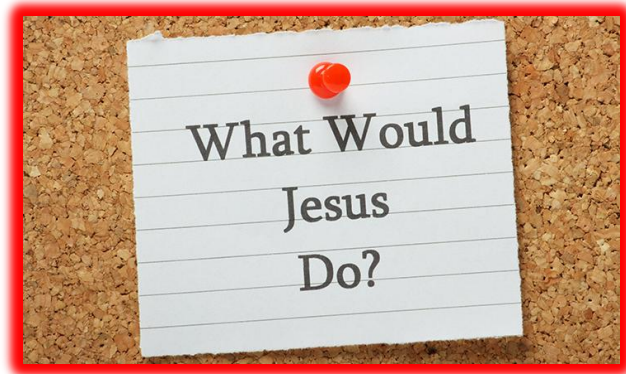


**St. Laurence Catholic Parish**  
**Elementary Children's Faith Formation (CCE)**  
**Week 15 Lesson Plan**



## Unit 3 – How does Jesus Christ teach us to live a moral life?

**EQ #3: *Why and how does Jesus Christ expect me to love and respect myself and others? (Part 2)***

### CATECHIST PREPARATION

*To prepare for this week's lesson:*

- This week in Children's Faith Formation (CCE) , all grade levels will begin instruction on the Church doctrine of [CATHOLIC SOCIAL TEACHING](#) and explore what it means to value and respect all human life. For an overview, go to [INTRO TO CATHOLIC SOCIAL TEACHING](#).

The Church's Social Teaching (aka *Catholic Social Teaching*) is a central and essential element of our faith. With its roots in the Hebrew prophets who announced God's special love for the poor and called God's people to a covenant of love and justice, this teaching is founded on the life and words of Jesus Christ himself, who came "to bring glad tidings to the poor . . . liberty to captives . . . recovery of sight to the blind"(Lk 4:18-19), and who identified himself with "the least of these," the hungry and the stranger (cf. Mt 25:45). (USCCB)

*Catholic Social Teaching* (CST) is a rich treasury of wisdom about building a just society for all, and living lives of holiness against the challenges of modern society. CST is not a list of rules, but rather a list of guiding principles by which Catholics should live. In general, there are [Seven Themes of Catholic Social Teaching](#). However, at the foundation of all of these teachings, the Catholic Church proclaims that human life is sacred and that ***the dignity of the human person is the foundation of a moral vision for society where all can thrive.*** (USCCB) For more information, check out the video at [HUMAN DIGNITY IN CATHOLIC TRADITION](#).

We would be remiss if we did not specifically address the recent calls for social justice in our own country and across the world. While many of these issues become pawns for political gain and are viewed as polarizing, *the call for social justice is part of our Catholic heritage and tradition.* This is an extension of our Gospel values and of what Jesus asks

of us. While acts of charity to address immediate needs are always indicated, the tougher (and more daunting) task of working towards a society which promotes the *dignity of all*, is actually just as (or even more) important. This dual call we are to answer can be expressed as the [TWO FEET OF LOVE](#) or [TWO FEET OF LOVE IN ACTION](#) (video). Not until the root of man's apathy towards his fellow man is eradicated from people's hearts and from society at large, can we each live the life that God intended for every one of His Children. That is, to be provided with an environment and the opportunities in which each of us does not merely exist, but rather flourishes.

"Catholic social teaching is not an addendum to the Gospel but a living part of the church's proclamation of our salvation in Christ Jesus. It is because of God's love for each person and for the entire human family that the church speaks about matters such as economic and racial justice; the evil of abortion, capital punishment and euthanasia; the economy and the environment; religious liberty; the plight of immigrants and refugees; and a host of other social issues." By Rev. William E. Lori, Archbishop of Baltimore

See this article, in its entirety, in the September 2020 issue of America Magazine under *The truth in Black Lives Matter* or read its full content at [HOW CHURCH TEACHING CAN HELP EXPLAIN 'BLACK LIVES MATTER'](#)

#### **Final Quotes to Consider:**

"Every analysis must necessarily start from the premise that—although each person lives in a particular concrete social and historical context—every human being is endowed with a dignity that must never be lessened, impaired or destroyed but must instead be respected and safeguarded, if peace is really to be built up." (Pope John Paul II, *Address to the General Assembly of the United Nations*, October 2, 1979)

"Unless someone like you cares a whole awful lot, nothing is going to get better, it's not." (Dr. Seuss, *The Lorax*)

- In order to prepare your adult heart and mind to present this lesson to your learners begin by:  
Watching the [WHAT CAN CATHOLICS DO TO OVERCOME RACISM?](#) video **and** reflecting upon how you can begin to personally implement at least one of the [PRACTICAL STEPS TO ERADICATE RACISM: AN INVITATION](#) (based upon the Pastoral Letter on Racism, called [OPEN WIDE OUR HEARTS](#), by the USCCB November 2018).

Other resources on this topic which you may find helpful in preparing for this week's lesson include:

- [TALKING TO OUR CHILDREN ABOUT RACISM](#) (links to *many* practical resources)
- [TEACHING YOUNG CHILDREN ABOUT BIAS, DIVERSITY AND SOCIAL JUSTICE](#) (an *excellent* and practical article)
- [USCCB STATEMENTS ON RACISM](#) (links to statements by the USCCB dating back to the late 1950's on the immorality and injustice of racism)

"Racism is evil because it attacks the inherent dignity of the human person, created in the image and likeness of God. The persistence of racism demands our attention now. Racism emerges in the actions and inactions of individuals; and it is embedded in our institutions and public policies. Our faith calls us both to personal conversion and to transformation of our society." (USCCB)

**Another hard topic (Abortion):** As Catholics who are called to *respect and protect the dignity of all human life from the moment of conception until natural death*, we cannot

remain blind to the reality of the sad and extensive practice of abortion in this country. Care and concern for the protection of the preborn has, unfortunately, reached an all-time low in the United States. As a practice, abortion disproportionately affects women of color as a 'solution' to an unplanned pregnancy. In many, many cases, it leaves lasting emotional scars on the mother (and oftentimes, the father) to be. It is no surprise that our learners are exposed to a multitude of opinions and beliefs about abortion (and other pro-life issues) in our culture and mainstream media. For that reason, it is imperative that your learners hear the truth and wisdom of our Catholic perspective and beliefs *directly from their parents and catechists (when appropriate)*.

For some helpful resources on how to speak to children about the practice of abortion (and at what age it is appropriate to do so), go to the [HOW TO TEACH YOUR CHILDREN ABOUT ABORTION](#) video, or read the [SPEAKING TO YOUNG CHILDREN ABOUT ABORTION](#) or [CATHOLIC PARENTING](#) articles. For a beautiful video (appropriate for all) that explores the scientific facts regarding pre-born babies and discusses the sacredness of their lives just like those of all other human beings, watch [THE MIRACLE OF LIFE](#), or read a pro-life book together as a class by considering [WHY YOUR KIDS NEED TO READ PRO-LIFE BOOKS](#). (Note: There are also many pro-Life book titles referenced in the *Picture Books* section of the supplemental resources at the end of this lesson).

**Note that we will NOT be covering this topic in our classes, but rather encourage learners to have those conversations in the sanctity of their own home, with their parents, should questions arise.**

- Review the appropriate grade-level learning targets from the *Catechetical Framework for Lifelong Faith Formation* (CFLFF) posted on the Catechist website at <https://stlaurence.org/the-catechist> for your age group. Keep these targets in mind as you prepare for and progress through the weekly lesson, making discussion points based upon these specific age-appropriate targets.
- Reflect upon a favorite Scriptural passage that you would like to share with your children regarding how God calls us to treat others with dignity and respect and expects us to stand up for those who are the most vulnerable among us. Explain why this passage resonates with you or is important to you. Or, you might like to consider any one of the following:  
[DEUTERONOMY 10: 17-19](#), [PROVERBS 31: 8-9](#), [PSALMS 82: 3-4](#), [ISAIAH 1:16-17](#),  
[MICAH 6:8](#), [ZECHARIAH 7: 9-10](#), [MATTHEW 7:12](#), [MATTHEW 25: 34-40](#),  
[ROMANS 12: 15-18](#), [JAMES 1: 26-27](#)
- Create a [Prayer Table](#) (or check out [How to Make a Prayer Table for Kids](#)) in a special corner of the classroom. Keep a Bible reverently displayed there to be used for readings in your lessons. When proclaiming *The Word* to children, it is more impactful to read directly from the Bible and not just from their workbooks. This gives them the sense that this is not just any book.
- Establish a comfortable learning space in your classroom for your session.

Supplies **you may want to have on hand before beginning the Lesson:**



children, you may act as the 'scribe'). Retain the sticky notes to have an understanding of what your child or children already know or don't know. This will be helpful as you move along through today's lesson.

- ❖ To facilitate thinking and discussion above, use some of the following prompts: Who created us? Why are human beings so special to God (i.e., why were we created)? What does God want for each of His children (i.e., all human beings)? Were we all created to be the same? Why do you think that is? What is diversity and how do we recognize it? Does every person have a *Circle of Grace*? What is dignity? Who has dignity? How do we know? What is respect? Who deserves respect? How do we show respect for ourselves, but especially others? What are some things or actions that do not respect ourselves or others? What is equality? Who deserves equality and why? What is bias? What are some ways that people don't respect the dignity of others? Who is my neighbor? *Plus, any others you can think of...*

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### **EQ “Essential Question”**

(This question serves as a cognitive bookend for the children – i.e., it is the targeted “so what” or “take-away” of the lesson being presented. If your learners can articulate a relevant answer to this question by the end of the session, you have done your job. 😊)

Share and post the physical representation of the lesson's EQ in your classroom (Note: Each classroom is equipped with a set of *EQ posters* corresponding to those posted on the weekly *Lesson Schedule*):

***Why and how does Jesus Christ expect me to love and respect myself and others?***

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### **EXPLAIN**

(Present the relevant grade-level material – listed below – to your learners and complete any activities which are a part of the lesson. These *Dignity of the Human Person* lessons noted below are meant to be presented to your learners by the catechist, as there are many prompts and activities that need to be navigated through, and important topics to be discussed as a class.)

**Grade 1:** *Alive in Christ*, pgs. 288-289 (*Life and Dignity*) + [Dignity of the Human Person Grade 1 Lesson: Venerable Fr. Augustus Tolton Story](#) (A supplemental resource including a world map and photos of Fr. Augustus can be found at [MAP & PHOTOS](#))

**Grade 2:** *Alive in Christ*, pgs. 294-295 (*Life and Dignity*) + [Dignity of the Human Person Grade 2 Lesson: What is a Person?](#)

**Grade 3:** *Alive in Christ*, pgs. 294-295 (*Life and Dignity*) + [Dignity of the Human Person Grade 3 Lesson: How Do We Respect Human Dignity?](#)

**Grade 4:** *Alive in Christ*, Chapter 14 (*Respect Life*) and pgs. 294-295 (*Life and Dignity of the Human Person*) + [Dignity of the Human Person Grade 4 Lesson: Beatitudes Show Us True Happiness](#)

## **EXTEND**

(Gather back together and invite children to share, in turn, what they learned about how we respect the dignity (value) of *all* human beings, including ourselves and others, no matter who they are or perhaps what bad choices they have made. Affirm positive answers and interject grade-level learning targets into the discussion, where applicable. As a class - or in groups - come up with a list of *at least three new things* that the children learned, were surprised by or think others should know about how we are expected to make choices which help *all* of the Children of God live safe and happy lives as God intended. Then, *extend the lesson together by completing at least one of the activities* provided below).

### **Lower Elementary (K-2):**

- **Video:** Watch [EVERYONE IS UNIQUE, YOU ARE SPECIAL](#), [30 TIPS OF DIGNITY & RESPECT](#) or [WE'RE DIFFERENT AND THE SAME](#)
- **Crafts/Activities**
  - Make the [OPEN THE EYES OF MY HEART](#), [SHARING GOD'S LOVE HEARTS](#), [CHILDREN OF THE WORLD](#) or the [MULTI-CULTURE HANDS WREATH](#) craft, or
  - Complete one of the [SUPERHERO OF JUSTICE](#) activities or do the [SHARE GOD'S LOVE OBJECT LESSON](#) together

### **Upper Elementary (Grades 3-5):**

- **Video:** Watch [THE SEVEN THEMES OF CATHOLIC SOCIAL TEACHING](#), [30 TIPS OF DIGNITY & RESPECT](#) or [DIGNITY OF THE HUMAN PERSON](#)
- **Crafts/Activities/Games**
  - Complete either the [TWO FEET OF LOVE IN ACTION WORKSHEET](#) or the [JUSTICE IN THE WORLD WORKSHEET](#)
  - Make the [CHILDREN OF THE WORLD](#) or the [MULTI-CULTURE HANDS WREATH](#) craft
  - Complete one of the [SOCIAL JUSTICE ACTIVITIES](#) or the [WITH THE HELP OF GOD'S LOVE OBJECT LESSON](#) together as a class.
  - Present the object lesson of [UNDERSTANDING FAIRNESS VS. EQUALITY](#) or play the [CANDY CURRENCY GAME](#)

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## **EVALUATE/REFLECT**

Restate today's Essential Question (EQ) – *Why and how does Jesus Christ expect me to love and respect myself and others?*

Summarize what's been learned during this lesson, emphasizing those concepts which may have been missed or misunderstood in the EXPLORE step above.

- **Say,** "God tells us in the Bible ([Jeremiah 1:5](#)) that He knew each of us *before we were even born*. He created each of us to be a *unique* (one of a kind!) and *unrepeatable* (never to be repeated!) human being in His Creation. There will never be another one of any of us, ever. Wow! God loves us and has a special plan for each of our lives – He

knows what He made us for and what He wants for each of us, which is eternal happiness with Him. *Every* human life is valuable to God, no matter how big, how small, how young, how old, how healthy, how ill, how different looking, or how they are able or not able to do certain things.

As God's children, every human being reflects His love and has an inherent (built in) *dignity* or value that can never be taken away. We each have value just by being a *Child of God*. As His children, *we are brothers and sisters to each other*. Sometimes, the world tells us to put more value on some people just because they have lots of money, wear certain clothes, look a particular way, have certain qualities/skills or are exceptionally good at something. But that's not how God sees us! Because God made each and every person, *He wants us to see what He sees in everyone* - a one of a kind and precious child of His! We are each valuable in our own right, not because of what we do or what we look like, but because we belong to God. Because of this, God expects us to show *respect* for each other *by being kind and fair to everyone*, no matter who they are or even what bad choices they may have made. It's the way He expects us to treat one another. Sometimes, a person's actions make it hard to see God's goodness in them, but we are called by our faith to respect all people and see the value in their lives too.

When we take proper care of the minds and bodies that God gave us, we are able to use them to do good things. We need to remember that everyone has a *Circle of Grace* where God is present around them and the Holy Spirit helps to keep them safe. God wants us to be nice to others and to peacefully solve problems with our words instead of fighting. If we see someone being bullied, teased or disrespected (or anything else that doesn't belong in their *Circle of Grace*), we need to speak up and get help from a trusted adult when necessary. We should also help to protect others, especially those who cannot speak up for or protect themselves, because every human life is important and valuable to God.

When we stand up for others who are being treated unfairly, we are seeking *justice* (or fairness) for them. This is the idea behind *Catholic Social Teaching* which is a guide for how Catholics are called to live lives of holiness and work towards building a fair and just world for all of God's children. These seven (7) teachings guide Catholics to imitate Jesus Christ, who came "to bring glad tidings to the poor . . . liberty to captives . . . recovery of sight to the blind"(Lk 4:18-19), and who identified himself with "the least of these," the hungry and the stranger (cf. Mt 25:45).

All seven of the Catholic Social Teachings are based on God's vision of the dignity (or value) of every single person in the human family. When we remember that we are all God's children, it helps us stand together in *solidarity* to work towards a world where all human beings have not only what they need to live – i.e., food, shelter, medical care, education, safety, etc. – but also that they have opportunities that allow them to equally thrive and become the person who God created them to be. We should want this not only for ourselves, but for all of our brothers and sisters around the world.

Unfortunately, some people make bad choices and treat others unfairly because of biases that they have. *Biases* are when someone favors one person or group of people over another just because of who they are, what they look like, where they come from, what they do for a living, what they believe, etc. These biases can lead to different or

As followers of Jesus, we are expected to show love, kindness and respect towards all of God's children and make choices which encourage the fair treatment of *everyone* (remember the Good Samaritan?). This is called *social justice* and is part of our Catholic heritage (tradition). It is an extension of what Jesus asks from each of us. While serving others by providing for their immediate or temporary needs (i.e., gifts of food, shelter, clothes, school supplies, money, etc.) is a very important way of showing *charity* (or expressing love), showing respect for others includes not only asking them what they need, but also helping them to help themselves. We do this by working to change the world with equal opportunities for all. This is referred to as putting our TWO FEET OF LOVE IN ACTION where we help to create a better world. In this better world, the dignity of every person in the human family is equally valued. We are each respected simply for who we are – a child of God. Together, we are able to share opportunities and resources so that every human being can become the person that God created and wants each of us to be.

- ## ***CLOSING PRAYER***

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- **What We Pray:** Memorize the [PRAYER FOR LIFE](#), or write one of your own. Make praying this prayer a part of your daily devotionals.
- **Saints and Heroes:** *Saint John Paul II* and *Saint Gianna Beretta Molla* are modern day Saints who championed the sanctity (holiness) of all human life and fought for its respect and protection, no matter the age or condition. *Dr. Martin Luther King, Jr.* is an

American hero who peacefully advocated for the equality for all people through the elimination of discrimination (or different/unjust treatment of certain people due to race/skin color, age or gender) which denied them their dignity as fellow human beings. Through the actions of these brave Christians, they taught us to embrace a *culture of life*, respecting all human beings as brothers and sisters, as God calls each of us to do.

Choose one of these three heroes and research their life by watching one of the videos or reading an article or prayer below, or by finding your own research on their lives in a book or on the internet with the help of your parent or guardian. Then, reflect upon the questions that follow:

[SAINT JOHN PAUL II: THE LIFE OF A HOLY POPE](#) or [PRO-LIFE PRAYER OF JP II](#)

[DRAWN TO THE SAINTS: ST. GIANNA BERETTA MOLLA](#) , [SAINT GIANNA MOLLA](#) or [ST. GIANNA BERETTA MOLLA](#) (Older children)

[THE LIFE OF DR. MARTIN LUTHER KING](#), [DR. KING A LEADER AND HERO](#), [I HAVE A DREAM SPEECH](#)

- What were the circumstances of this hero's life that shaped their commitment to the respect for and protection of the value of all human life?
- What surprises you most about the hero that you researched, and why?
- What have you learned from the hero that you researched and how might you apply this to your own life (i.e., what inspires you about them)?

***Want to extend your lesson in class or at home about this topic? Check out these additional resources which can be used at the Catechist's discretion, if desired:***

- ***Catechist Preparation Videos/Resources:*** [SEVEN THEMES OF CATHOLIC SOCIAL TEACHING](#), [SOCIAL TEACHING CATHOLIC CENTRAL](#) (6:56), [COMPLETE HISTORY OF CATHOLIC SOCIAL DOCTRINE](#) (12:55), [HUMAN DIGNITY IN CATHOLIC TRADITION](#) (4:38), [DIGNITY OF THE HUMAN PERSON](#) (3:05), [CATHOLICS LOVE THEIR NEIGHBORS](#) (2:26), [USCCB STATEMENTS ON RACISM](#), [OPEN WIDE OUR HEARTS](#), [PRACTICAL STEPS TO ERADICATE RACISM](#), [WHAT CAN CATHOLICS DO TO OVERCOME RACISM?](#) (17:37), [TALKING TO OUR CHILDREN ABOUT RACISM](#) (Excellent Resources); [FAITH IN ACTION: ANTI-RACISM RESOURCES](#), [A PRAYER SERVICE FOR RACIAL HEALING](#), [VIEWING OURSELVES AS ONE FAMILY](#), [THEOLOGY OF THE BODY](#), [IMPORTANT TOPICS BOOK LIST](#), [A CALL TO EFFECTIVE ACTION: WHEN BEING RIGHT IS NOT ENOUGH](#), [WHY YOUR KIDS NEED TO READ PRO-LIFE BOOKS](#), [RAISING PRO-LIFE CHILDREN IN A CULTURE OF DEATH](#)
- ***Lesson Plans/Activities:*** [CALLED TO LIVE LIKE JESUS](#), [LOYOLA PRESS](#) , [CST LESSON PLANS](#), [LIVING OUR MISSIONARY CALL](#), [TWO FEET OF LOVE IN ACTION](#), [COMBATting RACISM RESOURCES BY GRADE](#), [EVERYONE BELONGS ACTIVITIES](#) (see copies of this book available), [SCRIPTURE & JUSTICE ACTIVITY](#), [BIBLICAL JUSTICE CHALLENGE](#), [SUPERHERO OF JUSTICE ACTIVITY](#), [SOCIAL JUSTICE ACTIVITIES](#), [LIFE IS SACRED ACTIVITIES](#), [JUSTICE AND FAIRNESS ACTIVITIES](#), [PRACTICING VIRTUES](#), [INSTILLING THE VIRTUES](#)
- ***Videos:*** [MADE IN THE IMAGE SONG](#) (3:09), [CST IN 3 MINUTES](#) (2:56), [7 THEMES OF CST](#) (5:08), [THE DIGNITY OF HUMAN LIFE](#) (4:12), [CATHOLICS PROTECT HUMAN LIFE AND DIGNITY](#) (2:04), [30 TIPS OF DIGNITY & RESPECT](#) (3:15), [BE A VOICE FOR LIFE](#) (3:56),

[RESPECTING DIFFERENCES BETWEEN PEOPLE](#) (3:17), [DIGNITY VS. RESPECT](#) (2:20), [RESPECT: THE WORD ON THE STREET](#) (5:46), [WHAT IS HUMAN DIGNITY?](#) (1:51), [JESUS HELPS ME SHOW RESPECT](#) (20:31), [WE'RE DIFFERENT AND THE SAME](#) (5:57), [WE ARE ALL DIFFERENT](#) (storybook narration) (4:39), [HORTON HEARS A WHO](#) (25:33), [SCOOT OVER AND MAKE SOME ROOM](#) (1:58), [HOW TO CHANGE THE WORLD](#) (3:43), [THE MIRACLE OF LIFE](#) (3:32), [BEING PRO LIFE](#) (older) 4:16, [ALL ABOUT RESPECT SONG](#) (2:14), [I REFUSE](#) (3:41, song by Josh Wilson), [BUILD YOUR KINGDOM HERE](#) (4:25, song by Rend Collective), [GREATEST COMMANDMENT SONG](#) (2:12), [I'LL FOLLOW JESUS SONG](#) (3:35), [REVOLUTIONARY SONG](#) (3:05), [COLOR OF ME SONG](#) (2:29), [VEGGIE TALES: ARE YOU MY NEIGHBOR?](#) (10:05), [GREATEST COMMANDMENT SONG](#) (1:41), [THE VIRTUES](#) (2:15), [TWO FEET OF LOVE IN ACTION](#) (2:45)

- **Activities/ Games:** [SOCIAL JUSTICE MONOPOLY](#), [CST CROSSWORD PUZZLE & WORD SEARCH](#), [SOCIAL JUSTICE ACTIVITIES](#), [WAYS TO RESPECT LIFE WORKSHEET](#), [JUSTICE IN THE WORLD WORKSHEET](#), [WITH THE HELP OF GOD'S LOVE OBJECT LESSON](#), [SHARE GOD'S LOVE OBJECT LESSON](#), [HOW RUDE! GAME](#), [TWO FEET OF LOVE IN ACTION WORKSHEET](#)
- **Crafts:** [OPEN THE EYES OF MY HEART](#), [GOD IS LOVE MOBILE](#), [BODY OF CHRIST CRAYON MELTS](#), [MLK DAY CRAFT](#), [CHILDREN OF THE WORLD](#), [HANDPRINT DREAM CATCHER](#), [HOW WOULD YOU CHANGE THE WORLD?](#), [MULTI-CULTURE HANDS WREATH](#), [DREAM CLOUDS](#), [SHARING GOD'S LOVE HEARTS](#)



- **On FORMED:** (Refer to [INSTRUCTIONS FOR ACCESSING FORMED](#) to gain free access to the St. Laurence parish membership subscription).
  - *The Value of Life* (23 min.)
  - *Angel in the Waters* (9:29 min.)
- **Picture Books:** (\* Copies of these titles are available from staff. Just ask to reserve one!)
  - *Everyone Belongs* \* (USCCB); also narrated at [EVERYONE BELONGS](#) (x5)
  - *When God Made You* \* (Matthew Paul Turner) (x1)
  - *I'm Not Just a Scribble* \* (Diane Alber) (x1); also narrated at [NOT JUST A SCRIBBLE](#)
  - *Horton Hears a Who* \* (Dr. Seuss) (x1); also narrated at [HORTON HEARS A WHO](#) ("a person's a person....no matter how small!")
  - *You Are Special* \* (Max Lucado) (x1)
  - *Before I Was Me* \* (Frank Fraser) (x1)
  - *God Gave Us You* \* (Lisa Tawn Bergren) (x1)
  - *Green Street Park* \* (USCCB) and *Drop by Drop* \* (USCCB) (x1)

- *Angel in the Waters* \* (Regina Doman) (x1)
- *In the Image of God: A Story of Identity and Value*, by Joe Caruso (x1)
- *God's Masterpiece: An Adventure in Discovering Your Worth* by Elisabeth Hasselbeck (x1)
- *Paris Finds Her Purpose*, by Demi-Leigh Tebow (x1)
- *God Made Us Different* (Lindsey Coker Luckey)
- *The World Needs Who You Were Made to Be* (Joanna Gaines)



Revised 7/3/25