



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 11

What Are We Hoping For?

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What Are We Hoping For?

Lesson Overview

Students will further explore the concept of hope and how it applies to their own lives.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian);

Grade 5:

BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation [CCC nos. 74-100; 748-780];

Grade 6:

PR1.2: Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need. [CCC nos. 2634-2636]

Visual Arts:

D1: Creating and Presenting:

Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The **Ontario Catholic School Graduate Expectations** evident in this lesson include:

CGE1i: integrates faith with life;

CGE5g: achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

The **Catholic Social Teachings** evident in this lesson include:

Solidarity

Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: The ongoing Tradition of the Church's teaching, inspired by the Holy Spirit, continues to unfold human understanding of the fullness of God's self-revelation.</p> <ul style="list-style-type: none"> • What is hope? <p>Scripture Passages:</p> <ul style="list-style-type: none"> • Isaiah 9:2
	<p>LEARNING GOALS</p> <p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> • Describe what it is that we are hoping for. • Describe how we can give hope to one another. • Paint what hope looks like to them. <p>Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.</p>

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology: Hope Intercessory prayer</p>	<p>Materials: Paper Paint</p> <p>Internet Resources: Hope in Advent Video: https://www.youtube.com/watch?v=4c6qfU_QCXc</p> <p>Advent Painting Video: https://www.youtube.com/watch?v=WdljOp087NY</p> <p>Resources: i-Pads or BYOD for online Bible use.</p>

MINDS ON	
	<ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning
	<ol style="list-style-type: none"> 1. Watch the video: Hope in Advent. 2. After watching the clip, ask students for any ideas of hope that came from the video.

3. Discuss: What are we hoping for? How can we give hope to each other?

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

1. Watch the video: Advent Painting
2. Discuss the creation of the painting with the students. How does this painting represent hope? At first, the painting was dark, and the artist finished by drawing a flame, which represents Jesus, the light of the world. The painting can also relate to the Advent passage in Isaiah 9:2: The people walking in darkness have seen a great light.
3. Introduce the Hope Painting assignment to the class. Students will be creating their own hope paintings by using a piece of blank paper and paint, and will answer the question, "What does hope look like to you?" Students are also required to create 1 intercessory prayer related to their painting (ask students to pray for someone or something related to their painting, and to format the prayer exactly like the prayer of the faithful at Mass: For... we pray to the Lord.).
4. Students may begin by planning their painting. Once they have finished planning, the appropriate time may be allotted to complete the task.

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

1. Invite students to share their paintings with the class. Students may describe what hope means to them through their interpretation of the painting. Once they have concluded their sharing, invite them to read their intercessory prayer, to which everyone will respond: "Lord, hear our prayer."
2. Display the paintings in the classroom or in a suitable location in the school.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Have students share their paintings with students in younger grades. Students can explain the meaning of hope, the meaning of their painting, and can pray their intercessory prayer with their partner.