

# **THOUGH MANY, WE ARE ONE**

## **UNIT 2**

### **Make Me an Instrument of Your Peace**

#### **Lesson 5**

#### **Thankful**

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### Make Me An Instrument of Your Peace

#### Thankful

##### Lesson Overview

Students will recognize that we live in community and express appreciation and gratitude to others.

**Duration:** 80 mins

#### CURRICULUM CONNECTIONS

##### Religious Education:

Gr. 6 - BL1.3: Identify the many ways we come to know God from the physical world and the human person (i.e. creation).

##### Hope Expectations: Junior

Believing - Actively seek to find the face of God in Scripture, in God's creation, particularly in the *face of the other*.

Living in Solidarity - Develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good;

#### HOPE EXPECTATIONS, ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

**CGE1d** -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

**CGE1i** -integrates faith with life;

**CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;

**CGE3b** -creates, adapts, evaluates new ideas in light of the common good;

**CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

**CGE5e** -respects the rights, responsibilities and contributions of self and others;

**CGE7j** -contributes to the common good

## Guiding Questions (coming out of the Big Idea)

### Big Idea:

- We live in community with each other. Take the time to think of how we each contribute to making our immediate environment a better place. This offers the students to think of someone who has had a positive influence on their lives and write a thank you letter.

### Scripture Passages:

Philippians 2:1-11

It is Jesus' nature to serve. He was born as a humble human being who lived his life serving others. We are called to serve others in the likeness of God.

## LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Express thanks to those who have had an impact on their lives

**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.

## INSTRUCTIONAL COMPONENTS AND CONTEXT

### Terminology:

Inspired

### \*NOTE:

The EOCCC resource *Who I Am* could replace this single lesson. Through 5 lessons for each of the junior grades, students learn that we all make a difference to the self and to others because Jesus first made a difference for us. Download free at

[www.eoccc.org](http://www.eoccc.org)

### Materials:

Paper  
Pens/pencils  
Clock  
Envelopes  
Stamps

### Resources:

Mother Teresa – Ways to Practice Humility (Appendix A)

## MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

On a Blank Sheet of paper have the students write down the following:

Name someone who has inspired you.

Name someone who has made you feel special.

Name someone who has taught you something worthwhile.

Name someone who you can share a secret with

When is the last time you have thanked any one of these people for being there for you?

### ACTION

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

#### **Part 1** (40 mins):

Read the prayer of Mother Teresa (*Appendix A*) to the class. Focus on some of the small things we do to make the world a better place.

On a blank sheet of paper have the student write their name at the top of the page and the date. On 1 minute intervals have the students pass the sheets in an orderly fashion (clock wise) around the room. It should be that every student gets to handle the sheet at least once. During that minute the students are to write one nice thought or deed they have seen that student do at the top of the page.

At the end the student should get a list of things they have done and compliments.

Tell the students, "Now the most difficult part: Write one nice thing about yourself."

The students should keep the compliments sheets for the next lesson.

#### **Part 2** (40 mins)

Have the students reflect back upon the compliments sheets. The students are now to think of an individual in their life who has had a great impact on them. Through the actions of these people we come to know the love of god. Each student is going to write a thank you letter to one person.

Go through the success criteria: (features of a letter, greeting, date, etc...)

Have the students brainstorm their ideas and talk about people and examples of whom they might write too.

### CONSOLIDATION

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

Letter Writing – The students write the letter. The letters can be put into envelopes and mailed or delivered to the person.

Pray for each person.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Writing a letter to God

Writing a letter to a local hero or person who inspired them

Appendix A –

## Mother Teresa

“These are the few ways we can practice humility:

To speak as little as possible of one's self.

To mind one's own business.

Not to want to manage other people's affairs.

To avoid curiosity.

To accept contradictions and correction cheerfully.

To pass over the mistakes of others.

To accept insults and injuries.

To accept being slighted, forgotten and disliked.

To be kind and gentle even under provocation.

Never to stand on one's dignity.

To choose always the hardest.”