



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 3

Make A Difference! Through Friendship

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Lesson Overview:

'Make A Difference!' acquires awareness that Social Justice is FRIENDSHIP based in order to cultivate positive, healthy, Christ-centered relationships with all.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: LS3.3 Suggest ways Christians can help people of other faiths to come to know Jesus...through acceptance and friendship.

Grade 6: LS3.3 Provide examples of how we can show respect for people from diverse religious backgrounds.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity

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

A discerning believer formed in the Catholic faith community

An effective communicator

A reflective, creative, holistic thinker

Guiding Questions (coming out of the Big Idea)

Big Idea:

Jesus' life and ministry was universal, it included outreach to believers and non-believers.

"How can Christ-centered friendship bring solidarity to Christian believers and non-believers?"

Scripture Passages:

Sirach 6:14-16

"Faithful friends are a sturdy shelter: whoever finds one has found a treasure. Faithful friends are beyond price; no amount can balance their worth. Faithful friends are life-saving medicine; and those who fear the Lord will find them."

LEARNING GOALS

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

Explain how Christ-centered friendships, through Social Justice, unite Christian believers and non-believers in solidarity.



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:

Social Justice
Common Good
Inclusion
(refer to previous anchor chart)

Materials:

1. <https://www.youtube.com/watch?v=4z7gDsSKUmU>
Kid President – How to Change the World
2. **Make A Difference! Song** (See Appendix A)
3. **Make A Difference! Inclusion Activity** (See Appendix B)
4. White LEGAL sized paper for students
5. Music (recommended Youtube selection...
<https://www.youtube.com/watch?v=oOCJAVIESEo>
“Friends” by Michael W. Smith)

MINDS ON (10 minutes)

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

Use the Kid President video “How to Change the World” to hook students into learning how they can make a difference. <https://www.youtube.com/watch?v=4z7gDsSKUmU>

Distribute or project **Make A Difference! Song** (Appendix A)

Teacher Voice: “Social Justice is a way for us to live our life Christ-centered. Are you familiar with the song ‘She’ll be coming round the mountain’? Today’s activity will begin with a Christ-centered Social Justice version of that song.”

1. **READ** the words together.
2. **ASK** students to share what they have learnt about Social Justice.
3. **SING** the song together.
4. **ASK** the students how they have made a difference through Common Good.

Large Group Reflection: “Do you agree with the message within the song? What part of the song do you connect with? If you could change one line of the song, what would you change?”

ACTION (20 minutes)

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

Distribute the white paper to students. They are instructed to use a pencil for this task.

Teacher Voice: “The first part of this activity has a listening component. I ask that you listen and follow the instructions that I ask of you. Thank you.”

Follow the instructions on **Make A Difference! Inclusion Activity** (Appendix B).
Music selection recommended.

CONSOLIDATION (10 minutes)

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

Option 1

“Working with a partner, you are invited to create one stanza of your own song to the tune of “She’ll Be Coming Around The Mountain”. Be creative. Your choice of message is:

1. Social Justice
2. Common Good
3. Inclusion of all God’s people

Be prepared to share with the class. We will sing the entire song as if it was created to unite others through God’s acceptance of all of us.”

Allow time for students to present their tune or continue at a later time.

Video tape partner presentation for Assessment purposes.

Option 2

Exit Card

How can Christ-centered friendship bring solidarity to Christian believers and non-believers?

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. Students reflect on one or more of the following questions in their prayer journal.
 - a. Why does God call us to love and be in friendship with everyone?
 - b. As Christ-centered faith followers, how do we treat people that we don’t get along with?
 - c. What is the most important quality you look for in a friend?
 - d. How is your friendship with Jesus similar to your friendship with others?
2. Teacher type all the stanzas to create one song. Students can then take home and share with their family.
3. Invite Principal / Vice Principal to listen to class version of song. Video tape /record.
4. If your class is buddied with Reading Buddies, teach the younger students the new tune.



Appendix A

Make A Difference – Social Justice Song

(Tune: “She’ll Be Coming Around The Mountain”)

Written by Jody Anne McDonald OCT

Social Justice - Jesus calls of me

Follow Him with responsibility

When we love Him everyday

He is happy with our ways

Social Justice - Jesus calls of me

Common Good is the way for you and me

Betterment of community, you see

When we love, He is proud

Our actions speak so loud

Common Good is the way for you and me

Inclusion is like the A, B, C's

We are all God's Children, you and me

We are sisters, we are brothers

We are peaceful to each other

Inclusion is like the A, B, C's

Appendix B

Make A Difference! Inclusive Activity

Students are asked to listen and follow the instructions exactly as stated.

1. On paper, draw two large 'stick people' – one on the left hand side and the other on the right hand side. Your choice whether they are boys or girls.
 2. Above the stick person on the RIGHT hand side, draw a cross.
 3. In the hand of this stick person (RIGHT) draw a rosary.
 4. On the same stick person, make a heart shape where you think the heart should be placed.
 5. Don't let your stick people float in the air... create grass for them to stand on.
 6. Over the stick figure on the LEFT, draw a happy face sun.
 7. Over the other stick figure, draw 3 DOVES (birds).
 8. On the RIGHT side, draw a church with a steeple. On the opposite side of the page draw a house.
 9. PENCILS down. Stop working.
 10. Listen to the next set of instructions. In a moment I will invite you to take another writing tool – it could be a crayon, pencil, marker, etc. – your choice. Then I will ask you to stand up beside your desk. You will quietly walk to the desk closest to you and you will add DETAILS to their picture. While this is happening, music is playing in the background. Once the music stops – YOU STOP ADDING DETAILS. You will wait for the music to start up again AND YOU WILL MOVE TO THE NEXT DESK TO ADD DETAILS TO THAT PICTURE. When I ask you to return to your seat, you will do so quietly.
- QUESTIONS?

You continue starting and stopping the music. Allow the music / movement to take place for the duration of the song before asking students to return to their seat. Once they are settled back...

11. Details have been added to your picture that weren't previously there. I invite you to erase the marks that were added so that your picture returns to its original state.

*Comments will likely be - "I can't do this...marker won't erase...he ruined my picture...I don't like what they did to my picture." – allow students to grumble. **Be aware that there is potential for negative feelings that should be addressed to maintain healthy relationships in the classroom.***

The goal is to stretch students thinking to see that the power of our words used against Christian believers and non-believers leave marks that can never be erased. Guide them to that realization if they don't start to see it. This is a very powerful visual that can be empowering for students to understand we are one. "How does this picture reflection relationships between Christian believers and non-believers?" Sometimes the power of words is good – affirmation, acceptance, love – acts of kindness to others are represented through the DETAILS that enhanced the student's pictures. Sometimes the words are painful – insults, judgement, and anger – these actions to others are represented through the DETAILS that added chaos to the picture and can never be erased – their mark is permanent. This can be a very powerful activity of awareness to inclusion of others beliefs, faith, opinions, and traditions.