



Who I AM

Religious Education & Positive
Mental Health and Wellness:

*Who I AM Makes A Difference
Because Jesus Loves Me!*

November 2014

JK to Grade 12

AN EOCCC RESOURCE

Working Together for Catholic Education

www.eoccc.org

Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21st century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.


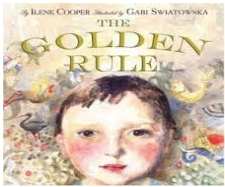


DON’T FORGET – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.




The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Who I AM Makes a Difference World Religion & Positive Mental Health and Wellness

Grade 11 - Unit Overview

Grade 11 - Unit “World Religions”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	Who <u>I AM</u>... Prayer Service 	will explain the importance of prayer in a religious worldview	10 minutes Provide the background to the Who <u>I AM</u> ... project.	45 minutes Prayer Service in chapel or classroom.	15 minutes Class reflection.
2.	Who <u>I AM</u>...Mentor Text ~ The Golden Rule ~ 	will demonstrate respect for the sacred writings of the world's major religions	10 minutes Who <u>I AM</u> ... Discuss 'it begins with you'.	35 minutes Read aloud of the Mentor Text <i>The Golden Rule</i> by Ilene Cooper.	25 minutes Create a 'billboard' of Christian and Aboriginal view of the Golden Rule.
3.	Who <u>I AM</u>... Choices 	will research and recognize the importance of moral teachings in the various world religions	15 minutes Character Ethics God/The Creator	30 minutes Students are offered 'Who <u>I AM</u> ' choice board of activities.	15 minutes Ron and Don skit God's Golden Rule!
4.	Who <u>I AM</u>... Aboriginal Spirituality 	will describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality)	10 minutes Jesus was so many things to so many people – movement activity.	50 minutes Instant Challenge Short skit Who <u>I AM</u> ... Aboriginal Spirituality.	10 minutes Small group work question discussion / reflection.

5.	<p>Who <u>I AM</u>... <i>The Presentation of the "Gift of Words"</i></p>  <p>Dedicated to Mom, Dad and brother John 10:10. Thank you for sharing your love of the Lord and nurturing my faith. Love you lots ☺ 4 ever!</p>	<p>will explain how faith develops and deepens, recognizing that the person and life of Christ is the primary guide for the spiritual journey</p>	<p>15 minutes The history of 'Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!'</p>	<p>40 minutes The Presentation of the Gift of Words and Who <u>I AM</u> Challenge.</p>	<p>15 minutes The Wagon Wheel of gratitude and expression of appreciation brainstorming.</p>
6.	<p>Who <u>I AM</u>... Music</p> 	<p>will understand the importance of worship within Christianity and Aboriginal Spirituality.</p>	<p>10 minutes Christian and Aboriginal music focused on <u>I AM</u>.</p>	<p>55 minutes Finding Who <u>I AM</u> ... in music.</p>	<p>5 minutes Who <u>I AM</u> ... Music and God Reflection.</p>
7.	<p>Who <u>I AM</u>... Jeopardy style</p> 	<p>will understand the role of prayer, worship, and religious symbolism within the world's</p>	<p>10 minutes "You have the opportunity to create a jeopardy power point game using a template and your understanding of Christianity and Aboriginal Spirituality."</p>	<p>50 minutes Who <u>I AM</u> ... Christianity and Aboriginal Spirituality revealed through a Jeopardy game.</p>	<p>10 minutes Class discussion / reflection "What role does prayer, worship, celebrations play in the life of Christian and Aboriginal communities?"</p>

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 11 - Lesson 1

Grade 11 Who I AM ... Lesson 1 – PRAYER SERVICE

World Religion - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

Background

God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. He loves YOU without conditions. His presence in YOUR life is constant. He shapes your resiliency and your positive mental health attitude by loving you without conditions and forgiving you freely. Celebrate life!

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1c - Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures

CGE2a - Listens actively and critically to understand and learn in light of gospel values

CGE3d - Makes decisions in light of gospel values with an informed moral conscience

Religion Overall Expectation

Explain the importance of prayer in a religious worldview (Prayer – 1st nugget)

Religion Specific Expectation

Demonstrate a knowledge of religious worship as a response to sacred reality (Prayer – 1st nugget)

Learning Goals

- Students will explain the importance of prayer in a religious worldview (Prayer – 1st nugget)

Success Criteria (possible suggestion)

I will achieve success by taking an active role in Who I AM prayer service through reading, reflecting, listening attentively and responding with appropriate words or gestures.



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Instructional Components		
Prior Knowledge and/or Skills Moses – Burning Bush God – I AM WHO I AM <u>Suggested Teacher Daily Reflection</u> Gus Lloyd 60 Second Reflection http://guslloyd.com	Terminology Unconditional Love Names of God: The Great I AM Most High Almighty I AM WHO I AM I AM	Resources/Materials Who <u>I AM</u> prayer service Grade 11 Dear Friend, Forever Creator
Prayer/Scripture Focus		
Who <u>I AM</u> prayer service offers an active focus on Exodus 3:14 that is unique to this grade.		
Minds On	Approximately 10 Minutes	Assessment
<p>“The phrase Who <u>I AM</u> originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who <u>I AM</u> has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of Me.</p> <p>God makes a difference to us. Through His Son Jesus, unconditional love was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who <u>I AM</u> project is a Golden opportunity to express the combination of a Religion project with a Mental Health and Wellness project.”</p> <p>Begin Who <u>I AM</u> prayer service with above welcoming message, opening prayer and first reading.</p> <p>Encourage student participation by inviting students to take an active role</p>		<p>A brief introduction to a prayer service intended to bring students to a new form of learning.</p> <p><u>Anecdotal /observations</u></p>
Action	Approximately 45 Minutes	Assessment
<p>Continue with prayer service.</p> <p>Distribute a copy of Dear Friend letter to students at the appropriate time as indicated on the Prayer Service. Please fold letter prior to lesson and place into an envelope that is personalized with each student’s name on the outside. Allow students quiet time to read the letter.</p> <p>As a large group, choral read the letter.</p> <p>What is the significance of the signature? Does this surprise you?</p> <p>Encourage student voice to participate in reading Who <u>I AM</u> prayer service.</p>		<p>The main portion of the prayer service will probe students’ thinking through a purposeful activity.</p>

[See: Who I AM Prayer Service grade 11]	<u>Anecdotal / observations</u>
Consolidation	Assessment
<p>Teacher Voice “One of the learning goals for the Who I AM prayer service was to help you recognize the importance of prayer and worship for a religious worldview. Share with your elbow partner, how you (we) have achieved success. (Allow a few minutes for conversation)</p> <p>Now I am going to call upon you to share what YOUR PARTNER’S response was to the reflective question.”</p> <p>(Be inclusive of all students. Some students will have ‘forgotten’ what their partner said – allow the whole class 2 minutes to ‘listen’ again to their partner).</p> <p>Prayer Journal Write a letter of response addressed Dear Creator. Share with the Creator how you live unconditional love, forgiveness and celebrate life.</p> <p>Exit Card What do the letters NRSV and NIV stand for?</p> <p>Close with: http://www.godtube.com/watch/?v=7PKZG7NX Names of God video</p> <p>Thank students for their participation and respect toward the service.</p>	<p>Teachers support students with making connections to the learning goal.</p> <p><u>Anecdotal / observations</u></p> <p>Prayer Journal</p> <p>Exit Card</p>
Final Notes	
<p>The more students who actively participate in the Prayer Service, the more valuable the learning experience. Enjoy the moment.</p> <p>Text Extension: Moses The Long Road to Freedom by Ann Keay Beneduce</p> <p><i>“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”</i> (from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

Who I AM Prayer for Senior Division (Grade 11)

Note: Give each student a copy of the prayer services.

Welcome and Introduction:

Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM, we thank you for all of the good things that you have given us; for the beauty of your creation, for our school community, our teachers and for the love of our family, friends and for the gift of our own resilience. Thank you for loving us all unconditionally and for making each one of us the special gift that we are, Amen.

Reading: A reading from the book of Exodus [adapted and selected versed from Exodus 3.15 NRSV] God called to Moses out of the bush, "Moses, Moses!" And Moses said, "Here I am." Then God said, "Come no closer! Remove the sandals from your feet, for the place on which you are standing is holy ground." He said further, "Come, I will send you to Pharaoh to bring my people, the Israelites, out of Egypt." But Moses said to God, "Who am I that I should go to Pharaoh, and bring the Israelites out of Egypt?" God said, "I will be with you". But Moses said to God, "If I come to the Israelites and say to them, 'The God of your ancestors has sent me to you', and they ask me, 'What is his name?' what shall I say to them?" God said to Moses, "I AM WHO I AM." He said further, "Thus you shall say to the Israelites, 'I AM has sent me to you.'" God also said to Moses, "This is my name forever, and this my title for all generations."

Reflection: *Pause for a moment for silent reflection.*

Reading: A reading from Psalm 91 (Psalm 91.1-4, 9-11 NIV)

Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty. I will say of the Lord, "He is my refuge and my fortress, my God, in whom I trust." Surely he will save you from the fowler's snare and from the deadly pestilence. He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart. You will not fear the terror of night, nor the arrow that flies by day. ...If you say, "The Lord is my refuge," and you make the Most High your dwelling, no harm will overtake you, no disaster will come near your tent. For he will command his angels concerning you to guard you in all your ways;

Reflection: *Pause for a moment for silent reflection.*

NRSV New Revised Standard Version of the Bible and NIV New International Version of the Bible

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (2-3 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Compare the messages between the two scriptures? Think about the story of what God did through Moses to free the Israelites.

Intentions: *Note: prepare them to think about one or two people who are special to them for the fourth intercession*

The response to the prayer is; Lord, hear our prayer

For the Pope, our church and all Christians; that they know that God, the Great I AM, loves them unconditionally, we pray Lord, hear our prayer

For our school principal, teachers, EAs, secretaries and custodians; that they know that God, the Great I AM, loves them unconditionally, we pray Lord, hear our prayer

For our families and our friends; that they know that God, the Great I AM, loves them unconditionally, we pray Lord, hear our prayer

For the special people that we now pause to think of [pause].....; that they know that God, the Great I AM, loves them unconditionally, we pray Lord, hear our prayer

- **Present letter to students**

Closing Prayer:

Loving God, the Great I AM, we thank you that you are always with us, helping us, guiding us, leading us, keeping us safe, and providing us with resilience to bounce back when we encounter difficulties or adversities . We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the following days: *[pronouns change to reflect the more personal nature of the WHO I AM]*

In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM, I thank you that you are always with me, helping me, guiding me, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Dear Friend Letter

pdunne@rccdsb

Dear Friend,

Peace to you!

For you the world was created. For you the world was formed.

Just for you I carved the mountains. Just for you I painted the sky.

With you in mind I let the leaves dance. With you in mind the sun shines.

As you sleep the breeze blows. As you wake the birds sing.

Forever you are on My mind. Forever you are in My thoughts.

I talk to you in your dreams. I whisper to you in your thoughts.

I smile when you pray. I laugh out loud when you smile.

I comfort you when you cry. I care when you accomplish your goal.

I AM Your Creator.

I AM who I AM.

I AM.

Forever your friend,

Creator

Exit Card

What do the letters NRSV and NIV stand for?
Three ways to forgive....

Who I AM... Exit Card

What do the letters NRSV and NIV stand for?
Three ways to forgive...

Who I AM... Exit Card

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 11 - Lesson 2

Grade 11 Who I AM ... Lesson 2 – MENTOR TEXT

World Religion - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

Background [See: Dear Teacher]

God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. He loves YOU without conditions. His presence in YOUR life is constant. Did you know that His love for you is free of conditions? No conditions at all! That’s cool.

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1a -illustrates a basic understanding of the saving story of our Christian faith

CGE2a -listens actively and critically to understand and learn in light of gospel values

CGE3d -makes decisions in light of gospel values with an informed moral conscience

World Religion Overall Expectation

Show respect for the sacred writings of the world’s major religions (Scripture 3rd nugget)

World Religion Specific Expectation

Demonstrate the importance of covenants (Moses) (Scripture 2nd nugget)

Evaluate the importance of Sacred Scripture/writing for moral decision-making (The Golden Rule) (Scripture 11th nugget)

Learning Goals

- Students will demonstrate respect for the sacred writings of the world’s major religions (Scripture 3rd nugget)
- Students will view The Golden Rule through the lenses of major religions
- Students will connect the Christian message of The Golden Rule with symbols from Aboriginal Spirituality

Success Criteria (possible suggestion)

1. I will achieve success by using Aboriginal Spirituality themes and Jesus’ teaching of the Golden Rule to create a ‘billboard’ that blends

		<p><i>both.</i></p> <p><i>2. I will achieve success by using the billboard to express a Christian opinion with a blending of Aboriginal Spirituality.</i></p> <p><i>3. I will achieve success by using 8x10 white paper, colouring tools, border, message, and 3 symbols unique to Aboriginal Spirituality.</i></p>
Instructional Components		
<p>Prior Knowledge and/or Skills</p> <p>Gospel of Matthew 7:12</p> <p>Gospel of Matthew 19:19</p> <p><u>Suggested Teacher Daily Reflection</u></p> <p>Gus Lloyd 60 Second Reflections</p> <p>http://guslloyd.com</p>	<p>Terminology</p> <p>Rules</p> <p>The Golden Rule</p> <p>The Golden Rule can be found:</p> <p>Matthew 5:43; 22:39;</p> <p>Mark 12:31; Luke 10:27;</p> <p>Romans 13:9; Galatians 5:14; and James 2:8</p>	<p>Resources/Materials</p> <p>Bibles</p> <p>Dear Teacher</p> <p>Mentor Text – The Golden Rule</p> <p>Who I AM Rubric</p> <p>http://www.scarboromissions.ca/Golden_rule/</p>
Prayer/Scripture Focus		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and shaping my resiliency. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, who I am makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
Minds On	Approximately 10 Minutes	Assessment
<p>On blackboard have the words written...IT BEGINS WITH YOU!</p> <p>Invite students to come up to the blackboard, one at a time, and write one idea to compliment this statement. Have students print their name beside their statement. Discuss with students the possibilities this statement could be connected to. (positive mental health attitude, academics, family)</p>		

Teacher Voice “What about The Creator/ God? How could this statement be connected to The Creator/God?” (The creation story began with The Creator. Our One God began everything for all of His children...)				
Action			Approximately 35 Minutes	Assessment
Mentor Text [See: The Golden Rule] Who I AM... within <i>The Golden Rule</i> by Ilene Cooper Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified. Thank you.				
Purpose...	Read...	Thinking... (post-its)	Biblical Connection...	
Background knowledge prior to reading... (front cover)	“This story is based on a bible passage found in the Gospel of Matthew 19:19.”	“The cover has pictures of a menorah, fish, turtles, elephant. What do these images serve in connection to The Golden Rule?”	“I wonder if the Golden Rule replaces The Ten Commandments?”	
Prediction (front cover)	“We are surrounded by rules, rules, rules. To refer to one rule as golden sets it apart from all others.”	“What is the Christian version of the Golden Rule.”	“The Christian version of the Golden Rule is written in positive language..”	
Plot (read first page – grandfather and boy together)	“A billboard with the Golden Rule written on it. I wonder who owns the billboard?”	“What does the message on the billboard mean to you?” (brainstorm ideas)	The Golden Rule is in the Gospel of Matthew. Compare Matthew 7:12 to 19:19.	
Questioning/Wondering Continue to read to where the boy meets the next billboard.	“I wonder why the message has a negative tone to it?”	“Answer the little boys question...who is it for?”	Jesus teaches how to reach happiness from a rule that shines so brightly it is golden.	
Question/Guidance Continue to read to where the boy is sitting on the park bench.	“As reflective learners we are called to critically think about messages that surround us.”	“If this boy was your younger brother, how would you answer his question about how to start the Golden Rule?”	In Jesus' "rule" you do favorably acts for others.	
The Big Purpose STOP when you get to the page with the little girl. Put the book down and instruct the students.	“Using your chart paper, markers, and a partner create a Top Ten list of To Practice the Golden Rule you would... ”	STOP – allow students creative time and presentation time before reading the remainder of the text.	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself.	

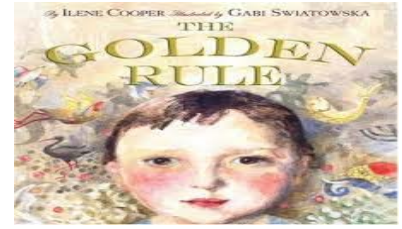
Consolidation	Approximately 25 Minutes	Assessment
Teacher Voice	[See: Who I AM Rubric – CGE Reflective Thinker]	
<p>“Using your knowledge of Aboriginal Spirituality themes and Jesus’ teaching of the Golden Rule, create a ‘billboard’ using the Christian message and Aboriginal symbols (tree, feather, fish, nature). Your billboard expresses a Christian opinion with a blending of Aboriginal Spirituality. Your supplies include 8x10 white paper and colouring tools. Please include: border, message, and 3 symbols unique to Aboriginal Spirituality.”</p>		
Final Notes		
<p>Prior to Consolidation – Snowball Activity Write Aboriginal Spirituality on separate pieces of paper, with enough pieces of paper so that every student receives one. Ask students to write down one piece of information related to the title, but not to put their names on their papers. Then they wad up the paper and toss the “snowball” (either in a box or to a designated center spot). Then each student in the class gets one of the tossed snowballs. Students then look at the snowball they received and write a new piece of information related to the title. Repeat the process again. After a couple of minutes of play, each students holds onto their paper. Students stand and share one piece of information on their snowball. If other students have the same information as what has been read, they cross it off of their snowball. Continue until all of the statements have been shared.</p> <p>Option – instead of creating a billboard, students could create a collage of pictures that demonstrate the truth to The Golden Rule (what it looks like, sounds like, feels like, how it helps to shape our positive mental health attitude).</p> <p>Extension – students create a 10 slide PowerPoint blending aspects of Aboriginal Spirituality and Jesus’ Golden Rule in a message of spiritual and mental wellness.”</p> <p><i>“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”</i></p> <p>(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)</p>		

Dear Teacher Letter

Dear Teacher

Welcome to Who I AM... Lesson 2 – Mentor text.

The mentor text specifically selected for World Religions is The Golden Rule. The backbone to most world religions /cultures is anchored to a version of The Golden Rule.



Through the lenses of Aboriginal Spirituality, students recognize the value, wisdom and honour extended to the elders. In this text, a grandfather and his grandson explore a conversation about The Golden Rule. Grandfather's wisdom surfaces when he states "it begins with you."

Your possibilities of extending this lesson further into reflective discussions, essay writing or cultural studies are endless. Only the tip of the iceberg is exposed to you. Creativity is awaiting you if you wish to explore The Golden Rule further. An attempt was made to shape this mentor text into a one day lesson. Enjoy the opportunities The Golden Rule invites you to engage in. Higher Order Thinking.

A possible suggestion is to purchase wooden rulers from a Dollar Store and write the message "We measure our character by The Golden Rule"

Create an acrostic poem using the words The Golden Rule

Or author a catchy tone... "D-I-G-N-I-T-Y, you've got to share dignity, that's the key. We live by the Golden Rule, at Bishop Smith Secondary"

How does following The Golden Rule address mental health& wellness issues? Thank you for participating in Who I AM... God Bless!

Who I AM... within The Golden Rule by Ilene Cooper

Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified.

<i>Purpose...</i>	<i>Read...</i>	<i>Thinking... (post-its)</i>	<i>Biblical Connection...</i>
Background knowledge prior to reading... <u>(front cover)</u>	"This story is based on a bible passage found in the Gospel of Matthew"	"The cover has pictures of a menorah, fish, turtles. How are these images connected to The Golden Rule?" (various world religions)	"I wonder if the Golden Rule replaces The Ten Commandments?" (think aloud for discussion)
Prediction <u>(front cover)</u>	"We are surrounded by rules, rules, rules. To refer to one rule as golden sets it apart from all others."	"What is the Christian version of the Golden Rule?"	"Each faith tradition uses different language to express the Golden Rule."
Plot <u>(read first page – grandfather and boy together)</u>	"A billboard with the Golden Rule written on it. I wonder who owns the billboard?"	"What does the message on the billboard mean to you?" <u>(brainstorm ideas)</u>	The Golden Rule is in the Gospel of Matthew. Compare Matthew 7:12 to 19:19.
Questioning/Wondering <u>(Continue to read to where the boy meets the next billboard).</u>	"I wonder why the message has a negative tone to it?"	"Answer the little boys question...who is it for?"	Jesus teaches how to reach happiness from a rule that shines so brightly it is golden.
Question/Guidance <u>(Continue to read to where the boy is sitting on the park bench).</u>	"As reflective learners we are called to critically think about messages that surround us."	"If this boy was your younger brother, how would you answer his question about how to start the Golden Rule?"	In Jesus' "rule" you do favourably acts for others.
The Big Purpose STOP when you get to the page with the little girl. Put the book down and instruct the students.	"Using your chart paper, markers, and a partner create a Top Ten list of To Practice the Golden Rule you would..."	STOP – allow students creative time and presentation time before reading the remainder of the text. FINISH READING TEXT	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself.

Who I AM... RUBRIC

The Golden Rule – bulletin board

	Level 4	Level 3	Level 2
Catholic Graduate Expectations: 1. Discerning believer 2. Effective communicator 3. Reflective, creative & holistic thinker 4. Self-directed, lifelong learner 5. Collaborative contributor 6. Caring family member 7. Responsible citizen	Demonstrated thorough understanding of CGE Reflective Thinker Notes:	Demonstrated considerable understanding of CGE Reflective Thinker Notes:	Demonstrated some understanding of CGE Reflective Thinker Notes:
Knowledge and Understanding - Subject-specific content acquired. Comprehension of its meaning and significance.	The billboard demonstrates thorough knowledge and understanding of the relationship between Golden Rule as Gospel content of God's Word and Aboriginal Spirituality.	The billboard demonstrates considerable knowledge and understanding of the relationship between Golden Rule as Gospel content of God's Word and Aboriginal spirituality.	The billboard demonstrates some knowledge and understanding of the relationship between Golden Rule as Gospel content of God's Word and Aboriginal Spirituality.
Thinking - The use of critical and creative thinking skills and/or processes	The billboard demonstrates the use of creative thinking skills with a high degree of effectiveness to clearly show the relationship between Aboriginal Spirituality and Jesus' teaching of the Golden Rule.	The billboard demonstrates the use of creative thinking skills with considerable degree of effectiveness to clearly show the relationship between Aboriginal Spirituality and Jesus' teaching of the Golden Rule.	The billboard demonstrates the use of creative thinking skills with some degree of effectiveness to clearly show the relationship between Aboriginal Spirituality and Jesus' teaching of the Golden Rule.
Communication - The conveying of meaning through various forms	The billboard clearly expresses a Christian opinion and organizes 4 ideas of the Golden Rule & Aboriginal symbols with a high degree of effectiveness	The billboard clearly expresses a Christian opinion and organizes 3 ideas of the Golden Rule and Aboriginal symbols with considerable degree of effectiveness	The billboard clearly expresses a Christian opinion and organizes 2 ideas of the Golden Rule and Aboriginal Spirituality with some degree of effectiveness
Application - The use of skills to make connections between Religious Education/Mental Health & Wellness and the world	The billboard shows precise connections between Christianity and Aboriginal Spirituality understanding of the Golden Rule and positive mental health and wellness with a high degree of effectiveness.	Makes connections between the relationship of the Golden Rule, Aboriginal Spirituality, and positive mental health.	Makes connections between the relationship of the Golden Rule, Aboriginal Spirituality, and positive mental health.

Teacher comments _____

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 11 - Lesson 3

Grade 11 Who I AM ... Lesson 3 - CHOICES

World Religions “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me! ‘gift of words’

Background

God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. He loves YOU without conditions. His presence in YOUR life is constant. With Him by your side, resiliency and positive mental health blossom. The growth of your character is connected to your unconditional love of others and your ability to offer forgiveness. Celebrate life! Celebrate faith!

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE4e - Sets appropriate goals and priorities in school, work and personal life

CGE5f - Exercises Christian leadership in the achievement of individual and group goals

CGE7d - Promotes the sacredness of life

CGE7b - Accepts accountability for one's own actions

Religion Overall Expectation

Research the moral teachings of the various world religions (Morals 4th nugget)

Religion Specific Expectation

Examine and evaluate the role moral codes play in shaping the worldview of people of faith (Morals 5th nugget)


Learning Goals

- Students will research and recognize the importance of moral teachings in the various world religions. (Morals 4st nugget)

Success Criteria (possible suggestion)

I will achieve success by using my CHOICE to express my VOICE in demonstrating understanding of how The Golden Rule affects my life. I will research The Golden Rule to discover the importance of moral teaching found within it.

Instructional Components		
<p>Prior Knowledge and/or Skills Using the rubric as a guide, co-construct Success Criteria</p> <p><u>Suggested Teacher Daily Reflection</u> Gus Lloyd 60 Second Reflections http://guslloyd.com</p>	<p>Terminology Character Ethics Unconditional Love Golden Rule Unconditional Forgiveness Celebrate Life</p>	<p>Resources/Materials Who <u>I AM</u> – The Golden Rule Who <u>I AM</u> – choice Who <u>I AM</u> – rubric Clay, paper, markers</p>
Prayer/Scripture Focus		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <u>I AM</u>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, who I am makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
Minds On	Approximately 15 Minutes	Assessment
<p>[See: <u>Who I AM God's Golden Rule</u>] Ask for two student volunteers to play the role of Ron and Don in the Who <u>I AM</u> – God's Golden Rule skit. As the students take a few minutes to read over their script, ask the students...</p> <p>Teacher Voice (select one or more) "What does Character Ethics mean to you?" "How do you see Character Ethics and The Golden Rule interwoven?" "How do people cultivate character traits – through Aboriginal Spirituality or through Christianity?" "Is God or The Creator an important factor in cultivating positive character traits?" "How do positive character traits foster positive mental health?"</p> <p><u>Present Who I AM – God's Golden Rule skit.</u></p>		<p>A brief discussion/short skit intended to bring students into the learning environment.</p> <p>Character Ethics Generally, a normative stance that gives priority to cultivation of character traits such as honesty, compassion, faithfulness, courage and The Golden Rule.</p>

Action	Approximately 45 Minutes	Assessment
<p>[See: Who I AM choice board]</p> <p>Teacher will present each student with a Who I AM choice board for students to select their Who I AM assignment. This activity can be completed as an individual task or a partner task. Students will be offered the remainder of the class to work on completing this task. A customized rubric is attached for assessment purposes.</p> <p>Teacher circulates to offer guidance and direction.</p> <p>[See: Who I AM rubric]</p>		<p>The main portion of the lesson involves a Choice Board to reveal student thinking through a purposeful activity.</p> <p>Golden Rule Treat others the way you want to be treated.</p>
Consolidation	Approximately 15 Minutes	Assessment
<p>Teacher will introduce the skits by reading the BOLD typed sections.</p> <p>“ Based On: Exodus 3:14 and Matthew 7:12</p> <p>Big Idea: In the Old Testament God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan. In the New Testament God calls Jesus to deliver a new message to His people – a message about the importance of moral truth through the unconditional and accepting love found within The Golden Rule.</p> <p>Background: God used Moses to be a great deliverer to His people and return them to the land that He had promised to Abraham and his descendants. God uses His Son, Jesus, to teach others about inclusion, respect, acceptance, dignity, love, peace and joy.</p> <p>Type of Presentation: Ron and Don deliver a sports caster format of information. Ron, grounded in a strong traditional faith formation, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often distracted by his passion for sports broadcasting and comes across as an absent minded individual. Together, their goal is to lead others through the value of Who I AM Makes A Difference Because Jesus Loves Me!</p> <p>Topics Addressed: I AM WHO I AM signifying the wonderful uniqueness of God and the priceless importance of each of us as His children. The Golden Rule compliments the infamous conversation between God and Moses and draws the audience into a deeper relationship with His Son Jesus. We continue to view our energy as a magnetic force that attracts others to our thoughts and feelings. You hold within you a powerful magnet to spiritual health and faith-filled mental wellness. Imagine the joy and happiness God’s children felt when they were about to receive freedom. Imagine the joy and happiness God felt when He presented His Son, Jesus, to His Children as a priceless gift of love.”</p>		<p>Support is provided by making connections to the learning goal. Students bring clarity to their in an authentic way.</p> <p><u>Who I AM rubric</u></p> <p><u>Anecdotal notes: listening, observations</u></p> 

Final Notes

1. If possible, video tape or take pictures of the performance with Ron and Don in order to support student learning.
2. When students have completed their Who **I AM** choices, arrange to display them in the school library, local library or another appropriate location within the school/community. Celebrate student success!
3. Share the following video with students. Oprah and Dr. Brene Brown – the topic of the relationship between Gratitude and Joy ... video
http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&utm_source=newsletter&utm_medium=email&utm_campaign=faithit_newsletter&utm_content=9/2/2014+1:24:55+PM

“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”

(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)

Who I AM – God’s Golden Rule!

Based On: Exodus 3:14 and Matthew 7:12

Big Idea: In the Old Testament God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan. In the New Testament God calls Jesus to deliver a new message to His people – a message about the importance of moral truth through the unconditional and accepting love found within The Golden Rule.

Background: God used Moses to be a great deliverer to His people and return them to the land that He had promised to Abraham and his descendants. God uses His Son, Jesus, to teach others about inclusion, respect, acceptance, dignity, love, peace and joy.

Type of Presentation: Ron and Don deliver a sports caster format of information. Ron, grounded in a strong traditional faith formation, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often distracted by his passion for sports broadcasting and comes across as an absent minded individual. Together, their goal is to lead others through the value of Who I AM Makes A Difference Because Jesus Loves Me!

Topics Addressed: I AM WHO I AM signifying the wonderful uniqueness of God and the priceless importance of each of us as His children. The Golden Rule compliments the infamous conversation between God and Moses and draws the audience into a deeper relationship with His Son Jesus. We continue to view our energy as a magnetic force that attracts others to our thoughts and feelings. You hold within you a powerful magnet to spiritual health and faith-filled mental wellness. Imagine the joy and happiness God’s children felt when they were about to receive freedom. Imagine the joy and happiness God felt when He presented His Son, Jesus, to His Children as a priceless gift of love.

Script

Ron – Welcome to another exciting episode of Bible Boot Camp. I am Ron, your host for this evening, along with my co-host Don. Today’s discussion is about The Golden Rule and how it plays out in your life.

Don – Fantastic! I was hoping we could squeeze some golf talk into today’s episode. OK folks...the golf golden rule is all about....

Ron – Hold on a minute Don. I didn’t mention anything about golf. We are talking about the message Jesus taught God’s children. It is found in the Gospel of Matthew 7:12.

Don – The golf golden rule is a message that needs to be taught as well. I don’t know about Matthew ... I found the golf golden rule in Gould and Wilkinson’s book titled ***Golf’s Golden Rule***.

Ron – Not the same thing at all, Don. The Golden Rule was delivered during Jesus’ time.

Don – My golf golden rule was delivered to me last week by Canada Post. Cost \$21.00 for the service and another \$36.95 for the purchase. Crying shame! What’s this about Jesus? Gould and Wilkinson published the golf golden rule in 2012. Jesus wasn’t around then.

Ron – I have been trying to tell you Don that we are talking about two different things. The Golden Rule that I refer to is connected to many World Religions. Christianity has a positive version of The Golden Rule recorded in the Gospels of Matthew 5:43; 22:39; Mark 12:31; Luke 10:27.

Don – So your Golden Rule doesn’t have anything to do with the golf impact zone as a measurement of a few feet before the ball and a few feet after? That’s what my golf golden rule says good golf is all about.

Ron - The Golden Rule – treat others as you would like to be treated – is at the heart of Christian religious tradition. It has absolutely nothing to do with the game of golf...

Don – I beg to differ, Ron. If you are saying this rule, that you call golden, is about treating others the way you want to be treated than jumpin-catfish I want my golf partners to treat me like a pro. This rule of gold you are talking about could be a golden opportunity for me. Everyone would treat me and see me as being more special.

Ron – Everyone already sees you as special Don.

Don – Thanks Ron. You too! But on a serious note, The Golden Rule that you are talking about has nothing to do with golf?

Ron – It has to do with positive relationships and the interactions among people.

*Who **I AM**...The Golden Rule cont'd jmj*

Don – Would this Golden Rule work at home? What about at work?

Ron – It would work anywhere. That's the ripple effect of The Golden Rule.

Don - Hey Ron! Speaking about a ripple. I had some kid come up to me the other day and tell me that I made a huge difference in his life...said something about a ripple causing a tsunami somewhere...I couldn't follow him...but he told me that Jesus loves me. Weirdest thing I ever experienced cause it really made me feel great inside, even though I couldn't follow what he

was saying. I didn't know the kid but he says he follows our show and our Bible Boot Camp helps make him a better person. Do you think that was The Golden Rule and I missed it?

Ron – Not exactly The Golden Rule, Don. That kid was sharing with you a project that was inspired by a conversation between Moses and God in the book of Exodus. When God spoke to Moses through a Burning Bush, He told Moses His identity was I AM WHO I AM...

Don – Hey Ron, I just remembered...this kid said his name was Moses. Do you think he was a relative or something?

Ron - ...The Who **I AM** Makes A Difference Because Jesus Loves Me! is a pay it forward project founded on the love of God. No, he is not a relative of the Moses found in Exodus. Did this kid give you a small gift when he told you that you made a difference?

Don – No. No gifts. Just this feather. It says 'Who **I AM** Makes A Difference Because Jesus Loves Me!' Hey Ron, this is what you are talking about! How come there is going to be a tsunami? Are we on high enough ground?

Ron – The tsunami is not going to affect us that way. The pay it forward outreach is compared to a tsunami because it will spread far and change the lives of many people but in a positive way. The Who **I AM** project will mend broken relationships, heal inner wounds and draw people closer to love of self and love of others.

Don – This all started with Moses? Like the old man Moses not the kid Moses who talked to me.

Ron – Not directly. He had the conversation with God. God revealed to Moses His identity. A principal and a teacher from the Ottawa Valley recognized that the title I AM WHO I AM has two messages in one name. They started the project by explaining to others that the first **I AM** message speaks about the value and importance of God as the center of our life! We are His

*Who **I AM**...The Golden Rule cont'd jmj*

children, He is our God. Through the second **I AM**, God shows us that our value and importance is connected and interconnected through our relationship with Him and with each other. The message is simple. **I AM** - God is important. **I AM** - I am important.

Don – Did this principal and teacher know anything about the golf golden rule?

Ron – We aren't going there Don! Stay focused. The Golden Rule and the Who **I AM** project are similar because they work at building connectedness within relationships that promote self-worth, love of self/others, appreciation and gratitude. In fact, the Who **I AM** project recognizes that gratitude is contagious and people enjoy sharing kind words of thankfulness with others who make a difference in their life.

Don – That kid, Moses, kind of got to me now that I know the story behind Jesus loving me.

Ron – Treat everyone the way that you want to be treated. It's a hard thing to do but you feel incredible each time you do it. Spread gratitude. You don't need a feather or gift like little Moses gave to you. Start from the heart and thank people who have made a difference in your life. Thankfulness and healthy mental attitude go a long way in your life journey.

Don – Nothing wrong with my mental attitude. I had the Doctor give me a physical just the other day and he says my mental attitude hasn't changed in years!

Ron – I think we could both work on practicing The Golden Rule and exercising Who **I AM** Makes A Difference Because Jesus Loves Me!

Don – The only exercise I need is with a golf club in my hand.

Ron – From the desk of Ron

Don – and the chair of Don, good night folks!

Who I AM...The Golden Rule

Dear Student,

How does The Golden Rule affect your life? Do you believe the power of The Golden Rule can change our society? Jesus did. He recommended we all follow The Golden Rule as our attitude toward inclusion of all. Take it to the next step. You are the change. You are 'golden'!

Select one of the following choices. Using The Golden Rule as your frame, build an assignment of your choice. Be creative. Communicate the message within The Golden Rule. Enjoy the task.

You have been hired by our Roman Catholic Pope to...

I A M

<p>Create a 45 second radio commercial for Vatican 3:14. The commercial promotes The Golden Rule for adults who feel they are lost or lonely. This message will be played daily during the evening hours to offer hope.</p>	<p>Many of the world's most famous artists have painted or sculpt their finest for the Vatican. You have been hired to sculpt it! Using clay, sculpt a symbol that represents The Golden Rule through the eyes of the 21st century teenage. Explain the spiritual message.</p>	<p>You are a world famous television Talk Show host. You are booked to interview Jesus about The Golden Rule and the challenges people face in following this simple rule. Write a script and present it to the class. (3 minutes in length)</p>
<p>Several of the world's most famous musicians have performed for the pope. You won a contest and will be able to Rap a one minute message of The Golden Rule to the pope and the cardinals.</p>	<p>Write a creative modern day parable showing the 'salvation' message of The Golden Rule to a group of young teenagers who are struggling with addictions.</p>	<p>Create 11x14 colour poster for a children's library in Vatican City promoting The Golden Rule. Your poster should also infer building of mental health, friendships, and spiritual wellness.</p>
<p>The pope belongs to a poetry club that meets once a month. He has heard about your talent in writing ACROSTIC poems and is interested in featuring you at his next poetry reading. Your poem is titled The Golden Rule Speaks to Me! and speaks to the value of the shiny gold within the rule.</p>	<p>Our pope truly believes we are created as God's Children. The pope has text you and asked that you create a child's ABC book titled 'The ABC's to Jesus' Golden Rule' You have agreed to do so. Your focus is healthy relationships and spiritual wellness with friends and family. Your book includes the entire alphabet.</p>	<p>The pope will arrive in Ottawa next month. He has sent you an email asking you to provide a 3 minute skit focused on fostering positive mental health by following The Golden Rule. Your audience will be grade 12 Catholic students in Ontario. He wants to view your script and see you perform the skit before he commits to hiring you.</p>

Who I AM... RUBRIC

The Golden Rule – Choice activity

	Level 4	Level 3	Level 2
Catholic Graduate Expectations: 1. Discerning believer 2. Effective communicator 3. Reflective, creative & holistic thinker 4. Self-directed, lifelong learner 5. Collaborative contributor 6. Caring family member 7. Responsible citizen	Demonstrated thorough understanding of CGE _____ Name of CGE	Demonstrated considerable understanding of CGE _____ Name of CGE	Demonstrated some understanding of CGE _____ Name of CGE
Understanding - Comprehension of its meaning and significance (understanding)	Student demonstrates a thorough understanding of the moral teaching within The Golden Rule.	Student demonstrates considerable understanding of the moral teaching within The Golden Rule.	Student demonstrates some understanding of moral teaching within The Golden Rule.
Thinking – The use of creative thinking skills	Student's CHOICE demonstrates the use of creative thinking with a high degree of effectiveness to clearly show how the power of The Golden Rule can change society.	Student's CHOICE demonstrates the use of creative thinking with considerable effectiveness to clearly show how the power of The Golden Rule can change society.	Student's CHOICE demonstrates the use of creative thinking with some effectiveness to clearly show how the power of The Golden Rule can change society.
Communication - The conveying of meaning through various forms	Student's CHOICE clearly expresses how The Golden Rule affects your life with a high degree of effectiveness.	Student's CHOICE clearly expresses how The Golden Rule affects your life with considerable effectiveness.	Student's CHOICE clearly expresses how The Golden Rule affects your life with some effectiveness.
Application - The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness and the world outside the school	Student's CHOICE shows precise connections between The Golden Rule, Mental Health and self with a high degree of effectiveness.	Student's CHOICE shows connections between The Golden Rule, Mental Health and self with considerable effectiveness.	Student's CHOICE shows connections between The Golden Rule, Mental Health and self with some effectiveness.

Teacher comments _____

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 11 - Lesson 4

Grade 11 Who I AM ... Lesson 4 – ABORIGINAL

World Religions - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

Background

God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. He loves YOU without conditions. His presence in YOUR life is constant. With God by your side, resiliency and positive mental health attitudes grow. With God by your side unconditional love blossoms. With God by your side forgiveness is given freely.

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions , world religions and the life-journeys of all people of good will

CGE1i - integrates faith with life

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

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems

World Religion Overall Expectation

Describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality) (Morals 1st nugget)

World Religion Specific Expectation

Students will learn how to examine and evaluate the role moral codes play in shaping the worldview of people of faith (Morals 5th nugget)

Learning Goals

- Student’s will describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality) (Morals 1st nugget)


Success Criteria (possible suggestion)

I will achieve success by questioning a classmate on Aboriginal Spirituality and Christianity and providing my classmate with the correct answer.

I will achieve success by participating in creating a short skit based on Aboriginal Spirituality.

I will achieve success by managing 15 minutes of planning and creating time for my short skit.

Instructional Components		
Prior Knowledge and/or Skills Use the rubric/learning goal to co-construct Success Criteria. <u>Suggested Teacher Daily Reflection</u> Gus Lloyd 60 Second Reflections http://guslloyd.com	Terminology The Creator Communicate Collaborate Creativity Critical Thinking	Resources/Materials 1. Jesus was many things... 2. The Golden Rule handout 3. Who <u>I AM</u> ...Aboriginal Spirituality handout 4. Course textbook Who <u>I AM</u> Soup in a Jar
Prayer/Scripture Focus		
In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <u>I AM</u> , I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, who I am makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen		
Minds On	Approximately 10 Minutes	Assessment
Follow the directions for the Jesus / The Creator exercise. This is a stand-up/sit down movement activity for students that will engage them in the teaching and appreciation of faith, forgiveness and love. A great visual for students to witness how they connect with Jesus. See handout. [See: Jesus was many things to many people...]		A brief movement activity that is intended to bring students into the learning of today's lesson.
Action	Approximately 50 Minutes	Assessment
Questions to a classmate Have each student write 3 Aboriginal Spirituality questions on material they have learned (they will need to know the correct answer). Partner up with a fellow classmate and ask their partner the 3 questions. Switch back and forth - taking turns. Instant Challenge (7 small groups) Students will create a short skit based on information provided through an Aboriginal Spirituality scenario. They will demonstrate their thinking by incorporating the answer to their question through student – student interaction of a skit performance.		Student's thinking is probed through using their creativity to collaborate, communicate and exercise critical thinking skills to produce a short skit of their knowledge.

<p>This Instant Challenge provides 15 minutes to communicate, collaborate, be creative, and use critical thinking to plan. Groups will perform their skit to the entire class.</p> <p>[See: Who I AM...Aboriginal Spirituality Instant Challenge]</p>		
<p>Who I AM rubric</p>		
<p>Consolidation</p>	<p>Approximately 10 Minutes</p>	<p>Assessment</p>
<p>Make seven groups. Save the 8th section to complete as a class.</p> <p>Collaborating within their group answer the question assigned to them using chart paper and markers to record their thinking. Each student’s voice should be heard and recorded on the paper. Students will present their answers to the class.</p> <p>Upon completion, teacher will read section each as a reflection. Allow students the opportunity to share and discuss their thoughts and feelings.</p> <p>[See: The Golden Rule]</p>		<p>Support is offered as students connect knowledge and understanding to the learning goal. Students will articulate their thinking in an authentic way with peers and whole class.</p> <p><u>Anecdotal/observation</u></p>
<p>Final Notes</p>		
<p>Extend the consolidation by videotaping the presentation and playing it for students to reflection on.</p> <p>Ask for student feedback on Instant Challenge short skits. Extend learning by having students create suggestions for their own version of a World Religion Instant Challenge that focuses on positive mental health attitude and resiliency within teens.</p> <ul style="list-style-type: none">Fully rely on Learning Goal and Success Criteria to navigate student’s understanding.		
<p>Extension</p> <p>Read “Knots on a Counting Rope” by Bill Martin Jr.</p> <p><i>FYI – learning in a 21st century classroom involves: collaboration, communication, creativity, critical thinking.</i></p>		



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Fun Food Extension

Provide students with Who **I AM** soup recipe. This would be a wonderful activity to do as a class to present to someone special, for students to make at home as a unique gift, or as a Social Justice fundraising idea. Place the ingredients inside a medium size (2 cup) mason jar and attach the recipe. See attachment at end of lesson.

“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”

(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)

Activity

Jesus was many things to many people. How does He fit into your life?

**Student's stand-up if the statement applies to them and sit down after. It's a great visual to understand the dynamics of their friend Jesus and how they are already connected to Him and to The Creator.*

If you have ever taken an English course, please stand up.

Jesus taught English...He used parables, The Creator understood every tongue and knows our words.

If you have ever taken a Science or Math course, please stand up.

Jesus taught both Science and Math. The Creator loves Science and Math because He was the Master of the Laws of Nature.

If you have ever taken Business or Law, please stand up.

Jesus taught both...for He was Justice – especially when dealing with the Pharisees.

If you have ever taken Drama or Art, please stand up.

Jesus was the Lord of the Dance! The Creator is the Light of the World. From the earliest days of Christianity people have used the arts to express their faith in Jesus.

If you have ever taken a carpentry class, please stand up.

Jesus was a carpenter. His father Joseph was also a carpenter. A small family business!

If you have ever taken Geography, please stand up.

Jesus' history is geography. He traveled the land spreading The Word with The Creator's light.

If you have ever taken a Physical Education class, please stand up.

Jesus was the Master Teacher for Phys. Ed. as He had endless strength and endurance.

If you have ever taken a Family Study course, please stand up.

Jesus lived the value of family – In relationship with Mary and Joseph, He was The Holy Family! The Creator loves families. The Holy Trinity is a form of relationship. The Creator loves families.

If you have ever loved someone ... or ever had to forgive someone ... please stand up.

Jesus taught unconditional love and unconditional forgiveness ...

The Golden Rule

'I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.' **John 13:34-35**

The Golden Rule is common with everyone the world over. It is the highest and finest rule of life. The Golden Rule helps to sustain our positive mental health attitude.

1. If the Golden Rule is so popular with world religions, why is it so difficult for people to follow?

We witnessed the Golden Rule through the lenses of Aboriginal Spirituality through to Sikhism. Many religions – from earliest to current – have adapted a form of the Golden Rule.

2. What are three challenges to following the Golden Rule?

We are all responsible. Responsible for how we treat God, how we treat others, how we treat ourselves, and how we treat our elders. Building healthy relationships and spiritual wellness is our responsibility. Resiliency within self is our goal.

3. What does responsibility mean to teenagers today?

The Jewish people didn't need a new commandment or another commandment. They already had the Ten Commandments that God gave to Moses. In addition, they had thousands of other laws that they created. They believed that in order to be a good Jew, all the laws had to be followed. As a result, they were so focused on the rules that they neglected what was truly desired by God. They lost sight of the original commandment and the spirit in which it was delivered.

4. How can you connect with the Jewish people and their 'little laws'?

Along came Jesus. He reminded them what was really important. Jesus reminded each of us the most important gift we can give each other is to love each other unconditionally, to shape our resiliency and promote positive mental health attitudes.

5. Think back to your elementary days before High School. What is one of the first teachings you remember about Jesus?

The Golden Rule Student Handout contd.

There are many different ways to love others. In its simplest form, love means making a difference in the lives of others. As young mature teens, YOU make a difference in the lives of others. Your world is made up of family, school, church, and community. We all need you – your ideas, your compassion, your spiritual view. The cool thing about you, is the best gift you give to others is the gift straight from your heart – it's your unconditional love of life, your unconditional love of others, your unconditional love of the world in which you live and your unconditional positive mental health attitude.

6. *What is a recent act of kindness or unconditional love that you demonstrated to another individual – family or friend?*

You can make a difference because you are the reason for the Great Commandment. It was written with you in mind. It was written with you in heart. It was written because you – one person – can change the lives of many. You can do a lot with love, complete trust in God, resiliency, and a positive mental health attitude rooted in joy, peace and charity.

7. *If it is often difficult to trust others. You can always Fully Rely On God (FROG). What is one way to rely on God?*

- *Together as a large group...reflect on this!*

By treating others the way we would like to be treated, we're encouraging positive mental health in other people as well as ourselves. Think about how you want to treat others. Think about how you want others to treat you.

Say or do things that are motivated by unconditional love...and watch the love flow. If you mess up and forget to treat others with love – forgive – forgive yourself first and move on. Forgive others. Enjoy living the Golden Rule and putting Jesus' commandment into good works. Watch your positive mental health attitude grow!

8. *Here is your homework. Put the Golden Rule (Matthew 7:12) and Jesus' Greatest Commandment (John 13: 34-35) into practice every moment of every day – start today.*

Watch the love grow...What is holding you back? God Bless ☺

Who I AM...Aboriginal Spirituality * Instant Challenge *

Many stories are orally taught by Elders. Responsibility, life lessons, resiliency, character ethics were shared through story telling sessions. Students will role play learning valuable lessons about Who **I AM** through an encounter with an 'Elder'.

Purpose: Christian Ethic and Moral Development

Theme: Create a skit of information based on a scenario

Time: 15 minutes to plan skit

Expectation: examine and evaluate the role moral codes play in shaping the worldview of people of faith

Present: groups will present their skit to class

1. Who **I AM prepares to speak to an **Elder****

Jody and John are tasked with an assignment to explore an Aboriginal creation story further. They need help in a desperate way. Jody suggests that John calls his hockey coach to see if he can guide them toward speaking to an Elder with dignity and respect for their cultural faith. The coach focuses on preparing Jody and John for the presence of an Elder by addressing this question:

How is learning from an Elder different from learning in a 21st century classroom?

In a paragraph form, write what you think the response would be to this question? Use a Venn diagram as a pre-writing strategy to organize your teams ideas.

2. Who **I AM respects **Sensitivity****

By just hanging out and listening to 'old' people, Jody and John could learn a lot. Different people have different stories to share. Stories and story-telling carry a great deal of responsibility. Sensitivity toward the forest land, the earth, and the water prevail as the story teller balances the gift of knowledge that all creatures must live in harmony together.

From the perspective of the forest land, the earth, or the water what would their story be? What would their Who **I AM** voice sound like (how are they of value)?

Select forest land, earth, or water and share their perspective – their story – as to their value through Aboriginal lenses and 21st century student lenses. A Venn diagram may assist you in organizing your ideas and presenting your thoughts.

Who **I AM**...Aboriginal cont'd

3. Who **I AM** understands **Wisdom**

There are many misunderstandings around Aboriginal people, their culture, their fears, their understanding of prayer and rituals as well as their reintroduction to their old ways of tradition and heritage. Self-determination is a trait that rests within the heart of our Aboriginal friends.

Through the lenses of mental health, resiliency, spiritual wellness, and friendship research the impact how self-determination, as modeled by Aboriginals, can help further the development of the Who **I AM** (self-value, self-esteem, self-confidence) within each of us.

In a Thank You note format, describe how we learn appreciation and gratitude from Aboriginal people.

4. Who **I AM** has a **Voice**

The sacred teachings around the origin of Aboriginal Peoples are an intricate detail to their tapestry or cultural landscape. The understanding of Aboriginal language is a treasure they preserve and cherish. The power of their voice is told through stories and teachings around creation and life lessons.

Use your voice to present a story or life lesson centered on Aboriginal youth as they struggle to develop a maturity with Character Ethics and Morals.

5. Who **I AM** enjoys **Family**

Aboriginal Elders are natural story tellers that are held in respect by family and community. They address issues of how young people can learn and grow in spiritual wellness. Stories are shared within their community. Communities treasure stories and preserve its perspective to this form of learning. Traditional teaching of morals and ethics that you may experience differ from Aboriginal storytelling of morals and ethics.

Use your creativity to demonstrate a traditional teaching and a storytelling teaching of youth morals and ethics.

6. Who **I AM** is a **Life-long learner**

There are many misunderstandings around Aboriginal people, their culture, their fears, their understanding of rituals as well as their reintroduction to their old ways of tradition and heritage. Many Aboriginals believe it is important to learn both the traditional ways and the new ways taught in schools.

Compare and contrast the traditional ways of Aboriginal learning to the new ways taught in schools.

7. Who **I AM** is **inclusive of all**

Christian or Aboriginal faiths have strong moral codes with which they follow carefully. Examine the moral code of Christianity and the moral code of Aboriginal people. Evaluate the role morals play in shaping the worldview of both of these faith practices. Present in a skit format.



Who I AM Makes A Difference Because Jesus Loves Me!



Who I AM Soup in a Jar 😊

PREPARATION TIME = ONE HOUR SERVINGS = 8 - 10

INGREDIENTS – the following ingredients are layered into a 2 cup (Mason) jar.

¼ cup of dry split peas
1/6 cup of beef bouillon granules
¼ cup pearl barley
1/8 cup minced onion flakes
1 tsp. Italian seasoning
¼ cup long grain rice
¼ cup of red lentils SECRET INGREDIENTS = unconditional love, peace, joy

Also, ¼ cup of alphabet pasta. Place in a small ziplock bag and rest it on top of the other dry ingredients to be removed before starting soup...

COOKING INSTRUCTIONS

Additional ingredients required are ½ pound of ground beef, 1 ½ quarts of water, 1-19oz can of diced tomatoes. REMOVE pasta from jar. In a large saucepan, brown beef and drain. Add water, tomatoes, contents of soup mix. Boil. Reduce heat, cover and simmer for 45 minutes. Add pasta. Cover and simmer for additional 15 minutes. If this is too thick, add more beef broth. Enjoy. Who you are makes a huge difference to others! Thank you 😊



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Religious Education & Positive Mental Health and Wellness: it is recommended this lesson takes place on or about October 2 as this is the Feast Day of Guardian Angels (teachers are Guardian Angels)
Advent or Lent are also wonderful seasons for gratitude celebration

Grade 11 - Lesson 5

Grade 11 Who I AM... Lesson 5 – THE PRESENTATION

The presentation of Who I AM and the gift of words. **World Religions**

Prior to today's lesson, prepare Who I AM template with an affirmation message for each student (referred to as the 'gift of words')

Dedicated to Mom, Dad (Sharon & Joe McDonald) and brother John (Jn 10:10). Thank you for sharing your love of the Lord, feeding my soul/spirit, nurturing my faith, and holding the ladder while I climbed to the stars. Love you lots and forever because of who U R. ☺ JAM

The Presentation of Who I AM and the 'gift of words'

Background

Today you will empower each student through the presentation of a Who I AM FEATHER. You will need to prepare the message on the FEATHER prior to this class. The affirmation message (gift of words) begins:

"Who you are makes a difference to all of us because... Thank you for being you." Prepare enough FEATHERS that each student will receive two additional FEATHERS for their pay- it forward challenge. Remind students that this project is titled Who I AM Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates 'gratitude is contagious'.

Read Who I AM Makes A Difference Because Jesus Loves Me! information sheet to students.

[See: **Who I AM Makes A Difference Because Jesus Loves Me!**]

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1d - Develops attitudes & values founded on Catholic social teaching

CGE2c - Presents ideas clearly and honestly

CGE3a - Recognizes there is more grace in our world than sin and that hope is essential in facing challenges

CGE4a - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

CGE5e - Respects the rights of self and others

CGE6e - Ministers to the family, school, parish, and wider community through service

Religion Overall Expectation: Family



explain how faith develops and deepens, recognizing that the person

Learning Goals

- Student's will explain how faith develops and deepens, recognizing that the person and life of Christ is the primary guide for the spiritual journey. (Family Life 1st nugget)

Success Criteria (possible suggestion)

<p>and life of Christ is the primary guide for the spiritual journey. (Family Life 1st nugget)</p> <p>Religion Specific Expectation: Family</p> <p>analyse the impact of family on the individual (Family Life 4th nugget)</p>		<p><i>I will achieve success in demonstrating unconditional love, appreciation and gratitude toward others by participating in the Who I AM... project</i></p>
Instructional Components		
<p>Prior Knowledge and/or Skills</p> <p>Who I AM Makes A Difference Because Jesus Loves Me! project</p> <p>Suggested Teacher Daily Reflection</p> <p>Gus Lloyd 60 Second Reflections http://guslloyd.com</p>	<p>Terminology</p> <p>Pay-it-forward Gratitude Empowerment Unconditional love Unconditional forgiveness Celebrate life!</p>	<p>Resources/Materials</p> <ol style="list-style-type: none"> 1. Copies of Who I AM FEATHER (teacher will photocopy onto cardstock and write a personal message to each student) Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward to others. 2. Who I AM history 3. Who I AM wheel handout 4. Who I AM challenge 5. Who I AM Self Reflection
Prayer/Scripture Focus		
<p>Feast Day of the Guardian Angels (October 2)</p> <p>Dear Guardian Angel, You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God's love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide. Amen</p>		
Minds On	Approximately 15 Minutes	Assessment
<ol style="list-style-type: none"> 1. Share the history of the Who I AM Makes A Difference Because Jesus Loves Me! project with students. [See: Who I AM Makes A Difference Because Jesus Loves Me!] 2. Describe the term pay-it-forward. <p>Teacher Voice</p> <p>"The concept of pay-it-forward is a part of the success to the Who I AM project. One act of kindness or words of gratitude from you can ripple outward and touch</p>		<p>Pay-it-forward</p> <p><i>A response to one person's kindness by reaching out in kindness to others.</i></p>

<p>many people. Gratitude then becomes contagious because it is a wave of appreciation.”</p> <p>3. Brainstorm the word ‘empower’. Describe what it looks like, feels like or sounds like.</p> <p>Teacher Voice</p> <p>“One of the goals to the Who I AM Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving and positive word choice.”</p>	<p>“Pay It Forward” (2000)</p> <p>https://www.youtube.com/watch?v=gwOLvr4eK-k</p>
<p>Action</p>	<p>Assessment</p>
<p>Teacher will present a Who I AM FEATHER [See: Who I AM FEATHER handout] to each student. The student will receive two extra templates that they have to pray/think who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying “Who you are makes a difference to me because ...Thank you for being you.” [See: Who I AM presentation information]</p> <p>This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection in a few day. They will need to remember the response/reaction from the individuals who receive a Who I AM postcard from them.</p>	<p>Empower</p> <p><i>Make someone stronger and more confident in how they view their life.</i></p> <p>Thank you teachers for being who you are!</p>
<p>Consolidation</p>	<p>Assessment</p>
<p>Distribute the Who I AM wheel to students. On each spoke of the wheel and have students pray/reflect/write the name of a person who has made a difference in their life and promoted their positive mental health. Students can use this activity as a personal brainstorming session to who will receive a Who I AM FEATHER from them.</p> <p>Allow a few days for students to present their Who I AM postcard to others before they complete an anonymous self-reflection.</p> <p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, building my resiliency and developing my positive mental health attitude. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my Gift of Words. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, who I am makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>	 <p><u>Self-Reflective assessment</u></p> 

Final Notes

The beauty of the Who I AM words and gift is it allows a 'safe' opportunity for students and teachers to express thankfulness. When Who I AM Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who I AM refreshes the health and wellness with all of God's children.

You may wish to laminate the FEATHERS you will present to your students once you have written their message on the back. This makes a wonderful keepsake for students to value.

"Pay It Forward" (2000) <https://www.youtube.com/watch?v=gw0Lvr4eK-k>



Who I AM HISTORY

Dear Teacher

Who I AM Makes A Difference Because Jesus Loves Me!

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21st century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because...
Thank you for being who you are!”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’

Wheel of Gratitude

Who I AM Makes A Difference Because Jesus Loves Me!

Dear Student,

On each spoke of this wheel write a name of someone in your life who has made a difference in who you are, helped you become the person you are today and supported your positive mental health development. It could be a parent, grandparent, neighbour, friend, priest, coach.

WHO I AM MAKES A DIFFERENCE BECAUSE JESUS LOVES ME!!!



The Challenge!

Who I AM Makes A Difference Because Jesus Loves Me!

Please read this to your class.

Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.”

The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.

The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us.

Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... “**Who you are makes a difference to me because.....Thank you for being you!**”*

Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.

Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.

Who I AM Makes A Difference Because Jesus Loves Me!

** to be completed several days after The Presentation**

Self-Reflection

Student Goal – T.O.O (Think Of Others)

Your Grade _____

Your School _____

* My teacher believes **Who I AM Makes A Difference** because (what did your teacher say to you when she/he presented you with your 'gift of words')

1A. Reason **Who I AM Makes A Difference** was given to **FIRST** Very Important Person

1B. Response and reaction from **FIRST** person after receiving **Who I AM Makes A Difference**

2A. Reason **Who I AM Makes A Difference** was given to **SECOND** Very Important Person

2B. Response and reaction from **SECOND** person after receiving **Who I AM Makes A Difference**

I enjoyed this assignment because it felt good to think of others.

YES ☐

NO ☐

My teacher's words made me feel _____

It was easy to think of who would receive the **Who I AM**

YES ☐

NO ☐

I know I make a difference to others by _____

If I could change the world, I would _____

If I could ask God one question, it would be _____

Thank you for participating in *Who I AM Makes A Difference Because Jesus Loves Me!*

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 11 - Lesson 6

Grade 11 Who I AM ... Lesson 6 - MUSIC

World Religions - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

Background

God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. He loves YOU without conditions. His presence in YOUR life is constant. God stands by your side to guide you toward a stronger positive mental health attitude by teaching unconditional love, forgiveness and a life that needs to be celebrated.

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions , world religions and the life-journeys of all people of good will

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience

CGE7f - respects and affirms the diversity and interdependence of the world’s peoples and cultures

Religion Overall Expectation

Understand the importance of worship within Christianity and Aboriginal Spirituality (Prayer 3rd nugget)

Religion Specific Expectation

Demonstrates a knowledge of religious worship as a human response to the presence of a sacred reality (Prayer 1st nugget)

Learning Goals

- Students will understand the importance of worship within Christianity and Aboriginal Spirituality (Prayer 3rd nugget)
- Students will understand that worship and prayer can be found in various types of music.

Success Criteria (possible suggestions)

*I will achieve success by recognizing that music is a prayer and a tool in developing a positive mental health attitude.
I will achieve success by connecting music to the value of myself and the value of my One God.*

Instructional Components		
Prior Knowledge and/or Skills Exodus 3:14	Terminology - youtube 1. Crowder – I AM http://www.youtube.com/watch?v=JRImfOy1SJ4 http://www.youtube.com/watch?v=cH_LLGiE0f0 2. Eddie James – I AM http://www.youtube.com/watch?v=eHz2_HLw7fg&feature=kp 3. Mark Schultz – I AM http://www.youtube.com/watch?v=hILaSh78yHQ 4. North American Aboriginal Worship https://www.youtube.com/watch?v=XPpox70YteU&noredirect=1	Resources/Materials Internet/computers Research period connecting music to worship. Students will need access to internet. If YouTube is not available, search for lyrics to songs. Who I AM Music Assignment Who I AM Music Reflection
Prayer/Scripture Focus		
In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM , I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, who I am makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen		
Minds On	Approximately 10 Minutes	Assessment
Watch the Youtube video of Crowder. The first video explains how the song was written. The second video compliments the music/song. Crowder – I AM http://www.youtube.com/watch?v=JRImfOy1SJ4 http://www.youtube.com/watch?v=cH_LLGiE0f0		A brief visual presentation intended to bring students into the learning.

Teacher Voice “How can music be considered both a prayer and a tool in developing a positive mental health attitude? Please discuss this with your elbow partner.”	<u>Anecdotal / observations</u>
Action	Assessment
[See: Who I AM Music Assignment]	Student thinking is revealed through music and connections to God.
Consolidation	Assessment
[See: Who I AM Music Reflection] Students will self-assess through an anonymous reflection that will aid them in connecting to their inner spiritual wellness.	Students are supported with making connections to the learning goal. <u>Anecdotal / observations</u>
Final Notes	
<p>Extend the lesson:</p> <p>Read the lyrics to both songs and dig deep for the message of Who I AM..., the value of self and the love of God. Is God only in Christian music? Can we find God around us in our daily music?</p> <p>Or use the following song/lyrics to find the deep meaning to Who I AM...</p> <p>https://www.youtube.com/watch?v=CmwvnL8zS9I (<i>I still haven't found what I'm looking for</i> – Bono and Bruce Springsteen)</p> <p>http://www.youtube.com/watch?v=Je_24df8BZs (<i>Who I am with you</i> – Chris Young)</p> <p>http://www.youtube.com/watch?v=Jd9zYKLepCw (<i>Who I am</i> – Jessica Andrews)</p> <div data-bbox="1117 1602 1481 1885" data-label="Image"> </div>	

Who I AM... MUSIC Assignment

Name _____ Due Date _____

We all have our own understanding of Who **I AM**, who God is, what I am capable of doing and what God is capable of doing. Who I AM Makes A Difference Because Jesus Loves Me! project looked for positive qualities in others by acknowledging the difference others make in your life. By showing gratitude to others, relationship bonds are strengthened. The relationship we have with our self is extremely important. By acknowledging the gifts of others, your own personal growth will develop.

For this assignment you will use music to complete the phrase Who **I AM** is like.... And provide a visual representation of the statement in a 8x11 poster format.

To complete the phrase, look to MUSIC to assist you. For example, Who **I AM** is like Johnny Reid's "Change the World" because God repairs hearts, mends broken relationships and changes the world. The rest of the poster is to be decorated with imagery (pictures) appropriate to the message of the MUSIC you have selected.

Complete a written explanation for your poster. Explain your understanding of Who **I AM** and God through your music. Please bring your MUSIC selection to class so we can listen to it.

Checklist: I have asked my teacher if my music is appropriate, I have created a poster with words and visuals that clearly state Who **I AM**, I have a written explanation that I have edited to ensure clarity of connecting my value and the value of God through music.

	Level 4	Level 3	Level 2
Knowledge and Understanding - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)	Student's choice of music demonstrates thorough knowledge and understanding of worship and prayer as a healthy relationship between Aboriginal Spirituality and Christianity.	Student's choice of music demonstrates considerable knowledge and understanding of worship and prayer as a healthy relationship between Aboriginal Spirituality and Christianity.	Student's choice of music demonstrates some knowledge and understanding of worship and prayer as a healthy relationship between Aboriginal Spirituality and Christianity.
Thinking - The use of critical and creative thinking skills and/or processes	The student's choice of music demonstrates creative thinking skills and processing skills with a high degree of effectiveness	The student's choice of music demonstrates creative thinking skills and processing skills with considerable degree of effectiveness	The student's choice of music demonstrates creative thinking skills and processing skills with some degree of effectiveness
Communication - The conveying of meaning through various forms of worship in music	The student clearly communicates a Who I AM message through their choice of music with a high degree of effectiveness	The student clearly communicates a Who I AM message through their choice of music with considerable degree of effectiveness	The student clearly communicates a Who I AM message through their choice of music with some degree of effectiveness
Application - The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness through music	The student's choice of music connects Christianity, Who I AM... and Aboriginal Spirituality with a high degree of effectiveness	The student's choice of music connects Christianity, Who I AM, and Aboriginal Spirituality with considerable degree of effectiveness	The student's choice of music connects Christianity, Who I AM, and Aboriginal Spirituality with some degree of effectiveness

Teacher comments _____

Who I AM ... MUSIC Reflection!

God promised Moses, "I will be with you." God has made the same promise to each of us because He considers us His children. His love is without conditions. His presence is constant.

Please circle the number that best answers the statement in relation to you.

I listen to music that is contrary to my Christian faith or my family values.

1. Never 2. Rarely 3. Weekly 4. Several times a week 5. Daily

I have watched music videos that I would be embarrassed if God saw.

1. Never 2. Rarely 3. Weekly 4. Several times a week 5. Daily

I use music to worship my Christian faith and spread the gospel.

1. Never 2. Rarely 3. Weekly 4. Several times a week 5. Daily

I use music as a positive coping strategy when I'm feeling upset.

1. Never 2. Rarely 3. Weekly 4. Several times a week 5. Daily

I use music instead of fulfilling my responsibilities within my family dynamics.

1. Never 2. Rarely 3. Weekly 4. Several times a week 5. Daily

I sometimes choose to listen to or play music rather than interact with others.

1. Never 2. Rarely 3. Weekly 4. Several times a week 5. Daily

*Three positive ways that I can use my music to build the Who **I AM** within myself and within others are:*

- _____
- _____
- _____

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 11 - Lesson 7

Grade 11 Who I AM ... Lesson 7 – Who I AM... JEOPARDY

World Religions - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

*** This lesson could be stretched over a period of two days to allow students time for full engagement***

Loving God, the Great I AM, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the resiliency and unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father, the Son and of the Holy Spirit

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1a - illustrates a basic understanding of the saving story of our Christian faith

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience

Religion Overall Expectation

Understand the role of prayer, worship, and religious symbolism within the world’s major religious traditions (Prayer 3rd nugget)

Religion Specific Expectation

Understand the importance of religious symbols, celebration, and ritual in the formation of religious communities (Prayer 2nd nugget)


Learning Goals

- Students will understand the role of prayer, worship, and religious symbolism within the world’s major religious traditions. (Prayer 3rd nugget)
- Students will engage in learning through game format

Success Criteria (possible suggestion)

I will achieve success by creating a Jeopardy style game that demonstrates my knowledge of World Religions (Aboriginal / Christianity).

		<i>I will achieve success by effectively communicating my ideas, collaborating with others and offering 6 categories related to World Religions.</i>
Instructional Components		
Prior Knowledge and/or Skills Game show Jeopardy Teacher and Student co-construct Success Criteria <u>Suggested Teacher Daily Reflection</u> Gus Lloyd 60 Second Reflection http://guslloyd.com	Terminology Sacraments Aboriginal symbols Christian symbols Christian prayer Aboriginal prayer Christian celebrations Aboriginal celebrations Unconditional love Unconditional forgiveness Celebrate life!	Resources/Materials Computer/internet Teacher may wish to create a short jeopardy game to model to students. www.superteachertool.net/jeopardyx/ www.edtechnetwork.com/powerpoint.html
Prayer/Scripture Focus		
In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM , I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and building my resiliency. I also thank you for the resiliency and unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, who I am makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit.		
Minds On	Approximately 10 Minutes	Assessment
Begin with reflective prayer focus. Teacher Voice “Jeopardy has been a popular television game show for years. Today you are going to have the opportunity to create your own jeopardy power point game using a template and your understanding of Christianity and Aboriginal Spirituality. Small groups will work together to collaborate and create a unique Jeopardy game that will reflect your learning and quiz others on their knowledge. Communicate together as to who will work on research, questions, technology. Enjoy.” <i>(teacher may wish to model Jeopardy by showing own creation first)</i>		A brief conversation and activity to bring the students into an opportunity for new learning.

<p>6 Categories include: Forms of Prayer (Christian and Aboriginal) Symbols (Christian and Aboriginal) Who I AM (Virtues, Fruits, Commandments, Beatitudes) Exodus (Burning Bush, I AM WHO I AM, Moses, God) Links between The Golden Rule and Positive Mental Health FYI (a potpourri of information)</p> <p><i>Don't forget Double Jeopardy!</i></p>	 <p><u>Anecdotal notes</u></p>
Action	Assessment
<p>Teacher Voice “Using the internet and a jeopardy computer template, your small group (3 students) will create a power point jeopardy game that will be used in the class to test the knowledge of others. Today is a work period and tomorrow we will present.”</p> <p>Jeopardy template sites www.superteachertool.net/jeopardyx/ or www.edtechnetwork.com/powerpoint.html</p>	<p>Student thinking is revealed through a fun game show format.</p> <p><u>Who I AM rubric</u> Co-construct a rubric together with students</p> <p><u>Self- Assessment</u> 3 personal strengths and 2 next steps.</p> <p><u>Peer Assessment</u> – peer's offer one strength and one next step.</p>
Consolidation	Assessment
<p>Teacher Voice “What role does prayer, worship, celebrations play in the life of Christian and Aboriginal communities?”</p> <p>“How does treating others the way you would like to be treated promote not only positive mental health in others, but in ourselves as well?”</p>	<p>Teachers support students with making connections to the learning goal.</p>

<p>“Are there similarities between Christian forms of worship and Aboriginal forms of worship? Why might this be?”</p> <p>Remind students that tomorrow (unless you have decided to make this a 2 day lesson) will be a presentation day of the Jeopardy games they have created.</p>	<p><u>Anecdotal Notes</u></p> <p>Use the Success Criteria that was co-constructed to guide this journey.</p>
Final Notes	
<p>Jeopardy games can also be created with Bristol Board as the background – divided into the sections.</p> <p>Use post-it to create the Q/A templates with the top portion of the post-it revealing the point value.</p> <p>This is a fast and easy variation to the computer version and works well when internet or computers are not available for use. Enjoy.</p>	

Who I AM Staff Prayer Service

Note: give a copy to each person

Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted from Exodus 3]

"God called to Moses out of the bush, 'Moses, Moses!' And Moses said, 'Here I am.' Then God said, 'Come no closer! Remove the sandals from your feet, for the place on which you are standing is holy ground.' He said further, 'come, I will send you to Pharaoh to bring my people, the Israelites, out of Egypt.' But Moses said to God, 'Who am I that I should go to Pharaoh, and bring the Israelites out of Egypt?' God said, 'I will be with you'. But Moses said to God, 'If I come to the Israelites and say to them, 'The God of your ancestors has sent me to you', and they ask me, 'What is his name?' what shall I say to them?' God said to Moses, 'I AM WHO I AM.' He said further, 'Thus you shall say to the Israelites, "I AM has sent me to you.'" ' God also said to Moses, 'This is my name forever, and this my title for all generations.'"

Reflection: *pause for a moment of silent reflection*

Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb