

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

## Grade 8 - Lesson 4

### Grade 8 Religion Unit 1 Lesson 4 – Small Group Skit

Who I AM – ‘God of All, the Great I AM ‘

#### Background

Prayer is one of the main cornerstones of Who I AM. Prayer feeds our spirit, nourishes our soul and helps to build the positive mental health image that creates our Who I AM story. In the story, “Moses”, Harriet opens her heart by praying to God. In this lesson, students will open their hearts to God through the creation of a prayer with a distinct focus on Who I AM, unconditional love and unconditional forgiveness.

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

##### Ontario Catholic School Graduate Expectations

**CGE1e** - Speaks the language of life ... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”

**CGE1g** - Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey

##### Religion Overall Expectations

ML3: Demonstrate an understanding that the grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life

##### Religion Specific Expectations

ML2.4: Link commitment, turning from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision making.

##### Music:

C2.1 Express analytical, personal responses to musical performances in a variety of ways.

##### Language:

1 Generate, gather, and organize ideas and information to write for an intended purpose and audience.

1.3 Identify a variety of listening comprehension strategies and use

##### Learning Goals

- Students will demonstrate an understanding of the need for faith, unconditional love and unconditional forgiveness in the celebration of life.
- Students will demonstrate an understanding of the value of a life focused on prayer.
- Students will demonstrate creativity in worship and prayer by authoring a personal prayer.
- Student will demonstrate an understanding toward

them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex and challenging texts.		appreciating all of God’s goodness by connecting to expressions of thankfulness and gratitude within self and others.
<b>Instructional Components</b>		
<b>Prior Knowledge and/or Skills</b> Exodus 3:14 Moses and the conversation with God through the Burning Bush. Prior knowledge to Voice in Write Traits	<b>Terminology</b> Hope/Faith Courage / Determination Resiliency Unconditional Love Unconditional Forgiveness	<b>Resources/Materials</b> Individual copy of the story, “Moses” Youtube access to the song, ‘Steal Away- Mahalia Jackson and Nat King Cole’ (4:08) Who <b>I AM</b> Skit Rubric
<b>Prayer/Scripture Focus</b>		
<b>Reading from the book of Exodus 3</b>  <b>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</b>  Loving God, the Great <b>I AM</b> , I thank you that you are always with me, helping me, guiding me, keeping me safe and for the unconditional love you give to me. I ask you to show me the special people in my life who I can say thank you to with my words and actions. Help me to be the best person I can be and to remember that, <b>Who I am</b> makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<b>Teacher Voice</b> “We will start the class by listening to the following song:” ‘ <a href="http://www.youtube.com/watch?v=-O5hz5KnSdc">Steal Away- Mahalia Jackson and Nat King Cole</a> ’ (4:08 minutes) <a href="http://www.youtube.com/watch?v=-O5hz5KnSdc">http://www.youtube.com/watch?v=-O5hz5KnSdc</a>  “This was another coded song about escaping slavery. Can you find a second message within the song?”  “What are some of the codes written into this selection of music?”  “How can you connect the message within this song, to the message you decoded in your music select?”  <b>Teacher Voice</b> “Just as there were two voices singing in this version of <i>Steal Away</i> , there are also		<b>Anecdotal Observations and Notes</b>  If time allows, replay... Moses: When Harriet Tubman Led Her People to Freedom <a href="https://www.youtube.com/watch?v=gdlLoH7b1_Y&amp;noredirect=1">https://www.youtube.com/watch?v=gdlLoH7b1_Y&amp;noredirect=1</a>

three distinct voices that were heard in the story ‘Moses’.	<b>Anecdotal Observations</b>  <b>Resiliency</b> <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i>	
Turn and Talk with your elbow partner, who are the three distinct voices?”		
“Whose voice offers expressions of gratitude, appreciation or resiliency in this text?” (Moses, God or Harriet?)		
“What do you think the term resiliency means? “		
Teacher explains that being resilient allows us to bounce back if and when unfortunate things happen to us.		
“ <b>Turn and Talk</b> - Share your own personal experience of someone you know, who demonstrated resiliency?”		
<b>Action</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
<b>Teacher Voice</b> “You will each receive three pieces of paper. One red, one yellow and one green. I am going to read our mentor text again. When you hear the voice of Moses – hold up your red paper. When you hear the voice of God – hold up your yellow paper. When you hear the voice of Harriet – hold up your green paper.”  Optional - this activity can also be done by listening to the story of Moses... on Youtube so that the teacher can participate.  Teacher highlights moments of gratitude/appreciation or strong positive mental health attitudes moments;  1. Narrator “Harriet’s feet bleed and her gut churns. Under the stars, she draws near to God.” 2. Harriet “Thank you, Lord, for watching over me.” 3. God “I’m going to see you through, child.”  Divide the class into groups of 3. Each group will write or create a two minute skit. The premise of the skit is that Moses of Exodus 3, will interview the narrator, Harriet, and God to connect their Who I AM story to unconditional love and unconditional forgiveness.	Who <b>I AM</b> Skit Rubric  Review rubric together  	

<p>Students could prepare a list of interview type questions to ask Harriet about the reasons for the journey and how she overcame the obstacles she faces along the way. Students could be introduces to a Q-Chart to assist them in developing higher order thinking questions. Note that the higher order thinking questions are located in the lower right quadrant of the chart. See link below.</p> <p><a href="http://www.lkdsb.net/program/elementary/intermediate/di/files/33Strategies(Q%20Chart).pdf">http://www.lkdsb.net/program/elementary/intermediate/di/files/33Strategies(Q%20Chart).pdf</a>      Q-Chart</p> <p>This exercise is intended to help students hear the different voices within the story and the value each voice has toward promoting a positive mental health feeling and spiritual wellness attitude throughout the text.</p>		
<b>Consolidation</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b></p> <p>“Just like Harriet, we all have our own individual conversations with God.”</p> <p>Finding a quiet area in the classroom, students are invited to have their own personal conversation with God through recording it in their prayer journal using the PAL format</p> <p><b>PAL Format</b></p> <p>P=praise, give praise for something in their life A=ask, your prayer request L=listen, where have you heard the voice of God today (birds, friends, family).</p> <p>Students are asked to create a prayer based on their own personal thoughts, feelings, concerns and gratitude/appreciation.</p> <p>“Dear God, It’s me Jody. Thank you for letting me know you better ....”</p> <p>Teacher may want to help brainstorm ideas for students as to what should /could be included or use a template.</p> <p>These prayers can be done in a prayer journal format, through the use of computer time, or on fancy writing paper.</p> <p>One suggestion to celebrate learning could be by posting their prayers on bulletin boards or having them read during morning announcements. Note, some students might find this intimidating.</p>		<p><b>Template for prayer</b></p> <p>Dear God,</p> <p>It’s me .....</p> <p>Thank you for .....</p> <p>I have an intention .....</p> <p>Your friend, .....</p> <p><b>Prayer Journal</b></p>

## Final Notes

### Extend the lesson:

#### Poetry

1. Acrostic poem of Dear God – each letter thanking God for a person who makes a difference in their life or something special and unique to them...

D – thank you for my DAD

E – thank you for my sister ELLEN

A – thank you for AUNT ...

R – thank you for RYAN

G - thank you GOD

O - thank you for ORANGES

D - thank you for DAUGHTERS

#### Craft

2. Trace your hands ... trace both hands together so that palms are touching and fingers are spread outward. Inside each finger/thumb write the name of someone very special in your life that you are thankful for. Decorate and display on the side of your desk.

#### Craft

3. A Bible Bookmark - Cut off one of the corners of an envelope to make a large triangular bookmark that would slip over the page of your book. Use markers to decorate. One side has the message of Moses – I AM WHO I AM. The other side has the message Who I AM Makes A Difference Because Jesus Loves Me! Place the bookmark over the page of your favourite book to remind you of your special uniqueness.

Who I AM... SKIT RUBRIC

	Level 4	Level 3	Level 2
<b>Catholic Graduate Expectations:</b> 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
<b>Understanding -</b> Comprehension of its meaning and significance (understanding)	Through an interview skit performance, student demonstrates a thorough understanding of the <b>Who I AM</b> message found in the text MOSES.	Through an interview skit performance, student demonstrates considerable understanding of the <b>Who I AM</b> message found in the text MOSES.	Through an interview skit performance, student demonstrates some understanding of the <b>Who I AM</b> message found in the text MOSES.
<b>Thinking -</b> The use of creative thinking skills	Through a scripted skit, students demonstrate the use of creative thinking with a high degree of effectiveness to clearly show how a text can speak words of empowerment to others.	Through a scripted skit, students demonstrate the use of creative thinking with considerable effectiveness to clearly show how a text can speak words of empowerment to others.	Through a scripted skit, students demonstrate the use of creative thinking with some effectiveness to clearly show how a text can speak words of empowerment to others.
<b>Communication -</b> The conveying of meaning through various forms	Students' SKIT clearly expresses how <b>Who I AM</b> affects your life with a high degree of effectiveness.	Students' SKIT clearly expresses how <b>Who I AM</b> affects your life with considerable effectiveness	Students' SKIT clearly expresses how <b>Who I AM</b> affects your life with some effectiveness
<b>Application -</b> The use of knowledge and skills to make connections between Religious Education/ Mental Health & Wellness and the world outside the school	Students' SKIT shows precise connections between <b>Who I AM</b> , positive health attitude, appreciation/gratitude with a high degree of effectiveness.	Students' SKIT shows precise connections between <b>Who I AM</b> , positive health attitude, appreciation/gratitude with considerable effectiveness.	Students' SKIT shows precise connections between <b>Who I AM</b> , positive health attitude, appreciation/ gratitude with some effectiveness.

Teacher comments \_\_\_\_\_