

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

Grade 7 - Lesson 2

Grade 7 Religion Lesson 2 – Mentor Text

MENTOR TEXT – A Chance to Shine

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

Background

‘Sometimes we just need a chance to show how great we can become. When Joe is given his chance to shine, one young boy’s eyes are opened in a way that changes him forever. This tale of compassion sets a shining example of how a kind act by one can make a big difference to many.’ This is a wonderful story of how our Who I AM can make a difference to another person’s life. Celebrate Life!

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

Ontario Catholic School Graduate Expectations

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 Expectations

ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues /vices).

LS2: Focus: Principle of Human Solidarity

Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversation.

Religion Specific Expectations

ML3:3 Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our own behaviour toward the performance of good acts in our search for holiness.

Language Overall Expectations

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

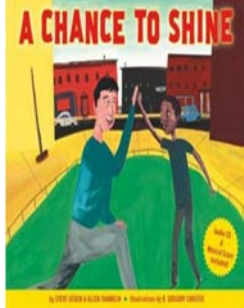
Language Specific Expectations

1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.

Learning Goals

- Students will demonstrate an understanding of the virtue of unconditional love and unconditional forgiveness.
- Students will demonstrate an understanding that justice is visible whenever we see people striving to respect the rights of others and work for the common good.

Instructional Components		
Prior Knowledge and/or Skills Exodus 3 The story of Moses and the conversation with God through the Burning Bush.	Terminology Pay-it-forward Gratitude / Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life	Resources/Materials Plain white paper Chart Paper / Marker Mentor Text, "A Chance to Shine" by Steve Seskin and Allen Shamblin
Prayer/Scripture Focus		
Reading from the book of Exodus 3 God called to Moses out of the bush, "Moses, Moses!" And Moses said, "Here I am."		
Minds On	Approximately 10 Minutes	Assessment
Please distribute a plain white piece of 8x10 paper to each student. This is a listening and following direction activity. Students will follow your paper folds as they listen to this story. Teacher Voice "THERE was a wealthy man who had everything but he had an empty feeling inside. He thought about what could make him happy. He decided that if he bought a sailboat, he'd be happy." <u>Fold</u> one of the top corners down, making a diagonal fold that looks like a sail. (The top of the page should line up with one side of the page.) "He bought a boat and went sailing. He was really happy for a little while. The empty feeling came back. He decided that if he had a new house, he'd be happy." <u>Fold</u> the other top corner down to make a pointed roof. "He bought a new house. He watched the sun set and he was really happy, for a little while. The empty feeling came back. He thought, 'I need to travel.' So he bought an airplane." <u>Fold</u> the figure in half vertically, turn it so that the fold is at the bottom, and fold down the top sections to make wings. "He flew all around the world! He was really happy! For a little while. The empty feeling came back. He thought, 'Flying around is for the birds. I'll take a rocket into space.'"		<u>Anecdotal Observation / Listening Skills</u> A different variation for the folded cross can be found: http://www.sundayschoolkids.com/activities-lent-easter/1-magic-cross-instru.htm Resiliency 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

<p><u>"Tear</u> the wings off the airplane and open the center fold so that it looks like a rocket ship.</p> <p>"He took a rocket into space and saw the world below. He was very happy; for a while. The empty feeling came back. He looked and found that there was only one thing that would make him happy." <i>Unfold the figure to see a cross.</i> How long did it last? FOREVER!!!!!"</p>		<p>build resiliency from within. <i>Celebrate your life!</i></p>
Action	Approximately 35 Minutes	Assessment
<p>Introduce the story, 'A Chance to Shine' by Steve Seskin and Allen Shamblin by showing the students the cover of the mentor text.</p> <p>Write the following on the black board. "We are all meant to write on the pages of time." Students are invited to write their meaning of the statement on the board.</p> <p>Teacher Voice</p> <p>"What comes to mind when you look at the title and cover illustration of this book? (brainstorm answers together on chart paper)</p> <p>Turn and Talk to a partner</p> <p>"How do you think this story will be connected to the Who I AM project?" (share ideas with class)</p> <p>Sticky Note Activity</p> <p>"Predict who is helping who. Is it the boy helping the man...write the word BOY on your post it? Is it the man helping the boy...write the word MAN on your post it?"</p> <p>Read the story to the students, pausing to ensure students understanding.</p> <p>After the reading, students can turn to their elbow partner and talk about the following questions in their Language books. (these questions can be posted on chart paper as a visual for students)</p> <ol style="list-style-type: none">1. How can you connect positive mental health and wellness to this text?2. What was the father's reasoning for giving Joe the job?3. How did the fathers Who I AM story develop because of his action?4. How do the father's actions demonstrate the theological virtue of unconditional love, the cardinal virtue of justice and timeless action of unconditional forgiveness?		 <p><u>Check for Understanding through Anecdotal Observations</u></p> <p><u>Written Reflection in Prayer Journal or Language</u></p>

The last question is the most important one. Student should be encouraged to share with the class their thoughts and feelings over the last question.	
Consolidation	Approximately 10 Minutes
<p>Teacher Voice “Often texts are available as an audio version or a musical version. We will now listen to ‘A Chance to Shine.’</p> <p>Let’s reflect. Using your Prayer Journal, please answer the following questions;</p> <ol style="list-style-type: none"> 1. How does the story change when you listen to it in audio or musical form? 2. Think of a time when you demonstrated a ‘chance to shine’ moment for someone. How did that action positively affect both you and the other person? <p>Creativity Using the paper cross from Minds On, students can add colour and creativity to express their answer to the following question: How does this text show that being resilient is a valuable characteristic?</p>	
<p>Included with the story, is an audio CD with also an instrumental version.</p> <p><u>Prayer Journal</u></p>	
Final Notes	
<p>Extend the Lesson</p> <p>Watch the following video. What is significant and unique about this young boy’s Who I AM story? http://www.youtube.com/watch?v=QdUGoFTfP7w 11Year Old Boy Went to Heaven and Tells What He Saw</p> <p>Make additional crosses and have students write a thank you message to their parents/guardians.</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>	