

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

BE WITH ME – Who I AM... Inquiry Choice

Grade 9 – Lesson 3

Grade 9 Religion Unit 1 Lesson 3 – Who I AM... Inquiry

BE WITH ME Who I AM – ‘God of All, the Great I AM’

Background

This lesson is designed as independent inquiry for students but allows for choice between music, prayer or skits. The connection between Who I AM, gratitude, and the core values of the Metis culture is blended to unite all of God’s children together...forever. Faith and technology are the backbone to this lesson. Enjoy!

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

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

Religion Overall Expectation

Consider how religious faith is shaped by human experience (i.e. one’s family, one’s culture, one’s temperament).

Religion Specific Expectation

Define hope as a virtue which keeps us searching for true happiness and which sustains us in time of abandonment and struggle.

Learning Goals

- Students will demonstrate an understanding of religious faith shaped by culture through inquiry based learning.
- Students will demonstrate understanding of religious faith shaped by one’s family.
- Students will demonstrate an understanding of hope as a virtue which brings us true happiness.

*Co-construct Success Criteria with students

Instructional Components		
Prior Knowledge and/or Skills Exodus 3 A chat between God and Moses	Terminology Resiliency Gratitude/Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life	Resources/Materials Youtube access to ‘ Sierra’s Song – Métis Fiddle Music ’ Who I AM ...Rainbow Technology Who I AM ...Rubric
Prayer/Scripture Focus		
Reading form the book of Exodus 3 ‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.” Loving God, the Great I AM , I thank you that you are always with me, helping me, guiding me, keeping me safe, for the unconditional love and the unconditional forgiveness 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, Who I am makes a difference to you. Thank you for allowing me the grace to celebrate life! We pray, in the name of the Father and of the Son and of the Holy Spirit, amen		
Minds On	Approximately 15 Minutes	Assessment
Teacher Voice “Turn and Talk with a partner about a time that you had a quarrel with someone. What was the quarrel about?” (allow time for sharing) “I will need 9 volunteers to participate as readers in a short skit about the colours of the rainbow quarrelling.” Students act our Who I AM ...Through the Colours of the Rainbow. Teacher distributes a piece of the colourful paper to students. “On your paper, answer the following question. You do not need to include your name on this piece of paper. How do you see evidence of Who I AM... (gratitude/appreciation) in the Rainbow skit? (allow a few minutes for responses to be written). Now turn your paper over and write the answer to the following question. If I could pick one colour of the rainbow to represent my positive mental health attitude, the colour I select would be.....” (Student’s write down the colour). Teacher collects the paper and places inside a container. Teacher Voice “Randomly, I will pick a few of your reflections. I will read their response and their colour choice. Two people will be chosen to guess the identity of this person.” (select a few of the students reflections)		Prior to Lesson Prepare enough 4x5 pieces of <u>various colours</u> of paper for students to use during the Minds on Activity. Anecdotal Observations Resiliency <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i>

Action	Approximately 45 Minutes	Assessment
<p>Teacher Voice</p> <p>“We will be listening to music titled Sierra’s Song. It is a short selection of music that ties into yesterday’s lesson on the text ‘The Giving Tree’.</p> <p>‘Sierra’s Song – Metis Fiddle Music’ (2:14 minutes) http://www.youtube.com/watch?v=NGtckNUY7b8&feature=player_detailpage</p> <p>Turn and Talk with your elbow partner: “Given the challenges faced by the Metis people, the colours of the rainbow, and your own personal bumps on road how might music tradition and skits reflect faith and bring the virtue of hope to others?”</p> <p>Choice Research Using a computer lab, or tablet, student s will do a brief research assignment. The focus of the task is for student choice to appear through connecting music, prayer or drama (skit) to their learning goals. Please see student handout.</p>		<p>Computers, tablets, ipads</p> <p>Rubric attached to handout</p>
Consolidation	Approximately 15 Minutes	Assessment
<p>Exit Card</p> <p>Who has made a difference in your faith life, helped you become the awesome person you are, and supported your positive mental health by offering you HOPE? Please explain why.</p>		<p>Exit Card</p>
Final Notes		
<p>Extend the lesson</p> <ol style="list-style-type: none"> 1. Celebrate student work by inviting other students to a viewing of their success. 2. 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 <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>		

Who I AM... Through the colours of the Rainbow

Moses - All the colours of the rainbow started to quarrel. Each colour insisted that she was the best, the most important, the most useful and the favourite. This is what took place.

GREEN – “Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees and leaves – without me all the animals would die. Look out over the countryside and you will see that who I am is the majority.”

BLUE – “You only think about the earth, but consider the sky and the sea. It is water that is the basis for life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without who I am, you would be nothing by busybodies.”

YELLOW – “You are all so serious. I bring laughter, gaiety, and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Who I am is fun, fun, fun. Without me...no fun!”

ORANGE – “Who I am is the colour of health and strength. I may be scarce but I am present for I serve the Inner needs of human life. I carry all of the important vitamins. Think of carrots and pumpkins, oranges, mangoes. I don’t hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you.”

RED – “Who I am is the ruler of you all, blood, life’s blood. I am the colour of danger and bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and of love – the red rose, poinsettia and poppy.”

PURPLE – “Who I am is the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am the sign of authority and wisdom. People do not question me – they listen and obey.”




INDIGO – “Think of me. Who I am is the colour of silence. You hardly noticed me. Without me you all become superficial. I represent thought, reflection, twilight, and deep waters. You need me for balance and contrast, for prayer and inner peace.”

Then RAIN spoke. “You foolish colours. Fighting like that among yourselves. Each of you trying to dominate the rest. Do you not know that God made you all? Each for a special purpose, unique and different. He loves you all. He wants all of you. Join hands with one another and come with me. God will stretch you across the sky in a great bow of colour, as a reminder that He loves you all, that you can live in peace...a promise that He is with you – a sign of hope for tomorrow. So whenever God has used a good rain to wash the world, He puts the rainbow in the sky and when we see it, let us all remember to be grateful for each other.

Who I AM...Choice

Name _____

Dear Student, please select one CHOICE - music, prayer or skit. Follow the three steps required of the choice. Be creative in how you will present your information: power point, video?

Music	Prayer	Skit	
<p>1. Print the lyrics to a song that represents the virtue of HOPE. Explain ‘the hope’.</p> <p>2. Explain the connection you can make between your song choice and the Who I AM message (gratitude/appreciation) expressed within the song.</p> <p>3. How can this music selection become ‘the church’ to others?</p> 	<p>1. Find a traditional Catholic prayer that represents the virtue of HOPE. Explain ‘the hope’.</p> <p>2. Create an ACROSTIC prayer using the word HOPE that reflects your faith.</p> <p>3. How do both prayers become ‘the church’ to others?</p> 	<p>1. Write a script for a two minute skit that speaks to the virtue of HOPE with clarity.</p> <p>2. Present your skit to the class. Your format could be interview, comedy, talk show, etc.</p> <p>3. How can this skit be considered ‘the church’ to others?</p> 	
	Level 4	Level 3	Level 2
Knowledge and Understanding - Comprehension of its meaning &significance	Student’s Choice demonstrates thorough understanding of the virtue HOPE in relationship to God.	Student’s Choice demonstrates considerable understanding of the virtue HOPE in relation to God.	Student’s Choice demonstrates some understanding of the virtue HOPE in relationship to God.
Thinking - The use of creative thinking skills	Student uses creative thinking with a high degree of effectiveness by clearly showing a way to connect to Who I AM .	Student uses creative thinking with considerable degree of effectiveness by clearly showing a way to connect to Who I AM .	Student uses creative thinking skills with some degree of effectiveness by clearly showing a way to connect to Who I AM .
Communication - The conveying of meaning through various forms	The presentation clearly expresses ‘the church’ as a Christian message with a high degree of effectiveness.	The presentation clearly expresses ‘the church’ as a Christian message with considerable degree of effectiveness	The presentation clearly expresses ‘the church’ as a Christian message with some degree of effectiveness.
Application - The use of knowledge to make Connections between Religious Education/ Mental Health & Wellness	Student makes precise connections between self and message with a high degree of effectiveness.	Student makes precise connections between self and message with considerable degree of effectiveness.	Student makes precise connections between message and self with some degree of effectiveness.

Teacher Comments

Next Steps

Who I AM... Exit Card

Name _____

Who has made a difference in your faith life, helped you become the awesome person you are and supported your positive mental health? Please explain why.

Jesus loves YOU!