

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

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

Religion Unit 1 – Letter from Moses

Grade 10 – Lesson 3

Grade 10 Who I AM... Lesson 3 – Letter from Moses

The Who I AM project allows the participant freedom to express the value of God and the value of self through showing gratitude toward others. From visiting Moses in the Old Testament to spending time with Jesus in the New Testament, the student will understand a deeper message to unconditional love, unconditional forgiveness and the celebration of life.

Background

In Lesson 1- Who I AM Prayer Service, we examined the value of God through a Dear Friend letter from Jesus. Lesson 3 continues to explore the connectedness of self to God through a new Dear Friend letter. The hallmark conversation between Moses and God, shared in the Old Testament, is still a major focus of understanding the positive healthy relationship that will be built through God, His Son and God's children.

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

Ontario Catholic School Graduate Expectations

CGE1f - Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

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

Religion Overall Expectation: Scripture


Recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciples (Scripture 2nd nugget)

Religion Specific Expectation: Scripture

Demonstrate how the Gospels are the primary source of information and understanding about the person of Jesus (Scripture 1st nugget)

Learning Goals

- Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciple. (Scripture 2nd nugget)
- Students will grow in understanding God's unconditional love and His unconditional forgiveness of all of His children.

		 <p>Success Criteria (<u>possible suggestion</u>)</p> <p><i>I will achieve success by demonstrating how the Gospels are a source of understanding Jesus through reflecting on Dear Friend, love Jesus and Dear Friend, love Moses letters.</i></p> <p><i>I will achieve success by demonstrating how the Gospels are a source of understanding Jesus and Moses' relationship with God.</i></p>
Instructional Components		
Prior Knowledge and/or Skills Moses and his conversation with God through the Burning Bush. Suggested Teacher Daily Scripture Gus Lloyd 60 Second Reflection http://guslloyd.com	Terminology Moses Burning Bush I AM WHO I AM (Moses) I AM (Jesus) Unconditional Love Unconditional Forgiveness	Resources/Materials Bible Dear Friend, (Moses) letter Who I AM Tic Tac Toe choice Who I AM Rubric
Prayer/Scripture Focus		
Gospel of John 14: 1 – 2 'Do not let your hearts be troubled. Believe in God, believe also in me. ² In my Father's house there are many dwelling-places. If it were not so, would I have told you that I go to prepare a place for you?'		
Minds On	Approximately 10 Minutes	Assessment
http://www.youtube.com/watch?v=6N7d3A39rls by Israel Houghton Israel Houghton's mother was pregnant and unmarried when she was 17. She was white. His father was black. The year was 1971. Her parents encouraged her		A brief conversation about a prior

<p>to abort the pregnancy or leave home. She chose LIFE. She faced many adversities; pregnancy, drug addictions, confusion. A lady spoke to her about God's unconditional love and His unconditional forgiveness. As she flipped through the pages of the bible, she noticed the repetitive word ISRAEL. She committed her child to the name Israel and to the God who would protect her and her son. She asked God to pass her passion for music onto her son and allow him the opportunity to do great things. Israel Houghton is a passionate worship singer in a band called New Breed (winners of many Grammy Awards). Israel is an answer to a mothers prayer.</p> <p>Teacher Voice: Brainstorm ideas to this question "What emotions did you feel about Jesus revealing Himself to you through the Dear Friend letter? What emotions did you feel through Israel Houghton's music or his Who I AM story?"</p> <p>"Today you will receive a new Dear Friend letter. You will be given a few minutes at the end of class to reflect on it. We will read it together."</p>	<p>lesson in order to reactivate prior knowledge and bring students into new learning.</p> <p><u>Anecdotal notes</u></p>
Action	Assessment
<p>Present Who I AM Tic Tac Toe Assignment to students. Allow remainder of class to complete. Students are to select one choice under each letter in order to customize their assignment (differentiated instruction). The remainder of the class is a work period. [See: Who I AM Tic Tac Toe]</p>	<p>Students' thinking is probed through offering a unique form of Choice Board.</p> <p><u>Who I AM Rubric</u></p> <p>Teacher selects the CGE to focus on 😊</p>
Consolidation	Assessment
<p>Teacher presents each student with Dear Friend, Love from Moses letter [See: Dear Friend, Love your friend, Moses]</p> <p>Teacher begins reading greeting and first sentence. Students are encouraged to take a sentence and continue reading until the letter is complete.</p> <p>Teacher Voice "What similarities do you recognize between the letter from Jesus and the letter from Moses? (VENN Diagram) Why might this be? Use evidence from text to support your ideas. (EASY MODEL)"</p>	<p>Teacher supports students with making connections to the learning goal. Students clarify their thinking in an authentic way</p>

	<p>with peers and whole class.</p> <p><u>Use EASY model to assess.</u> E- evidence from text A- always use BECAUSE S- salsa words not boring words Y- your own ideas (anchor chart)</p> 
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Final Notes

Assign a due date on Who **I AM** Tic Tac Toe Assignment. Use Who **I AM...** rubric in addition to observations/listening for authentic assessment.

Research the life of Israel Houghton. List the gifts God has blessed Israel Houghton with. How can Israel Houghton be a positive example or role model to others who are searching for truth in their Who **I AM** ... story? Why would Israel Houghton be considered a leader of faith in sharing his positive mental health attitude? Create a 10 slide power point celebrating his life and his Who **I AM...** story.

Have you told someone you love them? Have you offered forgiveness to others without attaching conditions? Have you celebrated your life...the life that God gave you? Provide evidence to support your answer for each of the above mentioned questions.

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=faithitnewsletter&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.)

Dear Friend Letter

Dear Friend,

I write to tell you how much I care about YOU and the One whom I call I AM WHO I AM.

Through the presence of the Burning Bush, I stood in awe with the One who created you. He showed me freedom - men, women, children walking away from oppression and into the arms of His unconditional love. I hope that every day you want Him by your side. He is your friend.

For you, God painted a sunset to close your day and whispered a cool breeze upon your face.

For you, God planted music within your soul. It dances in your heart. Music guides you through the mystery of your faith.

For you, He created you very unique, amazingly special, and extremely resilient. You are carved in His image.

For you, He designed brilliant sunrises that bring about glorious mornings and time for conversations between He and you. His presence surrounds you.

For you, He refreshes your lengthy journey of difficulties and adversities by offering you hope. Thank Him.

For you, His precious child, He gave His Son. Just for you!

I am who I am because I was introduced to the love of the great I AM WHO I AM.

Who you are makes a huge difference to others because of His unconditional love for YOU! You are who you are ... a gift beyond measure.

Your Friend,

Moses

Who I AM - Tic Tac Toe

A modern day version of Tic Tac Toe – pick one selection under each of the letters to complete your assignment...they don't have to be in row! You have the choice of what your assignment will look like. Be creative in communication. Follow the truth of His Word. Please read Exodus 3

I	A	M
<p>Interview</p> <ul style="list-style-type: none"> • Create a written interview script where 10 higher order thinking questions/answers are addressed in connection to I AM WHO I AM 	<p>Angel</p> <ul style="list-style-type: none"> • Exodus 3:2 • Explore the Angel's love and role in the Burning Bush appearance in greater depth 	<p>Message of Freedom</p> <ul style="list-style-type: none"> • Focus on how freedom and forgiveness are revealed through this interaction/relationship • Use evidence from the bible to support your thinking (quotes)
<p>In-school guest</p> <ul style="list-style-type: none"> • Create the motivational speech for a fictional special guest in your school who will 'speak' of connections to love & forgiveness found in the message of I AM WHO I AM • Would this fictional speech take place during an assembly? • Classroom? 	<p>A man named Moses A man named Jesus</p> <ul style="list-style-type: none"> • God was introduced to Moses as I AM WHO I AM – what were Moses thoughts on God's title? • Jesus used 'I AM' several times in the New Testament – does His voice change the 'I AM'? 	<p>Message of Hope</p> <ul style="list-style-type: none"> • Focus on how the message of hope, love, resilience, and joy was revealed through this interaction or relationship • Use evidence from the bible to support your thinking (quotes)
<p>Internet</p> <ul style="list-style-type: none"> • Using a Facebook or Twitter format create 10 meaningful interactions that show connection to love, forgiveness and life found in I AM WHO I AM 	<p>Another Point of View</p> <ul style="list-style-type: none"> • The Burning Bush? • Moses' Sandals? • The Mount? • What is their point of view? 	<p>Message of Moses</p> <ul style="list-style-type: none"> • Focus on Moses message What were his thoughts? How would he use his voice for God's glory? • Use evidence from the bible to support your thinking (quotes)

Who I AM... RUBRIC

	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>
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
Knowledge and Understanding - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)	Student demonstrates thorough knowledge of Gospel content in relation to understanding Jesus.	Student demonstrates considerable knowledge of Gospel content in relation to understanding Jesus.	Student demonstrates some knowledge of Gospel content in relation to understanding Jesus.
Thinking - The use of critical and creative thinking skills and/or processes	Student uses creative skills in demonstrating a following to Jesus with a high degree of effectiveness	Student uses creative skills in demonstrating a following to Jesus with considerable degree of effectiveness	Student uses creative skills in demonstrating a following to Jesus with some degree of effectiveness
Communication - The conveying of meaning through various forms	Student clearly expresses a faithfulness in following Jesus & organizes this information with a high degree of effectiveness	Student clearly expresses a faithfulness in following Jesus and organizes this information with a considerable degree of effectiveness	Student clearly expresses a faithfulness in following Jesus and organizes this information with some degree of effectiveness
Application - The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness and the world outside the school	Student makes precise connections between Gospel and self with a high degree of effectiveness	Student makes precise connections between Gospel and self with considerable degree of effectiveness	Student makes precise connections between Gospel and self with some degree of effectiveness

Teacher comments _____