

**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 10 - Lesson 8

### Grade 10 Who **I AM** ... Lesson 8 – REFLECTION

**Christ and Culture** - “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. His loves YOU without conditions. His presence in YOUR life is constant and unchanging. He helps you grow in resiliency and positive mental health by loving you unconditionally and forgiving you freely. He calls you to celebrate life.*

#### 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: Profession of Faith

Demonstrate a profound respect for the dignity and mystery of the human person (2<sup>nd</sup> nugget)

##### Religion Specific Expectation: Profession of Faith

Demonstrate the Christian meaning of personhood as being created in the image and likeness of God (2<sup>nd</sup> nugget)


##### Learning Goals

- Students will demonstrate a respect for the dignity and mystery of the human person.

##### Success Criteria (possible suggestion)

*I will achieve success by demonstrating active participation in respecting, appreciating and showing gratitude toward those who have made a difference in my life by completing a self-reflection on my involvement with the Who **I AM** project.*

Instructional Components		
<b>Prior Knowledge and/or Skills</b> <b>Suggested Teacher Reflection</b> Gus Lloyd 60 Second Reflection <a href="http://guslloyd.com">http://guslloyd.com</a>	<b>Terminology</b> Morals Gratitude Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life	<b>Resources/Materials</b> Who <b>I AM</b> culminating survey  Who <b>I AM</b> reflection  Cell phone hand out Post-it/Chart paper/markers
Prayer/Scripture Focus		
Ask students to share their personal intentions and the intentions of those who received a Who <b>I AM</b>  “Lord, we lift all of these intentions along with the intentions of the individuals who have received the post card with our gift of words for your safe keeping. Hear our prayers and the prayers of those we love. Through the unconditional love You modeled and the obedience that Moses modeled may we always seek the truth in healthy relationships and spiritual well-being. Amen”		
Minds On	Approximately 15 Minutes	Assessment
Listen to HOSANNA by Israel Houghton at <a href="http://www.youtube.com/watch?v=Zuzn4k0vQvU">http://www.youtube.com/watch?v=Zuzn4k0vQvU</a>  Begin with prayer. Students will complete the Who <b>I AM</b> ... Self- Reflection sheet highlighting recipients of ‘gift of words’ and their response. Teacher will collect reflections. [See: <b>Who I AM Self Reflection sheet</b> ]		A brief self-reflection to bring students into learning. <b><u>Self-reflection sheets</u></b>
Action	Approximately 40 Minutes	Assessment
Have three chart papers at different locations in the class. On each chart paper, write one of the following... 1. WHAT is the best time to love unconditionally? 2. WHAT is the right thing to do when we forgive others? 3. WHO is the most important person to love and to forgive?  • Watch <i>The Three Questions</i> . <a href="https://m.youtube.com/watch?v=cxA4-2ylggc">https://m.youtube.com/watch?v=cxA4-2ylggc</a> Remind students that the text was based on Leo Tolstoy who was one of Russia’s greatest novelists and most influential MORAL philosophers. He was also an outstanding thinker of the 19 <sup>th</sup> century.  • Invite students, as 21 <sup>st</sup> century thinkers, to write a reflection on each chart paper and sign their name beside it. Teacher should be the last to add their own personal 21 <sup>st</sup> century reflection.		Student thinking is revealed as students summarize and revisit the mentor text <i>The Three Questions</i> .

<ul style="list-style-type: none"><li>• As a large class, discuss the various answers.</li><li>• With a partner discuss the following question. Record your answer on a post-it.</li></ul> <p>“How has the Who <b>I AM</b> project changed your MORAL thinking about gratitude, appreciation and the value of self/others?”</p> <p>(This question can be written on the black board or chart paper)</p> <p>Allow students time to share responses or experiences. If you have also participated in the Who <b>I AM</b> project by outreaching to others, share your experience and how your two individuals responded to your ‘gift of words’.</p> <p>Encourage students to highlight some of the presentation moments/memories they experienced when presenting their postcard ‘gift of words’ to others.</p>	<p><b><u>Anecdotal notes and observations</u></b></p>	
<p><b>Consolidation</b></p>	<p><b>Approximately 15 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Invite students to reflect on Who <b>I AM</b> culminating survey.</p> <p>[See: <b>Who I AM culminating survey</b>] Students will complete survey and hand in.</p> <p>Using the cell phone handout, students ‘text message’ the two ways that they are going to positively change their use of the internet. Decorate as desired. [See: <b>Cell Phone handout</b>]</p> <p><b>Teacher Voice</b></p> <p>“Mental Health and Wellness begins with each of us creating positive change in how we think about ourselves and outreach to others. How can positive change be reflected through the use of internet, social media, and electronics?”</p> <p>The ‘text message’ commitments should be displayed in the class to hold students accountable to their promise of positive change.</p> <ul style="list-style-type: none"><li>• If time permits, watch the youtube version of <i>The Three Questions</i></li></ul> <p>Closing Prayer</p> <p>Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and shaping my positive mental health. 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, <b>who I am</b> makes a difference to others and to You. Amen</p> <p>Or</p> <p>Use this video as your closing prayer:</p> <p><a href="http://www.godtube.com/watch/?v=7PKZG7NX">http://www.godtube.com/watch/?v=7PKZG7NX</a></p>	<p>Teacher support students with making connections to the Who <b>I AM...</b> learning goal.</p> <p><b><u>Self-reflections</u></b></p> 	

### Final Notes

Extend the lesson:

Watch the video

[www.youtube.com/watch?v=fj5BcN6Blks](http://www.youtube.com/watch?v=fj5BcN6Blks) (*The Three Questions*)

Who **I AM** Word Search

Provide students with 1/2" grid paper and the following words: MOSES, GOD, I AM WHO I AM, JESUS, LOVE, PEACE, JOY, GRATITUDE, APPRECIATION, PAY IT FORWARD, BURNING BUSH, EXODUS, OLD TESTAMENT, NEW TESTAMENT. Students create their own word search puzzle. Hide the above words on the grid. Fill in any empty spaces with additional letters to hide the words.

**Fun Food Fundraiser:** Provide students with Who **I AM** soup recipe (Chicken Soup). 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 mason jar, in the order listed, and attach the recipe. Yum yum!

### **Who I AM ... 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 email content 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 visited sites that I would be embarrassed if God saw or heard about.**

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

♦ **I use the internet to learn more about my Christian faith and spread the gospel.**

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

♦ **I text others in order to bring others closer to Jesus through positive messages, words of affirmation or Who I AM moments of gratitude.**

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

♦ **I have used time on the internet instead of spending time with family or my friends.**

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

♦ **I use texting as a way to gossip about others without them knowing that it's me.**

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

♦ **I have used the internet in ways that are contrary to the Who I AM within me.**

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

♦ **I have texted or phoned a friend as a positive coping strategy when I am upset.**

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

***I will use the internet in positive ways that will help to build the Who I AM within myself and within others. One positive way that I will change my internet use is:***

● \_\_\_\_\_

**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 \_\_\_\_\_

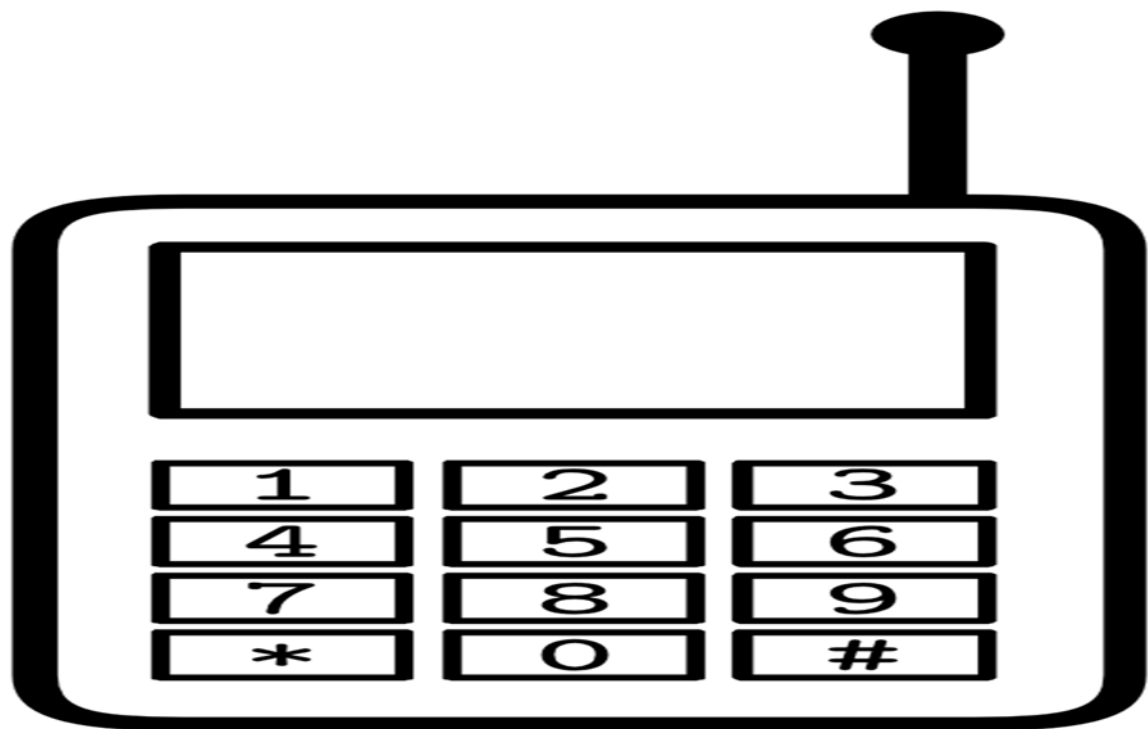
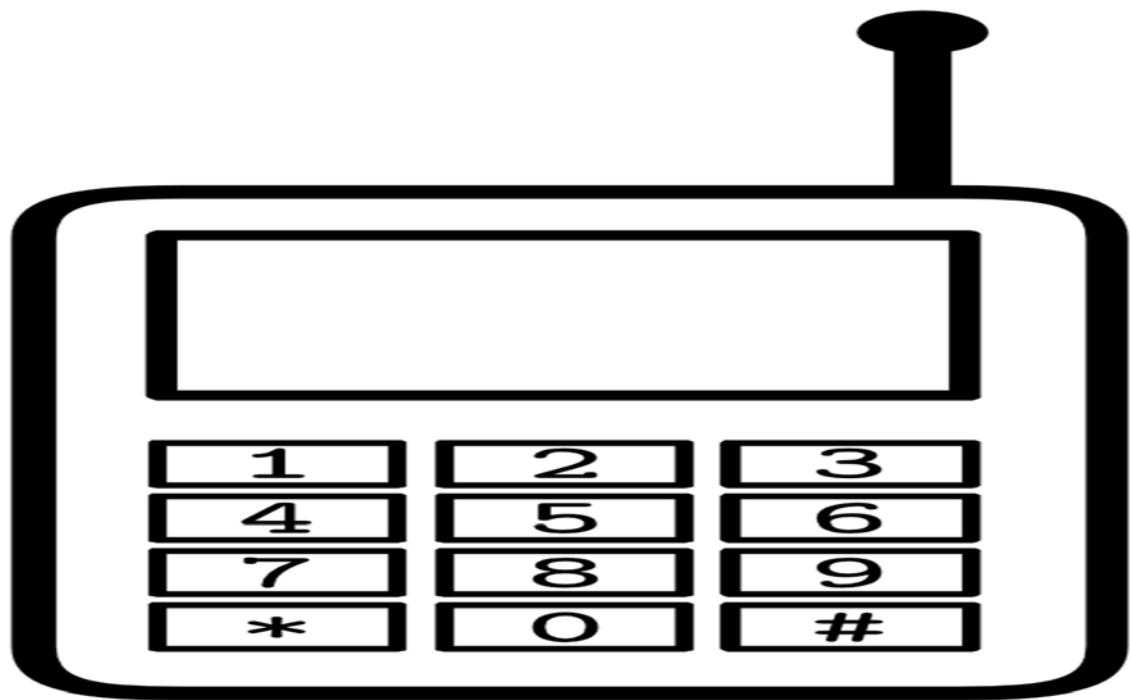
If I could change the world, I would \_\_\_\_\_

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!*

Dear student,

Please use the phone screen to write your text message of how you are going to positively change your use of the internet. Thank you.





## Who I AM Makes A Difference Because Jesus Loves ME!

To \_\_\_\_\_ Love \_\_\_\_\_

Who **I AM** Soup in a Jar 😊 Preparation Time: 35 minutes Servings: 6-8

### INGREDIENTS

*The following ingredients have been layered inside this jar. Use this as a base for amazing Who **I AM** soup. You are special and make a difference to the lives of many. Enjoy!*

¼ cup Red Lentils

2 TBSP dried onion flakes

1 ½ TBSP chicken bouillon granules

½ tsp dill weed or dill seed

1/8 tsp each of celery seed and garlic powder

1 cup of medium egg noodles or pasta

1 bay leaf ... secret ingredients: unconditional love, peace, joy 😊

### INSTRUCTIONS

*Bring 8 cups of water to a boil in a large saucepan. Stir in jar of soup mix. Cover, reduce heat and simmer for 25 minutes. Discard bay leaf and stir in 1 ½ cup of frozen corn or mixed vegetables and 2 cups of cooked diced chicken or turkey. Simmer for 5 minutes until vegetables are tender and chicken is heated through. **Who U R makes a difference.***

