

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

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

Grade 5 - Lesson 4

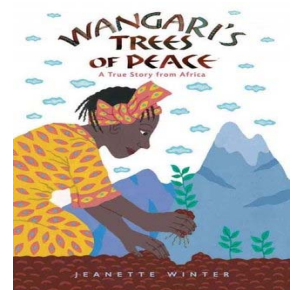
Grade 5 - Lesson 4

Who I AM Makes a Difference Because Jesus Loves Me!

"It's the little things citizens do. That's what will make the difference. My little thing is planting trees" Wangari Maathai

Background information on Who I AM Makes a Difference Because Jesus Loves Me!

Students will begin to understand that God's plan for us is to live our faith and He calls us to protect and care for our world. God calls us to replenish our environment. In becoming more aware of how to sustain our world students will also learn that they can *all make a difference* by doing little things. Picking up garbage, recycling, composting and not littering are some ways to protect and keep God's world clean. We appreciate the beauty of the world that God has provided for us and all of His creations. We give to the world around us by assuming responsibility for our planet and making the world a better place. In listening and understanding this call, students will have a deeper understanding of Who they are and how they can make a difference in their world. Just as God approached Moses, he then chose to live according to the way of Jesus and the Holy Spirit. We have been called to make a difference because Jesus loves us and shapes a positive mental health image and attitude within us! Through the mentor text, **Wangari's Trees of Peace** students will learn how Environmentalist, Wangari Maathai replenished the world. Who she was made a difference!



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

Ontario Catholic School Graduate Expectations

CGE1d - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

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.

CGE2e - Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to

Learning Goals

By the end of this lesson students will learn that God calls us to protect and care for our world. We give to the world around us by assuming responsibility for our planet and making the world a better place by planting, 'Seeds of Hope'.

enhance the quality of life.

CGE7i

Respects the environment and uses resources wisely.

Religion Overall Expectations

ML3: Explain the importance of the teaching role of the Church (i.e. Magisterium) in assisting society and individuals to reflect on moral issues and to respond in ways that promote the dignity of the human person and the call to holiness.

LC1: Understand that in the life of the Church we are called to carry out the mission of Christ (Catholic and Apostolic).

LS2: Focus: Fundamental love for the poor and vulnerable. Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

Religion Specific Expectations

ML3.3: Identify the principles of social justice outlined by the Magisterium of the Church and explain why they are teachings that address communal social sin and are called to holiness.

LC1.3: Connect the missionary and apostolic qualities of the Christian community i.e. mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community (e.g. examine their own commitment to including/excluding others, advocate against injustice, service projects).

LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”.

Language Overall Expectations

Media Literacy

1. Demonstrate an understanding of a variety of media texts.
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Language Specific Expectations

Media Literacy

- 1.3 Express opinions about ideas, issues, and/or experiences presented in media, texts, and give evidence from the texts to support their opinions.
- 2.2 Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or

Students will recognize that we are witnesses of God’s love and compassion. The students will have a deeper understanding of how everyone can make a difference in their world.

Students will recognize the Theological Virtue of Hope as a hopeful community to trust God’s plan for God’s people will be fulfilled in spite of all obstacles.

engage the audience.

3.1 Describe in detail the topic, purpose, and audience for media texts they plan to create.

3.2 Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice.

3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.

3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

The Arts Overall Expectations

Visual Arts

D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two-and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

The Arts Specific Expectations

Visual Arts

D1.1 Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.

D1.3 use elements of design in art works to communicate ideas, messages, and understandings.

D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges (*e.g.*, drawing).

Instructional Components

Prior Knowledge and/or Skills

You will need the mentor text, **Wangari's Trees of Peace** – Jeanette Winter.

Print out copies of the following media texts or show on smartboard.

Make copies for each student of BLM 1, 2 and 3.

Decide if you want students to use images from the internet for posters or create their own

Terminology

Sustainable- pertaining to a system that maintains its own viability by using techniques that allow for continual reuse:
sustainable agriculture
 Replenish - to make full or complete again, as by supplying what is lacking

Resources/Materials

Materials:

Chart paper
 Poster paper

Mentor Text,

Wangari's Trees of Peace written by Jeanette Winter

YouTube:

Read Aloud, Wangari's Trees of Peace,

www.youtube.com/watch?v=jK1NndEf6f0 5:28 min

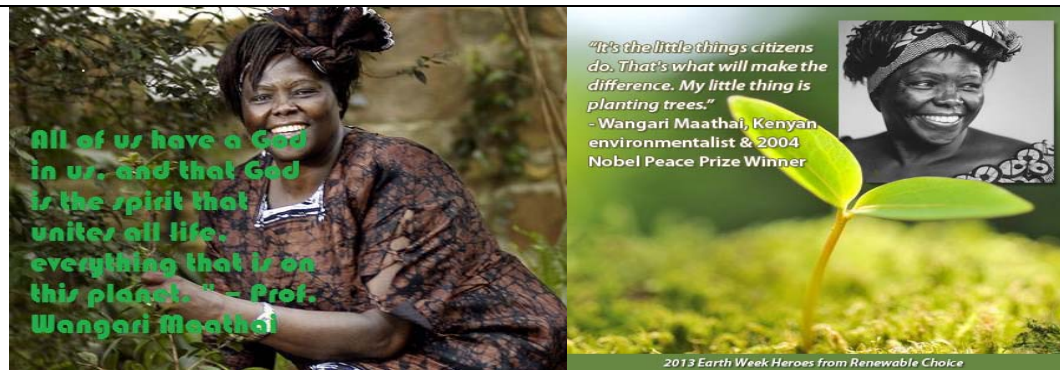
<p>drawings.</p> <p>For more information on the Cardinal Virtues and the Theological Virtues please see EOCCC online resource Our Language Our Story: www.ourlanguageourstory.org</p>	<p>Cardinal Virtue: Fortitude Justice</p> <p>Theological Virtues: Hope Love</p>	<p>Images and quotes, Images for wangari maathai quotes</p> <p>Tribute to Wangari Maathai, www.youtube.com/watch?v=koMunNH1J3Y 6:52 min</p> <p>Catholic Social Teaching website: human dignity http://www.catholicsocialteaching.org.uk/themes/human-dignity/reflection/</p> <p>dictionary.reference.com</p>
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Prayer/Scripture Focus

Who Wangari Was Made a Difference!



Minds On	Approximately 10 Minutes	Assessment
<p>Show these quotes and images of Wangari Maathai to your students on smart board or print them out and post on chalkboard. Show one quote at a time to the students and then give them the opportunity to respond and discuss as a class. Encourage students to express their opinions and ideas of each media text. Explain to the students the conventions and techniques used in each image to grab the reader's attention.</p> <p>To show these images and quotes from Wangari Maathai, search on the internet for: Images for Wangari Maathai quotes</p>		<p>Anecdotal notes on student's opinions about media texts and the conventions they identify.</p>



Ask students to describe Wangari Maathai using adjectives.

*"Who **Wangari Maathai** was made a difference because she was..."*

Some examples to use: dedicated, peaceful, perseverant, leader, hopeful, clever, etc.

Action	Approximately 25 Minutes	Assessment
<p>Re-read the mentor text, Wangari's Trees of Peace or watch and listen to the story on YouTube: www.youtube.com/watch?v=jK1NndEf6f0</p> <p>Then watch the video – A tribute to Wangari Maathai on YouTube. This video does show some violence – be prepared to discuss with students, the opposition Wangari faced with the government and so many obstacles that she persevered through in the name of justice. It gives background information about Wangari Maathai and shows how she made a difference in the world! www.youtube.com/watch?v=koMunNH1J3Y</p> <p>After watching the video discuss any questions or concerns that students have. Ask the students: Which catholic virtue(s) do you think Wangari most exemplifies? Support your answer with evidence from the media text.</p> <p>Discuss the meaning of positive mental health.</p>		

Positive mental health – believing in yourself and trust in yourself, having confidence, optimistic outlook, it is a state of well-being when we realize our abilities, coping with life’s challenges. Then ask the students the following:

Describe Wangari Maathai’s positive mental health attitude. Use details from the media text and your own ideas to support your answer.

Read the following to your students, “Wangari planted ‘seeds of hope’. These seeds made a tremendous difference in the lives of many. One of her infamous quotes, ‘It’s the little things citizens do. That’s what will make the difference. My little thing is planting trees’, Wangari Maathai.

All of us can make a difference by helping to replenish our world by planting trees. What else can we do to protect and take care of our environment? “

Brainstorm together some answers and copy them onto chart paper. Some ideas are: keeping our world clean by recycling, composting, conserving energy and water etc.

What can we do to protect the dignity of the people, who are made in the image of God?

Brainstorm together: awareness of the common good, we are made in God’s image, every person has value, and are worthy of respect.

For more information see:

Catholic Social Teaching website:

<http://www.catholicsocialteaching.org.uk/themes/human-dignity/reflection/>

Read the following to your students, “ God calls us to protect and care for our world. Your challenge today is to create your very own media text, a poster to promote protecting the Earth and the dignity of the people. You can use the ideas from our brainstorming or come up with your own. Keep in mind the conventions and techniques that were used in the images of Wangari in our Minds On activity. Your audience will be your peers. Plan out the details and layout of your poster, using words and images/illustrations to influence your audience and get their attention. Your poster needs to have a clear message about protecting the Earth and the dignity of the people.”

Copy the success criteria from BLM 1, onto chart paper and review it with your students before they begin so they understand what the expectations are for the assignment. If you wish this can also be used for student assessment of their poster.

Photocopy BLM 2 for students to plan their media text.

Photocopy BLM 3 rubric for assessment.

Consolidation	Assessment
<p>Display all of the completed posters on a bulletin board or somewhere in your classroom so everyone can admire them. Give the class a few minutes to look at the posters.</p> <p>Read the following to your class: “What ‘seeds of hope’ will you continue to plant? You can make a difference! With a positive attitude and determination, anything is possible. Just like Wangari said, “It’s the little things citizens do. That’s what will make the difference. My little thing is planting trees.”</p> <p>Class discussion.</p> <p>Closing Prayer</p> <p>In the name of the Father and of the Son and of the Holy Spirit,</p> <p>Loving God, the Great <u>I AM</u>, 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. Let me recognize my own strength, my own resilience, my own value and my own self-worth. I pray now for the special person in my life who I can say thank you to with my Gift of Words. Help me to be the best person I can be and to remember that, Who I am makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.</p>	<p>BLM 1 – Success Criteria for student achievement and self-assessment</p> <p>BLM 2 – Poster Organizer</p> <p>BLM 3 - Poster Rubric Teacher assessment</p>
Final Notes	
<p>You may want another class from your school to look at the posters. Students can present their environmental message in promoting a sustainable planet. They can also encourage other students to protect and care for God’s world and creations.</p> <p>As an extension you may wish to investigate further with your students into the Religion specific expectation, LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”. Talk about what ‘social charity’ is and research local or global issue projects that the class could become involved in.</p> <p>As an extension, use the Grade 5 Nelson Literacy unit, <i>Making a Difference</i> about character education.</p>	

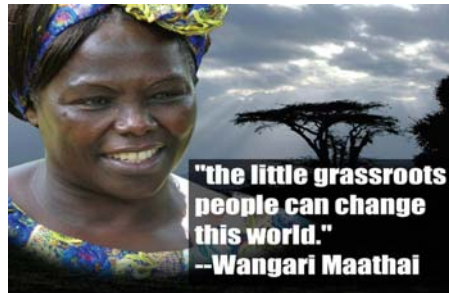
BLM 1

Success Criteria

- ☐ I have completed a detailed plan.
- ☐ My poster promotes protection and care for God's world.
- ☐ I have included a clear environmental message using words and images/illustrations.
- ☐ This poster targets my peers as the audience.
- ☐ The words I have chosen are positive and encouraging.

BLM 2

Media Text - Poster Organizer



Who Wangari Was Made a Difference and you can too, one poster at a time!

Topic	
Purpose	
Audience	
Words	
Images/Illustrations	
Conventions/Techniques	

Sketch your poster in the following text box.

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BLM 3

Poster Rubric

Name _____ Date _____

	Level 4	Level 3	Level 2	Level 1
Student has completed a detailed poster plan.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness
Poster informs other students (audience) about environmental issues.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness
Poster promotes to care for and protect God's world using positive images and words.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness
Conventions and techniques are appropriate for a poster and images and words communicate a clear message.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness