

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

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

Grade 4 - Lesson 4

Grade 4 Who I AM...Lesson 4

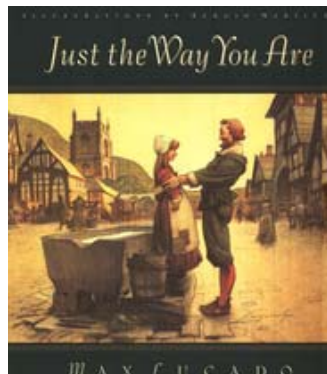
Who I AM Makes a Difference Because Jesus Loves Me!

“If God had a refrigerator, your picture would be on it. If He had a wallet, your photo would be in it. He sends you flowers every spring and a sunrise every morning... Face it, friend. He is crazy about you!”

— Max Lucado

Background

Students will understand that God loves and forgives unconditionally. Students will be confident of God’s love and also aware of their own unique personality and value. They may even begin to understand that part of the reason God is considered so great is because He does know and love each of us individually. Students will demonstrate a confident and positive sense of self. Students will reflect on who they are and understand that God loves them *Just The Way They Are!* Who they are Makes a Difference Because Jesus Loves Them!



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.

Learning Goals

By the end of this lesson students should have a solid understanding that the Theological Virtues of Faith,

<p><u>CGE1i</u> - Integrates faith with life.</p> <p><u>CGE2c</u> - Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p><u>CGE3c</u> -Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p><u>CGE4a</u> -Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p><u>CGE4g</u> -Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.</p> <p><u>CGE5g</u> -Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</p> <p><u>Religion Overall Expectations</u></p> <p>ML2: Explain how we are called, through the help of our consciences, to discover God’s truth and obey God’s will.</p> <p>LC2: Understand how through the Church we are encouraged to live a life of holiness.</p> <p><u>Religion Specific Expectations</u></p> <p>CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us.</p> <p>ML2.4: Identify times when we might hear God speaking to us; giving us instructions (moral truth) to help us “do what is good and avoid what is evil”; and link this to the work of our conscience through which God/the Holy Spirit inspires us to do the good.</p> <p>LC2.2: Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness (e.g. action of the Holy Spirit in the Sacraments, the practice of virtue and charity – outreach, the message of hope and the examples of holiness presented in the readings of the Liturgy of the Word and the gift of Grace in the celebration of the Mass).</p> <p><u>Language Overall Expectations</u></p> <p><i>Oral Communication</i></p> <p>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning. 2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; <p><i>Writing</i></p> <ol style="list-style-type: none"> 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience. 2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience. 	<p>Hope and Love are gifts from God that help us to grow in good relationship with God. They are the foundation of our moral activity and help us to follow Jesus. We practice these gifts from God so that <i>we can make a difference in our world!</i> Students will demonstrate a confident and positive sense of self. They will reflect on who they are and understand that God loves them <i>Just The Way They Are!</i></p> <p>Students will recognize the Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good.</p>
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<p><i>Media Literacy</i></p> <p>1. Demonstrate an understanding of a variety of media texts.</p> <p><u>Language Specific Expectations</u></p> <p><i>Oral Communication</i></p> <p>1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.</p> <p><i>Reading</i></p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p>2.4 Identify various elements of style including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures and explain how they help communicate meaning.</p> <p><i>Writing</i></p> <p>1.2 Generate ideas about a potential topic using a variety of strategies and resources.</p> <p>2.2 Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood.</p> <p>2.7 Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.</p> <p>2.8 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.</p> <p>3.3 Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose.</p> <p>3.6 Proofread and correct their writing using guidelines developed with peers and the teacher.</p> <p>3.8 Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.</p> <p><i>Media Literacy</i></p> <p>1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.</p>		
<p>Instructional Components</p>		
<p>Prior Knowledge and/or Skills</p> <p><i>Mentor Text: Just the Way You Are, written by Max Lucado.</i></p> <p>Photocopy BLM 1 – poem template for each student.</p> <p>Copy onto chart paper BLM 2 – Success Criteria for poem</p> <p>Photocopy BLM 3 – Checklist for poem</p>	<p>Terminology:</p> <p>Examples of characteristic descriptors;</p> <p><i>Who you are makes a difference to me because you are...</i></p> <p>(courteous, thoughtful, positive, faithful, studious, artistic, calm, ambitious, respectful, pleasant, responsible, curious, considerate,</p>	<p>Resources/Materials:</p> <p>BLM 1 - Poem template</p> <p>BLM 2 - Success Criteria for Who AM I? Poem</p> <p>BLM 3 - Checklist for Who AM I? Poem</p> <p><i>Mentor Text: Just the Way You Are, written by Max Lucado</i></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>You may wish to use Catholic Book of Worship III song #220 for Prayer/Scripture Focus.</p>	<p>thankful, empathetic, hopeful, gentle, articulate, giving, polite, joyful, honest, creative, sincere, humorous, etc...)</p> <p>Resiliency – ability of bouncing back when encountering difficulties</p> <p>Cardinal Virtue: Fortitude</p> <p>Theological Virtues: Faith Hope Love</p>	<p>Poem ideas: http://www.tnellen.com/cybereng/portrait.html</p> <p>Music video – Who AM I – created by Casting Crowns www.youtube.com/watch?v=VU_rTX23V7Q</p> <p>Scripture: http://biblehub.com/psalms/139-14.htm</p>
Prayer/Scripture Focus		
<p>Psalm 139:14 New International Version</p> <p>¹⁴ I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.</p>		
Minds On	Approximately 10 Minutes	Assessment
<p>Who AM I ? Guessing Game:</p> <p>Students will need class list of special talents from Lesson 2, Minds On, Inside –Outside Circle activity. Before distributing these lists please place a star beside one name on each list ensuring that every student in your class receives a star. When the student looks at their list they will see one name with a star. The star indicates who they will be describing (talents, gifts, who they are makes a difference because...). Ask students to think about how their classmate <i>makes a difference</i>. Give students a few minutes to write down description. Each student will describe their star student to the class and then the class will guess who that student is.</p> <p>The following is an example. Change it to create a description of one of your students. This student loves to sing and dance. They are always encouraging their classmates to do their best. This classmate demonstrates the Theological Virtue of Love when they volunteer to serve in the Breakfast Club. Who this person is makes a difference because they are caring, positive, artistic and helpful. Who AM I? Students will guess who they think matches this description.</p> <p>Continue this game until all students have presented their star student description.</p> <p><i>Who I AM Makes a Difference Because Jesus Loves Me!</i></p>		

Action	Approximately 25 Minutes	Assessment
<p>Prepare the mentor text, <i>Just the Way You Are</i>, written by Max Lucado for a Read Aloud. Make connections to the Virtues of Faith, Hope, Love and Fortitude.</p> <p>Who AM I? Poem Writing:</p> <p>Students have been reflecting on who they are and how God loves them <i>Just the Way They Are</i> in the last three lessons. Using this understanding the students will create a Who AM I? Poem. They will write with a positive sense of self knowing that they are truly valued because Jesus loves them and <i>who they are makes a difference!</i></p> <p>Teach students the following form.</p> <p>Who AM I?</p> <p><i>First Stanza</i></p> <p>I AM _____ and _____ (two characteristics that best describe you)</p> <p>I believe in (something you believe in)</p> <p>I follow Jesus by (how do you live the Virtue of Faith)</p> <p>I will stand up for (something you strongly believe in)</p> <p>I feel (a feeling you have about God)</p> <p>I AM (name and first line repeated)</p> <p><i>Second Stanza</i></p> <p>I AM _____ and _____ (two new characteristics that best describe you)</p> <p>I practice (how do you live the Virtue of Love)</p> <p>I give (how do you give like Jesus)</p> <p>I see (something beautiful in God's creation)</p> <p>I forgive others by (how do you show forgiveness)</p> <p>I AM (name and first line of this stanza repeated)</p> <p><i>Third Stanza</i></p> <p>I AM _____ and _____ (two more new characteristics that best describe you)</p> <p>I trust in God by (how can you live the Virtue of Hope)</p> <p>I practice resiliency by (how do you cope with negative thoughts or situations)</p> <p>I am committed to (how do you practice Fortitude)</p> <p>I try (something you really make an effort about)</p> <p>I AM (name of student)</p> <p>To help the students you can review the following Virtues and review characteristic descriptors in Terminology section.</p> <p>Cardinal Virtue of Fortitude:</p> <p>It implies a certain moral strength and courage. It is the virtue by which one handles the difficulties that arise when trying to do good. Following your conscience even when it is hard to do. Fortitude enables you to stand up for what you believe in, facing challenges and taking responsibility for reaching your potential.</p>		<p>BLM 1- Who AM I? Poem Template – First Draft</p> <p>BLM 2 - Success Criteria for Who AM I? Poem</p> <p>BLM 3 - Checklist for Who AM I? Poem</p>

Theological Virtues:

Love

Loving others as God loves you. It enables you to love God above all things and practice kind acts, serving others and giving like Jesus. It is the virtue that helps us to understand others by listening, forgiving and celebrating God's love for creation. It is also known as charity. Love enables us to give ourselves in service to God and neighbour.

Faith

Is God's gift of believing and seeing with new hearts and eyes as a share in God's own self-knowledge. Faith enables us to believe what God reveals in Christ and to follow what Christ has taught us in the Gospels and through His Church. Faith is believing in God, serving others and saying yes to God.

Hope

Is God's gift of living with trust in God's promises. Hope enables a confident turning to God in prayer, and work for peace and justice despite many obstacles. It is keeping a positive attitude and appreciating the virtues as gifts from God.

Resiliency

Ability of bouncing back when we encounter difficulties.

You can model how to write this poem by using the following example or insert your own descriptions.

Who **AM I?** - example

I AM a child of God and faithful to His calling.

I believe in God.

I follow Jesus by serving others.

I will stand up for children who live in poverty.

I feel blessed.

I AM (name) a child of God and faithful to His calling.

I AM caring and appreciative.

I practice kind acts.

I give my time to volunteer.

I see beautiful, glistening waves in the ocean.

I forgive others by giving hugs

I AM (name) caring and appreciative.

I AM happy and thankful.

I trust in God by praying.

I practice resiliency by having a positive outlook.

I am committed to persevere through difficulties because I know that God is with me.

I try to be prayerful.

I AM (your name).

Use BLM 1 for Who **AM I?** Poem Template – First Draft.

<p>Use BLM 2 Success Criteria for Who AM I? Poem Then upon completion of the writing process and teacher/peer editing students can write their good copy of poem on paper of your choice! Use BLM 3 Checklist for Who AM I? Poem</p>	
Consolidation	Assessment
<p>Students will watch and listen to music video called, Who AM I? Who AM I, Casting Crowns www.youtube.com/watch?v=VU_rTX23V7Q 4:22 min.</p> <p>Discuss any questions students may have after watching the video. What virtues were represented in the video? How can you connect this video to gratitude or appreciation?</p> <p>Exit Reflection Question: Who are the people in your life that make a difference? What virtues have they taught you to live by? Why are you grateful for them?</p> <p>In the name of the Father and of the Son and of the Holy Spirit,</p> <p>Loving God, the Great I AM, 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>	
Final Notes	
<p>As an extension, use the Grade 4 Nelson Literacy unit, <i>Getting Along</i> about character education.</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>	

BLM 1

Who AM I? Poem Template

Name _____ Date _____

Who AM I?

First Stanza

I AM _____ and _____ (two characteristics that best describe you)

I believe in (something you believe in) _____

I follow Jesus by (how do you live the Virtue of Faith) _____

I will stand up for (something you strongly believe in) _____

I feel (a feeling you have about God) _____

I AM (name and first line repeated) _____

Second Stanza

I AM _____ and _____ (two new characteristics that best describe you)

I practice (how do you live the Virtue of Love) _____

I give (how do you give like Jesus) _____

I see (something beautiful in God's creation) _____

I forgive others by (how do you show forgiveness) _____

I AM (name and first line of this stanza repeated) _____

Third Stanza

I AM _____ and _____ (two more new characteristics that best describe you)

I trust in God by (how can you live the Virtue of Hope) _____

I practice resiliency by (how do you cope with negative thoughts or situations) _____

I am committed to (how do you practice Fortitude) _____

I try (something you really make an effort about) _____

I AM (name of student) _____

BLM 2

Success Criteria for Who AM I? Poem

I can write a poem following the template

I can find my own personal voice and write about myself.

My describing words are positive and thoughtful of Who I AM.

My poem shows my understanding of the Virtues of Faith, Hope, Love and Fortitude.

My writing is relevant to the task.

I proofread and revised conventions and spelling.

I produced and published a Who AM I? Poem

BLM 3

Who AM I? Poetry Assessment Checklist

Name _____ Date _____

- ☐ Student used Who AM I? poem template successfully
- ☐ Student completes three organized stanzas
- ☐ Descriptions are positive relevant to the task
- ☐ Use specific descriptive words to write poem
- ☐ Students show understanding of the Virtues of Faith, Hope , Love and Fortitude
- ☐ Students establish their personal voice to convey who they are
- ☐ Confirm spelling and word meanings using different resources
- ☐ Uses conventions properly
- ☐ Proofread and correct their own writing
- ☐ Publish their poem using appropriate elements of effective presentation

Feedback:

Feed forward: