

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 6 - Lesson 3

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Who I AM Makes a Difference Because Jesus Loves Me!

“We are the children of Korphe. Can you hear our voices? Listen to the wind”.

*Mentor text: **Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea.***

Written by Greg Mortenson and Susan L. Roth

Background

Everyone can make a difference in the world. Children often think that they cannot make change because they do not have the means to do so. The smallest acts or words of kindness can change the world. Who they are makes a difference because Jesus loves them and shapes within them a positive mental health image and attitude!

Through the mentor text, **Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea**, the students will learn how Greg Mortenson’s positive attitude and determination changed the world. Who he is makes a difference!



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

Ontario Catholic School Graduate Expectations

CGE1e - Speaks the *language of life*... “recognizing that life is an un-earned 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.

CGE2b - Reads, understands and uses written materials effectively.

CGE3f - Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE7i - Respects the environment and uses resources wisely.

Religion Overall Expectations

ML1: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the

Learning Goals

Students will recognize the Theological Virtue of Love. This virtue was God’s gift to us at Baptism. The students will celebrate God’s love for creation. They will understand that love is shown through kind acts and sharing of their gifts with others.

building of the human community.

LS1: Understand that each person is responsible for participation in society, to discern, to freely choose their vocation and to make a contribution in the world.

PR1: Understand how our prayers must be reflected in the lives we live as Christians, i.e. call to justice, peace and reconciliation, struggle to form the habit of prayer.

Religion Specific Expectations

ML1.2: Explain through example, how God's gift of human reason promotes human dignity (reason and conscience i.e. natural law, work together to help us discern what is good and what is evil) and identify ways we can use reason to participate in the wisdom and goodness of Creation (i.e. care of the created universe, natural and human sciences, human development and building of communities, etc.).

LS1.2: Describe the call of Christian 'vocation' received in baptism (i.e. everyone is called to serve society, to discern their gifts and talents and to be united in making a contribution in the world) and determine ways we can respond to this call as young people.

PR1.2: Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need.

Social Studies Overall Expectations

B2. **Inquiry:** use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues.

Social Studies Specific Expectations

B2.1 Formulate questions to guide investigations into global issues of political, social, economic, and environmental importance.

B2.2 Gather and organize information on global issues of political, social, economic and environmental importance including their impact and responses to them, using a variety of resources and various technologies.

B2.3 Analyse different types of maps, both print and digital as part of their investigations into global issues, their impact and responses to them.

B2.4 Interpret and analyse information and data relevant to their

<p>investigation, using a variety of tools.</p> <p>B2.5 Evaluate evidence and draw conclusions about global issues of political, social, economic, and environmental importance, their impact on the global community and responses to the issues.</p> <p><u>The Arts Overall Expectations</u></p> <p>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.</p> <p><u>The Arts Specific Expectations</u></p> <p>D1.1 Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.</p> <p>D1.2 Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings.</p> <p>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges (<i>e.g.</i>, drawing).</p>		
Instructional Components		
<p>Prior Knowledge and/or Skills You will need the Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea – written by Greg Mortenson and Susan. L. Roth.</i></p> <p>Students will need to have some basic map skills in interpreting and locating continents, countries, regions/provinces and towns/villages.</p> <ul style="list-style-type: none"> You will need to make 6 concentric circles for each layer, starting with the largest for planet earth. Use the following colours of construction paper 	<p>Terminology Continent K2 Social justice issues Concentric circles Unconditional Love Unconditional Forgiveness Celebrate Life Theological Virtues: Love</p>	<p>Resources/Materials Materials: BLM 1 – map of Planet Earth BLM 2 – map of North America BLM 3 – map of Canada BLM 4 – map of Ontario BLM 5 – artwork rubric BLM 6 – concentric circles (enlarge when photocopying) Copies of all BLM's Construction paper Metal rings White paper Glue Scissors Single hole punch</p>


<p>for circles, which are the background for each layer. Starting with white as the largest (planet Earth), blue, green, yellow, orange and red as the smallest.</p> <ul style="list-style-type: none"> • You will also need white paper for drawings of smallest two circles. • Metal rings for each student, to clip all circles together. • Photocopy of all Blackline Master's for each student. • Pencil crayons, glue, scissors and single hole punch. 		<p>Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea</i></p> <p>Watch Read Aloud YouTube www.youtube.com/watch?v=pEzVOIAAzaw 5:35 min</p> <p>K2 The K2 is the second highest mountain in the world. Watch you tube: 7:41 min. Climb K2 in 3D! K2 en.wikipedia.org/wiki/K2 Pinterest</p>
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Prayer/Scripture Focus

"The soul is a wind gently stirring herbs, as a dew falling on the grass, as moist rain-filled air bringing everything to growth. So may humans let their goodness stream out over all who are restless with desire. May their soul be like a breeze helping the needy, raising up the exhausted, and satisfying with teaching the hungry: giving them one's soul."
Hildegard von Bingen, *Heilkunde*

Minds On	Approximately 10 Minutes	Assessment
<p><i>Listen to the Wind – The Story of Dr. Greg & Three Cups Of Tea</i>, takes place in Pakistan. Using a digital map of Asia on the smart board or atlas together locate the continent that Pakistan is in. (Asia) "Pakistan is a country in Asia". Then locate together the region of Baltistan and the village of Korphe.</p> <p>Divide your class into small groups of 2-3 students in each group. Distribute world atlases and provincial maps to each group. On chart paper or smart board have the following steps for students to follow.</p> <p>Where I AM in the world.</p> <ol style="list-style-type: none"> 1. First, with a partner or small group locate the continent that you live in. (North America) 2. Next, locate the country that you live in. (Canada) 3. Then, locate your province. (Ontario) 4. Finally, locate the city/town that you live in. 		<p>Anecdotal notes on Map skills in locating various places on both digital and print maps.</p> <p>Assess Knowledge and Understanding of map skills on Artwork rubric. See BLM 5.</p>

Action	Approximately 30 Minutes	Assessment
<p>Do a read aloud or view on smart board the Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea</i>, found on YouTube.</p> <p>www.youtube.com/watch?v=pEzVOIAAzaw 5:35 min</p> <p>Where I AM : My Special Place in the World</p> <p>Have three charts prepared with headings, Home, School and Community. Ask students about how they help out at home, school, community and record their answers on the chart paper. Discuss how we can take care of our environment. Ex: picking up garbage, recycling, composting, saving energy etc...</p> <p>Explain to the students that when they care for their environment they are making a difference in the world. Who they are is very special and that children can make a difference. You may wish to discuss the Me to We program, the Kielburger brothers to extend this discussion about how children can change the world. www.metowe.com</p> <p>Students will create Where I AM: My Special Place in the World layered artwork. You may wish to have large Ziploc bags so that students can place completed layers in until artwork is completed or an area in the classroom to keep pieces organized.</p> <ul style="list-style-type: none"> • Use BLM 6 and enlarge circles while photocopying to the size you wish to use for each layer. • White construction paper for largest circle of planet Earth. Then use BLM 1 - colour, cut and paste onto this circle. Students write label along bottom curved edge "My Planet". • Blue construction paper (slightly smaller circle than previous) for North America. Then use BLM 2 - cut and paste onto this circle. Students write label along bottom curved edge "My continent". • Green construction paper (slightly smaller than previous) for Canada. Then use BLM 3 – cut and paste onto this circle. Students write label along bottom curved edge "My Country". • Yellow construction paper (slightly smaller than previous) for Ontario. Then use BLM 4 – cut and paste onto this circle. Students write label along bottom curved edge "My Province" • Orange construction paper (second smallest circle) for city/town. Students take a small piece of white paper and draw their city/town and cut and paste it onto this circle. Students write label along bottom curved edge "My City/Town". • Red construction paper as the smallest circle background for their home. Students take a small piece of white paper and draw their house and cut and paste it onto this circle. Students write label along bottom curved edge "My Home". 		

<p>On the back of each circle students will do research to find activities or organizations that make a difference for that sphere. Example: For the Ontario circle, students will investigate provincial organizations that make a difference and write them on the back of this circle.</p> <p><i>Reinforce that this section may be the smallest but it is the most important because it represents the student and Who <u>they are</u> and no matter Where <u>they are</u> they can make a difference in the world.</i></p> <ul style="list-style-type: none"> • Gather all circles at the top of each one and hole punch and place metal ring through to hold them together. See the following diagram on how to gather layers together. 	
Consolidation	Assessment
<p>Consolidation is after the “Where <u>I AM</u>”: My Special Place in the World artwork is completed.</p> <p><i>Reflection</i></p> <p>Discuss with the students that each one of them is a gift from God and Who <u>they are</u> makes a difference. We all have different gifts that God had given to us to share with each other. Some of these gifts are love, joy, peace, resiliency, positive mental health attitude etc.</p> <p>Write the following four questions on separate sheets of chart paper for a Graffiti activity and place them in different areas of the classroom. Divide students into four groups and have them rotate through each question writing their responses on the chart paper.</p> <p>What gifts do you share with others each day?</p> <p>Why can a positive mental health attitude be considered a gift? Who receives this gift?</p> <p>What are some of the global issues that you are thinking about after the second reading of this mentor text?</p> <p>What can we do to help with social justice issues? In our own community and afar?</p>	<p>Artwork rubric. See BLM 5</p> <p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p> <p>Anecdotal notes based on class discussions.</p>

After all groups have completed the rotation, each group will orally summarize the answer from the chart they are at, using all of the recorded student answers from the chart.

Share with the students the following prayer.

In the name of the Father and of the Son and of the Holy Spirit,

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 and resiliency 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.

Final Notes

You can do this lesson plan over two 40 minute periods or you may want to split it over three/four days for shorter blocks.

“Where I AM: My Special Place in the World” artwork can be presented on a bulletin board. To extend this activity further, students can add a sample of explanatory writing with their artwork that explains how they take care of their environment at home, school or community.

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

BLM 1

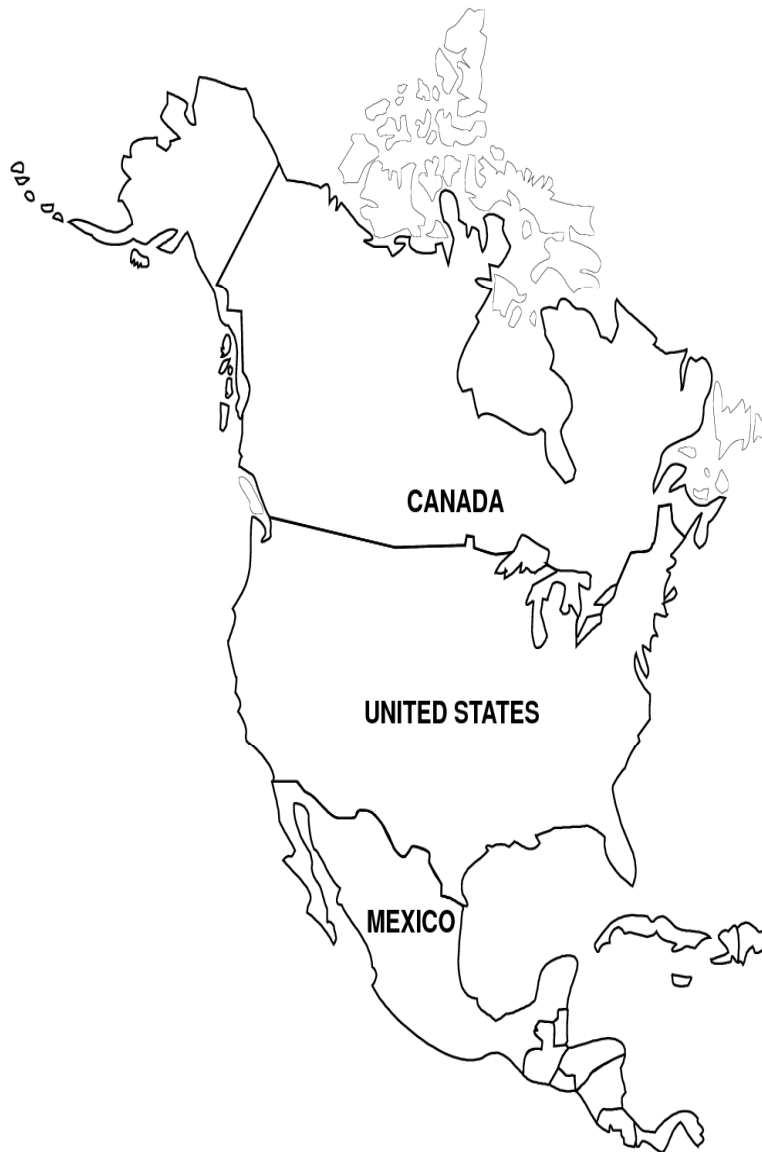
Earth



BLM 2

North America

Outline Map of North America



BLM 3

Map of Canada



BLM 4

Map of Ontario



BLM 6

“Where I AM”: My Special Place in the World - Artwork Rubric

Name _____ Date _____

Art & Social Studies	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding: Knowledge of Content <i>(Analyze different types of maps, both print and digital as part of their investigations into global issues, their impact and responses to them).</i>	demonstrates thorough understanding of analysing digital/print maps	demonstrates considerable understanding of analysing digital/print maps	demonstrates some understanding of analysing digital/print maps	demonstrates limited understanding of analysing digital/print maps
Thinking: Use of Planning Skills	uses planning skills with a high degree of effectiveness	uses planning skills with considerable effectiveness	uses planning skills with some effectiveness	uses planning skills with limited effectiveness
Communication: Creating and Presenting <i>(e.g., clear expression and logical organization)</i>	creates a two dimensional artwork that shows organization of ideas (layers in order) with a high degree of effectiveness	creates a two dimensional artwork that shows organization of ideas (layers in order) with considerable effectiveness	creates a two dimensional artwork that shows organization of ideas (layers in order) with some effectiveness	creates a two dimensional artwork that shows organization of ideas (layers in order) with limited effectiveness
Application: Making connections within and between various contexts <i>(e.g., between the arts and personal experiences and the world, global, social, and/or environmental contexts; between the arts and other subjects)</i>	makes connections between religion, visual art and social studies with a high degree of effectiveness	makes connections between religion, visual art and social studies with considerable effectiveness	makes connections between religion, visual art and social studies with some effectiveness	makes connections between religion, visual art and social studies with limited effectiveness

BLM 6

Six Concentric Circles

