

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 2

Grade 6 Who I AM ...Lesson 2

Who I AM Makes a Difference Because Jesus Loves Me!
“gratitude is contagious”

Students will begin to understand that God’s plan for us is to live our faith and follow the calling to help and care for others. We have a gift that allows us to shape our character by our actions. We give to the world around us by assuming responsibility for others and make 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!



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 journey 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

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.

CGE2 - Listens actively and critically to understand and learn in light of gospel values.

CGE3a - Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

Religion Overall Expectations

LS2: Focus: Principle of Rights and Responsibilities

Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment).

Learning Goals

- By the end of this lesson students should have a solid understanding 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 Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which

<p><u>Religion Specific Expectations</u></p> <p><u>LS2.3</u></p> <p>Identify situations of injustice in society, our country and the world which oppose the virtue of human dignity and fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self”.</p> <p><u>Language Overall Expectations</u></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"> 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. <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. <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. <p><u>Language Specific Expectations</u></p> <p><i>Oral Communication</i></p> <p>1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.</p> <p>1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts.</p> <p>1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</p> <p>1.6 Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information 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>2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions.</p> <p><i>Reading</i></p> <p>1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand</p>	<p>one handles the difficulties that arise when trying to do good.</p> <ul style="list-style-type: none"> • 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. • Students will recognize the Theological Virtue of Love as the core virtue by which God loves all people. This is shown through acts of kindness, listening and serving others who are near and far.
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<p>increasingly complex texts.</p> <p>1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p><i>Writing</i></p> <p>1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.</p> <p><u>Social Studies Overall Expectations</u></p> <p>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.</p> <p><u>Social Studies Specific Expectations</u></p> <p>B2.1 Formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance.</p> <p>B2.3 Analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them.</p> <p>B2.5 Evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues.</p>		
<p>Instructional Components</p>		
<p>Prior Knowledge and/or Skills</p> <p>You will need the mentor text, <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea</i> written by Greg Mortenson and Susan L. Roth</p> <p>*Please copy the closing prayer which can be found in the consolidation section onto chalkboard, smart board or chart paper to recite with your students for lessons 2, 3 & 4 on the following days of this unit.</p> <p>Greg Mortenson, the author has made a difference in the lives of several Pakistan children. He has</p>	<p>Terminology</p> <p>Pakistan - is a country in South Asia</p> <p>Korphe, Pakistan - small village in Pakistan</p> <p>Skardu - is a town in the region of Baltistan, Pakistan</p> <p>Dzos - domestic cattle</p> <p>Urdu – alphabet – Urdu language</p> <p>Resilience – the ability of bouncing back when we encounter difficulties</p>	<p>Resources/Materials</p> <p>Foam ball</p> <p>Sticky notes</p> <p>Chart paper</p> <p>Mentor text</p> <p>Photocopy BLM's</p> <p><i>Mentor text: Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea written by Greg Mortenson and Susan L. Roth</i></p> <p>Watch Read Aloud YouTube www.youtube.com/watch?v=pEzVOIAAzaw 5:35 min</p> <p>HOT – (Higher Order Thinking) questions for RCCDSB mentor texts- by</p>

<p>helped them by building schools and in doing this he has given them the gift of education. He is an author and a social justice activist who created the Pennies for Peace organization.</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>The Author Explain that Greg Mortenson climbed the K2 mountain in honour of his sister who had passed away. For more information about the author and why he travelled to Pakistan watch: www.youtube.com/watch?v=N76Try8qke0 3:48 min</p>	<p>Cardinal Virtue: Fortitude</p> <p>Theological Virtues: Hope Love</p>	<p>Sondra Keatley</p> <p>Resilience: www.childtrends.org/wp-content/uploads/2013/03/Child Tr...</p> <p><i>You Shall be My Witnesses</i> – Grade 6 – Born of the Spirit, English Canadian Catechetical Series</p>
<p>Prayer/Scripture Focus</p>		
<p>The theme of the Grade Six, Born of the Spirit Religion program shares a similar focus of this, Who I AM lesson. They both teach the students about God’s covenant with the people, in that we are witnesses of God’s love, justice and compassion. Psalm 119.105: “Your word is a lamp to my feet and a light to my path”</p> <p>A light that shows where I may find the path of life and how I can make a difference...</p>		
<p>Minds On</p>	<p>Approximately 10 Minutes</p>	<p>Assessment</p>
<p>Ask students “Why is learning important?” Throw a foam ball to a student when they catch it they answer the question. Continue passing the ball around the classroom until all students have an opportunity to answer the question.</p> <p><i>How I AM successful at school.</i> With your elbow partner make a list of the items that you need each day to be successful at school. After a few minutes ask students to share lists with the class. Explain to the students that they will be completing a “Quick Write” activity. They will have four minutes to write as quickly as they can about how they would feel if</p>	<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p>	

they didn't have access to these school items.	
Action	Assessment
<p>Approximately 20 Minutes</p> <p>Mentor Text.... <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea.</i></p> <p>Read Aloud YouTube www.youtube.com/watch?v=pEzVOIAAzaw 5:35 min</p> <p>Before Reading: Review the following vocabulary with the students. You can choose to review dictionary skills with the students and challenge elbow partners to find and write definitions or explain this vocabulary to the students. Please see terminology. Prepare the mentor text by placing sticky notes for yourself, as indicated in the following notes so that you can stop and ask questions and discuss and reflect with students. Prepare charts with the following questions so the students can record their predictions and place on chart during reading. Chart 1: What do you think Dr. Greg will decide to give back, (pay it forward) to the village of Korphe? Chart 2: What is a probable solution to this problem?</p> <p>Distribute sticky notes to the students.</p> <p>Read Aloud the mentor text, <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea.</i></p> <p>During Reading: Questions/Predictions. When reading, "He felt the wind blow cold against his face" stop and ask the students to make predictions about what they think Dr. Greg will give back to Korphe? See chart 1. Have students place sticky notes on chart. Read aloud their predictions or have students read them aloud as they place them on chart. Continue reading to the end of this page in mentor text. Then stop and confirm/revise students' predictions.</p> <p>When reading, "There was no bridge", stop and ask the students to make predictions about a probable solution for this problem. See chart 2. Again, have students place sticky notes onto chart while reading them aloud. You can continue by reading to the end of this page and the first paragraph on the next page in the mentor text. Then stop and confirm/revise students' predictions.</p> <p>After Reading: Higher Order Thinking questions for deeper understanding of the text. Can be</p>	

given orally, (or in written form see BLM 1 and BLM 2 checklist for H.O.T questions)
Inference Questions

1. What do you learn about Dr. Greg's character from the story? Do you think that he is the, **I AM** in this story? What makes you think that? Give specific examples from the story to support your answer.
2. Whose point of view is this story told? How do you know? Use information from the text to support your answer.

Making Connections Questions

3. Both charity and justice are acts of love. Charity provides for those who are in need, while justice promotes change in the structures that create these needs. How are both charity and justice at work in this story? Identify examples of each using details from the text and your own ideas to support your answer.
4. How do you think fortitude or a positive mental health attitude is shown in this story? Use information from the story and your own ideas to explain your thinking.
5. What do you think is the significance of the bridge in this story? Use information from the text and your own ideas to support your answer.

Teacher Notes:

Helping the students to make connections with the Theological Virtues of, Hope and Love and the Cardinal Virtue of Fortitude may assist students with these H.O.T. questions.

Hope & Love – also known as charity, love for others especially the poor, kind acts and deeds done for those near and far.

Fortitude – cardinal virtue which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good. Having a positive mental health attitude is a personal strength that touches the lives of others.

Some scaffolding may help students to deepen their understanding for these questions. It is very important for teachers to model how to answer these H.O.T. questions first then co-create answers (shared) with students before asking students to respond independently.

Brainstorm together by making connections between the bridge and the scripture focus. Psalm 119.105: "Your word is a lamp to my feet and a light to my path".

Also connections for this question can be made with the Cardinal virtue of Fortitude.		
To assist students who are experiencing challenges in finding evidence or expressing their own ideas for the H.O.T. questions you can try pairing students for a Think-Pair-Share.		
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.		
Consolidation	Approximately 10 Minutes	Assessment
Return to the lists created with elbow partners from the Minds On activity. Ask students to look over their lists and ask them to think about what they really need to be successful at school. Give them a few minutes to add or revise their lists if they wish.		Checklist for Higher Order Thinking – Answers. See BLM 2.
Take time to reflect what it really is that they need to be successful at school. Is it material items?		
Have a few students share their quick writes from the minds on activity. How would you feel if you didn’t have access to these items?		
Together as a class, use a Venn diagram on chart paper/smart board compare and contrast the student’s education to the students in Korphe (at the beginning of the story). Venn diagram see BLM 3.		
Reflect on being thankful for our positive mental health attitude. Thank God for our blessings each day.		
Student Exit Card: Ask students to complete exit card BLM 4, explaining how they think this story is a witness to God’s love and compassion. Closing Prayer In the name of the Father and of the Son and of the Holy Spirit,		BLM 4 – Exit Card
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 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, to grow with a positive mental health attitude, 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.	
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Final Notes	
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A reading of the mentor text, <i>Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea</i> can also be found on YouTube.	
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You can extend the lesson by reading the back flap, <i>A Korphe Scrapbook</i> and the Artist's Note.	
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There is considerable controversy about the truthfulness of Greg Mortenson's story. Students could research some of these claims and write about or debate the following:	
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If Greg Mortenson's story is not completely true, does this lessen the positive value of his efforts in Pakistan and Afghanistan?	
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BLM 1

H.O.T. Questions

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

1. What do you learn about Dr. Greg's character from the story? Do you think that he is the, **I AM** in this story? Give specific examples from the story to support your thinking.
2. From whose point of view is this story told? How do you know? Use information from the text to support your thinking.
3. Teamwork and Charity are two themes in this story. Identify examples of each using details from the text and your own ideas to support your thinking.
4. How do you think fortitude or positive mental health is shown in this story? Use information from the story and your own ideas to explain your thinking.
5. What do you think is the significance of the bridge in this story? Use information from the text and your own ideas to support your thinking.

BLM 2

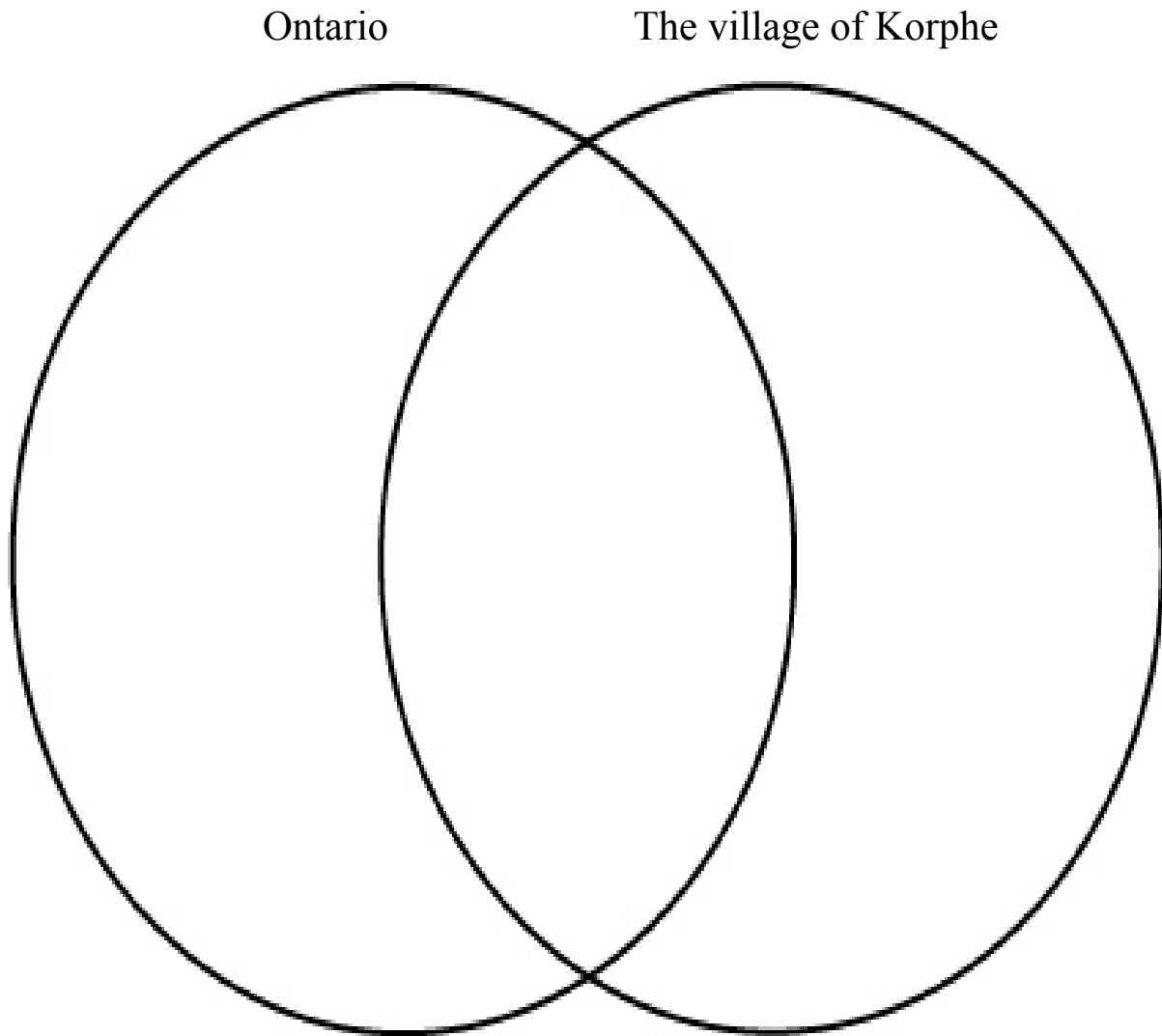
Higher Order Thinking Checklist – Self -Assessment

Does my response answer the question?	
Does my response contain supporting details, words, and evidence from the text?	
Have I added my own relevant and well developed ideas?	
Have I clearly linked my own ideas to the evidence from the text?	
Comments:	

Name _____ Date _____

BLM 3

Compare and Contrast Education



BLM 4

Who I AM...exit card

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

Name_____Date_____

Explain how you think this story is a witness to God's love and compassion.