

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 1

Grade 4 Who **I AM**...Lesson 1

Who **I AM** Makes a Difference Because Jesus Loves Me!

WHO **I AM** – the value of God and the value of self through showing gratitude toward others

“Our prayers may be awkward. Our attempts may be feeble. But since the power of prayer is in the one who hears it and not in the one who says it, our prayers do make a difference”.

Max Lucado

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Background information on Who **I AM** Makes a Difference Because Jesus Loves Me! The meaning to the *Who I AM* project is twofold: *Who I AM* is part of the hallmark conversation Moses and God shared in the Old Testament. The **I AM** in this context acknowledges the importance and value of God within our life. The second meaning to *Who I AM* is individual. **I AM** important because of how I view myself and others view me. The **I AM** within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. *Who I AM* makes a difference to self and others by building on Character Education, Catholic Virtues, Catholic Graduate Expectations, self-worth, and self-esteem.

I AM = value of God **I AM** = value of me

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

Ontario Catholic School Graduate Expectations

CGE1e -Actively reflects on *God’s Word* as communicated through the Hebrew and Christian scriptures.

CGE2a - Listens actively and critically to understand and learn in light of gospel values.

CGE3d - Makes decisions in light of gospel values with an informed moral conscience.

Religion Overall Expectations

LC2: Understand how through the Church we are encouraged to live a life of holiness.

PR1: Understand how Jesus prayed to God His Father and how he teaches us to express our prayers to God.

Learning Goals

- Students will recognize unconditional love as an instrumental tool in building and maintaining healthy relationships.
- Students will recognize forgiveness as a strategy for health and wellness and the development of Christian maturity.
- Students will understand how a sense of belonging

<p><u>Religion Specific Expectations</u></p> <p>LC2.2: Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness</p> <p>PR1.1: Identify through examples of scripture how Jesus hears our prayer and in doing so allows us to increase in the virtues of faith, hope and love.</p>	<p>to a community can be connected with self-acceptance, self-esteem and gratitude.</p>		
<p>Instructional Components</p>			
<p>Prior Knowledge and/or Skills</p> <p>Moses and the conversation with God and the Burning Bush.</p> <p>*Photocopy and attach BLM 1, <i>Just the Way I AM</i> instructions onto a paper bag for each student in your class. Please distribute to your students today so they have time to prepare their assignment for presentation in Lesson 3 of this unit. In approximately 2 days, this assignment is due.</p> <p>Please complete this assignment yourself and model your presentation to the class.</p> <p><i>Who you are makes a difference! Thank you for being who you are!</i></p>	<table border="1"> <tr> <td data-bbox="647 531 1019 1339"> <p>Terminology:</p> <p>Burning Bush</p> <p>Gratitude</p> <p>Appreciation</p> <p>Unconditional Love</p> <p>Unconditional Forgiveness</p> <p>Celebrate Life!</p> <p><i>Theological Virtues:</i></p> <p>Love</p> </td><td data-bbox="1019 531 1500 1339"> <p>Materials:</p> <ul style="list-style-type: none"> - Who I AM Prayer Service. - BLM 1 – Just the way I AM instructions - Dear friend, (Jesus) letter. <p>Resources:</p> <p>Who I AM Prayer Service</p> <p>https://www.biblegateway.com/passage/?search=Exodus+3&version</p> </td></tr> </table>	<p>Terminology:</p> <p>Burning Bush</p> <p>Gratitude</p> <p>Appreciation</p> <p>Unconditional Love</p> <p>Unconditional Forgiveness</p> <p>Celebrate Life!</p> <p><i>Theological Virtues:</i></p> <p>Love</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Who I AM Prayer Service. - BLM 1 – Just the way I AM instructions - Dear friend, (Jesus) letter. <p>Resources:</p> <p>Who I AM Prayer Service</p> <p>https://www.biblegateway.com/passage/?search=Exodus+3&version</p>
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| **Prayer/Scripture Focus** | |
| **Exodus 3:1-15 The Burning Bush – New Revised Standard Version** Now Moses was keeping the flock of his father-in-law, Jethro, the priest of Midian, and he led his flock to the west side of the wilderness and came to Horeb, the mountain of God. ² And the angel of the LORD appeared to him in a flame of fire out of the midst of a bush. He looked, and behold, the bush was burning, yet it was not consumed. ³ And Moses said, "I will turn aside to see this great sight, why the bush is not burned." ⁴ When the LORD saw that he turned aside to see, God called to him out of the bush, "Moses, Moses!" And he said, "Here I am." ⁵ Then he said, "Do not come near; take your sandals off your feet, for the place on which you are standing is holy ground." ⁶ And he said, "I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob." And Moses hid his face, for he was afraid to look at God. | |

⁷ Then the LORD said, “I have surely seen the affliction of my people who are in Egypt and have heard their cry because of their taskmasters. I know their sufferings, ⁸ and I have come down to deliver them out of the hand of the Egyptians and to bring them up out of that land to a good and broad land, a land flowing with milk and honey, to the place of the Canaanites, the Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites. ⁹ And now, behold, the cry of the people of Israel has come to me, and I have also seen the oppression with which the Egyptians oppress them. ¹⁰ Come, I will send you to Pharaoh that you may bring my people, the children of Israel, out of Egypt.” ¹¹ But Moses said to God, “Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?” ¹² He said, “But I will be with you, and this shall be the sign for you, that I have sent you: when you have brought the people out of Egypt, you shall serve God on this mountain.”

¹³ Then Moses said to God, “If I come to the people of Israel and say to them, ‘The God of your fathers has sent me to you,’ and they ask me, ‘What is his name?’ what shall I say to them?” ¹⁴ God said to Moses, “**I AM WHO I AM.**”^[a] And he said, “Say this to the people of Israel, ‘**I AM** has sent me to you.’” ¹⁵ God also said to Moses, “Say this to the people of Israel, ‘The LORD,^[b] the God of your fathers, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you.’ This is my name forever, and thus **I AM** to be remembered throughout all generations.

Minds On	Approximately 10 Minutes	Assessment
<p>First the teacher can read Exodus 3:1-15 followed by the background information to students. Discuss with students their feelings and connections to Exodus to ensure they have a solid understanding that this is the first time God identifies Himself as I AM before continuing. Discuss any questions that students may have. Ensure that they understand that the ‘burning bush’ did not consume itself.</p> <p>Read to the students:</p> <p>“For the next week we will be participating in a pay-it-forward project called Who I AM Makes a Difference because Jesus Loves Me! The meaning to the Who I AM is twofold; Who I AM is part of the hallmark conversation Moses and God shared in the Old Testament. The I AM in this context acknowledges the importance and value of God within our life. The second meaning to Who I AM is individual. I AM important because of how I view myself and others view me. The I AM within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. Who I AM makes a difference to self and others by building on resiliency, positive mental health including self-worth, self-esteem. Who I AM makes a difference is grounded in Character Education, Catholic Virtues and the Ontario Catholic School Graduate Expectations.”</p>		

Action	Approximately 25 Minutes	Assessment
<p>Chapel or classroom.</p> <p>Gather for the Who I AM Prayer Service. Give each student a copy of the prayer service. Assign students a section to read. All students take an active role by listening, reading, and responding in word and gesture during the Who I AM Prayer Service.</p> <p>Where indicated on the Who I AM Prayer Service, the teacher will pause and present each student with a <i>personalized</i> envelope with the student's name clearly written on the front of the envelope. The sealed envelope contains the Dear Friend, Love your friend Jesus letter.</p> <p>With quiet music in the background, allow students time to read the letter from Jesus. (10 minutes for quiet reading/reflection)</p> <p>The teacher will continue the prayer service by reading the greeting and first sentence of the Dear friend letter. "Dear Friend, I had to write to tell you how much I love and care for you." Each student will continue the letter by reading aloud one sentence until the letter is complete.</p> <p>*Allow one minute of silence for the power of the letter to be absorbed before continuing.</p>		
Consolidation	Approximately 5 Minutes	Assessment
<p>Students choose one of the following questions to answer in their Prayer Journal.</p> <p>What surprised you about the letter from Jesus? How did you feel when reading your letter? What connections did you make to the letter? How do you see Jesus' love in our world?</p> <p>Distribute <i>Just the Way I AM</i> assignment (instructions attached to paper bag). Explain that this assignment will be due in two days and is a requirement for Lesson 3 in this unit. Students will collect 8-10 items that best show or describe who they are. They will present their assignment orally to the class. Please say the following: "I will present my, <i>Just the Way I AM</i> assignment tomorrow. I am including photographs, my favourite things, hobbies (pictures /memorabilia), items that will fit in the paper bag. When preparing your assignment please do not include expensive or breakable items. Good luck! Who you are makes a difference! Thank you for being who you are!"</p>		

Final Notes

You may want to write the reflection and consolidation questions on chart paper/chalkboard prior to lesson.

“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.”

(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)

Dear Friend letter

Dear Friend,

I am writing to say how much I care for you. I want you to know me better. Trust in me! I am here for you.

When you awoke this morning, I brightened your room with a bright sunrise through your window, hoping to get your attention. But you didn't notice.

Later that afternoon, while you were walking with friends I shone my golden rays of light onto the pumpkin fields. Still you didn't notice me.

So I shouted to you with a strong autumn wind that rustled the cornstalks. You didn't even look!

In the evening, when you were eating, I nourished you with a bountiful fall harvest. As you ate, I watched over you and shared your thoughts, but you were unaware of my presence.

I hope you will talk to me soon. When you are ready, I will be near. I love you very much. Who you are makes a difference!

Your BFF

JESUS

Who I AM Prayer for Junior Division (Grade 4)

Welcome and Introduction:

Opening Prayer:

In the name of the Father and of the Son and of the Holy Spirit,
Loving God, the Great I AM, we thank you for all of the good things that you have given us; for the beauty of your creation, for our school, our teachers and for the love of our family and friends. Thank you for loving us all unconditionally and for making each one of us the special gift that we are, Amen.

Reading: A reading from the book of Exodus [selected verses from Exodus 3]

God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.” Then God said, “Come no closer! Remove the sandals from your feet, for the place on which you are standing is holy ground.” He said further, “Come, I will send you to Pharaoh to bring my people, the Israelites, out of Egypt.” But Moses said to God, “Who am I that I should go to Pharaoh, and bring the Israelites out of Egypt?” God said, “I will be with you”. But Moses said to God, “If I come to the Israelites and say to them, ‘The God of your ancestors has sent me to you’, and they ask me, ‘What is his name?’ what shall I say to them?” God said to Moses, “I AM WHO I AM.” He said further, “Thus you shall say to the Israelites, ‘I AM has sent me to you.’” God also said to Moses, “This is my name forever, and this my title for all generations.”

Reflection:

God talked to Moses from a burning bush. Moses listened to him and did what God asked him to do. God loved Moses and his people very much. He loves us too.

[Have the students write their answers to the following questions]

What do you think Moses was thinking and feeling when he saw that the bush was on fire but not burning up?

Intentions: *Note: prepare them to think about one or two people who are special to them for the fourth intercession*

Who I AM Prayer for Junior Division (Grade 4) cont'd

The response to the prayer is; Lord, hear our prayer

For the Pope, our church and all Christians; that they know that God, the Great I AM, loves them unconditionally,

We pray Lord, hear our prayer

For our school principal, teachers, EAs, secretaries, custodians and all who work in our schools; that they know that God, the Great I AM, loves them unconditionally,

We pray Lord, hear our prayer

For our families and our friends; that they know that God, the Great I AM, loves them unconditionally,

We pray Lord, hear our prayer

For the special people that we now pause to think of *[pause]*; that they know that God, the Great I AM, loves them unconditionally,

We pray Lord, hear our prayer

Closing Prayer:

Loving God, the Great I AM, we thank you that you are always with us, helping us, guiding us, keeping us safe and for the unconditional love you give to us. We ask you to show us the special people in our life who we can say thank you to with our words and actions. Help us to be the best people we 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.

pdunne@rccdsb

BLM 1

<p><i>Just the Way</i></p> <p><u>I AM!</u></p> <p>Your assignment:</p> <p>Please place 8-10 items in this bag that best show and describe <i>who you are.</i> You will present this assignment orally to the class on</p> <p>Due date: _____</p> <p>Please only choose items that will fit into this bag that are not expensive or breakable items.</p> <p><i>God loves you Just The Way You Are!</i></p> <p><i>Who you are makes a difference!</i></p>	<p><i>Just the Way</i></p> <p><u>I AM!</u></p> <p>Your assignment:</p> <p>Please place 8-10 items in this bag that best show and describe <i>who you are.</i> You will present this assignment orally to the class on</p> <p>Due date: _____</p> <p>Please only choose items that will fit into this bag that are not expensive or breakable items.</p> <p><i>God loves you Just The Way You Are!</i></p> <p><i>Who you are makes a difference!</i></p>	<p><i>Just the Way</i></p> <p><u>I AM!</u></p> <p>Your assignment:</p> <p>Please place 8-10 items in this bag that best show and describe <i>who you are.</i> You will present this assignment orally to the class on</p> <p>Due date: _____</p> <p>Please only choose items that will fit into this bag that are not expensive or breakable items.</p> <p><i>God loves you Just The Way You Are!</i></p> <p><i>Who you are makes a difference!</i></p>
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