

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 1

Grade 5 Who I AM...Lesson 1

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

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 self-worth, self-esteem, Character Education, Catholic Virtues and the Catholic Graduate Expectations.

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

PR1: Understand how the Holy Spirit continues to teach us to pray individually and communally through the Church.

PR1.3: Identify in a selection of biblical passages the elements of personal and communal prayer.

Religion Specific Expectations

BL2.4: Explain the significance and meaning of the names - Jesus, Christ, Lord and the only Son of God - as revealed in Sacred Scripture.

ML3.1: Locate and examine gospel passages to identify how Jesus called individuals to holiness and guided them in the moral life.

PR2.2: Identify and demonstrate how in the Mass, the Liturgy of the Word can become a source of meditation and prayer with scripture which assists us in living the Christian life.

Learning Goals

- Students will recognize the virtue of unconditional love as an instrumental tool in building and maintaining healthy relationships.
- Students will recognize forgiveness as a health and wellness strategy to develop Christian maturity.
- Students will understand how a sense of belonging to a community can be connected with self-acceptance, self-esteem and gratitude.

Instructional Components		
Prior Knowledge and/or Skills Moses and the conversation with God and the Burning Bush.	Terminology Burning Bush Pay-it-forward Gratitude	Resources/Materials Who I AM Prayer Service Dear friend, (Jesus) letter.
Prayer/Scripture Focus		
Exodus 3:14 The Burning Bush <p>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.</p> <p>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."</p> <p>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.</p>		
Minds On	Approximately 15 Minutes	Assessment
First the teacher can read Exodus 3:14 followed by the background information to students. For the next week we will be participating in a pay-it-forward project called Who I		

<p>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 self-worth, self-esteem, difference to self and others by building self-worth, self-esteem, Character Education, Catholic Virtues and the Catholic Graduate Expectations.</p> <p>Discuss with students their feelings and connections to Exodus and the background information to ensure their prior knowledge before continuing.</p>	
Action	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. Students take an active role by reading a variety of prayers/reflections during the Who I AM prayer service celebration. 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 each 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	Assessment
<p>Students choose one of the following questions to answer in their Prayer Journal.</p> <p>How did you feel when reading your letter?</p> <p>What connections did you make to the letter?</p> <p>How would you respond to this letter?</p>	

Final Notes

You may want to write reflection and consolidation questions on chart paper/chalkboard beforehand.

Dear Friend letter

Dear Friend,

I am writing to say how much I care for you. I want you to know me better.

When you first opened your eyes this morning, I blew a warm breeze over you to gently wake you up, hoping to get your attention. But you didn't notice.

Later that afternoon while you were playing soccer outside with your friends I cleared the sky and shone down on you until sweat glistened from your face. Still you didn't notice me.

So I filled the sky with heavy dark, looming clouds and shouted to you in a heavy rainfall. You didn't even stop playing!

In the evening while you were walking home after the rain, I sang a sweet song above you as I flew into the treetops. Sitting on a maple branch with its leaves aglow in golden, autumn splendor, I watched you walk on the sidewalk and you never looked up!

I hope you will talk to me soon. When you are ready, I will be near. I love you very much.

Your BFF,

JESUS

Who I AM Prayer for Junior Division (Grade 5)

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 versed 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 in their prayer journal or religion books]

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

What was the responsibility that God gave Moses?

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

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 and custodians; 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 I 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, 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. I ask you to show me the special people in my life who I can say thank you to with my words and actions. 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.

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*Present each student with letter.