

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 4

Grade 6 Who I AM...Lesson 4

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”.

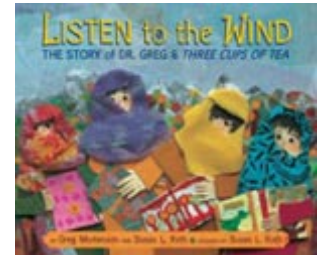
*Mentor text: **Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea.***

Written by Greg Mortenson and Susan L. Roth

Background

God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. He loves YOU without conditions. His presence in YOUR life is constant. He has formed within you, a positive mental health attitude...nourish it and watch it grow!

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 changed the lives of children of Korphe. 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.

CGE1i - Integrates faith with life.

CGE2e - Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Religion Overall Expectations

BL1: Demonstrate an understanding of the Church’s teaching on how the human person comes to know and believe in God.

Religion Specific Expectations

BL1.3: Identify the many ways we come to know God from the physical world and the human person (i.e. creation).

Language Overall Expectations

Oral Communication

2. Use speaking skills and strategies appropriately to communicate with

Learning Goals

- 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.

<p>different audiences for a variety of purposes.</p> <p><u>Language Specific Expectations</u></p> <p><i>Oral Communication</i></p> <p>2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.</p> <p>2.7 use a variety of appropriate visual aids to support or enhance oral presentations.</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>D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.</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.</p> <p>D3.1 Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.</p>			<ul style="list-style-type: none">• Students will understand that faith is the human response to God reaching out to us in love which enables us to reach out to God and to give God thanks for life’s blessings.
Instructional Components			
<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>Terminology</p> <p>Monochromatic - colour scheme in which only one hue is used, along with its tints (i.e., the hue plus white) and shades (i.e., the hue plus black).</p> <p>Artifacts – a handmade</p>	<p>Resources/Materials</p> <p>Overhead projector</p> <p>White paper</p> <p>Many colours of various types of paper, (construction paper, tissue paper) Magazines and catalogues</p> <p>Fabric</p> <p>White glue</p>	

<p>Reading aloud the Artist's Note in the back flaps of the book will give the students a deeper understanding of the culture of Baltistan. It will also give the students a clear description of the collage art that the Illustrator, Susan.L.Roth designed to make this story come alive.</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>object, as a tool, or the remains of one, as a shard of pottery, characteristic of an earlier time or cultural stage, especially such an object found at an archaeological excavation. Aesthetic - having a sense of the beautiful; characterized by a <u>love</u> of beauty.</p> <p>Collage – a form of art in which a variety of materials (e.g., photographs, fabric, found objects) are arranged and attached to a flat background.</p> <p>Theological Virtues: Hope Love Faith</p>	<p>Large piece of construction paper for background of collage Laminate collages</p> <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>YouTube: <i>Susan Roth Talking about future developments in Painting and what inspires her works of art. 2:14 minutes</i></p> <p>Websites: Suanloth.com/listen_to_the_wind.htm</p>
<p>Prayer/Scripture Focus</p>		
<p>Thank You for the Gift of Me God our Father Thank you for the gift of my life. Thank you for making me special. Thank you for my family, Thank you for my friends. Thank you for my schoolmates, And for all the people who help me learn and grow. Come and take my hand, And help me become the kind of person You planned for me to be Before I was born, I make this prayer to you In the name of Jesus, the Lord. Amen.</p> <p><i>T. Cosentino, RCCDSB, 2014</i></p>		

Minds On	Approximately 5 Minutes	Assessment
<p>Who <u>you are</u> makes a difference because...</p> <p>Ask students to think about how their classmates make a difference. Ask each student to stand one at a time. While standing the class says, “who you are makes a difference to me because...Thank you for who you are!” Choose two students who have their hand up to tell this student why they make a difference to them. You may want to give a quick example beforehand. Ex: “<i>Sandy, Who <u>you are</u> makes a difference to me because you are so generous with your time, you are always willing to help.</i>”</p> <p>Continue until all students have had their turn in, <i>the Who <u>I AM</u> spotlight!</i></p> <p>The following interview and websites will give the students background information on the Illustrator, Susan L. Roth and what inspires this artist.</p> <p>You may want to watch an interview about the Illustrator on YouTube, <i>Susan Roth Talking about future developments in Painting and what inspires her works of art. 2:14 minutes</i></p> <p>On the smart board, show students the following websites about Susan L. Roth and the other books that she has illustrated. <i>susanlroth.com/listen_to_the_wind.htm susanlroth.com/books.htm</i></p>		
Action	Approximately 25 Minutes	Assessment
<p>The teacher will read aloud or show the story on you tube, <i>Listen to the Wind, The Story of Dr. Greg and the three cups of Tea.</i></p> <p>www.youtube.com/watch?v=pEzVOIAAzaw 5:35 min</p> <p>Remind students to pay close attention to the illustrations.</p> <p>Students will try the art of collage by making, Who <u>I AM</u> Makes a Difference, portrait.</p> <p>Divide students into pairs, the first group will work with their partner to trace each other’s head - side profile, (life-size) using an overhead projector. Remaining students will begin searching through catalogues, magazines for pictures that describe and show, <i>who <u>they are</u> and how they make a difference.</i> Encourage them to find pictures of their hobbies, gifts they share with others, favourite activities, their faith, blessings and what they are thankful for.</p>		

<p>To incorporate resilience, share a story about a time when you observed resiliency or demonstrated resiliency.</p> <p>Resiliency – sense of bouncing back when we encounter difficulties. Allow your students to share their stories as well. Students may choose pictures for their Who I AM Makes a Difference, portrait to show how they felt when they bounced back from a difficult challenge in their life.</p> <p>When all students have their portrait traced then tell them to cut it out and back it on their choice of coloured construction paper, leaving space at the top of the construction paper to write the title,</p> <p style="text-align: center;"><u>Who I AM Makes a Difference!</u> Jesus LOVES me without conditions!</p> <p>Using the shape of their portrait of their head, students fill all of this paper with the pictures, words, a variety of papers and fabric that they have chosen. Students can cut shapes from fabric and a variety of papers to illustrate <i>who they are and how they make a difference!</i> Overlapping each so that the white portrait paper is no longer visible. Encourage students to find or write their name within their collage.</p>		
Consolidation	Approximately 10 Minutes	Assessment
<p>Students will present their, Who I AM portraits to a small group or to the class to explain some of their pictures and words they chose for their collage.</p> <p>Students will complete an exit card to reflect and connect what they have learned about the Virtues of Faith, Hope and Love through this mentor text. See BLM 2. Closing Prayer:</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 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</p>		<p>Artwork checklist. See BLM 1.</p> <p>Anecdotal notes on how students use speaking skills appropriately to communicate their presentation of their Who I AM portraits.</p> <p>Virtues Exit Card – BLM 2</p>

Final Notes

Teachers may wish to complete this lesson over a few small blocks of time or approximately two 30 minute periods.

As an extension, use the Grade 6 Nelson Literacy unit, You in the World about character education.

BLM 1

Who I AM Makes a Difference!

Collage Checklist

Name_____Date_____

- ☐ **Knowledge and understanding of collage:**
creates a collage by cutting, pasting, and layering to combine images, and symbols.
- ☐ **Thinking:**
planning, brainstorming and selecting pictures/text for, Who **I AM** portrait; their hobbies, gifts they share with others, favourite activities, their faith, blessings and what they are thankful for.
- ☐ **Use of space:**
creating collage and overlapping pictures/text covering but staying within the lines of their portrait.
- ☐ **Communication:**
clearly expresses and communicates, Who **I AM** Makes a Difference.
- ☐ **Application:**
makes connections between the arts, their faith and Who **I AM** Makes a Difference in the world!

BLM 2

Who I AM...exit card

*My reflections of the Virtues of Faith, Hope and Love in the mentor text, **Listen to the Wind - The Story of Dr. Greg & Three Cups of Tea.***

Name_____Date_____

Virtue of Faith

Virtue of Hope

Virtue of Love