



# Who I AM

Religious Education & Positive  
Mental Health and Wellness:

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

November 2014

JK to Grade 12

AN EOCCC RESOURCE

Working Together for Catholic Education

[www.eoccc.org](http://www.eoccc.org)



**Eastern Ontario Catholic Curriculum Corporation**

**eoccc**

Working Together for Catholic Education

*FOR IMMEDIATE RELEASE*

## **Who I AM Project Aims to help Students Pay it Forward with Powerful Message**

November, 2014 - Gratitude becomes contagious when students across Eastern Ontario begin to pay it forward with a simple gift expressing a strong message. With a bookmark in hand that reads, “**Who I AM** Makes a Difference Because Jesus Loves Me!”, students will learn what it means about the value of God and how the individual views both themselves and one another. “The **Who I AM** project is rooted in the *pay-it-forward* movement. It has the ability to enlighten and empower the emotionally weak to the physically strong while being inclusive of all,” explains project lead Jody Anne McDonald. “**Who I AM** recognizes both the value of God and the value of self through the exchange of an action and ‘the gift of words’.” The scope of the project includes five to eight lessons per grade level (K-12) centered around the “**Who I AM**” theme. One suggested timeline would be to have these lessons delivered to students between October 2 (The Feast of the Guardian Angels) and our Thanksgiving. Others may wish to use it during the season of Advent. Each of the four project writers was responsible for a division of grade levels.

The **Who I AM** project involves the teacher presenting a bookmark with the words “**Who I AM** Makes A Difference Because Jesus Loves Me!” to each student. An additional two bookmarks are distributed to each student with the instructions to think of two individuals in their life who make a difference in who they are. Thinking outside of the school, students outreach to community in acknowledging that it takes ‘a village’ to help develop the **Who I AM** within us. Students get hooked on spreading gratitude and often request additional bookmarks to give to others.

“Expressions of gratitude are wonderful gifts when shared openly and honestly and it has been shown that they help foster positive emotions,” says Renfrew County Catholic District School Board Principal, Clint Young, adding that seven schools within the RCCDSB completed this project this past year. “The importance in allowing others the opportunity to understand the value they have within your life – the difference they make – is paramount in creating a mentally well and healthy community that silences bullying and promotes connectedness,” explains Jody. “As a mental health and wellness resource, **Who I AM** is a treasure that serves to remind us that we all make a difference to the self and to others because Jesus first made a difference for us. Through **Who I AM**, a ripple of faith becomes a tsunami of unconditional love.”

\***Who I AM**, is now available for download on the EOCCC website at [eoccc.org](http://eoccc.org).

**For more information:**

**Lorne Keon, EOCCC Executive Director**

**Phone: 613-735-1310 Email: [lkeon@rccdsb.edu.on.ca](mailto:lkeon@rccdsb.edu.on.ca)**

## **Acknowledgements:**

### **Who I AM... Project Lead:**

Clint Young                      Principal: Bishop Smith Catholic High School  
Renfrew County Catholic District School Board

### **Who I AM ... Writing Team:**

Chantelle Spence              Educator: Holy Name Catholic School  
Renfrew County Catholic District School Board

Shannon Burger                Educator: Holy Name Catholic School  
Renfrew County Catholic District School Board

Ryan Krantz                      Educator: Bishop Smith Catholic High  
Renfrew County Catholic District School Board

Jody Anne McDonald          Educator: St. Anthony Catholic School  
Renfrew County Catholic District School Board

### **Who I AM ... Reviewers:**

Lisa Smith                        Coordinator of Special Education  
Catholic District School Board of Eastern Ontario

Sondra Keatley                 School Effectiveness Lead – Retired  
Renfrew County Catholic District School Board

Anne Boniferro                 Coordinator of Religious and Family Life Education  
Algonquin and Lakeshore Catholic District School Board



## ***Who I AM Makes A Difference Because Jesus Loves Me!***

It takes the faith of a Catholic teacher to unlock the beauty of unconditional love and unconditional forgiveness within students. It takes a project rooted in scripture teaching and mental health & wellness to provide the 'key' in which to unlock this beauty.

*Who I AM Makes A Difference Because Jesus Loves Me!* takes ordinary moments of appreciation and transforms them into extraordinary occasions of gratitude. ***'Gratitude Becomes Contagious!'***

Historically, *Who I AM...* was introduced as a pilot project in Renfrew County Catholic District School Board (2013). It quickly blended into a Teacher Learning Leadership Program (TLLP) initiative. Under the umbrella of EOCCC, *Who I AM...* matured into a Catholic curriculum Summer Writing Project (2014).

Inclusive of all students, grades JK – 12 are independently offered a *Who I AM...* curriculum bundle (5-8 lessons) that focus on gratitude through a grade specific Prayer Service, a mentor text lesson, and several creative collaborating lessons that navigate to a *Who I AM...* Presentation/Challenge Day culminating activity. Each grade package is designed to gradually release the student from one grade while building their personal 'who I am' for preparation toward the next grade.

The goal of the *Who I AM...* project is to build a 'Spirit of Bethlehem' within each school. This occurs when a whole school approach is transparent in celebrating *Who I AM...* gratitude. From the 'Spirit of Bethlehem' a pay-it-forward movement of gratitude builds out. It has been proven that a ripple of expressed gratitude can crust into a wave of unconditional forgiveness, causing a tsunami of unconditional love.

Who I am makes a difference to others because Jesus loves me but who UR makes a difference to others because Jesus loves U2!

May God's grace be with you,

Clint Young, Principal  
Bishop Smith Catholic High School, Pembroke  
Renfrew County Catholic District School Board  
cyoung@rccdsb.edu.on.ca

## Who I AM

*A pay-it forward project*  
“Gratitude is Contagious”

The meaning to the *Who I AM* project is two-fold. As a Catholic Teacher, I recognize *Who I AM* as 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 molding 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.

The *Who I AM* project is rooted in the pay-it-forward movement. It has the ability to enlighten and empower the emotionally weak to the physically strong while being inclusive of all. *Who I AM* recognizes both the value of God and the value of self through the exchange of an action and ‘the gift of words.’ The *Who I AM* project involves the teacher presenting a bookmark with the words “**Who I AM Makes A Difference Because Jesus Loves Me!**” to each student. An additional two bookmarks are distributed to each student with the instructions to think of two individuals in their life who make a difference in who they are. Thinking outside of the school, students outreach to community in acknowledging that it takes ‘a village’ to help develop the *Who I AM* within us. Students get hooked on spreading gratitude and often request additional bookmarks to forward to others.

Through *Who I AM* anonymous self-reflections, words of healing that mended broken relationships were shared. Words ‘I love you’, not often expressed, wrapped around the heart of individuals. Distance between relationships shortened. A hunger for spiritual food as well as a hunger for emotional food was satisfied through recognition of others, acknowledgement of self-worth and connections from one heart to another heart. The importance in allowing others the opportunity to understand the value they have within your life – *the difference they make* – is paramount in creating a mentally well and healthy community that silences bullying and promotes connectedness. The *Who I AM* project is an amazing Differentiated Instruction tool that could easily be inserted into any religion program. As a mental health and wellness resource, *Who I AM* is a treasure that serves to remind us that we all make a difference to self and other because Jesus first made a difference for us. Through *Who I AM*, a ripple of faith becomes a tsunami of unconditional love.

Jody Anne McDonald  
Catholic Teacher - RCCDSB  
Religious Education Specialist - Special Education Specialist



**Eastern Ontario Catholic Curriculum Corporation**

464 Isabella Street, Suite #205  
Pembroke, ON K8A 5T9

[www.eoccc.org](http://www.eoccc.org)

Tel: 613-735-1310 Fax: 613-735-7410



*Working Together for Catholic Education*

# Who I AM

**Religious Education & Positive Mental Health and Wellness:**

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

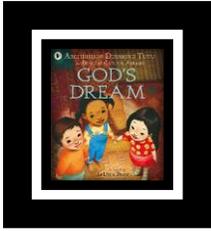
## **LESSON OVERVIEWS**

**JK – Grade 12**

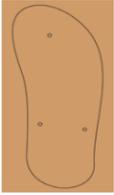
**November 2014**

## Who I AM Makes A Difference

### JK/SK - Unit Overview

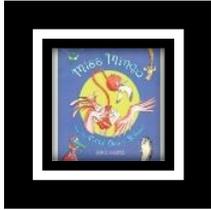
JK/SK - “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>JK/SK</b>					
1.	<p><i>Introductory Lesson: “Who <u>I AM</u>” Prayer Service</i></p> 	understand that prayer is a gift from God which allows us to talk to and hear His words.	<p><b>5 minutes</b></p> <p>Introduction to the background information about the biblical story of Moses and the Burning Bush and the pay it forward project.</p>	<p><b>25 minutes</b></p> <p>Who <u>I AM</u> Prayer Service celebration</p>	<p><b>5 minutes</b></p> <p>Share and discuss the letter received at the Who <u>I AM</u> Prayer Service.</p>
2.	<p><i>Mentor text: “God’s Dream”</i></p> 	understand what it means to live as a Child of God.	<p><b>10 minutes</b></p> <p>Sketching of dreams.</p>	<p><b>25 minutes</b></p> <p>Read “God’s Dream” and sketch a visual of what God’s dream would look like.</p>	<p><b>5 minutes</b></p> <p>Discuss the similarities and differences between the two sketches.</p>
3.	<p><i>“God’s Dream Come True!” Game</i></p> 	learn that we need to collectively work towards making God’s dream come true.	<p><b>3 minutes</b></p> <p>Recall the author’s message about making God’s dream come true for the world.</p>	<p><b>20 minutes</b></p> <p>Play math board game with a partner.</p>	<p><b>5 minutes</b></p> <p>Review the concept of adding and subtracting.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM** Makes A Difference Because Jesus Loves Me!

<p>4.</p>	<p><i>Puppet Play</i></p> 	<p>actively participate in an important story taken from Scriptures.</p>	<p><b>5 minutes</b> Watch a video of the Burning Bush.</p>	<p><b>30 minutes</b> Participate in a puppet play retelling the story of the Burning Bush.</p>	<p><b>5 minutes</b> Pray that we may all hear God’s call. Sing “Take Off Your Shoes Moses”</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day</i></p>  <p>Dedication – <b><i>In Honour of my husband and my two daughters, Who <u>they</u> are makes a difference</i></b> to me as they are constantly offering the support and assistance I need to help me accomplish my goals. They are true blessings in my life. I am extremely grateful to call them my family. C.S.</p>	<p>identify two very important people in their lives. (VIP’s)</p>	<p><b>15 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <b><u>I AM</u></b> Sandal.</p>	<p><b>15 minutes</b> Prayer dance to “What <b><u>I AM</u></b>” and reflection.</p>

## Who I AM Makes A Difference

### Grade 1 - Unit Overview

Grade 1 - “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>Grade 1</b>					
1.	<p><i>Introductory Lesson: “Who <u>I AM</u>” Prayer Service</i></p> 	understand that prayer is a gift from God which allows us to talk to and hear His words.	<p><b>5 minutes</b></p> <p>Introduction to the background information about the biblical story of Moses and the Burning Bush and the pay it forward project.</p>	<p><b>25 minutes</b></p> <p>Who <u>I AM</u> Prayer Service celebration</p>	<p><b>5 minutes</b></p> <p>Share and discuss the letter received at the prayer service.</p>
2.	<p><i>Mentor text: “Miss Mingo And The First Day Of School”</i></p> 	understand that God has a purpose for all living things and that each one has their own special gift to share with the world.	<p><b>5 minutes</b></p> <p>Predict whether the text is considered fiction or non-fiction.</p>	<p><b>25 minutes</b></p> <p>Subitize the numbers that are mentioned in the text.</p>	<p><b>5 minutes</b></p> <p>Review the fictional and non-fictional components of the text along with the numbers that were mentioned.</p>
3.	<p><i>Procedural writing “How to Care for God’s creatures”</i></p> 	actively fulfill their responsibility to be stewards of God’s creation.	<p><b>5 minutes</b></p> <p>Play a game to figure out which animal they will write about.</p>	<p><b>30 minutes</b></p> <p>Write a procedural writing piece about an animal and how to become a steward of the earth.</p>	<p><b>5 minutes</b></p> <p>Gallery walk to peruse the writing.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM** Makes A Difference Because Jesus Loves Me!

<p>4.</p>	<p><i>Puppet play</i></p> 	<p>actively participate in an important story taken from Scriptures.</p>	<p><b>5 minutes</b> Watch a video of the Burning Bush.</p>	<p><b>30 minutes</b> Participate in a puppet play retelling the story of the Burning Bush.</p>	<p><b>5 minutes</b> Pray that we may all hear God’s call. Sing “Take Off Your Shoes Moses”</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day</i></p> 	<p>identify two very important people in their lives. (VIP’s)</p>	<p><b>5 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <u>I AM</u> Sandal.</p>	<p><b>5 minutes</b> Prayer dance to “What <u>I AM</u>” and reflection.</p>

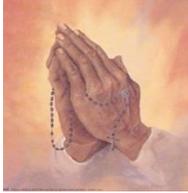
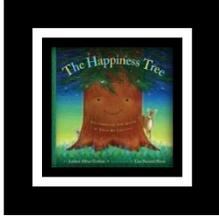


Religious Education & Positive Mental Health and Wellness: **Who I AM** Makes A Difference Because Jesus Loves Me!

<p>4.</p>	<p><i>Finger Puppet Play</i></p> 	<p>actively participate in an important story taken from Scriptures.</p>	<p><b>5 minutes</b> Watch a video of the Burning Bush.</p>	<p><b>30 minutes</b> Participate in a finger puppet play retelling the story of the Burning Bush.</p>	<p><b>5 minutes</b> Pray that we may all hear God’s call. Sing and demonstrate the song “The Burning Bush, Call of Moses”</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day Dedication -</i></p>  <p><b><i>In Honour of Shelley Montgomery</i></b> Who <u>she</u> <u>is</u> makes a difference to me as she is the most empathetic and caring individual who has been there for me since I was 5 years old and who will undoubtedly be there for me when we’re both 80. C.S.</p>	<p>demonstrate an understanding that they can use their words to show gratitude.</p>	<p><b>5 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <b>I AM</b> Gift Box.</p>	<p><b>5 minutes</b> Prayer dance to “The Summons” and reflection.</p>

## Who I AM Makes A Difference

### Grade 3 - Unit Overview

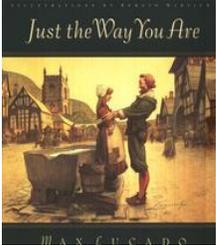
Grade 3 - “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>Grade 3</b>					
1.	<p><i>Introductory Lesson: “Who <u>I AM</u>” Prayer Service</i></p> 	discover that God has revealed Himself to humankind gradually communicating His mysteries in deeds and words.	<p><b>5 minutes</b></p> Selection of leaders for prayer service.	<p><b>25 minutes</b></p> Who <u>I AM</u> Prayer Service celebration	<p><b>5 minutes</b></p> Discuss the contents of their letter.
2.	<p><i>Mentor text: “The Happiness Tree”</i></p> 	answer higher order thinking questions.	<p><b>5 minutes</b></p> Play a game with virtues and verbs to assign partners.	<p><b>40 minutes</b></p> Read the book. Partners answer a higher order thinking question.	<p><b>5 minutes</b></p> Miming of virtues and verbs.
3.	<p><i>Explanatory writing about life cycles</i></p> 	understand that everything good begins with God.	<p><b>5 minutes</b></p> Watch the life cycle of an oak tree.	<p><b>40 minutes</b></p> Write about the life cycle of a particular tree with a focus on how it changes throughout its cycle and factors that threaten its survival.	<p><b>5 minutes</b></p> Complete the wish tree to highlight the strengths of the writing and the areas for improvement.

Religious Education & Positive Mental Health and Wellness: **Who I AM** Makes A Difference Because Jesus Loves Me!

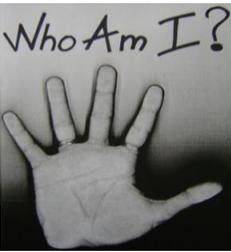
<p>4.</p>	<p><i>Dramatic interpretation of a Newscast</i></p> 	<p>review the story of the Burning Bush in the form of a newscast.</p>	<p><b>5 minutes</b> Watch children performing a newscast skit.</p>	<p><b>35 minutes</b> Perform different roles in a newscast with the breaking news of the day being Moses and the burning bush.</p>	<p><b>5 minutes</b> Sing “Pharaoh, Pharaoh” with the actions.</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day Dedication –</i></p>  <p><b><i>In Memory of Shirley Beaubien Who <u>she</u> <u>was</u> made a difference to everyone in her life because she gave of herself every single day without fail. She left behind a legacy of compassion and charisma that will never be forgotten. A true inspiration to all those who knew her especially those who were proud to call her Momma and Nana. C.S.</i></b></p>	<p>learn how to spread God’s love and change the world with gratitude.</p>	<p><b>5 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <b>I AM</b> Burning Bush.</p>	<p><b>5 minutes</b> Prayer dance to “Change the World” and reflection.</p>

## Who I AM Makes A Difference

### Grade 4 - Unit Overview

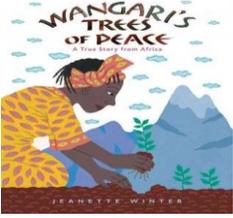
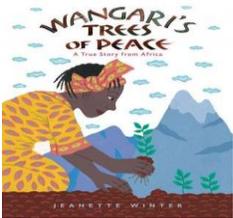
Grade 4 - Unit “Who <u>I Am</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p>Who <u>I AM</u>... Prayer Service</p> 	Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>10 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>25 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>5 minutes</b> Prayer Journal. Dear Friend, Love, Jesus.</p>
2.	<p>Who <u>I AM</u>... Mentor Text <i>Just the Way You Are</i>, by Max Lucado.</p> 	Students will recognize we are witnesses of God’s love and compassion. The students will understand how everyone can make a difference in their world, just the way they are.	<p><b>15 minutes</b> Inside-Outside Circle Activity: Who <u>I AM</u> My Special Talents</p>	<p><b>20 minutes</b> Read Aloud of Mentor Text <i>Just the Way You Are</i>, by Max Lucado. H.O.T. questions.</p>	<p><b>15 minutes</b> Who <u>I AM</u> Exit Card.</p>
3.	<p>Who <u>I AM</u>... Theological Virtues.</p> 	Students will recognize that the Theological Virtues of Faith, Hope and Love are gifts from God that help us to grow in good relationship with Him.	<p><b>10 minutes</b> Response to a media text. Theological Virtues matching game</p>	<p><b>25 minutes</b> God Loves Me Just the way <u>I AM</u> Virtues reflection and oral presentation.</p>	<p><b>5 minutes</b> Who <u>I AM</u> Exit Question.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>4.</p>	<p>Who <b>I AM</b>...</p> <p>Who <b>AM I</b>?</p> 	<p>Students will recognize who they are and understand that God loves them <i>Just The Way They Are</i>.</p>	<p><b>10 minutes</b> Who <b>AM I</b>? Guessing Game.</p>	<p><b>25 minutes</b> Who <b>AM I</b>? Poem Writing.</p>	<p><b>5 minutes</b> Students express connections and reflections about music video, Who <b>AM I</b>?</p>
<p>5.</p>	<p>Who <b>I AM</b>...</p> <p>The Presentation of the "Gift of Words"</p>  <p><i>Dedicated to my children. They bless me with their gifts each day. I love you both, Just the Way You Are!</i></p>	<p>Students will demonstrate a knowledge of the social teachings of the Church.</p>	<p><b>10 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>25 minutes</b> The Presentation of the "Gift of Words". The Challenge!</p>	<p><b>5 minutes</b> The Wagon Wheel of gratitude.</p>

## Who I AM Makes A Difference

### Grade 5 - Unit Overview

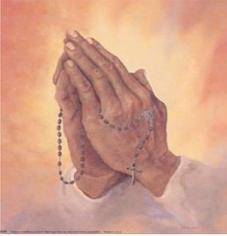
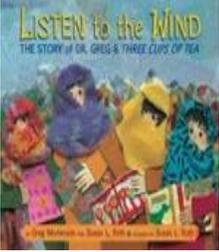
Grade 5 - Unit “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>15 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>45 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>10 minutes</b> Prayer journal entry. Dear Friend, Love, Jesus.</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text Wangari’s Trees of Peace by Jeanette Winter</i></p> 	Students will recognize the Cardinal Virtues of Fortitude and Justice as courage and determination when trying to do good.	<p><b>10 minutes</b> Visualization Sketches: My Tree of Peace.</p>	<p><b>25 minutes</b> Read Aloud of the Mentor Text Wangari’s Trees of Peace by Jeanette Winter. Questions, Connections, Inferences and Predictions</p>	<p><b>5 minutes</b> Reflection and Exit Question.</p>
3.	<p><i>Who <u>I AM</u>... Mentor Text Wangari’s Trees of Peace by Jeanette Winter</i></p> 	Students will recognize the Cardinal virtue of Fortitude which implies a certain moral strength by which one handles the difficulties that arise when trying to do good.	<p><b>5 minutes</b> Sing Along. Video: Prayer of Peace (Prayer of St. Francis).</p>	<p><b>2- 30 minute periods</b> Who Wangari was Made a Difference Activity.  H.O.T. Questions.</p>	<p><b>5 minutes</b> Who <u>I AM</u> Exit Card.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>4.</p>	<p>Who <b>I AM</b>... <i>'Seeds of Hope'</i></p> 	<p>By the end of this lesson students will learn that God calls us to protect and care for our people and our world by planting, 'Seeds of Hope'.</p>	<p><b>10 minutes</b> Wangari Maathai inspirational quotes. Media Text Response.</p>	<p><b>25 minutes</b> A Tribute to Wangari Maathai. Creating a Media Text: Protecting the Earth and the dignity of the people.</p>	<p><b>15 minutes</b> Discussion: Students share their, 'Seeds of Hope'.</p>
<p>5.</p>	<p>Who <b>I AM</b>... <i>The Presentation of the "Gift of Words"</i></p>  <p><i>Dedicated to my husband, who plants seeds of hope by spreading his positive attitude wherever he goes.</i></p>	<p>Students will demonstrate knowledge of the social teachings of the Church.</p>	<p><b>5 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>30 minutes</b> The Presentation of the Gift of Words. The Challenge!</p>	<p><b>5 minutes</b> The Wagon Wheel of gratitude.</p>

## Who I AM Makes A Difference

### Grade 6 - Unit Overview

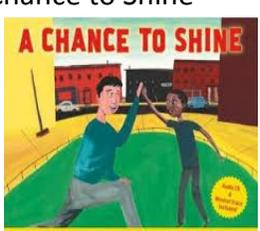
Grade 6 - Unit Overview					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p>Who <u>I AM</u>... Prayer Service</p> 	Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>10 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>25 minutes</b> Prayer Service in chapel/classroom. Letter from Jesus.</p>	<p><b>5 minutes</b> Prayer journal entry. Dear Friend, Love, Jesus.</p>
2.	<p>Who <u>I AM</u>... Mentor Text <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea</i> written by Greg Mortenson and Susan L. Roth</p> 	Students will recognize that we are witnesses of God's love and compassion.	<p><b>10 minutes</b> Game: How <u>I AM</u> successful at school.</p>	<p><b>20 minutes</b> Read Aloud of the Mentor Text Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea written by Greg Mortenson and Susan L. Roth. H.O.T. questions.</p>	<p><b>10 minutes</b> Who <u>I AM</u> Exit Card.</p>
3.	<p>Who <u>I AM</u>... <i>Where <u>I AM</u>: My Special Place in the World</i></p> 	Students will recognize the Theological Virtue of Love. They will understand that love is shown through kind acts and sharing of their gifts with others.	<p><b>10 minutes</b> Where <u>I AM</u> map activity.</p>	<p><b>30 minutes</b> Where <u>I AM</u>: My Special Place in the World activity.</p>	<p><b>15 minutes</b> Who <u>I AM</u> Graffiti activity.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>4.</p>	<p>Who <b>I AM</b>...  <i>Makes a Difference.</i>  <i>Jesus LOVES me without conditions!</i></p> 	<p>Students will recognize the Theological Virtues of Faith, Hope and Love are gifts from God that help us to grow in good relationship with Him.</p>	<p><b>5 minutes</b>  <i>Who I AM spotlight activity.</i></p>	<p><b>25 minutes</b>  <b>Who I AM</b>          Makes a Difference collage portrait.</p>	<p><b>10 minutes</b>  <b>Who I AM</b> Exit Card.</p>
<p>5.</p>	<p>Who <b>I AM</b>...  <i>The Presentation of the "Gift of Words"</i></p>  <p><b>Dedicated in memory of</b> my mom, who made a difference to me because she shared her gifts of hope, love and gratitude for all of God's blessings.</p>	<p>Students will demonstrate a knowledge of the social teachings of the Church.</p>	<p><b>5 minutes</b>          The history of <b>Who I AM</b>          Makes A Difference Because Jesus Loves Me!</p>	<p><b>30 minutes</b>          The Presentation of the "Gift of Words".          The Challenge!</p>	<p><b>5 minutes</b>          The Wagon Wheel of gratitude.</p>

## Who I AM Makes A Difference

### Grade 7 - Unit Overview

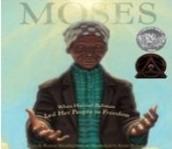
Grade 7 - Unit “Who I Am Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	recognize unconditional forgiveness as a strategy for positive health and wellness and the development of Christian maturity.	<p><b>15 minutes</b> Provide the background to the <u>Who I AM</u>... project.</p>	<p><b>20 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>10 minutes</b> EXIT CARD Why is it important to acknowledge Jesus’ presence in your life?</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text A Chance to Shine</i></p> 	demonstrate an understanding that justice is visible whenever we see people striving to respect the rights of others and work for the common good.	<p><b>10 minutes</b> Paper cross activity in which students listen to a story, follow directions &amp; are surprised with a symbol of Christ.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text <i>A Chance To Shine</i>. Reflective questions.</p>	<p><b>10 minutes</b> Prayer Journal reflection on when have you provided ‘a chance to shine’ moment to someone else.</p>
3.	<p><i>Who <u>I AM</u>... A Chance to Make Someone’s Life Shine</i></p> 	demonstrate unconditional love and unconditional forgiveness by explaining how solidarity can promote social change within a community.	<p><b>15 minutes</b> Inside / outside Circle How could you make someone’s life shine?</p>	<p><b>25 minutes</b> ‘This is my chance to shine’ task. My one simple outreach can shine on others. <i>This little light of mine, I’m going to let it shine.</i></p>	<p><b>10 minutes</b> Returning to the Minds On activity, students work in small groups of 3 to reflect on ‘how effective it is to make someone’s life shine’.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>4.</p>	<p>Who <b><u>I AM</u></b>... A Class Skit</p> 	<p>use technology to in order to enhance their understanding.</p>	<p><b>10 minutes</b> Moral stories of unconditional love and unconditional forgiveness.</p>	<p><b>40 minutes</b> Creativity and collaboration for group skit using iPads and technology.</p>	<p><b>10 minutes</b> \$100.00 Group EXIT CARD...take responsibility for your actions.</p>
<p>5.</p>	<p>Who <b><u>I AM</u></b>... <i>The Presentation of the "Gift of Words"</i></p>  <p>Dedicated to my wonderful children 😊</p>	<p>demonstrate unconditional love and unconditional forgiveness for individuals who have made a difference in their life.</p>	<p><b>10 minutes</b> <i>The history of Who <b><u>I AM</u></b> Makes A Difference Because Jesus Loves Me!</i></p>	<p><b>40 minutes</b> The Presentation of the 'Gift of Words'. The Who <b><u>I AM</u></b> Challenge!</p>	<p><b>10 minutes</b> The Tree of gratitude brainstorming activity. Who will receive my 'gift of words'?</p>

## Who I AM Makes A Difference

### Grade 8 - Unit Overview

Grade 8 - Unit “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	demonstrate an understanding of various forms of prayer through actively participating in Who <u>I AM</u> Prayer Service	<p><b>15 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>20 minutes</b> Prayer Service in chapel/ classroom.  Letter from Moses.</p>	<p><b>10 minutes</b> Three questions for reflection on an EXIT CARD.</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text ‘Moses’</i></p> 	demonstrate an understanding of the virtue of Hope as a community’s trust in God’s Plan.	<p><b>10 minutes</b> Through Turn and Talks, students will engage in sharing of information.  Give and Get Activity will connect students to learning.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text  ‘Moses’ using Talking Circle Formation</p>	<p><b>10 minutes</b> Exit Card ‘Cell Phone’  God’s call of Hope</p>
3.	<p><i>Who <u>I AM</u>... Using lyrics to decode messages.</i></p> 	demonstrate an understanding of love, forgiveness and faith as it relates to Who <u>I AM</u> .	<p><b>10 minutes</b> Listen to the song <i>Sweet Honey in the Rock</i>.</p>	<p><b>30 minutes</b> Group skit or interview.  Rubric provided.</p>	<p><b>10 minutes</b> Conversation with God. Creation of prayers in Prayer Journal.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>4.</p>	<p>Who <b>I AM</b>... A Class Skit</p> 	<p>demonstrate an understanding of the need for faith, unconditional love and unconditional forgiveness in the celebration of life.</p>	<p><b>10 minutes</b> Listen to the song 'Steal Away'.  What does resiliency mean?</p>	<p><b>30 minutes</b> Group skit or interview.  Rubric provided.</p>	<p><b>10 minutes</b> Conversation with God.  Creation of prayers in Prayer Journal.</p>
<p>5.</p>	<p>Who I AM... <i>The Presentation of the "Gift of Words"</i></p>  <p>The Presentation - Dedicated to my fellow Who <b>I AM</b>... co-writers for all of their support.</p>	<p>demonstrate an appreciation for individuals who have made a difference in their life by expressing gratitude toward others.</p>	<p><b>10 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>25 minutes</b> The Presentation of the "Gift of Words".  The Who <b>I AM</b> Challenge!</p>	<p><b>10 minutes</b> The Tree of gratitude.  Who will get my 'gift of words'?</p>

## Who I AM Makes A Difference

### Grade 9 - Unit Overview

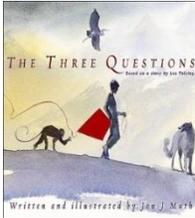
Grade 9 - Unit “Be With Me”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	demonstrate an understanding of Sacred Scripture as divinely inspired literature, the word of God expressed in human terms.	<p><b>15 minutes</b> Provide the background to the Who <u>I AM</u>... project. Reflection Questions</p>	<p><b>45 minutes</b> Prayer Service in chapel/ classroom.  Letter from God.</p>	<p><b>10 minutes</b> Three reflective questions to be answered in student’s Prayer Journal</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text ‘The Giving Tree – A Retelling of a Traditional Métis Story’</i></p> 	demonstrate an understanding of how to live in a challenging society while keeping your focus on Jesus.	<p><b>15 minutes</b> Understanding how symbols can create positive mental health feelings for individuals.</p>	<p><b>45minutes</b> Read aloud of the Mentor Text  ‘The Giving Tree’.</p>	<p><b>15 minutes</b> EXIT CARD <i>Can music speak the Who <u>I AM</u> message to us? “I can only imagine...”</i></p>
3.	<p><i>Who <u>I AM</u>... Research Task</i></p> 	independently learn through Who <u>I AM</u> Choice.	<p><b>15 minutes</b> Who <u>I AM</u>... Rainbow Skit and reflections</p>	<p><b>45minutes</b> Who <u>I AM</u>... Choice with rubric</p>	<p><b>15 minutes</b> EXIT CARD reflection; who makes a difference in your life?</p>
4.	<p><i>Who <u>I AM</u>... Culinary Delight</i></p> 	demonstrate an understanding of locating key scripture passages to complete a culinary task.	<p><b>7 minutes</b> <i>Cookie Challenge and investigation.</i></p>	<p><b>60 minutes</b> <i>Culinary Delight through Scripture Baking.</i></p>	<p><b>8 minutes</b> EXIT CARD <i>reflection on positive mental health attitudes</i></p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>5.</p>	<p><i>Who I AM... The Presentation of the "Gift of Words"</i></p>  <p><i>Dedicated to the wonderful students whom I am privileged to teach every day.</i></p>	<p>demonstrate an understanding of the relationship between Ex. 3 &amp; their personal life as they express appreciation for others.</p>	<p><b>25 minutes</b> <i>Ron &amp; Don Skit</i></p> <p><i>The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</i></p>	<p><b>40 minutes</b> <i>The Presentation of the "Gift of Words".</i></p> <p><i>Who <b>I AM</b> ... The Challenge!</i></p>	<p><b>10 minutes</b> <i>The Tree of gratitude and appreciation brainstorming activity.</i></p>
-----------	--	--	--	---	--

## Who I AM Makes A Difference

### Grade 10 - Unit Overview

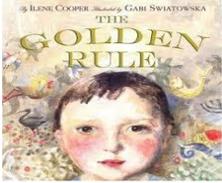
Grade 10 Unit “Christ and Culture”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<b>15 minutes</b> Provide the background to the Who <u>I AM</u> ... project.	<b>45 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.	<b>10 minutes</b> Prayer Journal entry or exit card.
2.	<p><i>Who <u>I AM</u>... Mentor Text ~ The Three Questions ~</i></p> 	demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken, created, loved & redeemed by God.	<b>15 minutes</b> Who <u>I AM</u> ...My 3 questions. The 3 questions I would ask people who make a difference in who <u>I AM</u> .	<b>35 minutes</b> Read aloud of the Mentor Text <i>The Three Questions</i> by Jon J Muth	<b>20 minutes</b> Reflect on the 3 questions from Minds On. Discuss as a group.
3.	<p><i>Who <u>I AM</u>... A letter from Moses</i></p> 	recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciple.	<b>10 minutes</b> Brainstorming ideas about the Letter from Jesus.	<b>45 minutes</b> Who <u>I AM</u> ... Tic Tac Toe choice board.	<b>15 minutes</b> Dear Friend, Love Moses
4.	<p><i>Who <u>I AM</u>... A Talk with Jesus</i></p> 	recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciple.	<b>15 minutes</b> Ron and Don skit God’s smoke signal!	<b>40 minutes</b> A Talk with Jesus writing task.	<b>15 minutes</b> Prayer Journal Questions

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>5.</p>	<p>Who <b>I AM</b>... The Presentation of the "Gift of Words"</p>  <p><b>Dedicated</b> to my 4 children &amp; my 3 grandchildren – you are the breath I take &amp; the wind beneath my eagle wings.</p>	<p>demonstrate a knowledge of the social teachings of the Church.</p>	<p><b>15 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>40 minutes</b> The Presentation of the Gift of Words. The Challenge!</p>	<p><b>15 minutes</b> The Wagon Wheel of gratitude.</p>
<p>6.</p>	<p>Who <b>I AM</b>... Exploring Prayer</p> 	<p>demonstrate a knowledge of the various purposes of prayer.</p>	<p><b>15 minutes</b> Partner brainstorming session.</p>	<p><b>40 minutes</b> Recognizing prayer through Exodus.</p>	<p><b>15 minutes</b> If you want to love your enemies, start to pray for yourself. Discussion.</p>
<p>7.</p>	<p>Who <b>I AM</b>... DRAMA</p> 	<p>demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations.</p>	<p><b>10 minutes</b> I AM WHO <b>I AM</b> Skit.</p>	<p><b>40 minutes</b> Who <b>I AM</b> ... questions.</p>	<p><b>20 minutes</b> 10 Questions you would ask Moses.</p>
<p>8.</p>	<p>Who <b>I AM</b>... Reflection</p> 	<p>demonstrate a respect for the dignity and mystery of the human person.</p>	<p><b>15 minutes</b> Self-reflection from Who <b>I AM</b> The Presentation and Who <b>I AM</b> The Challenge!</p>	<p><b>40 minutes</b> Reflection of Mentor Text <i>The Three Questions</i>.</p>	<p><b>15 minutes</b> Who <b>I AM</b> Culminating survey...putting it all together.</p>

## Who I AM Makes A Difference

### Grade 11 - Unit Overview

Grade 11 - Unit “World Religions”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	will explain the importance of prayer in a religious worldview	<p><b>10 minutes</b> Provide the background to the <u>Who I AM</u>... project.</p>	<p><b>45 minutes</b> Prayer Service in chapel or classroom.</p>	<p><b>15 minutes</b> Class reflection.</p>
2.	<p><i>Who <u>I AM</u>...Mentor Text ~ The Golden Rule ~</i></p> 	will demonstrate respect for the sacred writings of the world’s major religions	<p><b>10 minutes</b> <u>Who I AM</u> ... Discuss ‘it begins with you’.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text <i>The Golden Rule</i> by Ilene Cooper.</p>	<p><b>25 minutes</b> Create a ‘billboard’ of Christian and Aboriginal view of the Golden Rule.</p>
3.	<p><i>Who <u>I AM</u>... Choices</i></p> 	will research and recognize the importance of moral teachings in the various world religions	<p><b>15 minutes</b> Character Ethics God/The Creator</p>	<p><b>30 minutes</b> Students are offered ‘<u>Who I AM</u>’ choice board of activities.</p>	<p><b>15 minutes</b> Ron and Don skit God’s Golden Rule!</p>
4.	<p><i>Who <u>I AM</u>... Aboriginal Spirituality</i></p> 	will describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality)	<p><b>10 minutes</b> Jesus was so many things to so many people – movement activity.</p>	<p><b>50 minutes</b> Instant Challenge Short skit <u>Who I AM</u> ... Aboriginal Spirituality.</p>	<p><b>10 minutes</b> Small group work question discussion / reflection.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>5.</p>	<p>Who <b>I AM</b>... The Presentation of the "Gift of Words"</p>  <p><b>Dedicated</b> to Mom, Dad and brother John 10:10. Thank you for sharing your love of the Lord and nurturing my faith. Love you lots 😊 4 ever!</p>	<p>will explain how faith develops and deepens, recognizing that the person and life of Christ is the primary guide for the spiritual journey</p>	<p><b>15 minutes</b> The history of 'Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!'</p>	<p><b>40 minutes</b> The Presentation of the Gift of Words and Who <b>I AM</b> Challenge.</p>	<p><b>15 minutes</b> The Wagon Wheel of gratitude and expression of appreciation brainstorming.</p>
<p>6.</p>	<p>Who <b>I AM</b>... Music</p> 	<p>will understand the importance of worship within Christianity and Aboriginal Spirituality.</p>	<p><b>10 minutes</b> Christian and Aboriginal music focused on <b>I AM</b>.</p>	<p><b>55 minutes</b> Finding Who <b>I AM</b> ... in music.</p>	<p><b>5 minutes</b> Who <b>I AM</b> ... Music and God Reflection.</p>
<p>7.</p>	<p>Who <b>I AM</b>... Jeopardy style</p> 	<p>will understand the role of prayer, worship, and religious symbolism within the world's</p>	<p><b>10 minutes</b> "You have the opportunity to create a jeopardy power point game using a template and your understanding of Christianity and Aboriginal Spirituality."</p>	<p><b>50 minutes</b> Who <b>I AM</b> ... Christianity and Aboriginal Spirituality revealed through a Jeopardy game.</p>	<p><b>10 minutes</b> Class discussion / reflection "What role does prayer, worship, celebrations play in the life of Christian and Aboriginal communities?"</p>

## Who I AM Makes A Difference

### Grade 12 - Unit Overview

Grade 12 - Unit “Church and Culture”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	identify ways that prayer can sustain life and promote moral living.	<p><b>10 minutes</b> Provide the background to the <u>Who I AM</u> project.</p>	<p><b>45 minutes</b> Who <u>I AM</u>... Prayer Service in chapel or classroom.</p>	<p><b>15 minutes</b> Prayer Journal or Exit Card. Reflective question.</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text ~Forever Young~</i></p> 	will identify the role of Scripture in ethical and moral decision-making.	<p><b>10 minutes</b> Who I AM... Character Ethics. Where does your personal <u>Who I AM</u>... story stand?</p>	<p><b>40 minutes</b> Read aloud of the Mentor Text <i>Forever Young</i> by Bob Dylan.</p>	<p><b>20 minutes</b> How does <b>MUSIC</b> help shape <u>Who I AM</u>... Character Ethics that rests within each of us?</p>
3.	<p><i>Who <u>I AM</u>... B True 2 U</i></p> 	will examine the human search for meaning and purpose.	<p><b>10 minutes</b> Ron and Don skit Who <u>I AM</u>... Modern Day Saints.</p>	<p><b>50 minutes</b> Who <u>I AM</u>... Moral formation Inquiry/ research Groups of 2-3 21<sup>st</sup> century learning / language.</p>	<p><b>10 minutes</b> Exit Card How can strong morals = strong mental health and wellness?</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>4.</p>	<p>Who <b>I AM</b>... Music Saint Pope John Paul II - Blessed Mother Teresa</p> 	<p>will demonstrate understanding to the Catholic definition of happiness and analyze the challenges people face in finding happiness.</p>	<p><b>10 minutes</b> Song by U2 titled <i>Grace</i>, reflects Blessed Mother Teresa's Who <b>I AM</b> story and the love she shared with others.</p>	<p><b>45 minutes</b> Through music, find the Who <b>I AM</b>... story of one of the following role models. Saint Pope John Paul II Pope Francis Dorothy Day Blessed Mother Teresa Jean Vanier or YOU!</p>	<p><b>15 minutes</b> What challenges or adversities did Blessed Mother Teresa face in her pursuit to finding happiness within the Church?</p>
<p>5.</p>	<p>Who <b>I AM</b>... <i>The Presentation of the "Gift of Words"</i></p>  <p>Dedicated to Mr. Clint Young, Principal Bishop Smith CH, Pembroke Ontario - Thank you for believing in who I am &amp; Who <b>I AM</b>... Who U R is a gift!</p>	<p>will describe how Scripture and the Catholic Tradition inform conscience and moral decision-making.</p>	<p><b>15 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>45 minutes</b> The Presentation of the Gift of Words.  The Challenge!</p>	<p><b>10 minutes</b> The Wagon Wheel of gratitude.</p>
<p>6.</p>	<p>Who <b>I AM</b>... <i>Dig in Deep, I AM</i></p> 	<p>will apply Church teaching to ethical and moral issues</p>	<p><b>10 minutes</b> How would you introduce yourself to God? God knows our heart, He has carved us on the palm on His hand but what are three things about Who You Are that you want to bring to God's attention?</p>	<p><b>50 minutes</b> Dig in deep and reveal the meaning and message of Jesus' <b>I AM</b> through the New Testament teaching.</p>	<p><b>10 minutes</b> How do the teachings of Jesus create our Catholic morals and our healthy mental attitude?</p>
<p>7.</p>	<p>Who <b>I AM</b>- <i>Makes a \$ Difference</i></p> 	<p>will demonstrate the basic principles of Catholic moral teaching</p>	<p><b>10 minutes</b> Who <b>I AM</b>... Bank Account and This or That activity.</p>	<p><b>45 minutes</b> Recognizing the financial and spiritual value to Scripture.</p>	<p><b>15 minutes</b> What Christian charity would you donate to? Catholic Women's League, Soup Kitchen, Food Bank, Right to Life etc.</p>

Religious Education & Positive Mental Health and Wellness: **Who I AM Makes A Difference Because Jesus Loves Me!**

<p>8.</p>	<p>Who <b>I AM</b>... <i>The Prodigal Son</i></p> 	<p>will demonstrate how Scripture can be used in analyzing and critiquing personal and social student situations</p>	<p><b>10 minutes</b> What would a Prodigal Son or Daughter look like or sound like in today's society?</p>	<p><b>40 minutes</b> Inquiry Learning Rembrandt's Prodigal Son, the parable and the Who <b>I AM</b> ... story.</p>	<p><b>20 minutes</b> What did you learn about yourself through the Who <b>I AM</b> ... journey?</p>
-----------	---	--	--	--	---

## **Who I AM Staff Prayer Service**

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.



Prayer for the other days:

*Note: Again you echo the prayer:*

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for all of the people who love me.

I thank you for making me who I am.

I thank you for loving me just the way I am.

Help me to be the best person I can be,

I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Presentation day prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for all of the people who love me.

I thank you for the special people who I will give my \_\_\_\_\_ to.

Help me to tell them how much I love them,

I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me! *[thumbs up (yes), middle fingers tap each palm once (Jesus),*

Yes, Jesus loves me! *cross arms on chest(loves me). Repeat]*

Yes, Jesus loves me!

The Bible tells me so. *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

## Who I AM Prayer for Primary Division (K - Grade 2)

### Welcome and Introduction:

#### Opening Prayer:

*Note: done as echo. May be done in multi-grade group*

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

Dear God,

We thank you for all of the good things that you have given us.

We thank you for the love of our family and our friends.

Help us to love others as you love us, Amen

#### Reading:

[paraphrased from Exodus 3 NRSV]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

#### 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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

#### Prayer activity:

Write the name (or they print them) of each student on a flame to create your own classroom burning bush bulletin board.

Song: Jesus loves me... *Note: with actions. See attached*

#### Closing Prayer:

*Note: Done as an echo prayer:*

Dear God,

I thank you for all of the people who love me.

I thank you for making me who I am.

I thank you for loving me just the way I am.

Help me to be the best person I can be,

we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Prayer for the other days:

*Note: Again you echo the prayer:*

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for all of the people who love me.

I thank you for making me who I am.

I thank you for loving me just the way I am.

Help me to be the best person I can be,

we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me! *[thumbs up (yes), middle fingers tap each palm once (Jesus),*

Yes, Jesus loves me! *cross arms on chest(loves me). Repeat]*

Yes, Jesus loves me!

The Bible tells me so. *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

pdunne@rccdsb

## Who I AM Prayer for Primary Division (Grade 2)

### Welcome and Introduction:

#### Opening Prayer:

In the name of the Father and of the Son and of the Holy Spirit,  
Dear God, we thank you for all of the good things that you have given us and for the love of our family and our friends. Help us to love others as you love us, Amen

#### Reading:

[adapted and selected verses from Exodus 3 NRSV]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

#### Reflection and Questions:

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

#### Prayer Activity:

Have students create flames for a classroom burning bush bulletin board. Have them each write their name on their flame.

Intercessions: *Note: Prepare the students that during the next prayer you will go around the circle and they will say the name of someone they are thankful for \**

Loving God we are thankful for our families and friends. We pray for someone special who helps us and is kind to us; \* . Please bless all of the special people who we named, we pray, Amen

Song: Jesus loves me... *Note: with actions. See attached*

Closing Prayer:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

NRSV New Revised Standard Version of the Bible

pdunne@rccdsb

Prayer for the other days:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,  
Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Presentation day:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
I pray for the people that I am going to give my Gift of Words \_\_\_\_\_ to.  
Help me to tell them how I feel about them, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions. There are more verses at that site.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me!      *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!      *cross arms on chest(loves me). Repeat]*  
Yes, Jesus loves me!  
The Bible tells me so.      *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

pdunne@rccdsb

## Who I AM Prayer for Primary Division (Grade 3)

### Welcome and Introduction:

#### Opening Prayer:

In the name of the Father and of the Son and of the Holy Spirit,  
Dear God, we thank you for all of the good things that you have given us and for the love of our family and our friends. Help us to love others as you love us, Amen

#### Reading:

[adapted and selected verses from Exodus 3 NRSV]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

#### Reflection and Questions:

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

What was different about the burning bush?

Who spoke to Moses from the burning bush?

#### Prayer activity:

Have students create flames for a classroom burning bush bulletin board. Have them each write their name on their flame.

Song: Jesus loves me... *Note: with actions. See attached*

#### Closing Prayer:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Prayer for the other days:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,  
Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Presentation day:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
I pray for the people that I am going to give my \_\_\_\_\_ to.  
Help me to tell them how I feel about them, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions. There are more verses at that site.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me!       *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!       *cross arms on chest(loves me). Repeat]*  
Yes, Jesus loves me!  
The Bible tells me so.   *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

pdunne@rccdsb

## 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 [adapted and selected verses from Exodus 3 NRSV] 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?

NRSV New Revised Standard Version of the Bible

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

pduenne@rccdsb

On the following days:

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 you give to me. 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

Presentation day 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 that you give to me. I pray now for the special person in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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

pdunne@rccdsb

## 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 [adapted and selected verses from Exodus 3 NRSV] 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?

What was the responsibility that God gave Moses?

NRSV New Revised Standard Version of the Bible



On the following days:

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 you give to me. 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

Presentation day 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 that you give to me. I pray now for the special person in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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

pduanne@rccdsb

## Who I AM Prayer for Junior Division (Grade 6)

### 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 [adapted and selected verses from Exodus 3 NRSV] 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?

What was the responsibility that God gave Moses?

What is the significance of the name I AM?

NRSV New Revised Standard Version of the Bible

pdunne@rccdsb

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

pduenne@rccdsb

On the following days:

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 you give to me. 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

Presentation day 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 that you give to me. I pray now for the special person in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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

pdunne@rccdsb

## Who I AM Prayer for Intermediate Division (Grade 7)

### 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 [adapted and selected verses from Exodus 3 NRSV]  
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 Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

What was Moses told about the place of the burning bush and what was he to do while there?

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, the 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 *...names of people...;* 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

pduenne@rccdsb

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the  
unconditional love that you give to me. I pray now for the two special people in  
my life to whom I can say thank you with my **Gift of Words**. Please give me the  
courage to speak to them and tell them what they mean to me. Help me to  
remember that, **who I am** makes a difference to others and to you, I pray, in  
the name of the Father and of the Son and of the Holy Spirit, amen

pdunne@rccdsb

## Who I AM Prayer for Intermediate Division (Grade 8)

### 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 [adapted and selected verses from Exodus 3 NRSV]  
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 Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

How was Moses asked to show reverence for God's presence in the burning bush and what did God say to call that place?

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, the 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 *...names of people...;* 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

pduenne@rccdsb

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen

pdunne@rccdsb

## Who I AM Prayer for Intermediate Division (Grade 9)

### 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 [adapted and selected verses from Exodus 3 NRSV]  
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 Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

How was Moses asked to show reverence for God's presence in the burning bush and what did God say to call that place?

What is the significance of the name that Moses was given by God and how would it achieve its purpose?

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, the 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 *...names of people...;* 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

pduenne@rccdsb

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the  
unconditional love that you give to me. I pray now for the two special people in  
my life to whom I can say thank you with my **Gift of Words**. Please give me the  
courage to speak to them and tell them what they mean to me. Help me to  
remember that, **who I am** makes a difference to others and to you, I pray, in  
the name of the Father and of the Son and of the Holy Spirit, amen

pdunne@rccdsb

Who I AM Prayer for Senior Division (Grade 10)

*Note: Give each student a copy of the prayer services.*

Welcome and Introduction:

Opening Prayer:

Let us pray, 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 community, 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 [adapted and selected verses from Exodus 3 NRSV]  
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: *Pause for a moment for silent reflection.*

Gospel: A reading from the Gospel according to John [14.1-7 NRSV]

Jesus said, "Do not let your hearts be troubled. Believe in God, believe also in me. In my Father's house there are many dwelling-places. If it were not so, would I have told you that I go to prepare a place for you? And if I go and prepare a place for you, I will come again and will take you to myself, so that where I am, there you may be also. And you know the way to the place where I am going." Thomas said to him, "Lord, we do not know where you are going. How can we know the way?" Jesus said to him, "I am the way, and the truth, and the life. No one comes to the Father except through me."

Reflection: *Pause for a moment for silent reflection.*

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

What did Jesus say he would prepare for us and how do we get there?

How is the name/phrase I am / I AM used in the Bible readings?

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 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, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

On the following days: [pronouns change to reflect the more personal nature of the WHO I AM]

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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pduenne@rccdsb

## Who I AM Prayer for Senior Division (Grade 11)

*Note: Give each student a copy of the prayer services.*

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, 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 community, 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 [adapted and selected versed from Exodus 3.15 NRSV] 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: *Pause for a moment for silent reflection.*

Reading: A reading from Psalm 91 (Psalm 91.1-4, 9-11 NIV)  
Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty. I will say of the Lord, "He is my refuge and my fortress, my God, in whom I trust." Surely he will save you from the fowler's snare and from the deadly pestilence. He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart. You will not fear the terror of night, nor the arrow that flies by day. ...If you say, "The Lord is my refuge," and you make the Most High your dwelling, no harm will overtake you, no disaster will come near your tent. For he will command his angels concerning you to guard you in all your ways;

Reflection: *Pause for a moment for silent reflection.*

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Name two similarities between the scriptures? Think about the story of what God did through Moses to free the Israelites.

What do the letters NRSV and NIV stand for?

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 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, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

On the following days: *[pronouns change to reflect the more personal nature of the WHO I AM]*  
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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

## **Who I AM Prayer for Senior Division (Grade 12)**

*Note: Give each student a copy of the prayer services.*

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, 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 community, 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 [adapted and selected versed from Exodus 3.15 NRSV] 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: *Pause for a moment for silent reflection.*

Reading: A reading from The Gospel according to Matthew [7.7-12 NRSV] Jesus said to them, "Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened. Is there anyone among you who, if your child asks for bread, will give a stone? Or if the child asks for a fish, will give a snake? If you then, who are evil, know how to give good gifts to your children, how much more will your Father in heaven give good things to those who ask him! 'In everything do to others as you would have them do to you; for this is the law and the prophets.'"

Reflection: *Pause for a moment for silent reflection.*

NRSV New Revised Standard Version of the Bible

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Name two similarities between the scriptures? Think about the story of what God did through Moses to free the Israelites.

Reread the Gospel verse. Which verse stands out to you? Why did you feel drawn to that verse? What does it mean to you?

What very famous verse is contained within this Gospel reading?

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 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, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

On the following days: [pronouns change to reflect the more personal nature of the WHO I AM]

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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

## **Who I AM Staff Prayer Service**

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.



Prayer for the other days:

*Note: Again you echo the prayer:*

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for all of the people who love me.

I thank you for making me who I am.

I thank you for loving me just the way I am.

Help me to be the best person I can be,

I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Presentation day prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for all of the people who love me.

I thank you for the special people who I will give my \_\_\_\_\_ to.

Help me to tell them how much I love them,

I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me! *[thumbs up (yes), middle fingers tap each palm once (Jesus),*

Yes, Jesus loves me! *cross arms on chest(loves me). Repeat]*

Yes, Jesus loves me!

The Bible tells me so. *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

## Who I AM Prayer for Primary Division (K - Grade 2)

### Welcome and Introduction:

#### Opening Prayer:

*Note: done as echo. May be done in multi-grade group*

In the name of the Father and of the Son and of the Holy Spirit,  
 Dear God,  
 We thank you for all of the good things that you have given us.  
 We thank you for the love of our family and our friends.  
 Help us to love others as you love us, Amen

#### Reading:

[paraphrased from Exodus 3 NRSV]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

#### 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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

#### Prayer activity:

Write the name (or they print them) of each student on a flame to create your own classroom burning bush bulletin board.

Song: Jesus loves me... *Note: with actions. See attached*

#### Closing Prayer:

*Note: Done as an echo prayer:*

Dear God,  
 I thank you for all of the people who love me.  
 I thank you for making me who I am.  
 I thank you for loving me just the way I am.  
 Help me to be the best person I can be,  
 we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Prayer for the other days:

*Note: Again you echo the prayer:*

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for all of the people who love me.

I thank you for making me who I am.

I thank you for loving me just the way I am.

Help me to be the best person I can be,

we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me! *[thumbs up (yes), middle fingers tap each palm once (Jesus),*

Yes, Jesus loves me! *cross arms on chest(loves me). Repeat]*

Yes, Jesus loves me!

The Bible tells me so. *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

pdunne@rccdsb

## Who I AM Prayer for Primary Division (Grade 2)

### Welcome and Introduction:

#### Opening Prayer:

In the name of the Father and of the Son and of the Holy Spirit,  
Dear God, we thank you for all of the good things that you have given us and for the love of our family and our friends. Help us to love others as you love us, Amen

#### Reading:

[adapted and selected verses from Exodus 3 NRSV]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

#### Reflection and Questions:

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

#### Prayer Activity:

Have students create flames for a classroom burning bush bulletin board. Have them each write their name on their flame.

Intercessions: *Note: Prepare the students that during the next prayer you will go around the circle and they will say the name of someone they are thankful for \**

Loving God we are thankful for our families and friends. We pray for someone special who helps us and is kind to us; \* . Please bless all of the special people who we named, we pray, Amen

Song: Jesus loves me... *Note: with actions. See attached*

Closing Prayer:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

NRSV New Revised Standard Version of the Bible

pdunne@rccdsb

Prayer for the other days:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,  
Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Presentation day:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
I pray for the people that I am going to give my Gift of Words \_\_\_\_\_ to.  
Help me to tell them how I feel about them, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions. There are more verses at that site.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me!      *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!      *cross arms on chest(loves me). Repeat]*  
Yes, Jesus loves me!  
The Bible tells me so.      *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

pdunne@rccdsb

## Who I AM Prayer for Primary Division (Grade 3)

### Welcome and Introduction:

#### Opening Prayer:

In the name of the Father and of the Son and of the Holy Spirit,  
Dear God, we thank you for all of the good things that you have given us and for the love of our family and our friends. Help us to love others as you love us, Amen

#### Reading:

[adapted and selected verses from Exodus 3 NRSV]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

#### Reflection and Questions:

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

What was different about the burning bush?

Who spoke to Moses from the burning bush?

#### Prayer activity:

Have students create flames for a classroom burning bush bulletin board. Have them each write their name on their flame.

Song: Jesus loves me... *Note: with actions. See attached*

#### Closing Prayer:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Prayer for the other days:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,  
Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Presentation day:

Thank you God for all of the people who love me; for my parents and my friends.  
Thank you God for making me **who I am** and for loving me just the way I am.  
I pray for the people that I am going to give my \_\_\_\_\_ to.  
Help me to tell them how I feel about them, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Jesus Loves Me:

Song: Jesus loves me... *Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions. There are more verses at that site.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me!      *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!      *cross arms on chest(loves me). Repeat]*  
Yes, Jesus loves me!  
The Bible tells me so.      *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

pdunne@rccdsb

## 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 [adapted and selected verses from Exodus 3 NRSV] 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?

NRSV New Revised Standard Version of the Bible

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

pduenne@rccdsb

On the following days:

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 you give to me. 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

Presentation day 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 that you give to me. I pray now for the special person in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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

pdunne@rccdsb

## 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 [adapted and selected verses from Exodus 3 NRSV] 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?

What was the responsibility that God gave Moses?

NRSV New Revised Standard Version of the Bible

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

pdunne@rccdsb

On the following days:

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 you give to me. 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

Presentation day 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 that you give to me. I pray now for the special person in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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

pduanne@rccdsb

## Who I AM Prayer for Junior Division (Grade 6)

### 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 [adapted and selected verses from Exodus 3 NRSV] 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?

What was the responsibility that God gave Moses?

What is the significance of the name I AM?

NRSV New Revised Standard Version of the Bible

pdunne@rccdsb

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

pduenne@rccdsb

On the following days:

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 you give to me. 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

Presentation day 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 that you give to me. I pray now for the special person in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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

pdunne@rccdsb

## Who I AM Prayer for Intermediate Division (Grade 7)

### 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 [adapted and selected verses from Exodus 3 NRSV]  
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 Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

What was Moses told about the place of the burning bush and what was he to do while there?

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, the 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 *...names of people...;* 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

pduenne@rccdsb

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the  
unconditional love that you give to me. I pray now for the two special people in  
my life to whom I can say thank you with my **Gift of Words**. Please give me the  
courage to speak to them and tell them what they mean to me. Help me to  
remember that, **who I am** makes a difference to others and to you, I pray, in  
the name of the Father and of the Son and of the Holy Spirit, amen

pduenne@rccdsb

## Who I AM Prayer for Intermediate Division (Grade 8)

### 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 [adapted and selected verses from Exodus 3 NRSV]  
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 Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

How was Moses asked to show reverence for God's presence in the burning bush and what did God say to call that place?

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, the 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 *...names of people...;* 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

pduenne@rccdsb

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen

pdunne@rccdsb

## Who I AM Prayer for Intermediate Division (Grade 9)

### 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 [adapted and selected verses from Exodus 3 NRSV]  
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 Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

How was Moses asked to show reverence for God's presence in the burning bush and what did God say to call that place?

What is the significance of the name that Moses was given by God and how would it achieve its purpose?

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, the 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 *...names of people...*; 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

pduenne@rccdsb

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the  
unconditional love that you give to me. I pray now for the two special people in  
my life to whom I can say thank you with my **Gift of Words**. Please give me the  
courage to speak to them and tell them what they mean to me. Help me to  
remember that, **who I am** makes a difference to others and to you, I pray, in  
the name of the Father and of the Son and of the Holy Spirit, amen

pdunne@rccdsb

Who I AM Prayer for Senior Division (Grade 10)

*Note: Give each student a copy of the prayer services.*

Welcome and Introduction:

Opening Prayer:

Let us pray, 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 community, 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 [adapted and selected verses from Exodus 3 NRSV]  
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: *Pause for a moment for silent reflection.*

Gospel: A reading from the Gospel according to John [14.1-7 NRSV]

Jesus said, "Do not let your hearts be troubled. Believe in God, believe also in me. In my Father's house there are many dwelling-places. If it were not so, would I have told you that I go to prepare a place for you? And if I go and prepare a place for you, I will come again and will take you to myself, so that where I am, there you may be also. And you know the way to the place where I am going." Thomas said to him, "Lord, we do not know where you are going. How can we know the way?" Jesus said to him, "I am the way, and the truth, and the life. No one comes to the Father except through me."

Reflection: *Pause for a moment for silent reflection.*

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

What did Jesus say he would prepare for us and how do we get there?

How is the name/phrase I am / I AM used in the Bible readings?

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 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, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

On the following days: [pronouns change to reflect the more personal nature of the WHO I AM]

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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pduenne@rccdsb

## Who I AM Prayer for Senior Division (Grade 11)

*Note: Give each student a copy of the prayer services.*

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, 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 community, 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 [adapted and selected versed from Exodus 3.15 NRSV] 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: *Pause for a moment for silent reflection.*

Reading: A reading from Psalm 91 (Psalm 91.1-4, 9-11 NIV)  
Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty. I will say of the Lord, "He is my refuge and my fortress, my God, in whom I trust." Surely he will save you from the fowler's snare and from the deadly pestilence. He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart. You will not fear the terror of night, nor the arrow that flies by day. ...If you say, "The Lord is my refuge," and you make the Most High your dwelling, no harm will overtake you, no disaster will come near your tent. For he will command his angels concerning you to guard you in all your ways;

Reflection: *Pause for a moment for silent reflection.*

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Name two similarities between the scriptures? Think about the story of what God did through Moses to free the Israelites.

What do the letters NRSV and NIV stand for?

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 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, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

On the following days: *[pronouns change to reflect the more personal nature of the WHO I AM]*  
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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

## **Who I AM Prayer for Senior Division (Grade 12)**

*Note: Give each student a copy of the prayer services.*

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, 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 community, 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 [adapted and selected versed from Exodus 3.15 NRSV] 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: *Pause for a moment for silent reflection.*

Reading: A reading from The Gospel according to Matthew [7.7-12 NRSV] Jesus said to them, "Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened. Is there anyone among you who, if your child asks for bread, will give a stone? Or if the child asks for a fish, will give a snake? If you then, who are evil, know how to give good gifts to your children, how much more will your Father in heaven give good things to those who ask him! 'In everything do to others as you would have them do to you; for this is the law and the prophets.'"

Reflection: *Pause for a moment for silent reflection.*

NRSV New Revised Standard Version of the Bible

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Name two similarities between the scriptures? Think about the story of what God did through Moses to free the Israelites.

Reread the Gospel verse. Which verse stands out to you? Why did you feel drawn to that verse? What does it mean to you?

What very famous verse is contained within this Gospel reading?

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 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, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

On the following days: [pronouns change to reflect the more personal nature of the WHO I AM]

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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

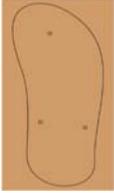
In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great I AM, I thank you that you are always with me, helping me, guiding me, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

## Who I AM Makes A Difference

### JK/SK - Unit Overview

JK/SK - "Who I AM Makes A Difference"					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>JK/SK</b>					
1.	<p><i>Introductory Lesson: "Who I AM" Prayer Service</i></p> 	understand that prayer is a gift from God which allows us to talk to and hear His words.	<p><b>5 minutes</b></p> <p>Introduction to the background information about the biblical story of Moses and the Burning Bush and the pay it forward project.</p>	<p><b>25 minutes</b></p> <p>Who <u>I AM</u> Prayer Service celebration</p>	<p><b>5 minutes</b></p> <p>Share and discuss the letter received at the Who <u>I AM</u> Prayer Service.</p>
2.	<p><i>Mentor text: "God's Dream"</i></p> 	understand what it means to live as a Child of God.	<p><b>10 minutes</b></p> <p>Sketching of dreams.</p>	<p><b>25 minutes</b></p> <p>Read "God's Dream" and sketch a visual of what God's dream would look like.</p>	<p><b>5 minutes</b></p> <p>Discuss the similarities and differences between the two sketches.</p>
3.	<p><i>"God's Dream Come True!" Game</i></p> 	learn that we need to collectively work towards making God's dream come true.	<p><b>3 minutes</b></p> <p>Recall the author's message about making God's dream come true for the world.</p>	<p><b>20 minutes</b></p> <p>Play math board game with a partner.</p>	<p><b>5 minutes</b></p> <p>Review the concept of adding and subtracting.</p>

<p>4.</p>	<p><i>Puppet Play</i></p> 	<p>actively participate in an important story taken from Scriptures.</p>	<p><b>5 minutes</b> Watch a video of the Burning Bush.</p>	<p><b>30 minutes</b> Participate in a puppet play retelling the story of the Burning Bush.</p>	<p><b>5 minutes</b> Pray that we may all hear God’s call. Sing “Take Off Your Shoes Moses”</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day</i></p>  <p>Dedication – <b><i>In Honour of my husband and my two daughters, Who <u>they</u> are makes a difference</i></b> to me as they are constantly offering the support and assistance I need to help me accomplish my goals. They are true blessings in my life. I am extremely grateful to call them my family. C.S.</p>	<p>identify two very important people in their lives. (VIP’s)</p>	<p><b>15 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <b><u>I AM</u></b> Sandal.</p>	<p><b>15 minutes</b> Prayer dance to “What <b><u>I AM</u></b>” and reflection.</p>

Dear Teachers,

Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

**Day 1** – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

**Day 2** – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

**Day 5** – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON’T FORGET** – several days after the presentation, students complete a self-reflection 😊 The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM** ... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

**Teachers are angels who walk among us...thank you for being who you are!**

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

**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 JK/SK Lesson 1

**JK/SK – Lesson 1**

**Grade JK/SK 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 part of the conversation God and Moses shared in the Old Testament. When God says “**I AM**,” He means that nothing or no one can ever change his character. He has always been the perfect and loving God. All of God’s children make a difference because of their special gift.

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

**Ontario Catholic School Graduate Expectations**

**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**

BL1: Demonstrate an understanding of the Bible (i.e. Word of God) as the inspired story of the Revelation of God that unfolds in stages and finds its fullest expression in Christ Jesus.

PR1: Understand that prayer is essential to having a relationship with God, with Christ and with one another.

**Religion Specific Expectations**

BL1.1: Examine a selection of Scripture passages to discover how God has gradually revealed his love for us: first to Adam and Eve, then through his Covenant with Noah, Abraham, Moses and the Prophets and finally through the gift of His own Son, Jesus through whom God’s full and definitive revelation is accomplished.

PR1.3: Demonstrate different ways in which we express what is in our “mind and heart”, and different ways our belief in God can be expressed in the activity of prayer (e.g. words, gestures, songs, movement and dance) as an expression of love and gratitude.

**Learning Goals**

Students will understand that prayer is a gift from God which allows us to talk to and hear His words.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Moses and the conversation with God through the Burning Bush.</p>	<p><b>Terminology</b> Burning Bush  Pay it forward</p>	<p><b>Resources/Materials</b> -Dear Teacher: Letter explaining the project  -Possible Chapel location *  -Who <u>I AM</u> prayer service  -Who <u>I AM</u> Powerpoint  -Dear Friend, (Jesus) letter  -Music for Prayer Service  -Prayer for other days</p>
Prayer/Scripture Focus		
<p>This prayer service is an introduction to the biblical significance of the passage involving Moses and the Burning Bush Exodus 3:14. It shows us that God can communicate with us in miraculous ways. God loves us very much and wants to tell us many things. That's why we need to take time to pray, and hear what God has to say.</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Teacher will read the background information to students.</p> <p>“For the next week we will be participating in a pay-it-forward project called Who <u>I AM</u> Makes A Difference Because Jesus Loves Me! We will learn about God’s love for us when we hear the story of Moses. We will see how Moses was called by God and how God wanted to show His love for His people. Our mission will be to show the people we love how much they mean to us.”</p>		
Action	Approximately 25 Minutes	Assessment
<p><b>Chapel or classroom</b></p> <p>Gather in the chapel for the Who <u>I AM</u> prayer service.</p> <p>Students take an active role by echoing a variety of prayer and singing a song with gestures during the Who <u>I AM</u> prayer service celebration.</p> <p>At the end of the Who <u>I AM</u> prayer service, the teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Dear</p>		

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>]</p> <p>With quiet music as a background, allow students time to read the letter from Jesus. (1 minute for quiet reading / reflection)</p> <p>Teacher will continue the prayer service by reading the Dear Friend letter aloud.</p> <p>*Allow one minute of silence for the power of the letter to be absorbed before continuing. *</p> <p>Teacher will complete the prayer service and <b>thank students</b> for their respect toward the Who <b>I AM</b> initiative.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Approximately 5 Minutes</p> <p>Come together in a circle to share and discuss the story that was told and the contents of the letter they just received.</p> <p>“Close your eyes and imagine seeing the same burning bush Moses saw.”</p> <p>“What would you do if you saw something like that?”</p> <p>“Why do you think Moses acted the way he did when he saw and heard the Burning Bush speak to him?”</p> <p>“Why do you think God chose to speak to Moses through the image of a Burning Bush?”</p> <p>Allow each student to share their thoughts and feelings.</p> <p>“God cares for us and He wants us to be happy. God wants us to remember that He will always love us.”</p>	<p>Anecdotal notes based on class discussions</p>
<p><b>Final Notes</b></p>	
<p>Follow up daily with the prayer for other days [See: <b>Prayer for the other days</b>].</p>	

Dear Teacher letter

Dear Teachers,

Welcome to "**Who I AM Makes A Difference Because Jesus Loves Me!**"

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century 'schools', our 'church' and our 'family'. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

**Day 1** - a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights 'I AM' message from Jesus. From our scars He creates brilliant shining stars!

**Day 2** - a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Dear Teacher letter (continued)

**Day 5** - is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the 'gift of words'. Use the words, **"Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!"** The entire class witnesses this presentation so classmates can appreciate each other's uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON'T FORGET** - several days after the presentation, students complete a self-reflection 😊

The self-reflection is attached to the Day 5 lesson, but use it at your convenience.

The Who **I AM** ... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two 'gift of word' templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated "gratitude becomes contagious."

**Teachers are angels who walk among us...thank you for being who you are!**



**Who I AM Prayer Service for Primary Division (JK-SK – Grade 1) cont’d**

Prayer Activity:

Write the name (or they print them) of each student on a flame to create your own classroom burning bush bulletin board.

Song “Jesus Loves Me”:

*Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

*Refrain:*

Yes, Jesus loves me!     *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!     *{cross arms on chest(loves me). Repeat}*  
Yes, Jesus loves me!  
The Bible tells me so.    *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, “Let them come to Me.”

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

Closing Prayer:

*Note: Done as an echo prayer:*

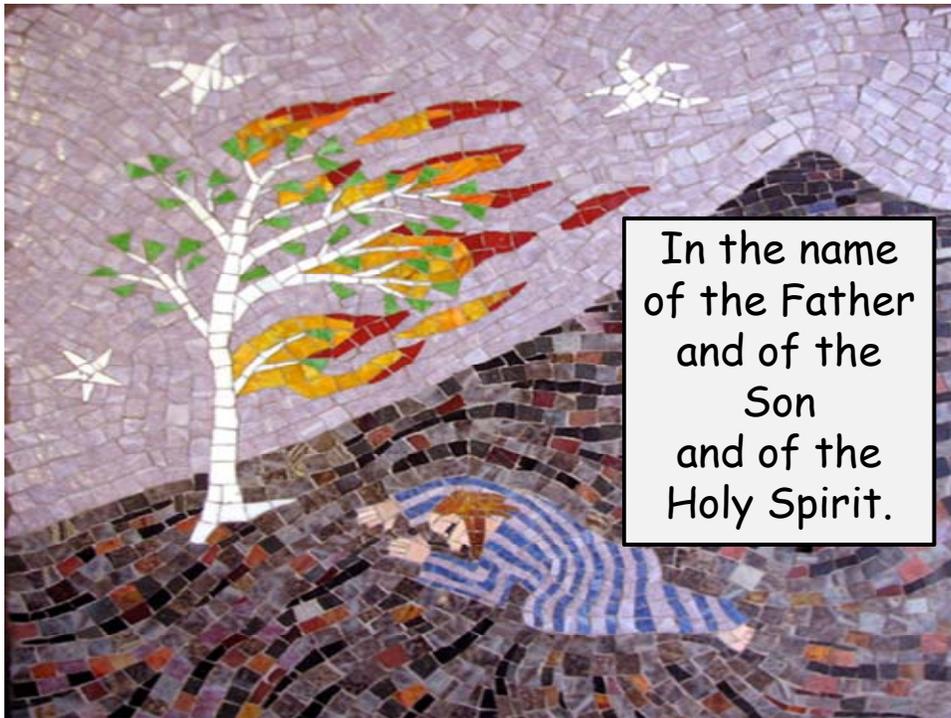
Dear God,

I thank you for	all of the people	who love me.
I thank you for	making me	who I am.
I thank you for	loving me	just the way I am.
Help me to be	the best person	I can be,

We pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

*Powerpoint for Prayer Service*





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



Dear God,  
We thank you  
for  
all the good  
things  
that you have  
given us.

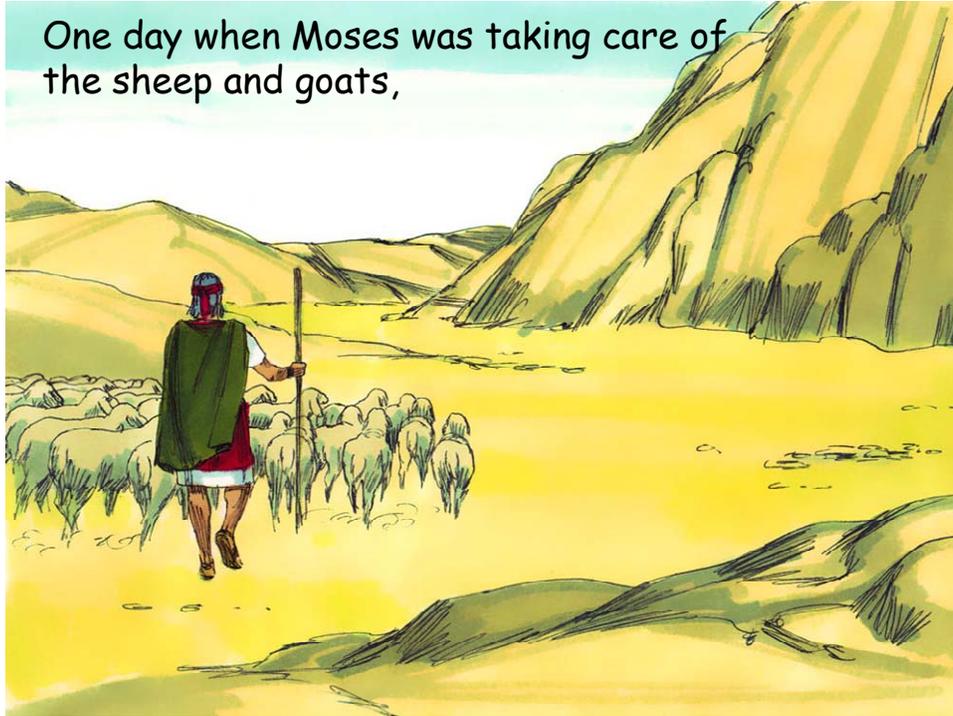


We thank you  
for  
the love of  
our family  
and our  
friends.

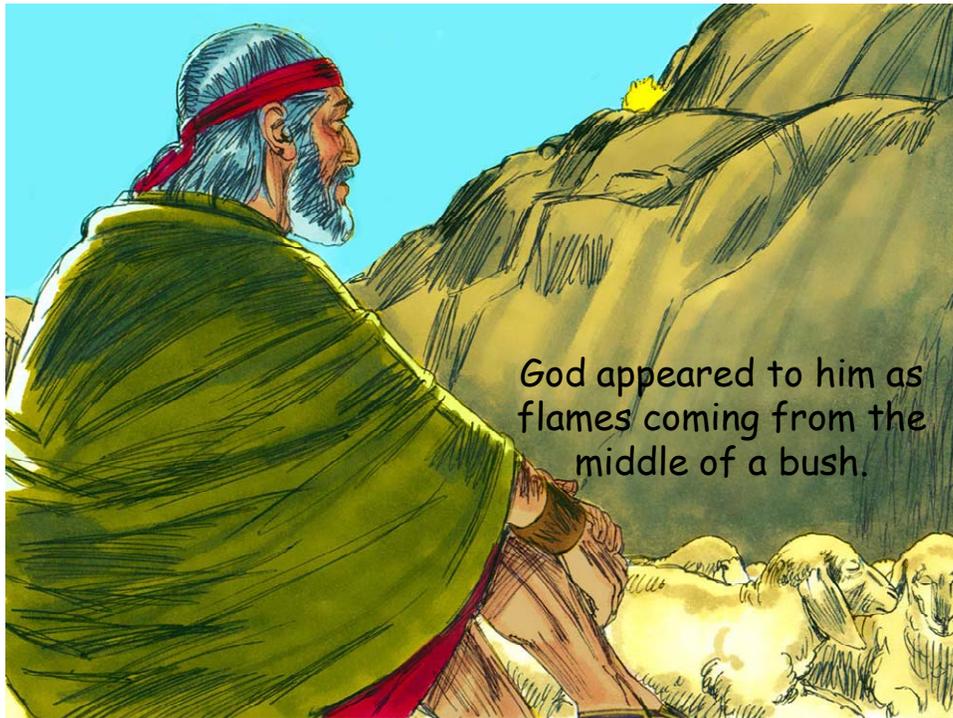


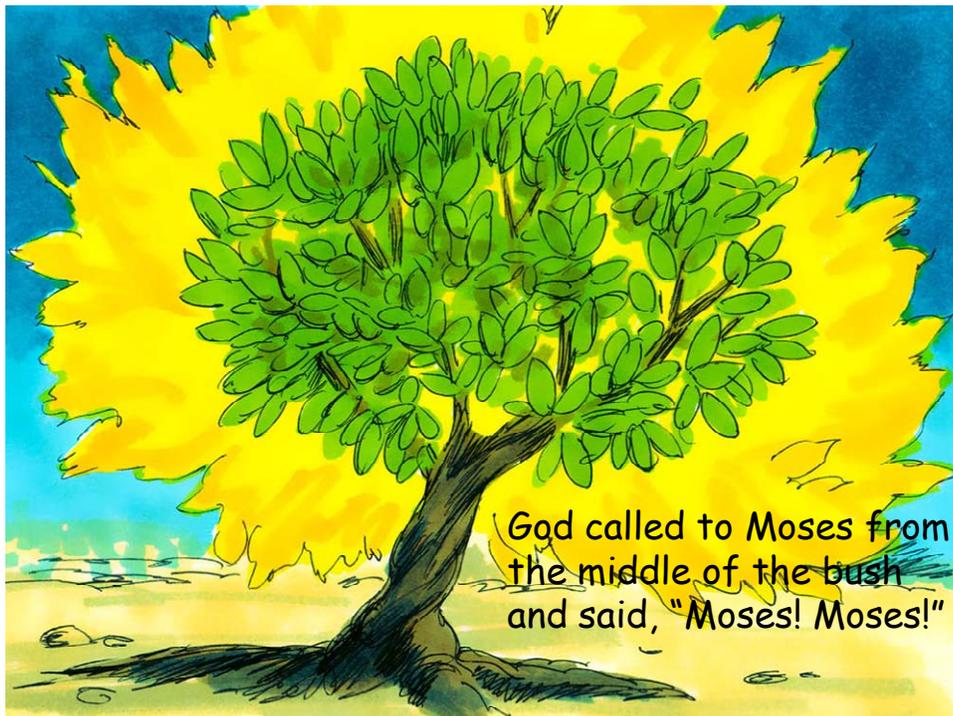
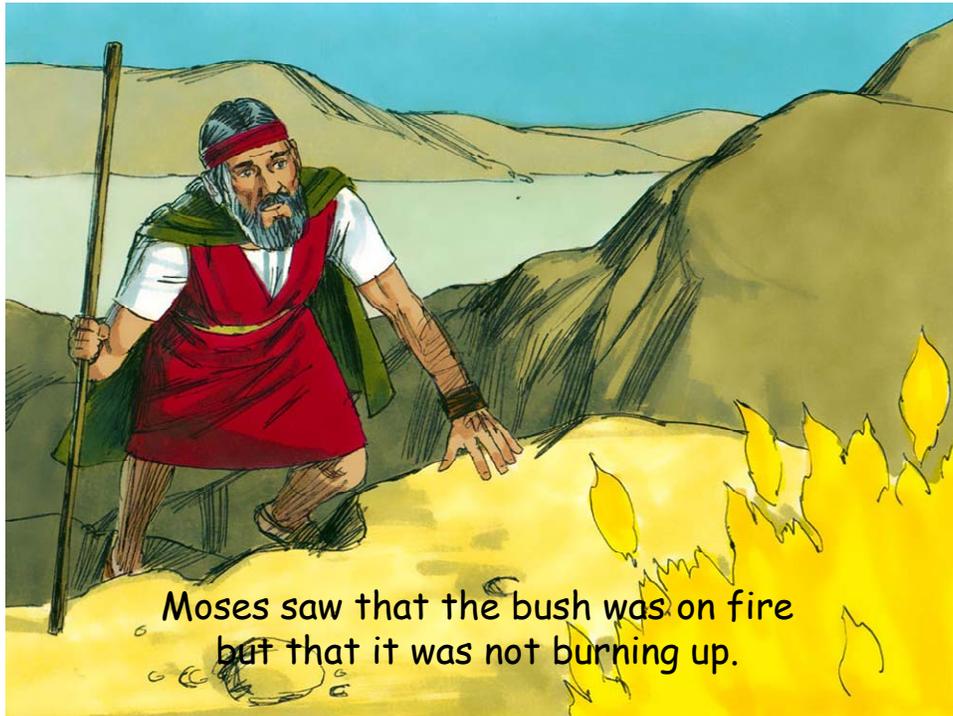
Help us  
to love others  
as you love us,  
Amen

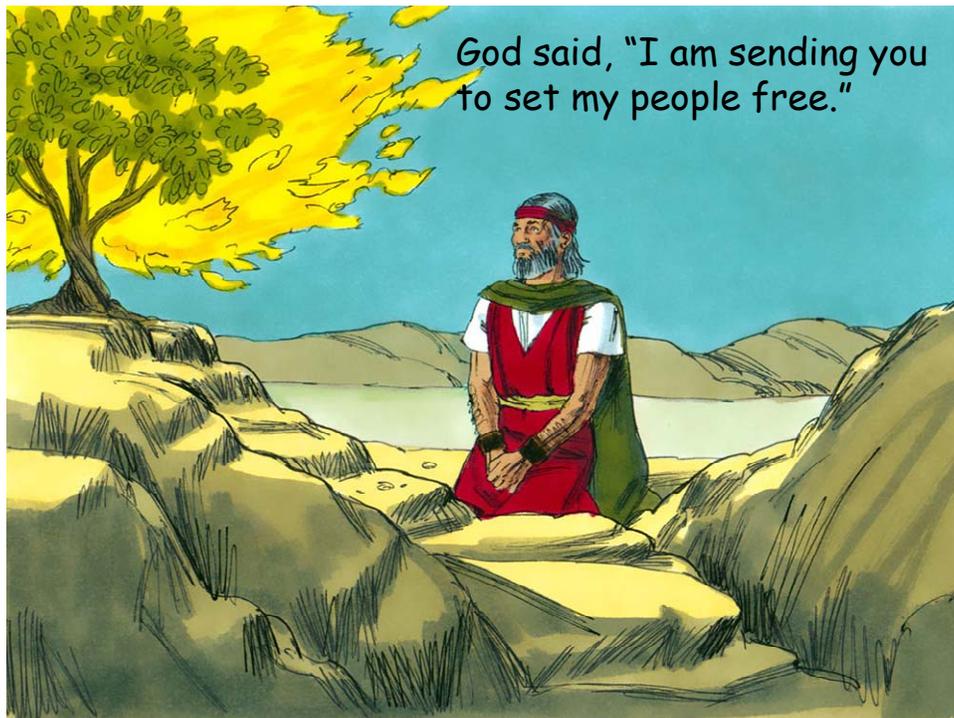
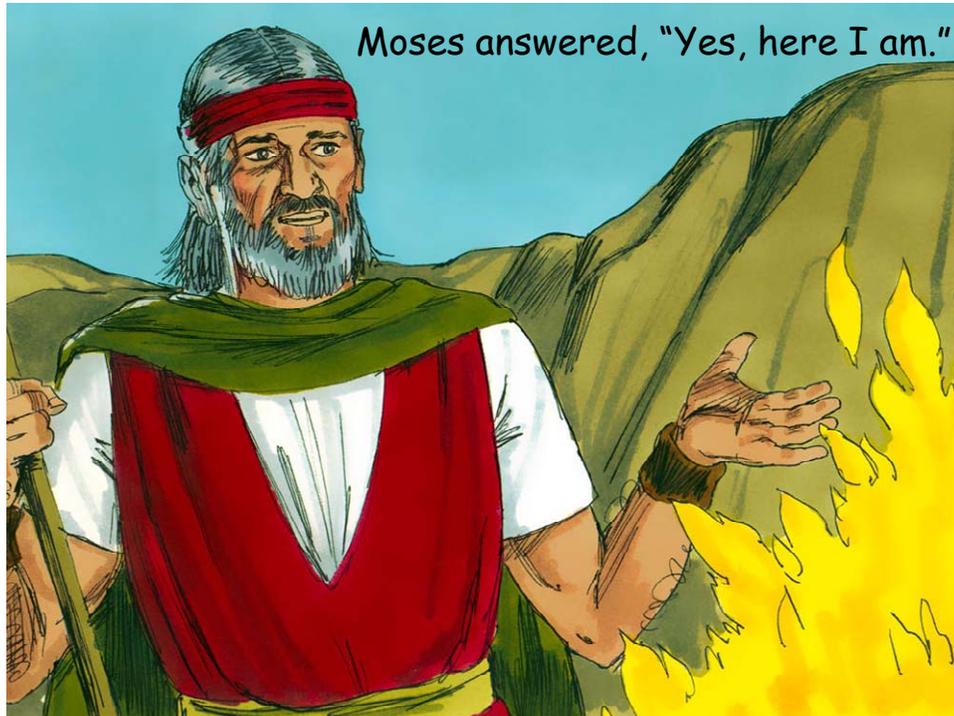
One day when Moses was taking care of the sheep and goats,

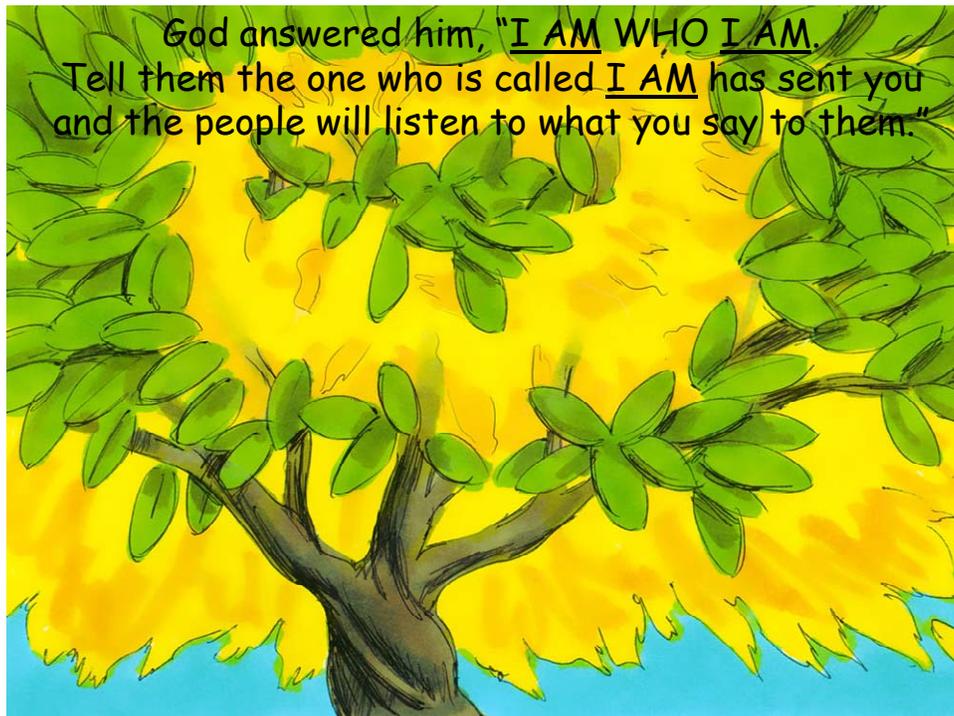
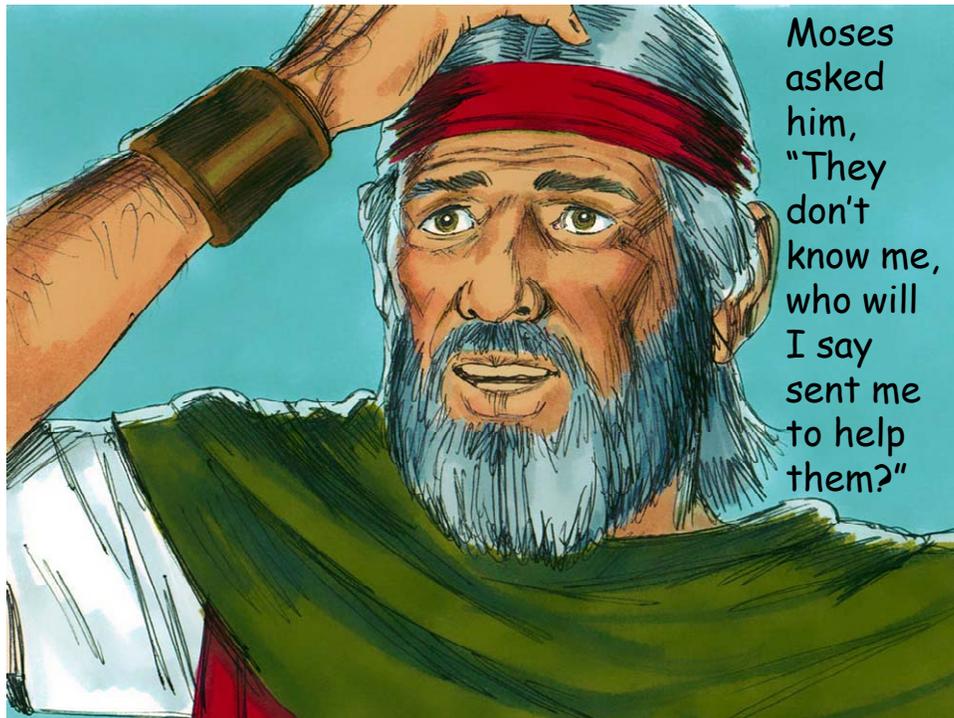


God appeared to him as flames coming from the middle of a bush.

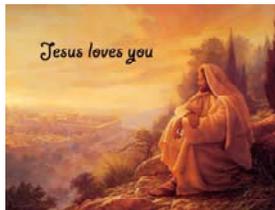
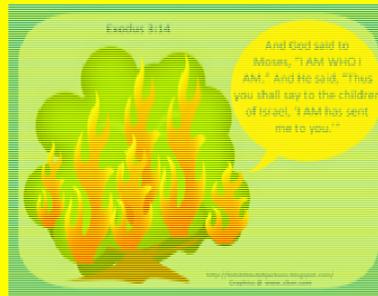








God talked to Moses from a burning bush.  
Moses listened to him  
and did what God asked him to do.  
God loved Moses and his people very much.  
He loves us too and he will always love us.  
We can show God that we will try  
to always love him and listen to him  
by writing our names on the leaves  
of our own burning bush.

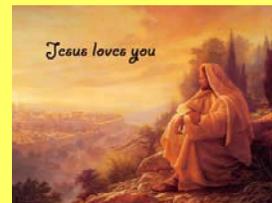


Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

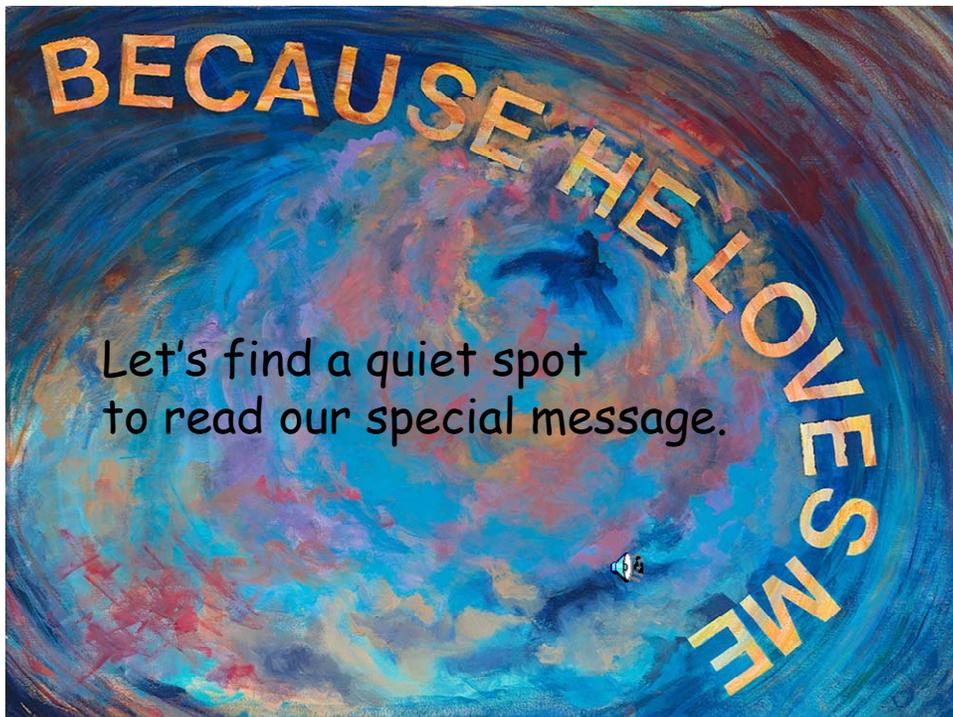
Refrain:  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.



Dear God,  
I thank you for all of the people who love me.  
I thank you for making me who I am.  
I thank you for loving me just the way I am.  
Help me to be the best person I can be,  
we pray, in the name of  
the Father and of the Son and of the Holy Spirit, Amen.



*Prayer for Other Days*

*Note: Again you echo the prayer:*

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for            all of the people            who love me.

I thank you for            making me                            who I am.

I thank you for            loving me                            just the way I am.

Help me to be            the best person            I can be,

I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Dear God,

I thank you for    all the people            who love me.

I thank you for    making me                            who I am.

I thank you for    loving me                            just the way I am.

Help me to be      the best person            I can be.

I pray, in the name of the Father  
and of the Son and of the Holy Spirit,

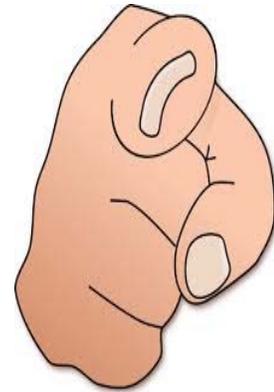
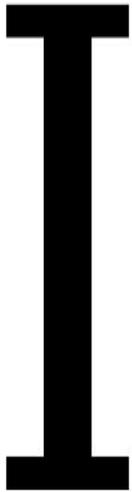
Amen



Dear Friend Letter



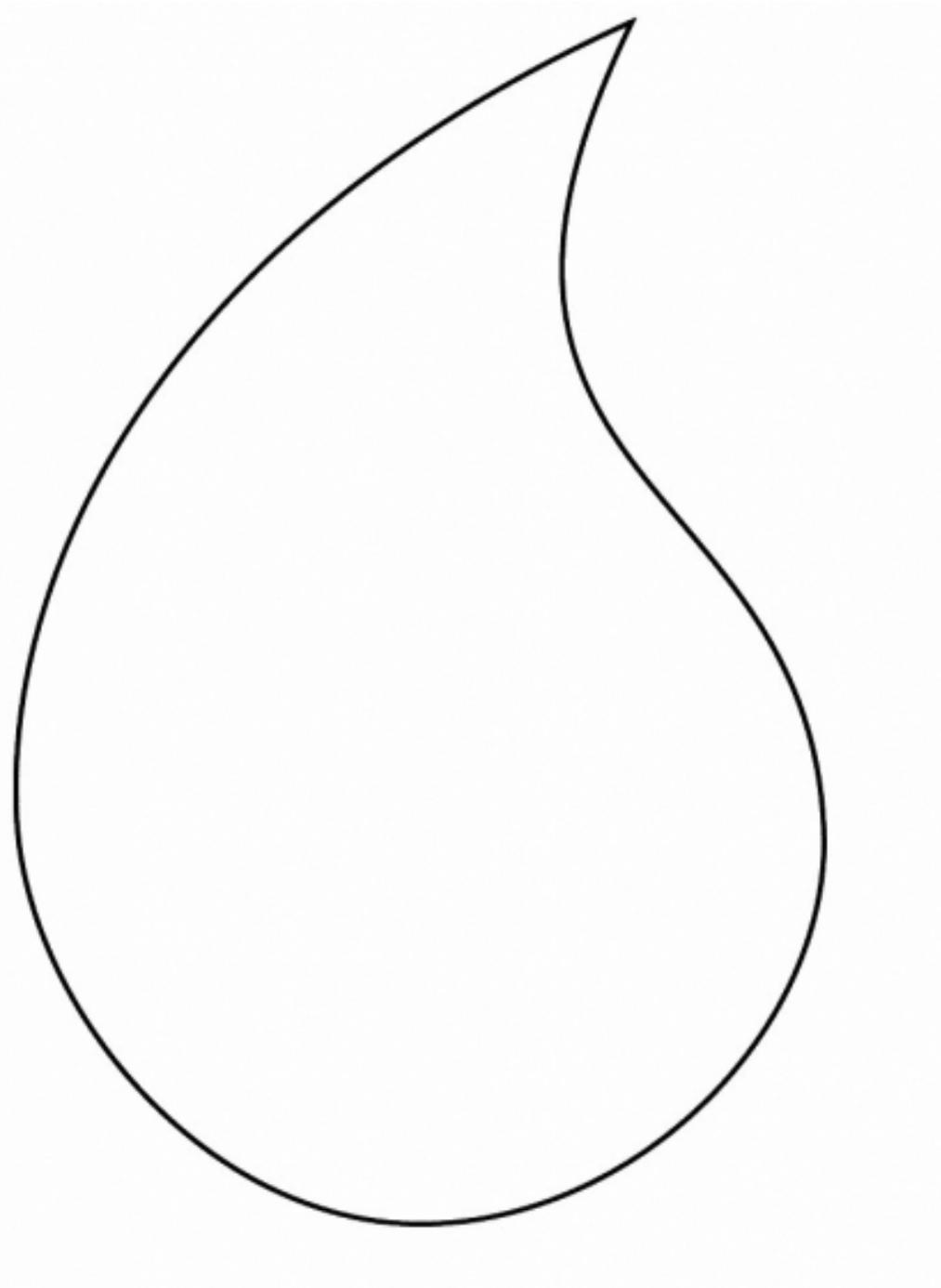
Dear \_\_\_\_\_,



Your Friend,



*Flame for Burning Bush*



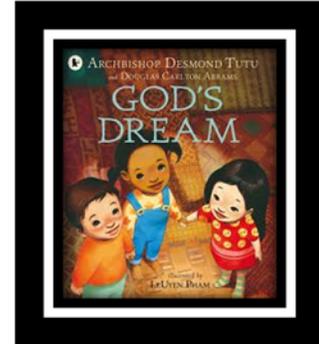
Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving  
May also be used during Advent or Lent as a Gratitude project. Grade JK/SK Lesson 2

## Grade JK/SK – Lesson 2

### Grade JK/SK Who I AM... Lesson 2

#### Background:

God's dream for the world is put in kid-friendly language that is easily understood and the message is clear thanks to the superb writing presented in the mentor text God's Dream. If we delve deeper, we find that fully partaking in the church community and embracing the teachings presented in the gospel would allow for God's dream to come true.



#### 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.

**CGE7f:** Respects and affirms the diversity and interdependence of the world's peoples and cultures.

##### Early Learning Kindergarten Program Expectations

##### **Social Development**

##### Overall Expectations

**3.** demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

##### Specific Expectations

**1.3** demonstrate an awareness of ways of making and keeping friends

##### **Emotional Development**

##### Specific Expectations

##### **Learning Goals:**

- Students will understand what it means to live as a Child of God.
- Students will demonstrate a personal understanding of God as one who loves and forgives without conditions.

<p><b>1.3</b> express their thoughts and share experience.</p> <p><b>Language</b>  <u>Overall Expectations</u>  <b>2.</b> demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team  <u>Specific Expectations</u>  <b>2.4</b> respond to a variety of materials read aloud to them</p> <p><b>Visual Arts</b>  <u>Overall Expectations</u>  <b>V1.</b> demonstrate an awareness of themselves as artists through engaging in activities in visual arts;  <u>Specific Expectations</u>  <b>V4.1</b> express their responses to visual art forms by making connections to their own experiences or by talking about the form</p>		
<b>Instructional Components</b>		
<p><b>Book Description:</b></p> <p><u>God’s Dream</u></p> <p>by Archbishop Desmond Tutu and Douglas Carlton Abrams</p> <p>Archbishop Desmond Tutu has a vision of God's dream, which he shares here with the youngest of listeners. It involves people who reach out and hold each other's hands, but sometimes get angry and hurt each other — and say they're sorry and forgive. It's a wish that everyone will see they are brothers and sisters, no matter their way of speaking to God, no matter the size of their nose or the shade of their skin.</p>	<p><b>Terminology</b></p> <p>Hope</p> <p>Unconditional Forgiveness</p> <p>Celebrate Life</p> <p>Cultures</p> <p>Unconditional Love</p>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>- Mentor Text <u>God’s Dream</u></li> <li>- BLM: “My Dream/God’s Dream”</li> <li>- Colouring crayons</li> <li>- BLM: Exemplars of dream art</li> <li>- Song for inspiration</li> </ul> <div style="text-align: center;">  <p>Dream a Little Dream by Louis Armstrong.r</p> </div>

Prayer/Scripture Focus		
1 Cor. 10:14a, 15-17; Isaiah 25.6		
Minds On	Approximately 10 Minutes	Assessment
<p>“Every night when we go to bed, we dream the most beautiful and colourful dreams. Dreams are exciting and fun to talk about as they are all unique and different. No two people dream the same thing at the same time nor do we dream the same thing every night.”</p> <p>“Let’s sketch our favourite dream with all the details, characters and colours we remember on one half of our paper.”</p> <p>Play some inspiring music while they are drawing.</p> <p>Distribute the BLM “My dream/God’s Dream” and some colouring crayons to each student. Guide them to sketch their dream on one half of the sheet.</p> <p>“Do you think God dreams too? I wonder what we would see if we could watch His dreams. I have a book that will show us His dream. Do you suppose it looks like our dream sketches?”</p> <p>Optional: Review pieces of art that depict dreams to build on the appreciation of the power of dreams.</p>		
Action	Approximately 25 Minutes	Assessment
<p>Read aloud <u>God’s Dream</u> or watch the YouTube videos listed below:  <a href="http://www.youtube.com/watch?v=1cs77ywKLuY">http://www.youtube.com/watch?v=1cs77ywKLuY</a>  <a href="http://www.youtube.com/watch?v=gMXULIYojHk">http://www.youtube.com/watch?v=gMXULIYojHk</a></p> <p>Ask them to name some things they saw in the story that showed kids liked each other. “What were some of the things they did together?”</p> <p>Remind them about the scene in the book where two children were arguing. “Do you remember what happened next? All of us get angry sometimes and none of us like it when someone is mad at us or when we’re left out. It makes us feel bad. Jesus wants us to help God’ dream come true by playing together and sharing</p>		<p>Anecdotal notes based on class discussions.</p>

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>and being kind to everyone. God will forgive us when we make poor choices because He wants us to grow in love and forgiveness.”</p> <p>“God’s dream is that He wants us to reach out and hold each other's hands and see that we are brothers and sisters, no matter how we speak to God, no matter the size of our noses or the colour of our skin. Loving our friends like we love our families makes God smile like a rainbow.”</p> <p>Discuss the uniqueness of all the children presented in the book. “Does every child look the same in this story? God loves each and every one of His children just the way they are.”</p> <p>Have the students sketch how they perceived God’s dream on the other half of their paper.</p> <p>Highlight the pieces that depict children from different cultures and the fulfilment of God’s dream that is seen in their actions.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Discuss in a large group what was seen, observed and noticed in both of their sketches.</p> <p>“How was your dream similar to God’s dream? How was it different?”</p> <p>“What are some ways of making others around you feel loved?”</p>	
<p><b>Final Notes</b></p>	
<p>Highlight how our dreams are important and how it makes God’s dream come true when we share, care, love and forgive. We foster the <b>I AM</b> when we love unconditionally.</p> <p>Extension:</p> <p>Create a rainbow of God’s smile to show the students that many people can connect to make one thing of beauty. Coloured paper can be used for the students to trace their hand and then cut out. Students could also put their hand in paint and place it on the template of God’s smile. Put on a bulletin board surrounded with the students sketches.</p>	

**Religious Education & Positive Mental Health and Wellness:**

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

*My Dream*

*God's Dream*

**Dream Art Examples**



Dream Art Examples



Dream Art Examples



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 JK/SK - Lesson 3

#### Grade JK/SK Who I AM... Lesson 3

**Background:**

It takes a community of faithful believers who are prepared to love, reconcile and live by the gospel to make God’s dream real. Our Catholic faith educates us and provides us with the knowledge needed to understand the dream.

#### 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.

**CGE7f:** Respects and affirms the diversity and interdependence of the world's peoples and cultures.

**Early Learning Kindergarten Program Expectations**

**Social Development**

**Overall Expectation**

**3:** demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

**Specific Expectation**

**1.3:** demonstrate an awareness of ways of making and keeping friends.

**Emotional Development**

**Specific Expectation**

**1.3:** express their thoughts and share experiences.

**Language**

**Overall Expectation**

**2:** demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team.

**Specific Expectation**

**2.4:** respond to a variety of materials read aloud to them.

**Learning Goals:**

- Students will understand what it means to live as a child of God.
- Students will demonstrate an understanding that God is one who forgives.
- Students will learn that we need to collectively work towards making God’s dream come true.

<p><b>Mathematics</b></p> <p><b>Number Sense</b></p> <p><u>Overall Expectation</u></p> <p>NS1: demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships.</p> <p><u>Specific Expectations</u></p> <p><b>NS1.1:</b> investigate the idea that quantity is greater when counting forward and less when counting backwards.</p> <p><b>NS1.9:</b> use, read, and represent whole numbers to 10 in a variety of meaningful contexts.</p> <p><b>NS1.12:</b> investigate addition and subtraction in everyday activities through the use of manipulatives.</p> <p><b>Measurement</b></p> <p><u>Overall Expectation</u></p> <p>M2: measure and compare length, mass, capacity, area, and temperature of objects /materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity.</p> <p><u>Specific Expectations</u></p> <p><b>M2.2:</b> demonstrate, through investigation, an awareness of non-standard measuring devices.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge</b></p> <p>We are all children of God who strive to make His dream come true. The children in God’s family may look and speak different languages, however we are all special to Him.</p>	<p><b>Terminology</b></p> <p>Hope</p> <p>Celebrate Life</p> <p>Unconditional Forgiveness</p> <p>Cultures</p> <p>Unconditional Love</p>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>- Mentor Text “God’s Dream” by Archbishop Desmond Tutu</li> <li>- BLM “God’s Dream Come True!” Game Board</li> <li>- Number cube (1 per pair of students)</li> <li>- Small manipulatives (cubes and counters)</li> </ul>
<p><b>Prayer/Scripture Focus</b></p>		
<p>1 Cor. 10:14a, 15-17; Isaiah 25.6</p>		

Minds On	Approximately 3 Minutes	Assessment
<p>Reread the text “God’s Dream”.</p> <p>Ask “What does the author say is God’s Dream for the World? How can we help to make God’s Dream come true?”</p> <p>“Today, we will play a game called “God’s Dream Come True!”</p> <p>Recall the ways in which we can strive to make God’s dream a reality. Draw attention to the fact that the dream coming true starts with the children. When we accept that we all can make a difference no matter what age we are, God’s dream will come true.</p>		
Action	Approximately 20 Minutes	Assessment
<p>Explain the game and demonstrate how it is played with a volunteer.</p> <p>Students play this game with a partner. Give each student a copy of “God’s Dream Come True!” game board. Give each pair a number cube and 10 manipulatives. The first player rolls the number cube to find out how many children have joined the line in making God’s dream come true. The player then places the amount of manipulatives indicated on the number cube on the line. Players take turns until one person’s line is full and they have made God’s dream come true.</p> <p>After playing the game, consider having students discuss how many manipulatives were needed to fill the line. Talk about what would happen if they used bigger or smaller manipulatives to fill their line.</p>		<p><i>Anecdotal notes based on class discussions.</i></p>
Consolidation	Approximately 5 minutes	Assessment
<p>Discuss in a large group what was seen, observed and noticed while playing. Focus on the fact that we were using addition to fill the line.</p> <p>“When we show love to all of our friends, we add to God’s dream. When we forget and we are unkind, we subtract from the people fulfilling God’s dream.”</p>		
Final Notes		
<p>Highlight how our dreams are important and how it makes God’s dream come true when we share, care, love and forgive. We foster the <b>I AM</b> when we love unconditionally.</p>		

"God's Dream Come True!" Game Board



God's Dream  
Has Come True!

Start

**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 JK/SK - Lesson 4**

<b>Grade JK/SK Who I AM... Lesson 4</b>	
<b>Background:</b> This lesson will refresh the student’s memories and allow them to take another look at the story of God and Moses. The objective is to prepare them for the presentation day and revisit the central idea behind the project.	
<b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE1c:</b> Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;  <b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values;  <u>Religion Overall Expectations</u>  <b>BL2:</b> Demonstrate how in the Scriptures, the people gradually came to know God as “Father Almighty, Creator of Heaven and Earth”.  <u>Religion Specific Expectations</u>  <b>BL1.1:</b> Examine a selection of Scripture passages to discover how God has gradually revealed his love for us: first to Adam and Eve, then through his Covenant with Noah, Abraham, Moses and the Prophets and finally through the gift of His own Son, Jesus through whom God’s full and definitive revelation is accomplished.  <b>LS1.3:</b> Examine selected Scripture passages to identify the significance and importance of God calling a person by name and compare this to the importance of calling others by their given name as a sign of respect.  <u>Language Expectations</u>  <b>Oral and Visual Communication</b>  <u>Overall Expectation</u>  <b>2.</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.  <u>Specific Expectations</u>  <b>Interactive Strategies</b>  <b>2.2:</b> demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions.</p>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Students will actively participate in an important story taken from scriptures.</li> <li>• Students will learn that God is One who loves, gives and cares.</li> <li>• Students will appreciate that God is with us always.</li> </ul>

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p><b>Vocal Skills and Strategies</b></p> <p><b>2.5:</b> begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning.</p> <p><u>Arts Expectations</u></p> <p><u>Overall Expectation</u></p> <p><b>B1.: Creating and Presenting:</b> apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.</p> <p><u>Specific Expectations</u></p> <p><b>B1.1:</b> engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places.</p> <p><b>B1.2:</b> demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played.</p>	
---	--

**Instructional Components**

<b>Prior Knowledge:</b>	<b>Terminology</b>	<b>Resources/Materials</b>
Review the story of God and Moses and the burning bush.	Character  Dramatic  Role Play  Unconditional Love  Unconditional Forgiveness  Celebrate Life	-Video for review  -BLM Script for <u>“The Burning Bush”</u>  -BLM Puppets  -Popsicle Sticks  -Song “Take Off Your Shoes Moses”  -BLM Success Criteria Checklist for Puppet play

**Prayer/Scripture Focus**

Exodus 3:12 “And God said, “I will be with you. And this will be the sign to you that it is I who have sent you: When you have brought the people out of Egypt, you will worship God on this mountain.”

<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
-----------------	--------------------------------	-------------------

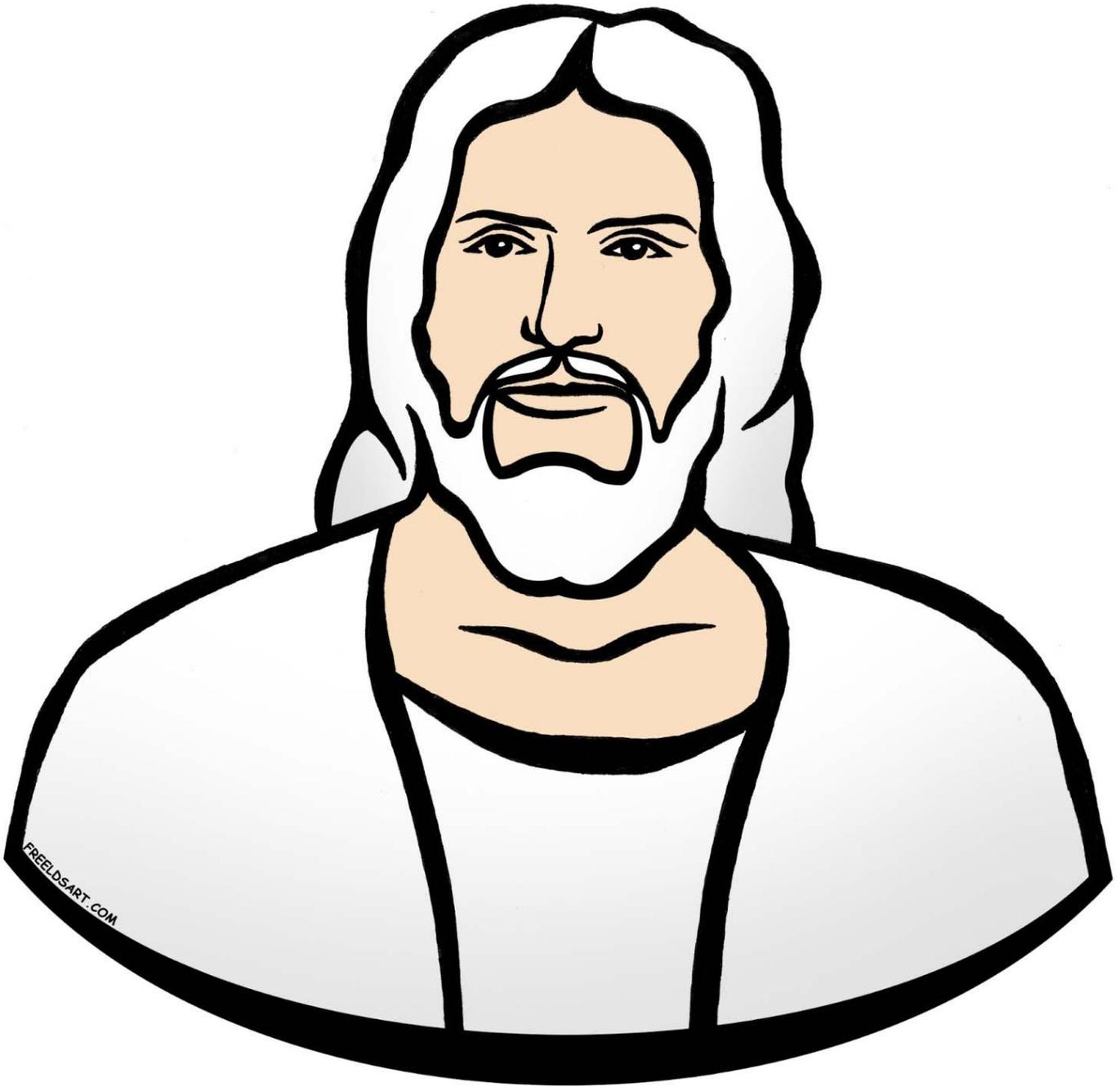
Watch the video to recall the important elements of the story of God and Moses. Ask the students to pay close attention to the characters of God and Moses as they will be acting out the Bible passage shortly themselves. One of them may have to take on the role of God, Moses or the sheep in their very own puppet play production of the burning bush story.  Video on Youtube:  <a href="http://www.youtube.com/watch?v=g5BQWubuC8g">http://www.youtube.com/watch?v=g5BQWubuC8g</a>		
---	--	--

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

Action	Approximately 30 Minutes	Assessment
<p>Choose 6 students to start the puppet play. Distribute the puppets to the students. The students should place the puppet in front of their faces and stand in a line. Tell them that you will be the narrator and they must repeat after you when their character is called. (See Script below) Discuss getting into character and thinking about how each would sound. “Describe how you think Moses would sound. Describe how you think the sheep would sound. How would God’s voice sound if you heard it? Moving like the character in the play is also important. Your job is to make us believe you are living this special moment in time. Trick us into thinking you are your character. How exciting to live in another’s skin for a little bit!”</p> <p>Review the success criteria for the puppet play. Let them know that each role will be assessed following the success criteria. After each group has had their turn, we will give them 2 stars and 1 wish. The 2 stars are two things we really liked about their performance and the one wish is the one thing they may think about improving for next time.</p>		<p>-Anecdotal notes from play -Success Criteria for puppet play checklist for each student</p>
Consolidation	Approximately 5 Minutes	Assessment
<p>Come together in a circle to discuss.</p> <p>Remind the children that anywhere we meet God is a holy place. Bushes don’t need to be burning, nor do we have to be tending sheep in a Middle Eastern desert. Ask the children “Let’s try to identify ways that we meet or speak with God today.”</p> <p>Pray as a group (echo if needed):</p> <p>Dear Lord, thank you that we don’t need a burning bush to know that you are talking to us. Help us to hear your voice and to listen as often as we can. Help us to hear your voice and to say “YES!” to God. Let me recognize my own strength, my own resilience, my own value and my own self-worth.</p> <p>Sing the song together which also tells the story:</p> <p>Song “Take Off Your Shoes Moses” <a href="http://www.youtube.com/watch?v=KGWH85OAdZg">http://www.youtube.com/watch?v=KGWH85OAdZg</a></p>		
Final Notes:		
<p>Prepare for the gift of words for each of your students as well as the sandals that will be given as gifts by them. It is a nice idea to invite the priest and the principal to this presentation if possible.</p>		

Puppets

God



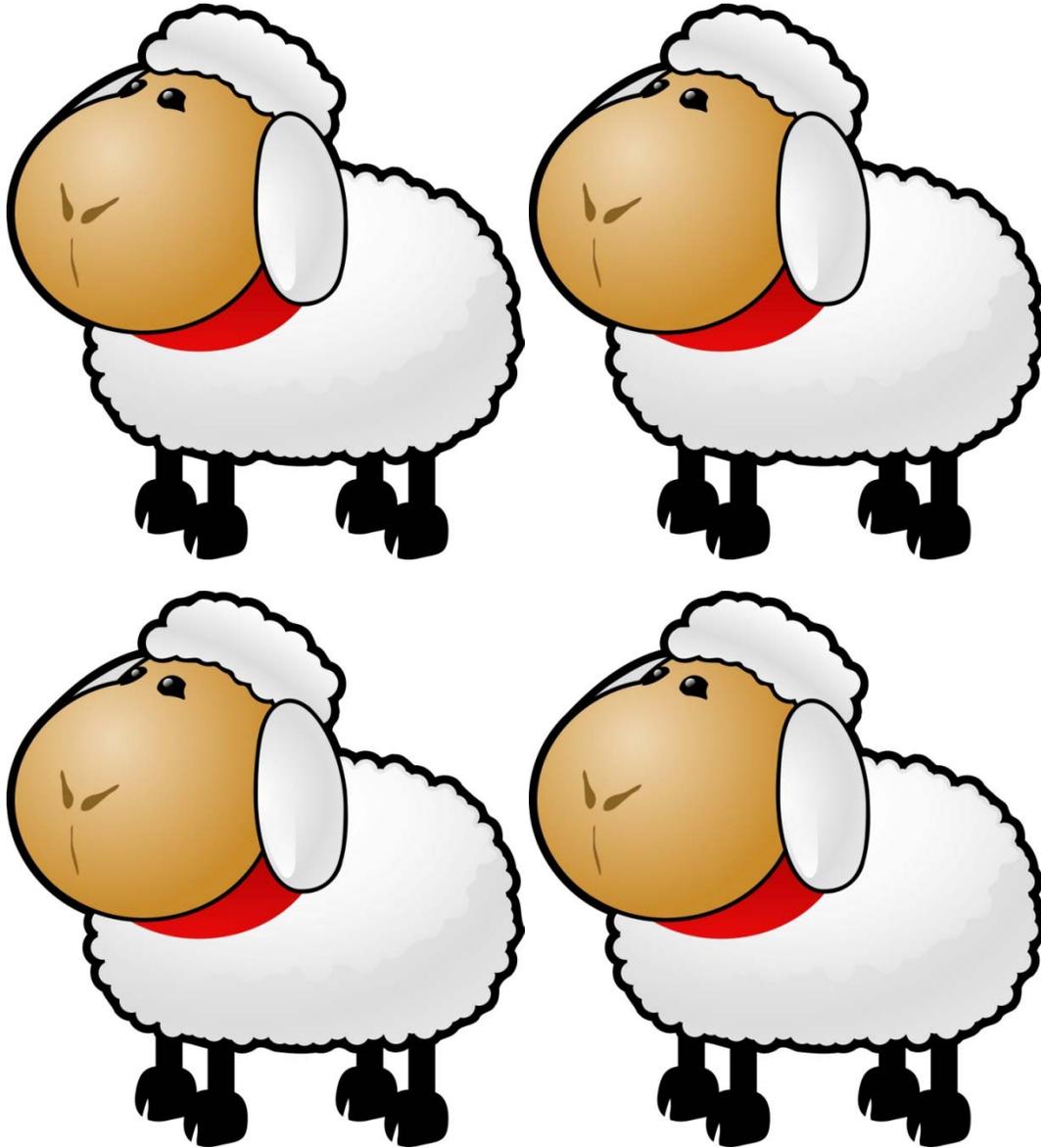
Puppets

# Moses



Puppets

# Sheep





### Moses and The Burning Bush Script



Narrator: One day Moses took his flock of sheep and goats to a mountain.

Sheep: "Baaaa, Baaaaa!"

Narrator: He saw a bush that was on fire, but it was not being burned by the flame.

Moses: "This is strange, I'll go over and see why that bush isn't burning up."

Sheep: "Baaaaack away from the flaaaaames!"

Narrator: When Moses got near the bush, God called to him by his name.

God: "Moses, Moses!"

Moses: "Here I am."

God: "Don't come any closer. Take off your sandals because you are standing on holy ground."

Narrator: Moses was afraid to look at God, so he hid his face. God spoke about what he wished Moses to do.

God: "Now go to the king and lead your people out of Egypt!"

Moses: "Who am I to do that?"

Sheep: "Whaaaaaaat?"

God: "I will be with you."

Moses: "What should I say if the people ask me your name?"

God: "Tell them that the Lord whose name is "I am" has sent you. This is my name forever."

Sheep: "I aaaaaam? Whaaaaat does that mean?"

God: "That's my name which means I've always been here, I'm here today, and I'll always be here in the future".

Sheep: "Caaaaaan we come too? Caaaaan we? Caaaaan we?"

Moses: "Of course, let's go!"



**Success Criteria for Puppet Play Checklist**

This checklist could be used a self assessment tool or teacher assessment.

<b>Name:</b>		<b>Character:</b>	
<b>Criteria</b>			<b>Met</b>
I can speak with a clear voice.			
I added expression.			
I became my character.			
My character clearly showed God is One who loves, gives and cares.			

<b>Name:</b>		<b>Character:</b>	
<b>Criteria</b>			<b>Met</b>
I can speak with a clear voice.			
I added expression.			
I became my character.			
My character clearly showed God is One who loves, gives and cares.			

**Religious Education & Positive Mental Health and Wellness:** it is recommended this lesson takes place on or about **October 2** as this is the Feast Day of Guardian Angels (teachers are Guardian Angels) Advent or Lent are also wonderful seasons for gratitude celebration

**JK/SK – Lesson 5**

**Grade JK/SK Who I AM... Lesson 5 – The Presentation**

**The presentation of Who I AM and the gift of words.**

*Prior to this lesson, prepare Who I AM template with gift of words for students.*

**Background**

Today you will empower each student through the presentation of a Who **I AM** sandal. You will need to prepare the message on the sandal prior to this class. The affirmation message begins:

**"Who you are makes a difference to all of us because.....**

**Thank you for being who you are!"**

Also, prepare enough sandals that each student will receive two additional sandals for their pay-it forward challenge.

Remind students that this project is titled Who **I AM** Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates 'gratitude is contagious'.

Read Who **I AM** Makes A Difference Because Jesus Loves Me! information sheet to students.

Dedication –

*In Honour of my husband and my two daughters, Who they are makes a difference to me as they are constantly offering the support and assistance I need to help me accomplish my goals. They are true blessings in my life. I am extremely grateful to call them my family. C.S.*

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

**Ontario Catholic School Graduate Expectations**

**CGE1d:** Develops attitudes & values founded on Catholic social teaching and acts to promote social responsibility.

**CGE2c :** Presents information and ideas clearly and honestly and with sensitivity to others.

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

**CGE4a:** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE5e:** Respects the rights, responsibilities and contributions of self and others.

**CGE6e:** Ministers to the family, school, parish, and wider community through service.

**Learning Goals**

- Students will identify two very important people in their lives. (VIP's)
- Students will understand that showing another person how much they mean to them helps them to grow in faith and love of Jesus.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p><b>Terminology</b> Pay-it-forward  Unconditional Love  Unconditional Forgiveness  Celebrate Life</p>	<p><b>Resources/Materials</b> 1. Copies of Who <b>I AM</b> sandal (teacher will photocopy onto cardstock – personalize it with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward. 2. Who <b>I AM</b> history 3. Pipe cleaners for sandal 4. Prayer for presentation day 5. Song for consolidation 6. Who <b>I AM</b> Self -Reflection</p>
Prayer/Scripture Focus		
<p><b>Feast Day of the Guardian Angels (October 2)</b></p> <p>Dear Guardian Angel, You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide. Amen</p>		
Minds On	Approximately 15 Minutes	Assessment
<p><u>On the day of presentation of the Gift of Words project:</u> Let us pray, in the name of the Father and of the Son and of the Holy Spirit, (Students can echo the teacher for the prayer.)</p> <p>Dear God, I thank you for all the people who love me. I thank you for the special people who I will give my sandals to. Help me to tell them how much I love them, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p> <p>1. Share the history of the <i>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</i> project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>]</p> <p>2. Discuss the term pay-it-forward. Explain how that concept is the success of this project.</p>		<p>Pay-it-forward</p> <p><i>A response to one person’s kindness by reaching out in kindness to others.</i></p>

<p>3. Discuss how they can grow closer to Jesus when they tell the people they love how much they mean to them. “You are showing the people in your life that you are grateful for how their love and care.” Remind them of when God chose Moses to help Him set His people free. “God showed Moses that he could grow closer to Him if he listened to God’s words.”</p>	
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Teacher will present a Who <b>I AM</b> sandal [See: Who <b>I AM</b> sandal handout] to each student. The student will receive <b>two</b> extra templates that they have to pray/think who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying "<b>Who you are makes a difference to all of us because..... Thank you for being who you are!</b>" [See: <b>Who I AM presentation information</b>]</p> <p>This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who I <b>AM</b> sandal from them.</p>	<p><i>Self-Reflective assessment</i></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Gather in a circle standing and perform a special prayer dance to the song “What I Am” by Will I Am performed with the Sesame Street characters. <a href="http://www.youtube.com/watch?v=cyVzjoj96vs">http://www.youtube.com/watch?v=cyVzjoj96vs</a></p> <p>Dance moves: Move feet from side to side in front and then in back. Continue until the chorus. <b>Oh Oh Oh</b> Pretend to play the drums. <b>Gonna keep our heads up high</b> Clap hands up in the air. <b>Keep on reaching high</b> Jump twice. <b>Never gonna quit, just keep getting stronger</b> Show your muscles on one arm and then other. <b>Notin is gonna bring us down</b> Make a wave going down with your hand. <b>Never giving up gotta go</b> Wave with both hands up. <b>Because I know I’ll keep getting stronger.</b></p> <p>Show your muscles on one arm and then other. Continue to move feet from side to side in front and in back throughout the song.</p>	

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

When an adjective is named such as “What I am is *magical*”, have one student go to the middle of the circle and choose how to demonstrate this word. Continue every time an adjective is named.

When the prayer dance is over, discuss what they will say to their V.I.P. Ask if they heard any words in the song they would be able to use. Possible examples are: thoughtful, musical, smart, brave, helpful, special, super, proud, friendly and magical. Practice saying the sentence: "**Who you are makes a difference to me because.....Thank you for being who you are!**" Play the telephone game for extra practice using the sentences they must know for their gift of words. This game consists of one person whispering a sentence to the person next to them and then they continue by whispering the same sentence to the person next to them. The telephone message continues until the last person has heard it and they say the sentence aloud.

Allow maximum of 1 day for the students to present their Who **I AM** sandals to others before completing their self-reflection. The self-reflection could be completed as a class or scribed for each student.

**Final Notes**

The beauty of the Who **I AM** words and gift is it allows a ‘safe’ opportunity for students and teachers to express thankfulness. When Who **I AM** Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who **I AM** refreshes the health and wellness with all of God’s children.

Note: Consider pairing the students up with a buddy from an older grade to help them print the information on the sandals.



Who I AM Sandal Template



**Who  
You  
Are  
Makes  
A Difference  
to us all  
because**

\_\_\_\_\_?

**Who  
You  
Are  
Makes  
A Difference  
to us all  
because**

\_\_\_\_\_?

Who I AM History

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because...  
Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

Who I AM Challenge!

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

Please read this to your class.

*Biblical significance to the words **I AM** can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The **I AM** in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The **I AM** in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us.*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... **“Who you are makes a difference to me because.....”***

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

Presentation Day Prayer

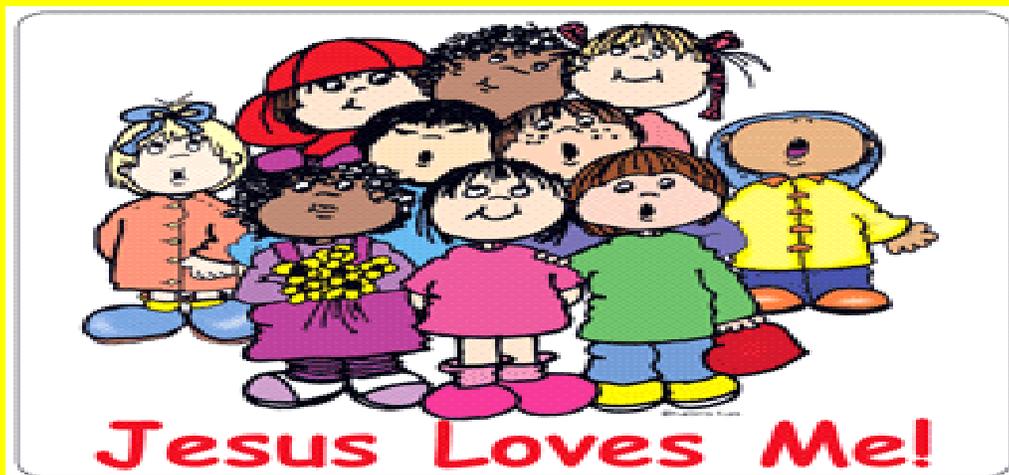
Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Dear God,

I thank you for all the people who love me.  
I thank you for the special people who I will give my sandals to.  
Help me to tell them how much I love them,

I pray, in the name of the Father and of the Son  
and of the Holy Spirit,

Amen

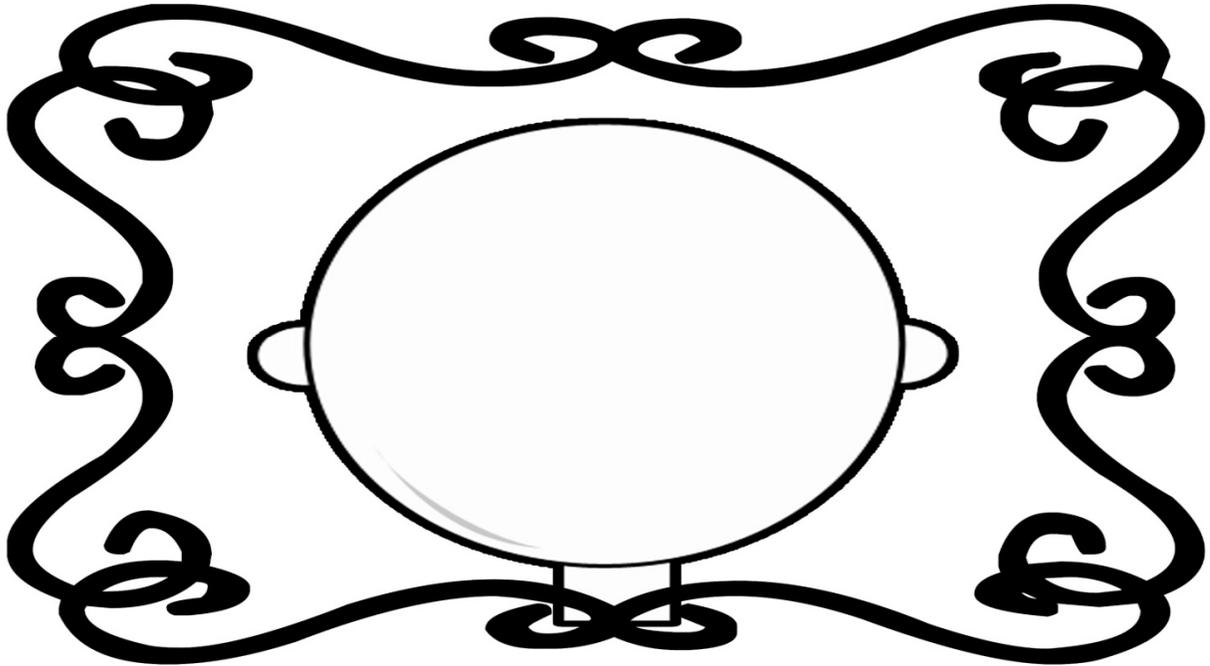




The Who I AM Self-Reflection

Name: \_\_\_\_\_

Draw your face to show how you felt when your teacher presented you with your gifts.



Draw in the box below how your VIP's reacted when you presented them with your gifts.



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

## Who I AM Makes A Difference

### Grade 1 - Unit Overview

Grade 1 - "Who <u>I AM</u> Makes A Difference"					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>Grade 1</b>					
1.	<p><i>Introductory Lesson: "Who <u>I AM</u>" Prayer Service</i></p> 	understand that prayer is a gift from God which allows us to talk to and hear His words.	<p><b>5 minutes</b></p> <p>Introduction to the background information about the biblical story of Moses and the Burning Bush and the pay it forward project.</p>	<p><b>25 minutes</b></p> <p>Who <u>I AM</u> Prayer Service celebration</p>	<p><b>5 minutes</b></p> <p>Share and discuss the letter received at the prayer service.</p>
2.	<p><i>Mentor text: "Miss Mingo And The First Day Of School"</i></p> 	understand that God has a purpose for all living things and that each one has their own special gift to share with the world.	<p><b>5 minutes</b></p> <p>Predict whether the text is considered fiction or non-fiction.</p>	<p><b>25 minutes</b></p> <p>Subitize the numbers that are mentioned in the text.</p>	<p><b>5 minutes</b></p> <p>Review the fictional and non-fictional components of the text along with the numbers that were mentioned.</p>
3.	<p><i>Procedural writing "How to Care for God's creatures"</i></p> 	actively fulfill their responsibility to be stewards of God's creation.	<p><b>5 minutes</b></p> <p>Play a game to figure out which animal they will write about.</p>	<p><b>30 minutes</b></p> <p>Write a procedural writing piece about an animal and how to become a steward of the earth.</p>	<p><b>5 minutes</b></p> <p>Gallery walk to peruse the writing.</p>

<p>4.</p>	<p><i>Puppet play</i></p> 	<p>actively participate in an important story taken from Scriptures.</p>	<p><b>5 minutes</b> Watch a video of the Burning Bush.</p>	<p><b>30 minutes</b> Participate in a puppet play retelling the story of the Burning Bush.</p>	<p><b>5 minutes</b> Pray that we may all hear God’s call. Sing “Take Off Your Shoes Moses”</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day</i></p> 	<p>identify two very important people in their lives. (VIP’s)</p>	<p><b>5 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <u>I AM</u> Sandal.</p>	<p><b>5 minutes</b> Prayer dance to “What <u>I AM</u>” and reflection.</p>

**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 1 - Lesson 1**

**Grade 1 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 part of the conversation God and Moses shared in the Old Testament. When God says “**I AM**,” He means that nothing or no one can ever change his character. He has always been the perfect and loving God. All of God’s children make a difference because of their special gift.

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

**Ontario Catholic School Graduate Expectations**

**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**

**BL1:** Demonstrate an understanding of the Bible (i.e. Word of God) as the inspired story of the Revelation of God that unfolds in stages and finds its fullest expression in Christ Jesus.

**PR1:** Understand that prayer is essential to having a relationship with God, with Christ and with one another.

**Religion Specific Expectations**

**BL1.1:** Examine a selection of Scripture passages to discover how God has gradually revealed his love for us: first to Adam and Eve, then through his Covenant with Noah, Abraham, Moses and the Prophets and finally through the gift of His own Son, Jesus through whom God’s full and definitive revelation is accomplished.

**PR1.3:** Demonstrate different ways in which we express what is in our “mind and heart” and different ways our belief in God can be expressed in the activity of prayer (e.g. words, gestures, songs, movement and dance) as an expression of love and gratitude.

**Learning Goals**

Students will understand that prayer is a gift from God which allows us to talk to and hear His words.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Moses and the conversation with God through the Burning Bush.</p>	<p><b>Terminology</b> Burning Bush Pay it forward</p>	<p><b>Resources/Materials</b> -Dear teacher: Letter explaining the project -Possible Chapel location * -Who <u>I AM</u> prayer service -Who <u>I AM</u> Powerpoint -Dear Friend, (Jesus) letter -Music for Prayer Service -Prayer for other days</p>
Prayer/Scripture Focus		
<p>This prayer service is an introduction to the biblical significance of the passage involving Moses and the burning bush Exodus 3:14. It shows us that God can communicate with us in miraculous ways. God loves us very much and wants to tell us many things. That's why we need to take time to pray, and hear what God has to say.</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Teacher will read the background information to students.</p> <p>“For the next week we will be participating in a pay-it-forward project called Who <u>I AM</u> Makes A Difference Because Jesus Loves Me! We will learn about God’s love for us when we hear the story of Moses. We will see how Moses was called by God and how God wanted to show his love for his people. Our mission will be to show the people we love how much they mean to us.”</p>		
Action	Approximately 25 Minutes	Assessment
<p><b>Chapel or classroom</b> Gather in the chapel for the Who <u>I AM</u> prayer service. Students take an active role by echoing a variety of prayer and singing a song with gestures during the Who <u>I AM</u> prayer service celebration. At the end of the Who <u>I AM</u> prayer service, the teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Dear Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>] With quiet music as a background, allow students time to read the letter from Jesus. (1 minute for quiet reading / reflection) Teacher will continue the prayer service by reading the Dear Friend letter aloud. *Allow one minute of silence for the power of the letter to be absorbed before continuing. *</p>		

Teacher will complete the prayer service and <b>thank students</b> for their respect toward the Who <b>I AM</b> initiative.		
<b>Consolidation</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>Come together in a circle to share and discuss the story that was told and the contents of the letter they just received.</p> <p>“Close your eyes and imagine seeing the same burning bush Moses saw.”</p> <p>“What would you do if you saw something like that?”</p> <p>“Why do you think Moses acted the way he did when he saw and heard the burning bush speak to him?”</p> <p>“Why do you think God chose to speak to Moses through the image of a burning bush?”</p> <p>Allow each student to share their thoughts and feelings.</p> <p>“God cares for us and He wants us to be happy. God wants us to remember that He will always love us.”</p>		Anecdotal notes based on class discussions.
<b>Final Notes</b>		
Follow up daily with the prayer for other days [See: <b>Prayer for the other days</b> ].		

Dear Teacher letter

Dear Teachers,

Welcome to "**Who I AM Makes A Difference Because Jesus Loves Me!**"

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century 'schools', our 'church' and our 'family'. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

**Day 1** - a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights 'I AM' message from Jesus. From our scars He creates brilliant shining stars!

**Day 2** - a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Dear Teacher letter (continued)

**Day 5** - is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the 'gift of words'. Use the words, **"Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!"** The entire class witnesses this presentation so classmates can appreciate each other's uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON'T FORGET** - several days after the presentation, students complete a self-reflection 😊

The self-reflection is attached to the Day 5 lesson, but use it at your convenience.

The **Who I AM ... CHALLENGE** is based on the pay-it-forward movement. It involves each student receiving two 'gift of word' templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated "gratitude becomes contagious."

**Teachers are angels who walk among us...thank you for being who you are!**

**Who I AM Prayer Service for Primary Division (JK-SK – Grade 1)**

Welcome and Introduction

Opening Prayer:

*Note: Done as echo. May be done in multi-grade group*

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

Dear God,

We thank you for all of the good things that you have given us.

We thank you for the love of our family and our friends.

Help us to love others as you love us, Amen

*Note: Before reading the scripture, consider lighting a candle.*

Reading:

[paraphrased from Exodus 3]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, “Moses! Moses!” Moses answered, “Yes, here I am.” God said, “I am sending you to set my people free.” Moses asked him, “They don’t know me, who will I say sent me to help them?” God answered him, “I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them.”

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

Prayer Activity:

Write the name (or they print them) of each student on a flame  
to create your own classroom burning bush bulletin board.

Song "Jesus Loves Me":

*Note: you can clap through the verses and use actions for the chorus or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me!     *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!     *{cross arms on chest(loves me). Repeat}*  
Yes, Jesus loves me!  
The Bible tells me so.    *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

Closing Prayer:

*Note: Done as an echo prayer:*

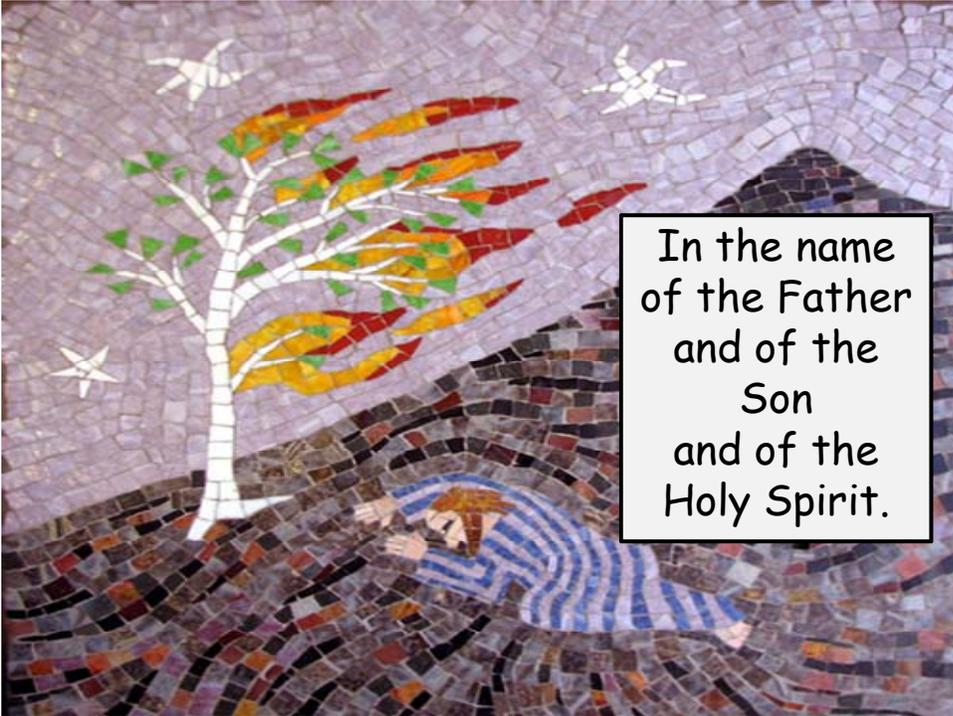
Dear God,

I thank you for	all of the people	who love me.
I thank you for	making me	who I am.
I thank you for	loving me	just the way I am.
Help me to be	the best person	I can be,

We pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Powerpoint for Prayer Service





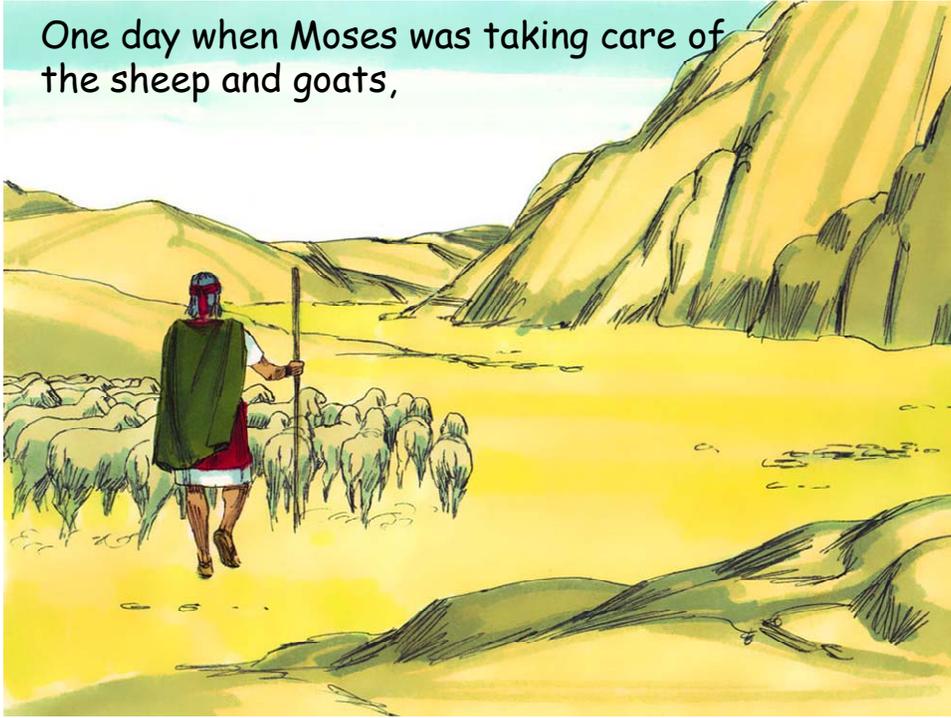
In the name  
of the Father  
and of the  
Son  
and of the  
Holy Spirit.



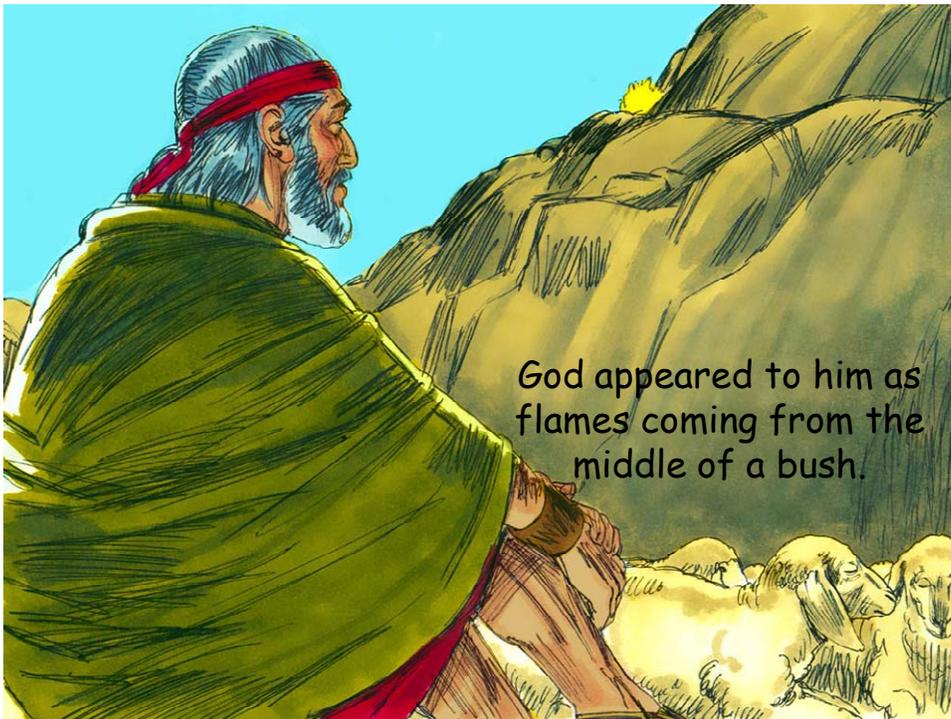
Dear God,  
We thank you  
for  
all the good  
things  
that you have  
given us.

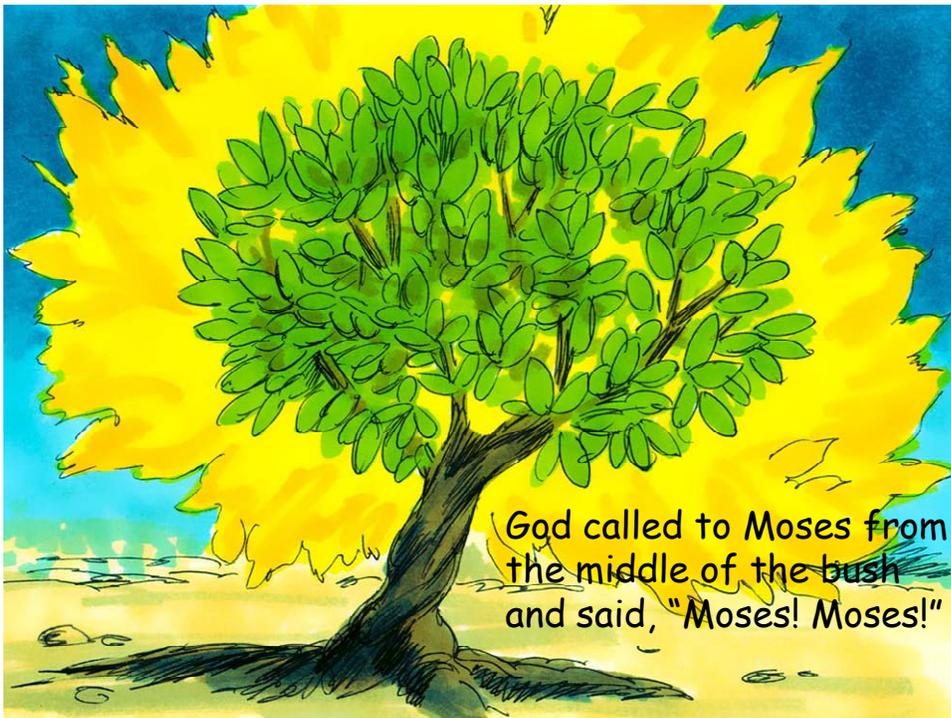
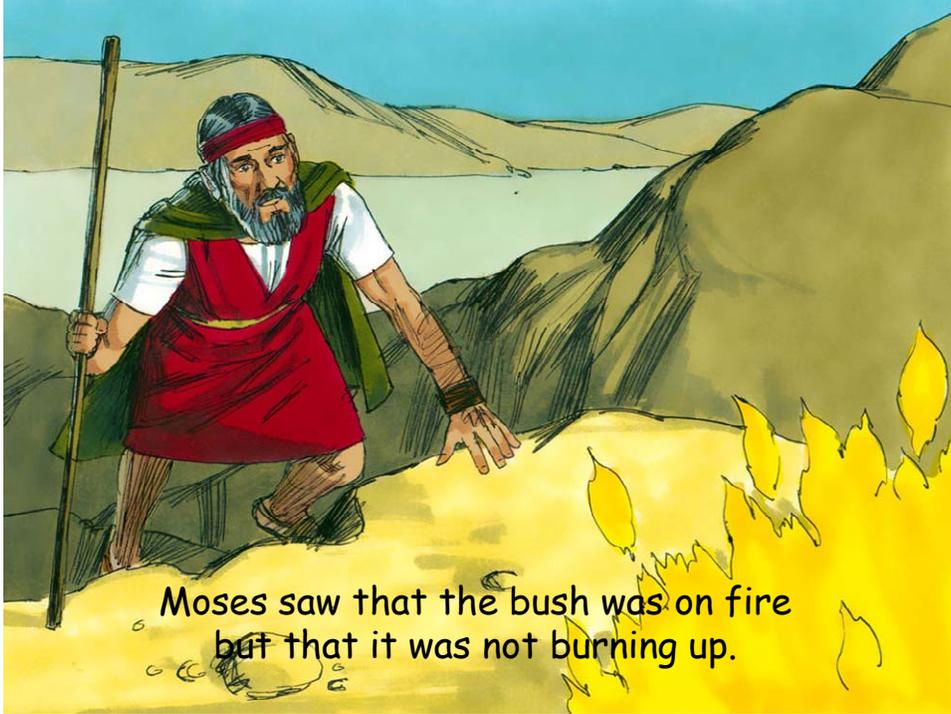


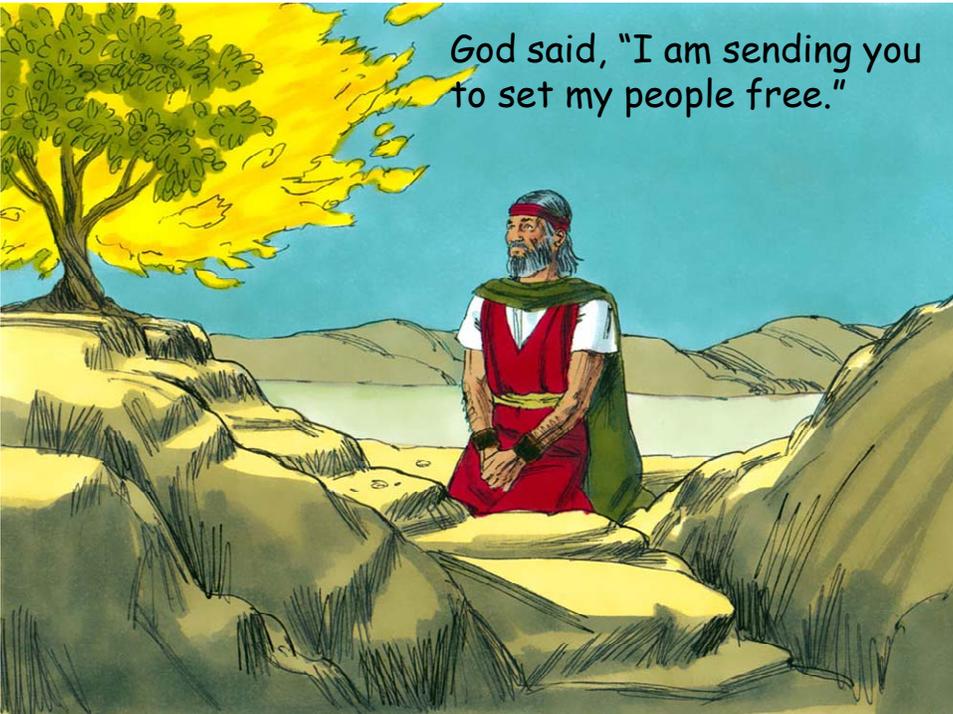
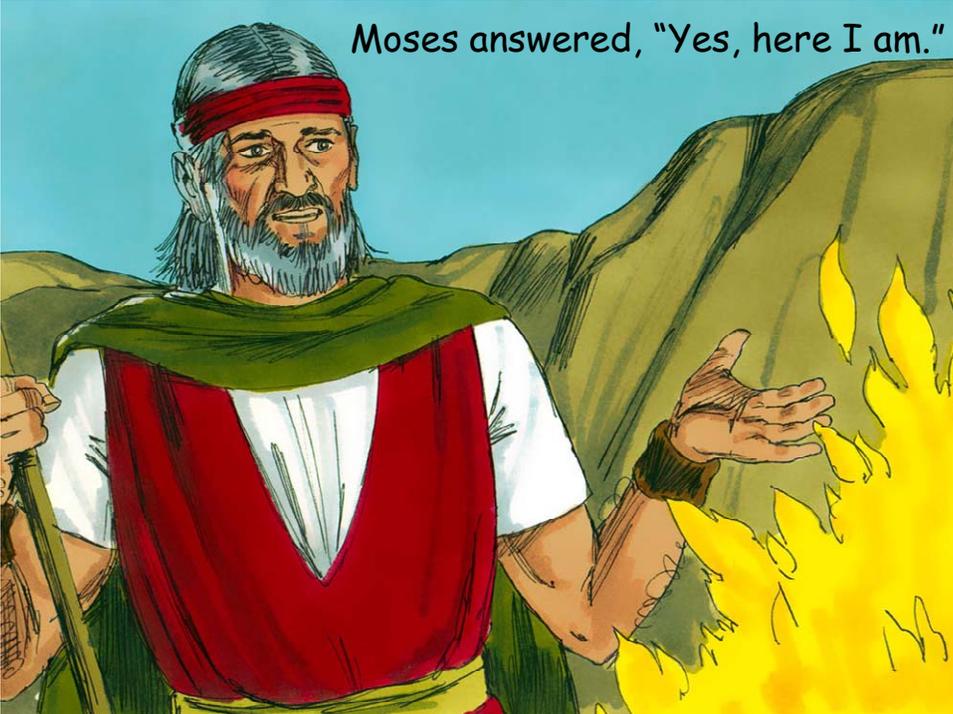
One day when Moses was taking care of the sheep and goats,

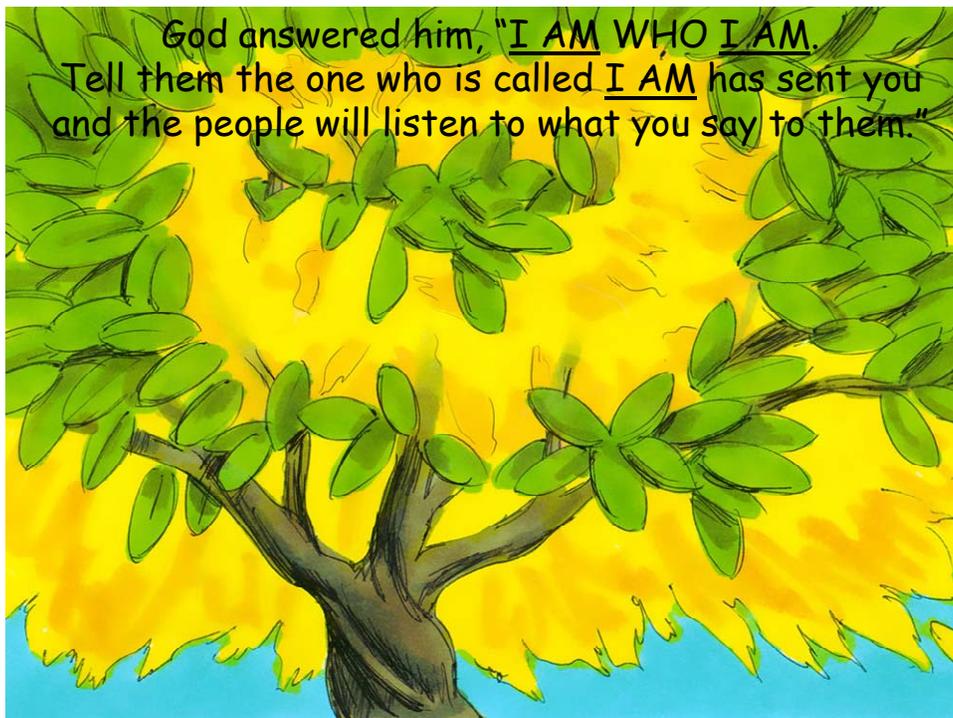
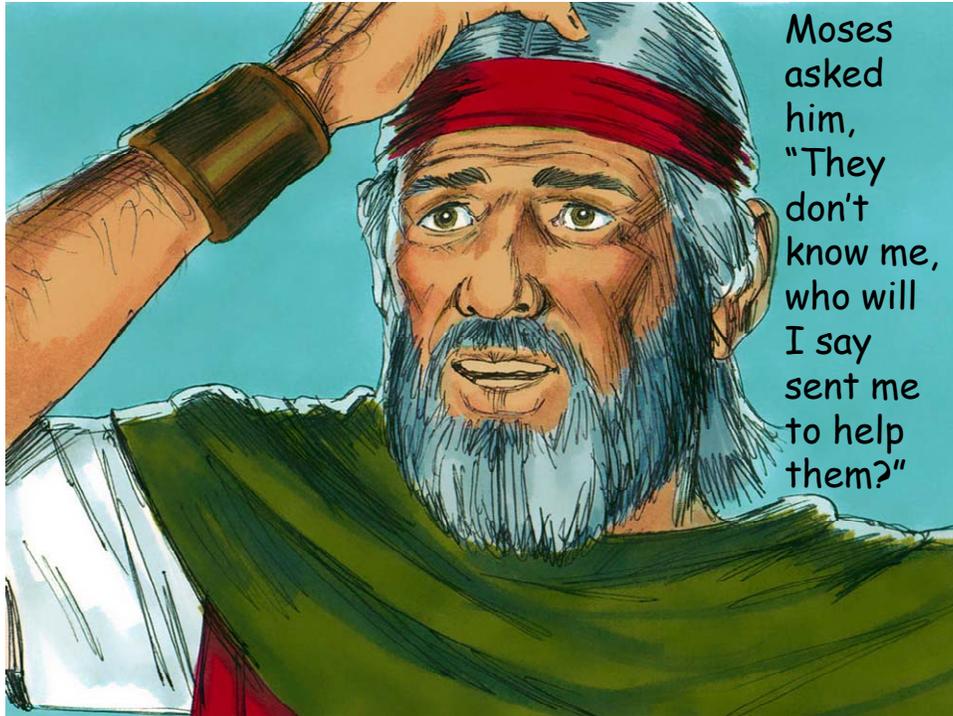


God appeared to him as flames coming from the middle of a bush.

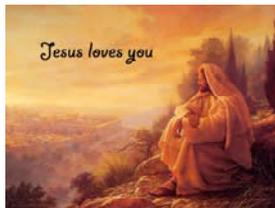








God talked to Moses from a burning bush.  
Moses listened to him  
and did what God asked him to do.  
God loved Moses and his people very much.  
He loves us too and he will always love us.  
We can show God that we will try  
to always love him and listen to him  
by writing our names on the leaves  
of our own burning bush.

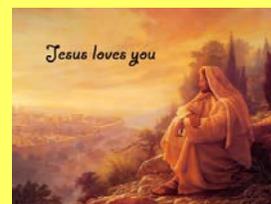


Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.



Dear God,  
I thank you for all of the people who love me.  
I thank you for making me who I am.  
I thank you for loving me just the way I am.  
Help me to be the best person I can be,  
we pray, in the name of  
the Father and of the Son and of the Holy Spirit, Amen.



*Prayer for Other Days*

*Note: Again you echo the prayer:*

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Dear God,

I thank you for            all of the people            who love me.

I thank you for            making me            who I am.

I thank you for            loving me            just the way I am.

Help me to be            the best person            I can be,

I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Dear God,

I thank you for    all the people    who love me.

I thank you for    making me    who I am.

I thank you for    loving me    just the way I am.

Help me to be    the best person    I can be.

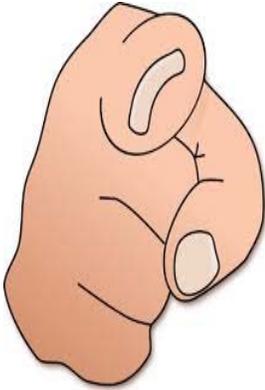
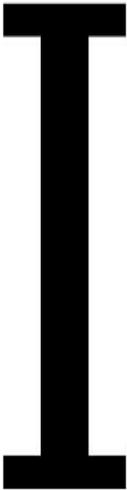
I pray, in the name of the Father  
and of the Son and of the Holy Spirit,  
Amen



Dear Friend Letter



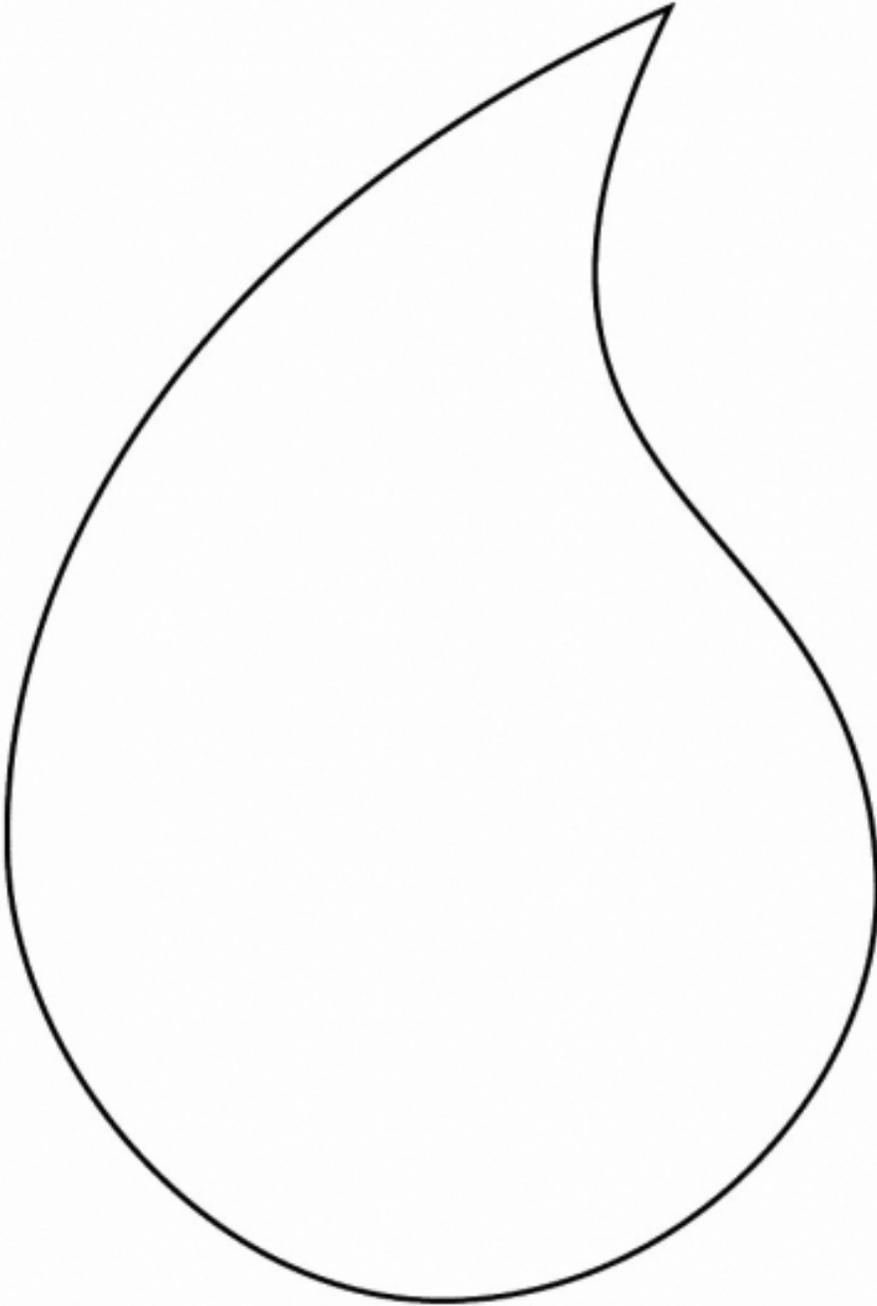
Dear \_\_\_\_\_,



Your Friend,



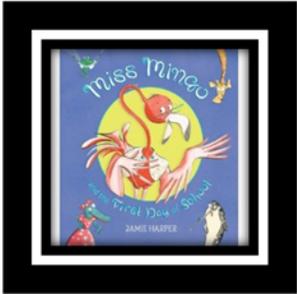
Flame for Burning Bush



Religious Education & Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project. Grade 1 Lesson 2

## Grade 1 – Lesson 2

Grade 1 Who I AM... Lesson 2	
<p><b>Background:</b></p> <p>God's Kingdom is for all creatures. As we find in Genesis Chapter 1, “on the sixth day God created both animals and humanity. On the very day that Adam and Eve were brought forth, God said, "Let the earth bring forth living creatures, according to their kinds: cattle and creeping things and beasts of the earth according to their kinds.” And after God had created all these living creatures, God stood back, "And God saw that it was good." So our kinship with the animals is not so much a lesson taught by modern day ecology, it is a lesson rooted in the authority of these scriptures.</p>	
	
Curriculum Expectation – Ontario Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE1g:</b> Understands that one’s purpose or <i>call in life</i> comes from God and strives to discern and live out this call throughout life’s journey.</p> <p><b>CGE3d:</b> Makes decisions in light of gospel values with an informed moral conscience.</p> <p><b>CGE2b:</b> Reads, understands and uses written materials effectively.</p> <p><b>CGE4a:</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p><u>Religion Overall Expectations</u></p> <p>ML1: Demonstrate an understanding that we are created in the “image of God” and that this gift calls us to live in a way which reflects this truth.</p> <p>LS2: Focus: Human Dignity Understand that as human beings made in God’s image we are social by nature and are called both as individuals and as a community to offer friendship and charity to all people.</p> <p><u>Religion Specific Expectations</u></p> <p>ML3.3: Describe ways in which children can be examples of holiness (by</p>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Students will learn that all of God’s creatures are special in their very own unique way.</li> <li>• Students will demonstrate an understanding that friendship can be shared among those who are different from ourselves.</li> <li>• Students will understand that God has a purpose for all living things and that each one has their own</li> </ul>

<p>imitating Jesus Christ's love for others, being faithful, charitable and obedient to God's will).</p> <p>LS1.2: Provides examples of how God has made human beings equal yet different in their being.</p> <p><u>Language Expectations</u></p> <p><b>Oral and Visual Communication</b></p> <p><u>Overall Expectation</u></p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p><u>Specific Expectations</u></p> <p><b>Comprehension Strategies</b></p> <p>1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction.</p> <p><b>Analyzing Texts</b></p> <p>1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction.</p> <p><b>Reading</b></p> <p><u>Overall Expectations</u></p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p> <p><u>Specific Expectations</u></p> <p><b>Text Forms</b></p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story.</p> <p><b>Mathematics</b></p> <p><u>Overall Expectation</u></p> <p>-read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;</p> <p><u>Specific Expectations</u></p> <p>-represent, compare, and order whole numbers to 50, using a variety of tools and contexts.</p>	<p>special gift to share with the world.</p>
--	--

Instructional Components		
<p><b>Book Description:</b>  <u>Miss Mingo And The First Day Of School</u> <b>By Jamie Harper</b></p> <p>If there's an elephant in the classroom — along with an alligator, a koala, a centipede, an octopus, and who knows what else — it must be Miss Mingo's class on the first day of school! Miss Mingo, herself a flashy flamingo, is eager to start off the year by inviting all creatures great and small to share something special about themselves.</p>	<p><b>Terminology</b></p> <p>Individuality                      Creatures                      Fiction and Non-Fiction                      Ten frame</p>	<p><b>Resources/Materials</b></p> <p>-Mentor Text:  <u>Miss Mingo And The First Day Of School</u></p> <p>-BLM “I Notice Numbers” for each student</p> <p>-BLM Checklist for Assessing “I Notice Numbers”</p> <p>-Counters for each student</p>
Prayer/Scripture Focus		
<p><b>Genesis 1:20-23</b></p> <p>And God said, "Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky." So God created the great sea monsters and every living creature that moves, of every kind, with which the waters swarm, and every winged bird of every kind. And God saw that it was good. God blessed them, saying, "Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth."</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Begin speaking about the feelings associated with the first day of school (ie. shy, scared, intimidated, worried, etc.). Ask how the students felt on the first day of school.</p> <p>“Close your eyes and imagine a classroom full of God’s most interesting creatures. What would it look like, sound like and smell like?”</p> <p>Introduce the main character Miss Mingo on the front cover and discuss whether they can guess if the text is fiction or non-fiction. Tally their guesses for later. Explore the features of both genres and ask for the students to look and see if they can find any evidence to support their predictions.</p>		

Action	Approximately 25 minutes	Assessment
<p>Read aloud <u>Miss Mingo And The First Day of School</u>. Then, hand out the “I Notice Numbers” cards to each student along with 10 counters. Tell them they will be number detectives. “While I read the text a second time, you will be listening for numbers that are mentioned and placing a counter on your card to represent the number said. This is a quiet game so don’t say anything when you’ve heard a number. Make sure and place a counter on the number you heard. Pay close attention to your card as there are numerals, ten frames and addition sentences to represent numbers that are in the book. Let’s see who has good listening ears.”</p> <p>Read aloud <u>Miss Mingo And The First Day of School</u> a second time. This “I Notice” activity is a non-competitive version of “I Spy” intended to settle the students into the story and help them to pay close attention to the animal facts that are presented.</p> <p>Ask the students to consider what Miss Mingo did on the first day of school. “I wonder why Miss Mingo insisted all of her students reveal how they are special. Do you think you are special? Of course you are because God doesn’t make junk! In a couple of days, you will learn how you make a difference to me and the world around you. I will be giving you a gift that I hope you treasure just like Miss Mingo treasured her students.”</p>		<p>Anecdotal notes based on class discussions.</p> <p>Checklist for the “I Notice Numbers”</p>
Consolidation	Approximately 5 minutes	Assessment
<p>Discuss as a whole group:</p> <p>“Did you cover all of the numbers on your card?”</p> <p>“Which numbers were not mentioned?”</p> <p>“In your opinion, is this considered a piece of fiction or non-fiction writing?”</p> <p>Talk about their initial predictions and how they were all correct as it is a mix of fiction and non-fiction.</p> <p>Review the numbers that were covered, where they were mentioned in the text and which numbers were not in the text. (10+5 = and 12)</p>		

**Final Notes**

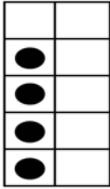
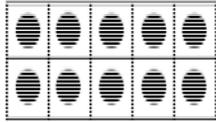
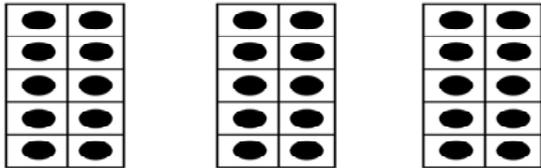
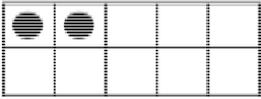
As an extension, the “I Notice” could involve looking for the rich adjectives that describe the creatures presented in the text.

All creatures whether human or animal make a difference in this world.



# I Notice Numbers



	$10+8=$
$50+50=$	
50	12
45	
	$10+5=$



# I Notice Numbers



## Checklist for Assessment of Number Sense

Name	Criteria	Met	Notes
	Correctly identified numbers mentioned.		
	Correctly identified ten frames.		
	Added with accuracy.		
Name	Criteria	Met	
	Correctly identified numbers mentioned.		
	Correctly identified ten frames.		
	Added with accuracy.		
Name	Criteria	Met	
	Correctly identified numbers mentioned.		
	Correctly identified ten frames.		
	Added with accuracy.		

Religious Education & Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

### Grade 1 - Lesson 3

#### Grade 1 Who I AM... Lesson 3

##### Background:

This lesson is an introduction to stewardship. Christian stewardship is a way of living in which we recognize that everything belongs to God. All resources must be used for His glory and the common good. Solidarity is the fruit of stewardship.

#### 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.

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

**CGE2b:** Reads, understands and uses written materials effectively.

**CGE4a:** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

##### Religion Overall Expectations

**ML1:** Demonstrate an understanding that we are created in the “image of God” and that this gift calls us to live in a way which reflects this truth.

**LS2:** Focus: Human Dignity

Understand that as human beings made in God’s image we are social by nature and are called both as individuals and as a community to offer friendship and charity to all people.

##### Religion Specific Expectations

**ML3.3:** Describe ways in which children can be examples of holiness (by imitating Jesus Christ’s love for others, being faithful, charitable and obedient to God’s will).

**LS1.2:** Provides examples of how God has made human beings equal yet different in their being.

##### Language Expectations

##### **Oral and Visual Communication**

##### Learning Goals:

- Students will learn that all of creation as a gift and actively fulfill their responsibility to be stewards of God’s creation.
- Students will understand that all life is sacred.

<p><u>Overall Expectation</u></p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p><u>Specific Expectations</u></p> <p><b>Comprehension Strategies</b></p> <p>1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction.</p> <p><b>Analysing Texts</b></p> <p>1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction.</p> <p><b>Reading</b></p> <p><u>Overall Expectation</u></p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p> <p><b>Writing</b></p> <p><u>Overall Expectation</u></p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience.</p> <p><u>Specific Expectations</u></p> <p><b>Developing Ideas</b></p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources.</p> <p><b>Form</b></p> <p>2.1 write short texts using a few simple forms.</p> <p><b>Producing Drafts</b></p> <p>2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations.</p> <p><u>Science Expectations</u></p> <p><b>Understanding Life Systems</b></p> <p><u>Overall Expectation</u></p> <p>3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.</p> <p><u>Specific Expectations</u></p> <p>3.2 identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals.</p> <p>3.5 describe how showing care and respect for all living things helps to maintain a healthy environment.</p>	
--	--

Instructional Components		
<p><b>Book Description:</b>  <u>Miss Mingo And The First Day Of School</u> <b>By Jamie Harper</b>                      If there's an elephant in the classroom — along with an alligator, a koala, a centipede, an octopus, and who knows what else — it must be Miss Mingo's class on the first day of school! Miss Mingo, herself a flashy flamingo, is eager to start off the year by inviting all creatures great and small to share something special about themselves.</p>	<p><b>Terminology</b>                      Individuality                      Creatures                      Characteristic                      Environment                      Respect                      Stewardship                      Resiliency</p>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Mentor Text: <u>Miss Mingo And The First Day Of School</u></li> <li>• BLM “Who I AM” Information cards</li> <li>• BLM “How To Care For God’s Creatures” writing template and writing sheet for each student</li> <li>• Rubric for Procedural Writing</li> <li>• BLM “Stewardship Award”</li> </ul>
Prayer/Scripture Focus		
<p><b>1 Peter 4:10</b></p> <p>“As each has received a gift, use it to serve one another, as good stewards of God's varied grace.”</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Prior to the lesson, cut out the “Who <b>I AM</b>” information cards and put tape on the back side.</p> <p>Begin the lesson by placing an information card on each of the student’s foreheads securing it with the tape.</p> <p>Invite the students to walk around and ask their classmates questions to figure out who they are. Questions should only be answered with “yes” or “no”.</p>		
Action	Approximately 30 minutes	Assessment
<p>Once the students have ascertained which character they are from the mentor text, explain that they have a very important job assignment. They are going to become stewards of the earth. Their job will be to represent the creature that was given to them on their card to ensure their wellbeing. “What do you think stewardship looks like? What does it sound like?” “Does anyone know someone who is a steward of the earth? Describe why you think this person is a steward of the earth.”</p>		<p>Anecdotal evidence from discussions</p> <p>Rubric for procedural writing</p>

“God wants you to certify that each of His creatures is properly cared for. Why do you think God wants us to be good stewards of the earth? What makes you think that?”

“Your job is to write a procedural text to inform the citizens of this planet how to properly care for the creature you have to guarantee they will remain happy, healthy and safe in their environments.” Reread the text in order for the students to pay close attention to their creature in particular.

The teacher could model how to begin with the “How To Care For God’s Creatures” writing template. Discuss how you would introduce your creature in an interesting and captivating way. Talk about what the creature needs to survive in their environment. Invite the students to think of possible threats to the creature. Consider the concept of resiliency at this point. Introduce it as the ability to become strong and healthy after something bad happens. Converse and say that being resilient allows us to bounce back if and when unfortunate things happen to us. “Have you ever had to be resilient?” “Was it hard?” “What challenges do our creature friends have to overcome?” “Will we always be there to intervene and help them with their problems?” “Is there always someone there to help us when we have problems?” “There are times in our lives when we have to figure out how to deal with the problem before us. It’s important to remember that we can do it with God’s love and support. Always remembering that we are special and loved will give us the strength we need to move forward.”

Model how you would edit your writing. Inquire what the students think the success criteria should be and possibly co-construct a set of success criteria for the writing piece using the teacher sample.

Invite the students to begin their own brainstorming and writing. Allow them time to get their ideas down on their writing template. For each step, students should provide an illustration that demonstrates the procedure described. Conference with students who are done and give them their “How To Care For God’s Creatures” writing sheet for their polished writing.

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<b>Consolidation</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>Invite the students to do a gallery walk to see their classmates writing.</p> <p>Present each student with their Stewardship Award.</p>		
<b>Final Notes</b>		
<p>The use of technology would be an asset to further research each creature and get a true sense of their purpose and gifts.</p>		

**“Who I AM” Information Cards**

**Flamingo**



**A Flamingo’s bill is hinged at the top, allowing this bird to scoop up food in the water with its head upside down. Carotenoids, a substance in shrimp, make flamingo’s feathers pink. Without them, its feathers would turn white!**

**Alligator**



**An alligator can grow and lose up to 3,000 teeth in its lifetime.**

**Narwhal**



**The spiral-twisted tusk of a male narwhal is really its overgrown left tooth. It can grow to be 10 feet long.**

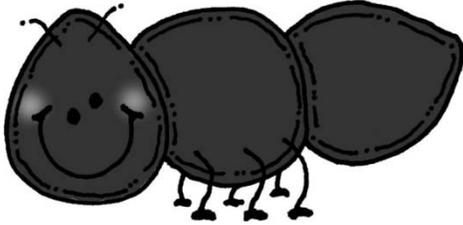
**Spider**



**An orb web spider can weave its circular web in just 30 to 45 minutes.**

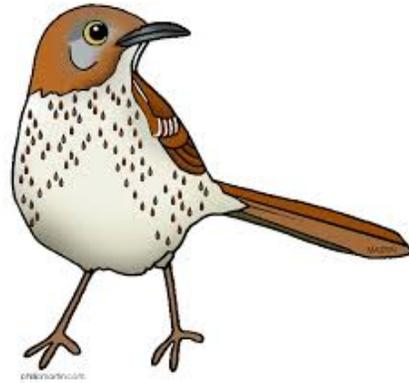
**“Who I AM” Information Cards**

**Ant**



The wingless worker ant can lift 50 times its own weight.

**Bird**



The male brown thrasher has the largest repertoire of all North American birds, with more than 1,100 song types.

**Koala**



Eucalyptus leaves are a koala’s only source of food and water. Koala is an Aboriginal word meaning “does not drink”.

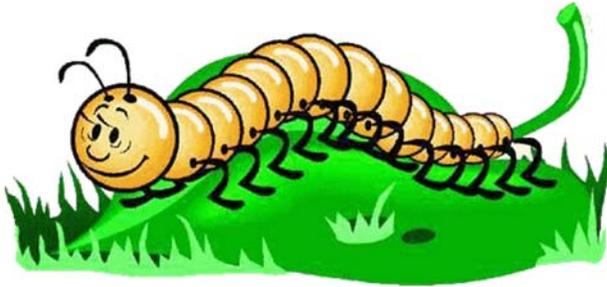
**Panda**



A newborn panda cub is pink and blind – and 900 times smaller than its mother.

**“Who I AM” Information Cards**

**Centipede**



**Centipedes can have as many as 354 legs.**

**Cricket**



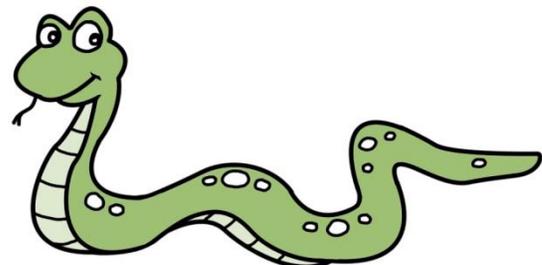
**A cricket’s “ears” are flat and oval-shaped. They are located on its front legs.**

**Octopus**



**An octopus has almost 2,000 suckers. With them, it can taste the difference between sweet, salty, and bitter foods.**

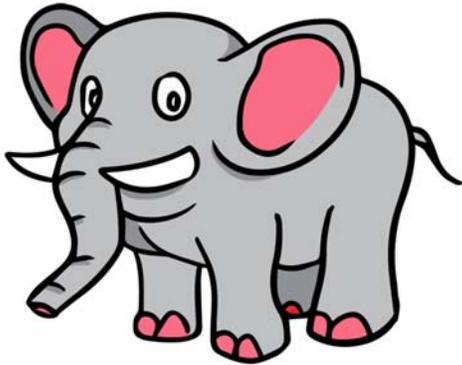
**Snake**



**Snakes flick their tongues in and out to pick up scents from the air and ground.**

**“Who I AM” Information Cards**

**Elephant**



**A tired elephant calf often sucks the tip of its trunk for comfort, just as a human baby sucks its thumb.**

**Hippopotamus**



**With lips that are about two feet wide, a hippopotamus can eat up to 100 pounds of marsh grass and other plants a day.**

**Monkey**



**The male proboscis monkey's nose continues growing throughout its lifetime and may get to be 4 inches long.**

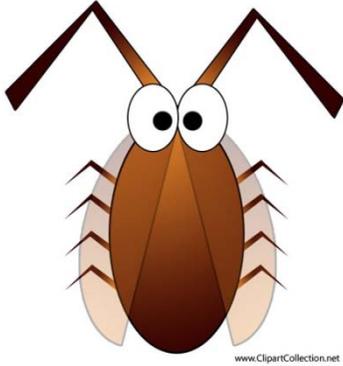
**Giraffe**



**A giraffe's flexible, dark purple tongue can extend to 18 inches-perfect for stripping leaves off tall trees.**

**“Who I AM” Information Cards**

**Cockroach**



**Cockroaches eat almost anything, including plants, animal carcasses, paper, glue, soap- even nail clippings.**

**Frog**



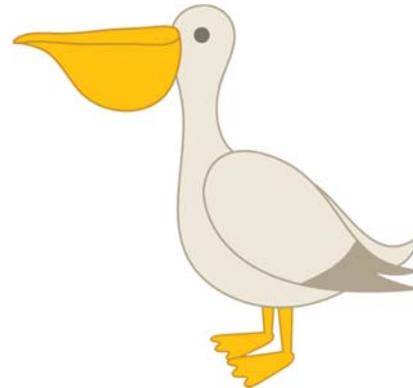
**Some frogs eat their own skin as they molt, using their front legs to pull it off over their heads.**

**Pig**



**Pigs are susceptible to sunburn. They roll in the mud to give their skin a protective coating.**

**Pelican**



**Pelicans use their pouches as nets to capture fish. The pouch can stretch to hold up to three and a half gallons of water.**



**“How To Care For God’s Creatures” Procedural Writing Template**

Introduction: \_\_\_\_\_  
\_\_\_\_\_

First, \_\_\_\_\_  
\_\_\_\_\_

Next, \_\_\_\_\_  
\_\_\_\_\_

Last, \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ makes a difference in God's kingdom  
because \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**“How To Care For God’s Creatures” Procedural Writing**

---

---

---

---

---

---

---

---

---



**“How To Care For God’s Creatures” Procedural Writing**

---

---

---



---

---

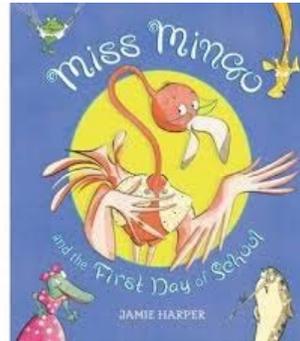
---



Written by Earth Steward: \_\_\_\_\_

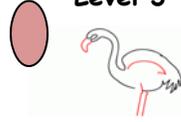
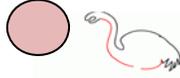
Illustrated by Earth Steward: \_\_\_\_\_

**Success Criteria**



Have I clearly stated the goal of this piece of writing?	
Have I included step by step instructions on how to achieve this goal?	
Have I used sequencing words such as first, next, then, finally?	
Have I used the present tense throughout?	
Have I included a summarizing sentence?	

**Rubric for Procedural Writing**

Success Criteria	Level 4 	Level 3 	Level 2 	Level 1 
<b>Ideas</b>	Your ideas are very interesting and they captivate the readers.	Your ideas are interesting and original.	Your ideas are somewhat interesting.	Your ideas lack interest.
<b>Organization</b>	You have a clear beginning, middle and end. You clearly stated the goal of your writing. You ended with a summarizing sentence.  You used sequencing words.	You have a beginning, middle and end. You stated the goal of your writing.  You used most of the sequencing words.	Your writing is a little hard to follow. You stated the goal of your writing however, you forgot your summarizing sentence.  You used a few of the sequencing words.	Your writing is hard to follow. The goal of your writing and a summarizing sentence are missing.  You used none of the sequencing words.
<b>Sentence Fluency</b>	Your sentences all begin in different ways.	Most of our sentences begin in different ways.	Most of your sentences begin the same way.	All of your sentences begin the same way.
<b>Conventions</b>	Each sentence begins with a capital and ends with proper punctuation.	Most of your sentences begin with capitals and end with proper punctuation.	Some of your sentences begin with capitals and end with proper punctuation.	Few of your sentences begin with capitals and end with proper punctuation.

Stewardship Awards



Name \_\_\_\_\_  
Special Award for \_\_\_\_\_  
\_\_\_\_\_

Awarded By \_\_\_\_\_

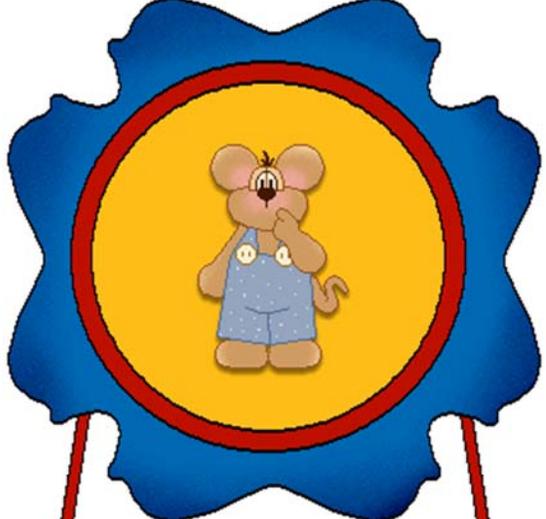
**# 1  
Steward**



Name \_\_\_\_\_  
Special Award for \_\_\_\_\_  
\_\_\_\_\_

Awarded By \_\_\_\_\_

**# 1  
Steward**



Name \_\_\_\_\_  
Special Award for \_\_\_\_\_  
\_\_\_\_\_

Awarded By \_\_\_\_\_

**# 1  
Steward**

**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 JK/SK/1 Lesson 4

## Grade 1 – Lesson 4

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

This lesson will refresh the student’s memories and allow them to take another look at the story of God and Moses. The objective is to prepare them for The Presentation Day.

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

##### Ontario Catholic School Graduate Expectations

**CGE1c:** 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;

##### Religion Overall Expectations

**BL2:** Demonstrate how in the Scriptures, the people gradually came to know God as “Father Almighty, Creator of Heaven and Earth”.

##### Religion Specific Expectations

**BL1.1:** Examine a selection of Scripture passages to discover how God has gradually revealed his love for us: first to Adam and Eve, then through his Covenant with Noah, Abraham, Moses and the Prophets and finally through the gift of His own Son, Jesus through whom God’s full and definitive revelation is accomplished.

**LS1.3:** Examine selected Scripture passages to identify the significance and importance of God calling a person by name and compare this to the importance of calling others by their given name as a sign of respect.

##### Language Expectations

##### **Oral and Visual Communication**

##### Overall Expectation

**2.** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

##### Specific Expectations

##### **Interactive Strategies**

**2.2:** demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions.

##### **Learning Goals**

- Students will actively participate in an important story taken from the Old Testament.
- Students will learn that God is One who loves, gives and cares for all of His children.
- Students will appreciate that God is with us always.

<p><b>Vocal Skills and Strategies</b>  <b>2.5:</b> begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning .  <u>Arts Expectations</u>  <u>Overall Expectation</u>  <b>B1.: Creating and Presenting:</b> apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.  <u>Specific Expectations</u>  <b>B1.1:</b> engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places.  <b>B1.2:</b> demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  Review the story of God and Moses and the Burning Bush.</p>	<p><b>Terminology</b>                  Character                   Dramatic                   Role Play</p>	<p><b>Resources/Materials</b>                  - Video for review                   - BLM Script for “<u>The Burning Bush</u>”                   - BLM Puppets                   - Popsicle Sticks                   - Song “Take Off Your Shoes Moses”                   - BLM Success Criteria Checklist for Puppet play                  Criteria Checklist for Puppet play</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Exodus 3:12</b>                   “And God said, “I will be with you. And this will be the sign to you that it is I who have sent you: When you have brought the people out of Egypt, you will worship God on this mountain.”</p>		

<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>Watch the video to recall the important elements of the story of God and Moses. Ask the students to pay close attention to the characters of God and Moses as they will be acting out the Bible passage shortly themselves. One of them may have to take on the role of God, Moses or the sheep in their very own puppet play production of the burning bush story.</p> <p>Video on Youtube:</p> <p><a href="http://www.youtube.com/watch?v=g5BQWubuC8g">http://www.youtube.com/watch?v=g5BQWubuC8g</a></p>		
<b>Action</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
	<p>Choose 6 students to start the puppet play. Distribute the puppets to the students. The students should place the puppet in front of their faces and stand in a line. Tell them that you will be the narrator and they must repeat after you when their character is called. (See Script below) Discuss getting into character and thinking about how each would sound. “Describe how you think Moses would sound. Describe how you think the sheep would sound. How would God’s voice sound if you heard it? Moving like the character in the play is also important. Your job is to make us believe you are living this special moment in time. Trick us into thinking you are your character. How exciting to live in another’s skin for a little bit!”</p> <p>Review the success criteria for the puppet play. Let them know that each role will be assessed following the success criteria. After each group has had their turn, we will give them 2 stars and 1 wish. The 2 stars are two things we really liked about their performance and the one wish is the one thing they may think about improving for next time.</p>	<p>-Anecdotal notes from play -Success Criteria for puppet play checklist for each student</p>
<b>Consolidation</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>Come together in a circle to discuss.</p> <p>Remind the children that anywhere we meet God is a holy place. Bushes don’t need to be burning, nor do we have to be tending sheep in a Middle Eastern desert. Ask the children “Let’s try to identify ways that we meet or speak with God today.”</p> <p>Pray as a group (echo if needed):</p> <p>Dear Lord, thank you that we don’t need a burning bush to know that you are talking to us. Help us to hear your voice and to listen as often as we can. Help us to hear your voice and to say “YES!” to God. Let me recognize my own strength, my own resilience, my own value and my own self-worth.</p>		

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

Sing the song together which also tells the story:

Song "Take Off Your Shoes Moses"

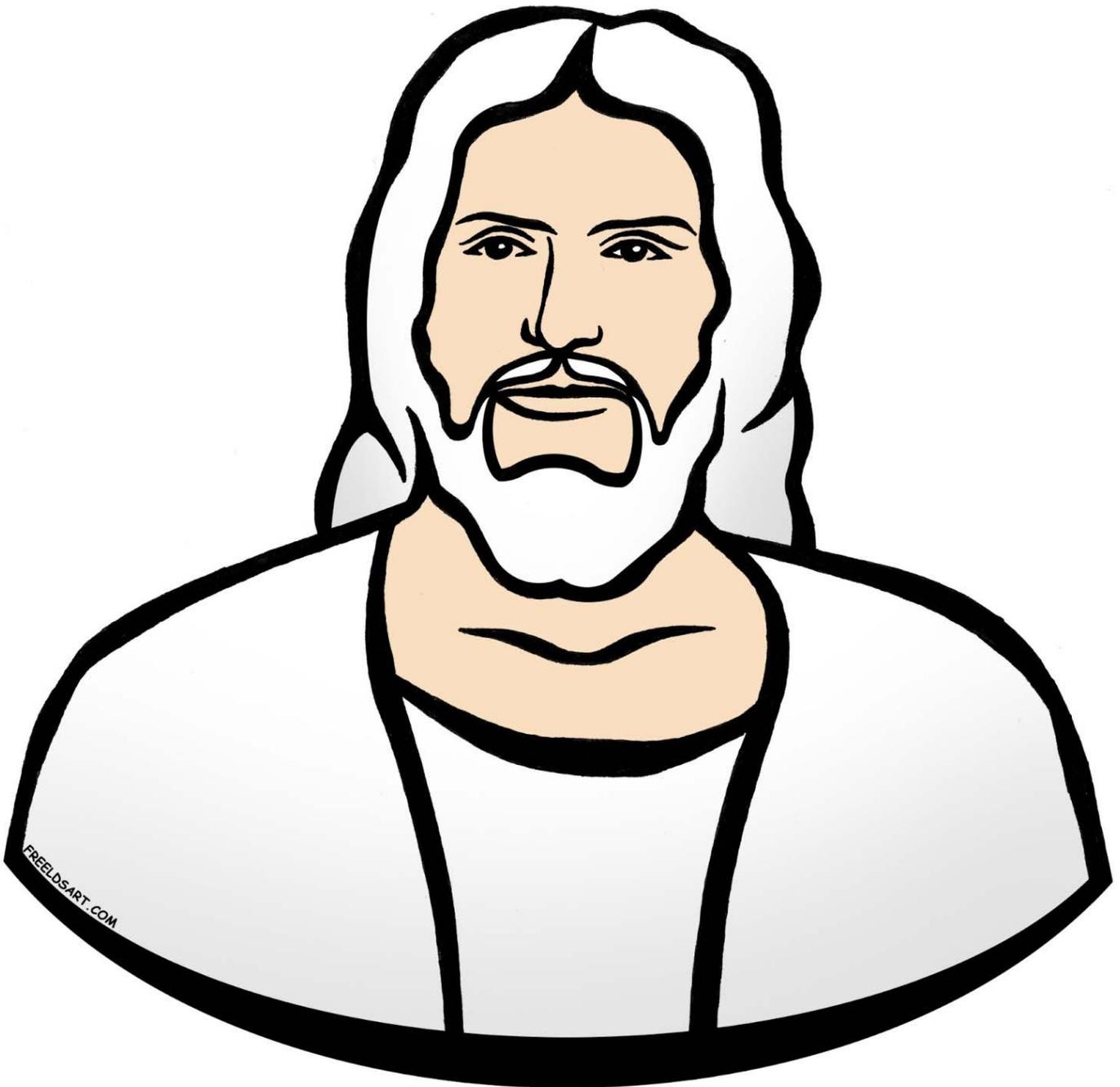
<http://www.youtube.com/watch?v=KGWH85OAdZg>

**Final Notes:**

Prepare for the gift of words for each of your students as well as the sandals that will be given as gifts by them. It is a nice idea to invite the priest and the principal to this presentation if possible.

Puppets

God



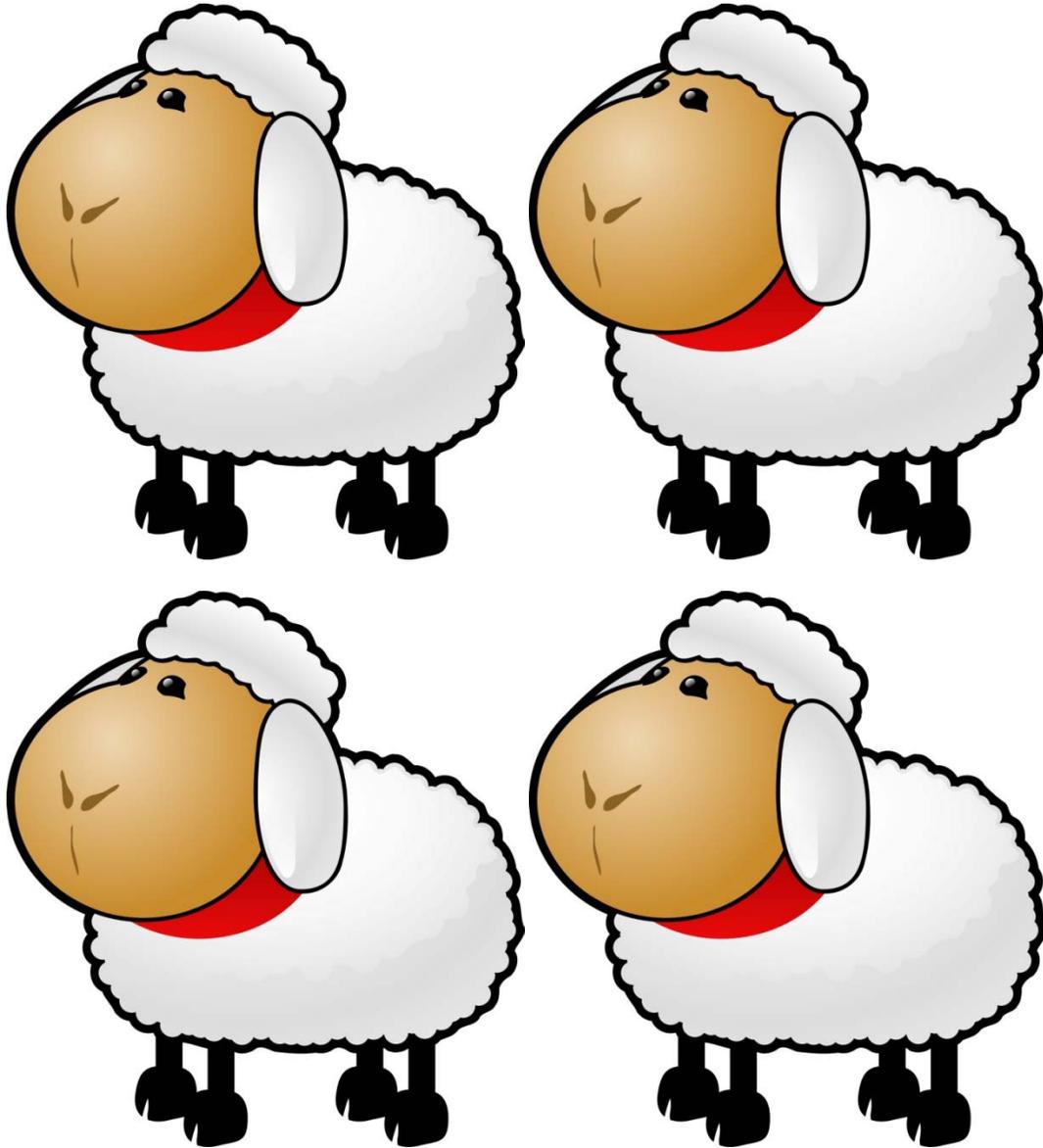
Puppets

# Moses



Puppets

# Sheep





### Moses and The Burning Bush Script



Narrator: One day Moses took his flock of sheep and goats to a mountain.

Sheep: "Baaaa, Baaaaa!"

Narrator: He saw a bush that was on fire, but it was not being burned by the flame.

Moses: "This is strange, I'll go over and see why that bush isn't burning up."

Sheep: "Baaaaack away from the flaaaaames!"

Narrator: When Moses got near the bush, God called to him by his name.

God: "Moses, Moses!"

Moses: "Here I am."

God: "Don't come any closer. Take off your sandals because you are standing on holy ground."

Narrator: Moses was afraid to look at God, so he hid his face. God spoke about what he wished Moses to do.

God: "Now go to the king and lead your people out of Egypt!"

Moses: "Who am I to do that?"

Sheep: "Whaaaaaat?"

God: "I will be with you."

Moses: "What should I say if the people ask me your name?"

God: "Tell them that the Lord whose name is "I am" has sent you. This is my name forever."

Sheep: "I aaaaaam? Whaaaaat does that mean?"

God: "That's my name which means I've always been here, I'm here today, and I'll always be here in the future".

Sheep: "Caaaaaan we come too? Caaaaan we? Caaaaan we?"

Moses: "Of course, let's go!"



**Success Criteria for Puppet Play Checklist**

This checklist could be used a self assessment tool or teacher assessment.

<b>Name:</b>		<b>Character:</b>	
<b>Criteria</b>			<b>Met</b>
I can speak with a clear voice.			
I added expression.			
I became my character.			
My character clearly showed God is One who loves, gives and cares.			

<b>Name:</b>		<b>Character:</b>	
<b>Criteria</b>			<b>Met</b>
I can speak with a clear voice.			
I added expression.			
I became my character.			
My character clearly showed God is One who loves, gives and cares.			

**Religious Education & Positive Mental Health and Wellness:** it is recommended this lesson takes place on or about **October 2** as this is the Feast Day of Guardian Angels (teachers are Guardian Angels) Advent or Lent are also wonderful seasons for gratitude celebration

**Grade 1 Lesson 5 \*The Presentation of Who I AM and the ‘gift of words’\***

*Prior to this lesson, prepare Who I AM template with gift of words for students.*

**Grade 1 Who I AM... Lesson 5 – The Presentation**

The presentation of Who **I AM** and the gift of words.

**Background**

Today you will empower each student through the presentation of a Who **I AM** sandal. You will need to prepare the message on the sandal prior to this class. The affirmation message begins:

**"Who you are makes a difference to all of us because.....  
Thank you for being who you are!"**

Also, prepare enough sandals that each student will receive two additional sandals for their pay- it forward challenge.

Remind students that this project is titled Who **I AM** Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’.

Read Who **I AM** Makes A Difference Because Jesus Loves Me! information sheet to students.

Dedication –

*In Honour of my husband and my two daughters, Who they are makes a difference to me as they are constantly offering the support and assistance I need to help me accomplish my goals. They are true blessings in my life. I am extremely grateful to call them my family. C.S.*

**Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations**

**Ontario Catholic School Graduate Expectations**

- CGE1d:** Develops attitudes & values founded on Catholic social teaching and acts to promote social responsibility.
- CGE2c:** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3a:** Recognizes there is more grace in our world than sin and that hope is essential in facing challenges.
- CGE4a:** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- CGE5e:** Respects the rights, responsibilities and contributions of self and others.
- CGE6e:** Ministers to the family, school, parish, and wider community through service.

**Learning Goals:**

- Students will identify two very important people in their lives. (VIP’s)
- Students will understand that showing another person how much they mean to them helps them to grow in faith and love of Jesus.

<p><b><u>Religion Overall Expectation</u></b>                  BL2: Demonstrate how in the Scriptures, the people gradually came to know God as “Father Almighty, Creator of Heaven and Earth”.</p> <p>ML3: Demonstrate an understanding that as human beings God calls us to grow in holiness.                  LS2: Focus: Human Dignity                  Understand that as human beings made in God’s image we are social by nature and are called both as individuals and as a community to offer friendship and charity to all people.                  PR1: Understand that prayer is essential to having a relationship with God, with Christ and with one another.</p> <p><b><u>Religion Specific Expectation</u></b>                  BL1.1: Examine a selection of Scripture passages to discover how God has gradually revealed his love for us: first to Adam and Eve, then through his Covenant with Noah, Abraham, Moses and the Prophets and finally through the gift of His own Son, Jesus through whom God’s full and definitive revelation is accomplished.</p> <p>ML1.3: Identify through Scripture that God has created the world we live in and made human beings to be unique and demonstrate how our human life is a gift to us and to others.</p> <p>LS1.3: Examine selected Scripture passages to identify the significance and importance of God calling a person by name and compare this to the importance of calling others by their given name as a sign of respect.</p> <p>PR1.2: Demonstrate an understanding of prayer as expressions of our relationship with God, Christ and others and learn to recite the common prayers of this living community.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge</b>                  Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p><b>Terminology</b>                  Pay-it-forward</p>	<p><b>Resources/Materials</b>                  1. Copies of Who <b>I AM</b> sandal (teacher will photocopy onto cardstock – personalize it with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank</p>

		<p>templates for students to pay-it-forward.</p> <ol style="list-style-type: none"> <li>2. Who <b>I AM</b> history</li> <li>3. Pipe cleaners for sandal</li> <li>4. Prayer for presentation day</li> <li>5. Song for consolidation</li> <li>6. Who <b>I AM</b> Self Reflection</li> </ol>
<b>Prayer/Scripture Focus</b>		
<p><b>Feast Day of the Guardian Angels (October 2)</b></p> <p>Dear Guardian Angel,          You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide.          Amen</p>		
<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p><u>On the day of presentation of the Gift of Words project:</u>          Let us pray, in the name of the Father and of the Son and of the Holy Spirit,          (Students can echo the teacher for the prayer.)</p> <p>Dear God,          I thank you for all the people who love me.          I thank you for the special people who I will give my sandals to.          Help me to tell them how much I love them,          I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>]</li> <li>2. Discuss the term pay-it-forward. Explain how that concept is the success of this project.</li> <li>3. Discuss how they can grow closer to Jesus when they tell the people they love how much they mean to them. “You are showing the people in your life that you are grateful for how their love and care.” Remind them of when God chose Moses to help Him set his people free. “God showed Moses that he could grow closer to Him if he listened to God’s words.”</li> </ol>		<p><b>Pay-it-forward</b>          A response to one person’s kindness by reaching out in kindness to others.</p>

Action	Approximately 40 Minutes	Assessment
<p>Teacher will present a Who <b>I AM</b> sandal [See: Who <b>I AM</b> sandal handout] to each student. The student will receive <b>two</b> extra templates that they have to pray/think who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying "<b>Who you are makes a difference to all of us because..... Thank you for being who you are!</b>" [See: <b>Who I AM presentation information</b>]</p> <p>This is the ‘gift of words’ that becomes the expression of gratitude.</p> <p>Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who I <b>AM</b> sandal from them.</p>		<p>Self-Reflective assessment</p>
Consolidation	Approximately 5 Minutes	Assessment
<p>Gather in a circle standing and perform a special prayer dance to the song “What I Am” by Will I Am performed with the Sesame Street characters.</p> <p><a href="http://www.youtube.com/watch?v=cyVzjoj96vs">http://www.youtube.com/watch?v=cyVzjoj96vs</a></p> <p>Dance moves:</p> <p>Move feet from side to side in front and then in back. Continue until the chorus.</p> <p><b>Oh Oh Oh</b> Pretend to play the drums.</p> <p><b>Gonna keep our heads up high</b> Clap hands up in the air.</p> <p><b>Keep on reaching high</b> Jump twice.</p> <p><b>Never gonna quit, just keep getting stronger</b> Show your muscles on one arm and then other.</p> <p><b>Nothin is gonna bring us down</b> Make a wave going down with your hand.</p> <p><b>Never giving up gotta go</b> Wave with both hands up.</p> <p><b>Because I know I’ll keep getting stronger.</b> Show your muscles on one arm and then other.</p> <p>Continue to move feet from side to side in front and in back throughout the song.</p>		

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

When an adjective is named such as “What I am is *magical*”, have one student go to the middle of the circle and choose how to demonstrate this word. Continue every time an adjective is named.

When the prayer dance is over, discuss what they will say to their V.I.P. Ask if they heard any words in the song they would be able to use. Possible examples are: thoughtful, musical, smart, brave, helpful, special, super, proud, friendly and magical. Practice saying the sentence: "**Who you are makes a difference to me because.....Thank you for being who you are!**" Play the telephone game for extra practice using the sentences they must know for their gift of words. This game consists of one person whispering a sentence to the person next to them and then they continue by whispering the same sentence to the person next to them. The telephone message continues until the last person has heard it and they say the sentence aloud.

Allow maximum of 1 day for the students to present their Who **I AM** sandals to others before completing their self-reflection. The self-reflection could be completed as a class or scribed for each student.

**Final Notes**

The beauty of the Who **I AM** words and gift is it allows a ‘safe’ opportunity for students and teachers to express thankfulness. When Who **I AM** Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who **I AM** refreshes the health and wellness with all of God’s children.

Note: Consider pairing the students up with a buddy from an older grade to help them print the information on the sandals.

Who I AM Sandal Template



Who  
I AM  
Makes  
A Difference  
because...

\_\_\_\_\_

Who  
I AM  
Makes  
A Difference  
because...

\_\_\_\_\_

## Who I AM History

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because...  
Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

## Who I AM Challenge

### Who I AM Makes A Difference Because Jesus Loves Me!

Please read this to your class.

*Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us.*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... “**Who you are makes a difference to me because.....**”*

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

Presentation day prayer

Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Dear God,

I thank you for all the people who love me.

I thank you for the special people who I will give my sandals to.

Help me to tell them how much I love them,

I pray, in the name of the Father and of the Son

and of the Holy Spirit,

Amen



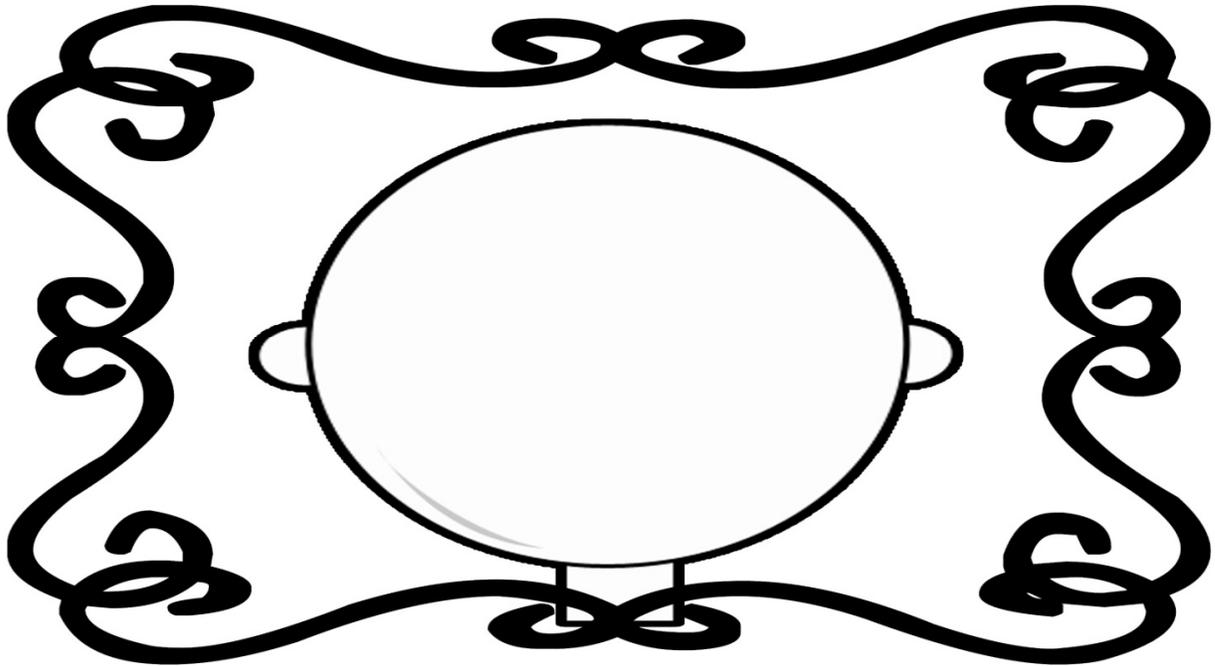


**The Who I AM Self-Reflection**



Name: \_\_\_\_\_

Draw your face to show how you felt when your teacher presented you with your gifts.



Draw in the box below how your VIP's reacted when you presented them with your gifts.



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

## Who I AM Makes A Difference

### Grade 2 - Unit Overview

Grade 2 - "Who <u>I AM</u> Makes A Difference"					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>Grade 2</b>					
1.	<p><i>Introductory Lesson: "Who <u>I AM</u>" Prayer Service</i></p> 	understand that prayer has many forms and expressions.	<p><b>5 minutes</b> Selection of leaders for prayer service.</p>	<p><b>25 minutes</b> Who <u>I AM</u> Prayer Service celebration</p>	<p><b>5 minutes</b> Discuss the contents of their letter.</p>
2.	<p><i>Mentor text: "You Are Special"</i></p> 	learn that all of God's creatures are special in their very own unique way.	<p><b>5 minutes</b> Placement of stickers on students.</p>	<p><b>40 minutes</b> -Read aloud of text. -Discussion of feelings concerning the stars and dots stickers. -Creation of "Magnificent Me"</p>	<p><b>5 minutes</b> "Who AM I?" Memory Match Game involving inferencing about the characters in the book.</p>
3.	<p><i>Media Literacy and Advertising for a new product</i></p> 	discover the world of advertising and learn how to create a billboard advertisement for a product inspired by a character from "You Are Special".	<p><b>5 minutes</b> Play a Memory Match Game with a partner that will elicit inferencing and predicting beyond the ending of the book.</p>	<p><b>30 minutes</b> -Learn about the media triangle and how to create an effective billboard.</p>	<p><b>5 minutes</b> Share and discuss how the Wemmick's world would change with the introduction of this new product.</p>

<p>4.</p>	<p><i>Finger Puppet Play</i></p> 	<p>actively participate in an important story taken from Scriptures.</p>	<p><b>5 minutes</b> Watch a video of the Burning Bush.</p>	<p><b>30 minutes</b> Participate in a finger puppet play retelling the story of the Burning Bush.</p>	<p><b>5 minutes</b> Pray that we may all hear God’s call. Sing and demonstrate the song “The Burning Bush, Call of Moses”</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day Dedication -</i></p>  <p><b><i>In Honour of Shelley Montgomery Who <u>she</u> <u>is</u> makes a difference to me as she is the most empathetic and caring individual who has been there for me since I was 5 years old and who will undoubtedly be there for me when we’re both 80. C.S.</i></b></p>	<p>demonstrate an understanding that they can use their words to show gratitude.</p>	<p><b>5 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <b><u>I AM</u></b> Gift Box.</p>	<p><b>5 minutes</b> Prayer dance to “The Summons” and reflection.</p>

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pduenne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

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 2 – Lesson 1

### Grade 2 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 part of the conversation God and Moses shared in the Old Testament. When God says “I AM,” He means that nothing or no one can ever change His character. He has always been the perfect and loving God right now, and He will always be the perfect and loving God forever. All of God’s children make a difference because of their special gift. The Who I AM project allows us to celebrate these gifts and the special people who truly make a difference in our lives.

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

#### Ontario Catholic School Graduate Expectations

**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 Expectation

PR2: Understand that Christians have developed certain rhythms of prayer and that prayer can take many forms that are used in personal prayer, communal prayer and in particular celebration of the liturgy.

#### Religion Specific Expectations

CL1.1: Examine a selection of gospel narratives that reveal God’s grace as a gift that changes lives and the sacrifice of love we are to offer to God out of gratitude.

PR2.2: Identify that our prayer as Christians should include the needs of other people, the Church, social/environmental issues in our world and how we offer spontaneous prayers of petition for them in our individual and communal prayers.

#### **Learning Goals:**

- Students will understand that prayer has many forms and expressions.
- Students will identify that prayer is a gift from God which draws every person into a personal relationship with the living and true God.

Instructional Components		
<p><b>Prior Knowledge</b> Moses and the conversation with God through the Burning Bush.</p>	<p><b>Terminology</b> Burning Bush Pay-it-forward</p>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>- Dear teacher letter explaining the project</li> <li>- Possible Chapel location *</li> <li>- Who <b>I AM</b> prayer service</li> <li>- Who <b>I AM</b> Powerpoint</li> <li>- Music for prayer service</li> <li>- Dear Friend, (Jesus) letter</li> <li>- Prayer for other days</li> </ul>
Prayer/Scripture Focus		
<p>This prayer service is an introduction to the biblical significance of the passage involving Moses and the Burning Bush Exodus 3:14. It shows us that God can communicate with us in miraculous ways. God loves us very much and wants to tell us many things. That's why we need to take time to pray, and hear what God has to say.</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Teacher will read the background information to students.</p> <p>“For the next week we will be participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! We will learn about God’s love for us when we hear the story of Moses. We will see how Moses was called by God and how God wanted to show his love for his people. Our mission will be to show the people we love how much they mean to us. Paying it forward means to give a gift that has been given to us to someone who means a great deal to us.”</p> <p>Prior to prayer service, select students to read the opening prayer, the reading and the closing prayer.</p>		
Action	Approximately 25 Minutes	Assessment
<p><b>Chapel or classroom</b> Gather in the chapel for the Who <b>I AM</b> prayer service. Students take an active role by leading and participating a variety of prayers and singing a song with gestures during the Who <b>I AM</b> prayer service celebration.</p>		

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>The sealed envelope contains the Dear Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>]</p> <p>With quiet music as a background, allow students time to read the letter from Jesus. (3 minutes for quiet reading / reflection)</p> <p>Teacher will continue the prayer service by reading the letter aloud.</p> <p>*Allow one minute of silence for the power of the letter to be absorbed before continuing.</p> <p>Teacher will complete the prayer service and <b>thank students</b> for their respect toward the Who <b>I AM</b> initiative.</p> <p>Allow each student to share their thoughts and feelings.</p>	<p>Anecdotal notes based on class discussions.</p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Approximately 5 Minutes</b></p> <p>Come together in a circle to share and discuss the story that was told and the contents of the letter they just received.</p> <p>“Imagine hearing your name being called from a burning bush. What would you do if you heard God calling your name like that?”</p> <p>Allow each student to share their thoughts and feelings.</p> <p>“God helps us to think only the best about ourselves and He wants us to feel His love.”</p>	
<p><b>Final Notes</b></p>	
<p>Follow up daily with the prayer for other days [See: <b>Prayer for the other days</b>].</p>	

Dear Teacher letter

Dear Teacher,

Welcome to Who I AM Makes A Difference Because Jesus Loves Me!

Who I AM...is a unique Catholic outreach that touches on faith formation, Religion curriculum & Mental Health and Wellness issues. It is suggested to use the Who I AM lessons prior to Thanksgiving. The goal to Who I AM is to affirm in each student the belief that they have a valid and valuable role within our community. They are our 21<sup>st</sup> century 'schools', our 'church' and our 'family'. They are a precious child of God.

The phrase Who I AM, originated in the conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who I AM has two meanings. The first meaning speaks to the importance of God as the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of me.

God makes a difference to us. Through His Son, unconditional love was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who I AM project is a golden opportunity to experience the combination of a Religion project as well as a Mental Health and Wellness project.

On Day 1, your class will celebrate a beautiful prayer service designed specifically for their grade. The prayer service has an Old Testament focus on Exodus 3:14.

On Day 5, present your students with a small written message referred to as the 'gift of words'. Your 'gift of words' template is crafted for your grade. The 'gift of words' should begin with "Who you are makes a difference to all of us because ...." (humour, joy, dedication, etc). On Day 5 present each student with their 'gift of words', in front of the entire class, so fellow classmates can appreciate each other's uniqueness.

After students experience this presentation, introduce The Challenge. The Challenge is based on the pay-it-forward movement and involves each student receiving two empty 'gift of words' template. On each template, students write a short message to someone, outside of the classroom, who makes a difference in their life. It could be a friend, neighbor, coach, parent or priest etc. This action acknowledges the connectedness and interconnectedness of relationships. After school, they present the 'gift of words' to their two individuals. The ripple of gratitude becomes a wave of unconditional love. In past

Dear Teacher letter (continued)

reflections, numerous students have stated that 'gratitude becomes contagious' and are hooked on spreading kind words of appreciation to others.

Please allow one day for your students to outreach. A self-reflection is attached for the student to complete at the end. This will help consolidate their Who **I AM** experience. It is suggested the presentation of the 'gift of words' takes place on October 2 - Feast Day of the Guardian Angels. Teachers are guardian angels who walk among us - YOU make a difference!

Who **I AM** allows a thanksgiving to occur within a Thanksgiving celebration.

May the love and joy that went into authoring this project radiate outward to reward your teaching career and touch your inner spirit.

Thank you for being who you are 😊

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

**Who I AM Prayer Service for Primary Division ( Grade 2)**

Welcome and Introduction

Opening Prayer:

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

Dear God, we thank you for all of the good things that you have given us and for the love of our family and our friends. Help us to love others as you love us, Amen

Reading:

[paraphrased from Exodus 3]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!" Moses answered, "Yes, here I am." God said, "I am sending you to set my people free." Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

Reflection and Questions:

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

Prayer Activity:

Have students create flames for a classroom burning bush bulletin board. Have them each write their name on their flame.

**Intercessions:** *Note: Prepare the students that during the next prayer you will go around the circle and they will say the name of someone they are thankful for \**

Loving God we are thankful for our families and friends. We pray for someone special who helps us and is kind to us; \* . Please bless all of the special people who we named, we pray, Amen

Song: "Jesus Loves Me"

*Note: with actions. See attached*

*Note: you can clap through the verses and use actions for the chorus*

*or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions. There are more verses at that site.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me! *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me! *[cross arms on chest(loves me). Repeat]*  
Yes, Jesus loves me!  
The Bible tells me so. *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

Closing Prayer:

Thank you God for all of the people who love me; for my parents and my friends.

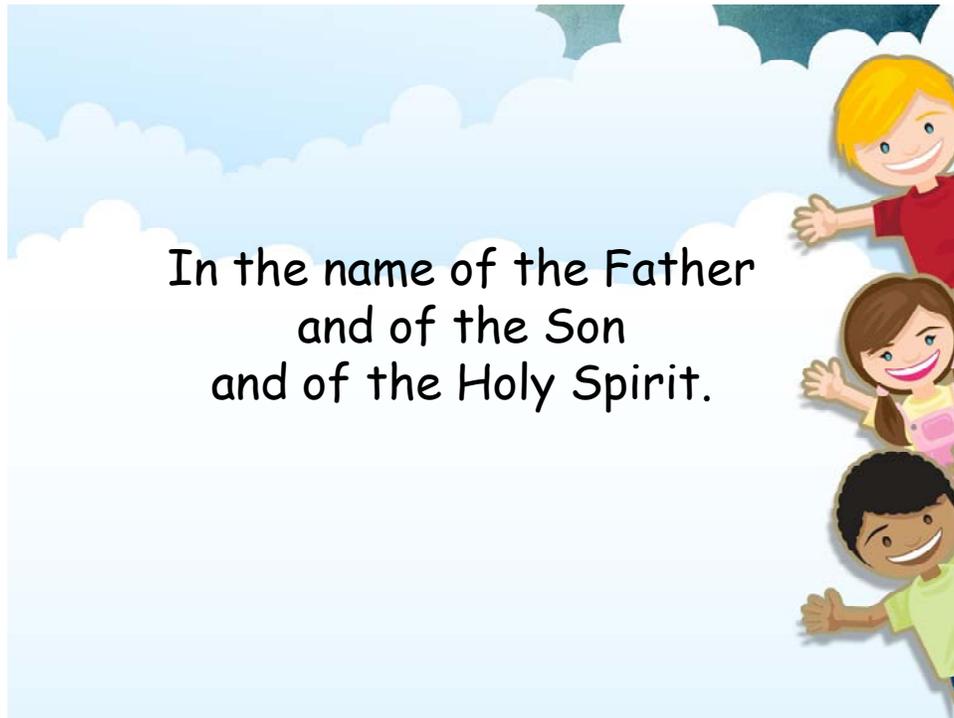
Thank you God for making me **who I AM** and for loving me just the way I am.

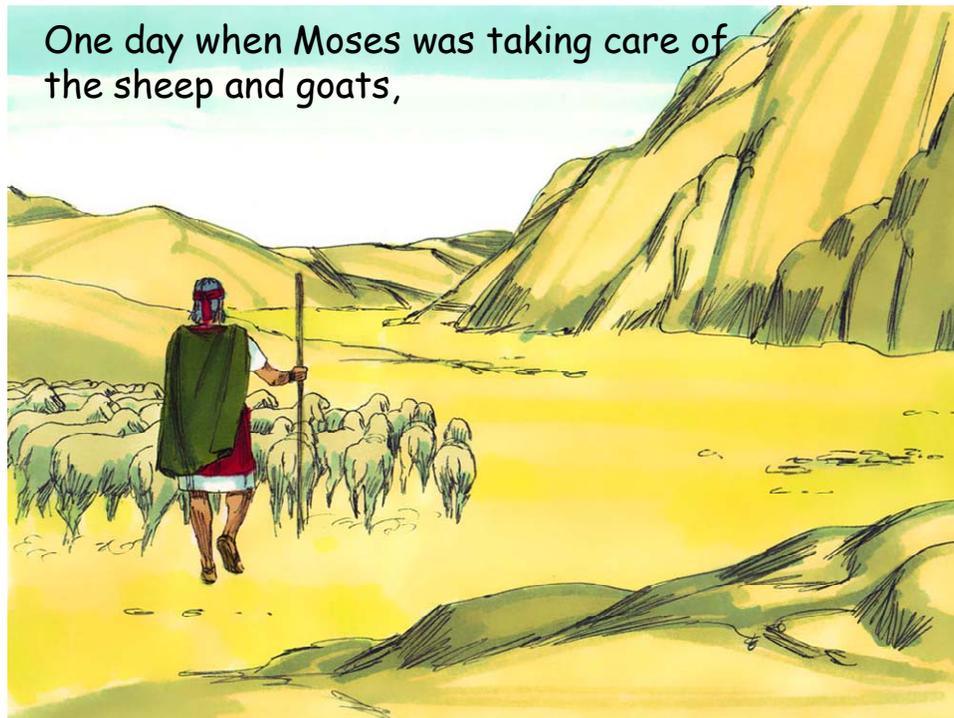
Help me to always try to be the best person I can be.

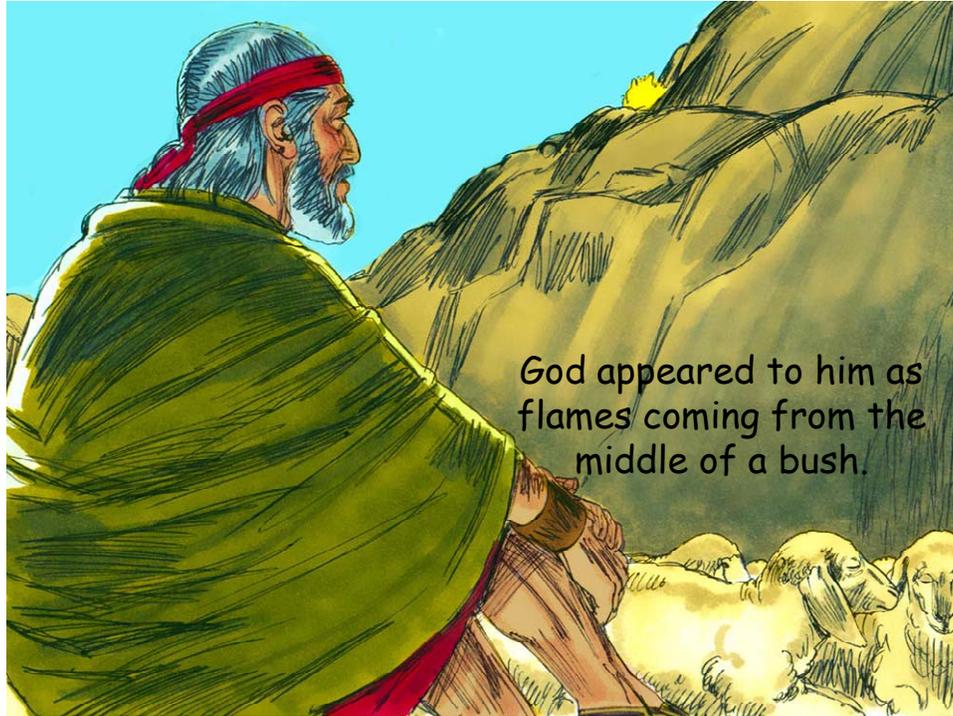
And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Powerpoint for Prayer Service

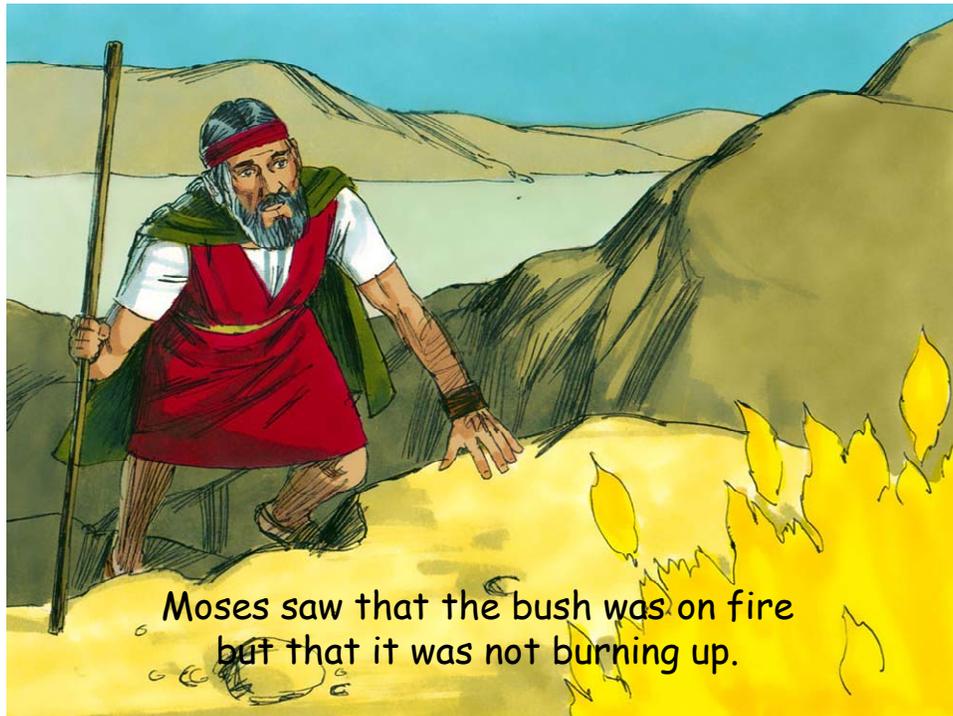




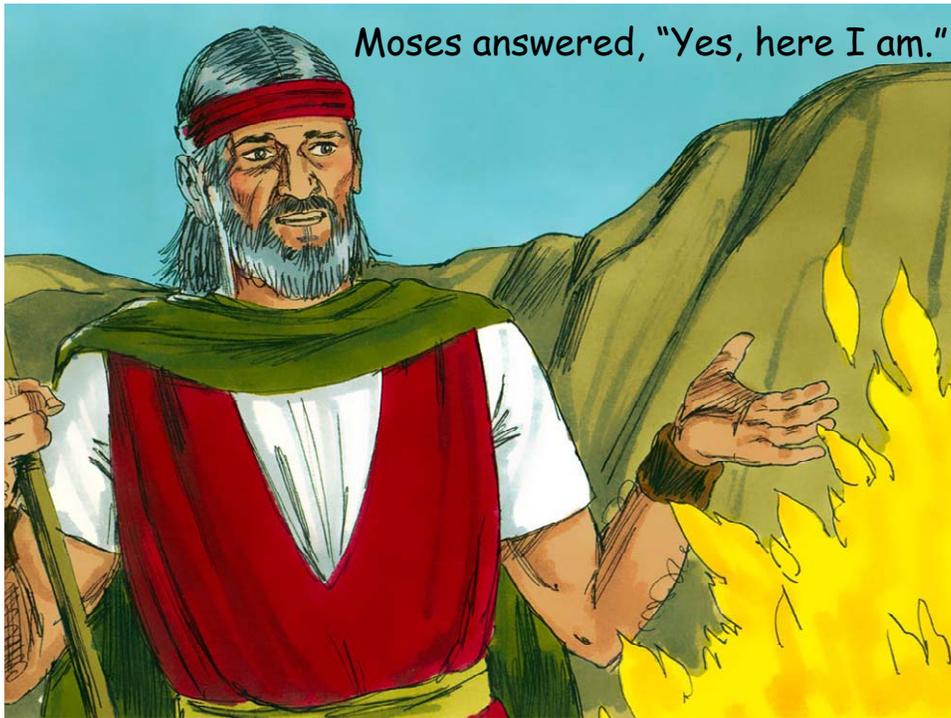
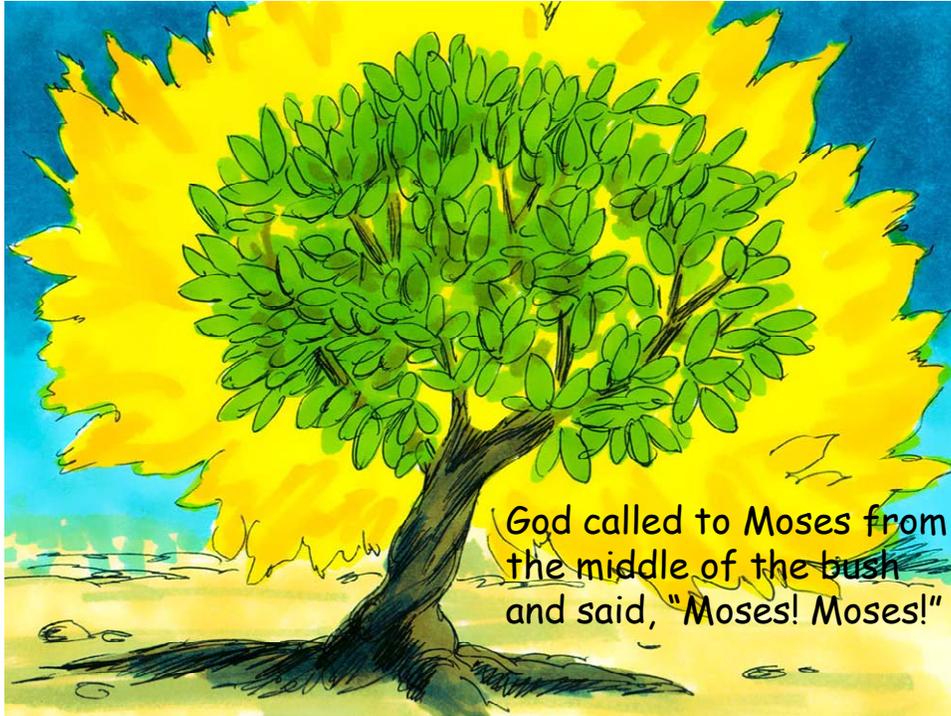


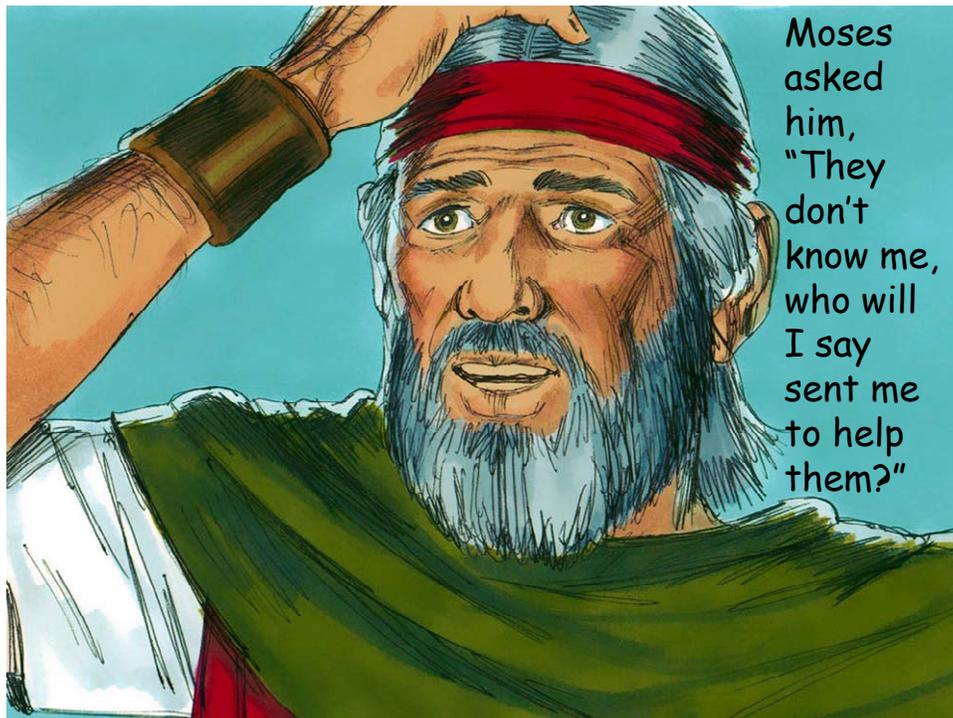
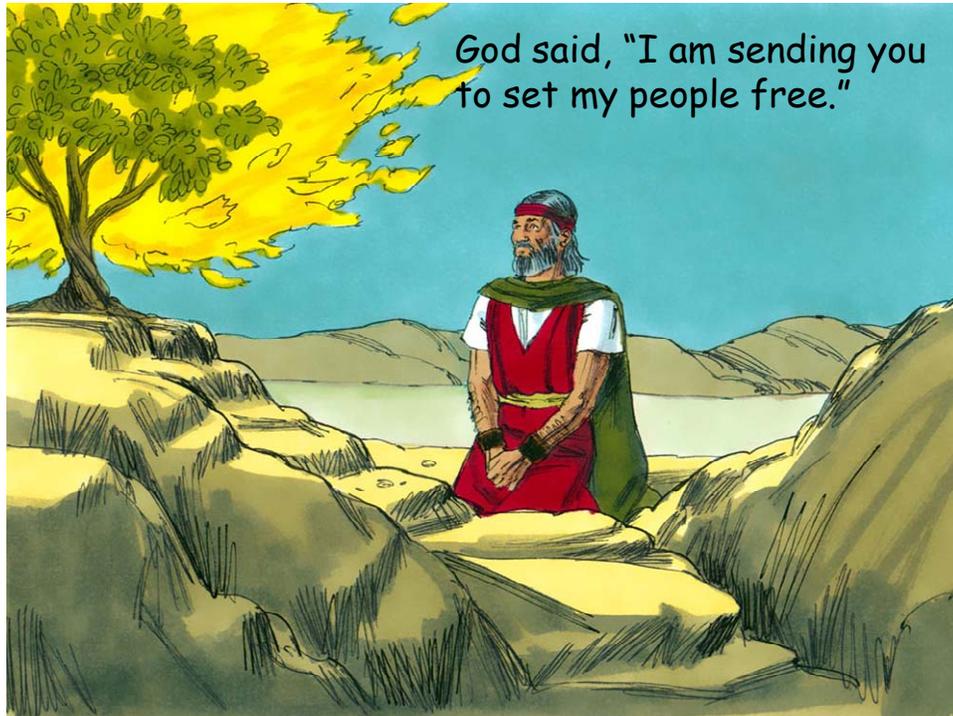


God appeared to him as flames coming from the middle of a bush.



Moses saw that the bush was on fire but that it was not burning up.

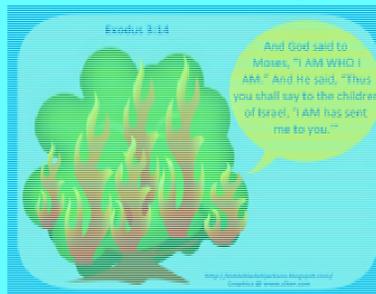






God answered him, "I AM WHO I AM.  
Tell them the one who is called I AM has sent you  
and the people will listen to what you say to them."

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 and he will always love us.  
We can show God that we will try  
to always love him and listen to him  
by writing our names on the leaves  
of our own burning bush.





Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.



Thank you God  
for all the people  
who love me;  
for my parents  
and my friends.  
Thank you God  
for making me **who I am**  
and for loving me  
just the way I am.  
Help me to always try  
to be the best person  
I can be.  
And all of this we pray,  
in the name of the Father and of  
the Son and of the Holy Spirit,  
Amen



**Prayer for Other Days**

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Thank you God for all of the people who love me;

for my parents and my friends.

Thank you God for making me **who I AM** and for loving me just the way I am.

Help me to always try to be the best person I can be.

And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Thank you God for all of the people who love me;  
for my parents and my friends.

Thank you God for making me **who I am**  
and for loving me just the way I am.

Help me to always try to be the best person I can be.

And all of this we pray, in the name of the Father and of the  
Son and of the Holy Spirit,

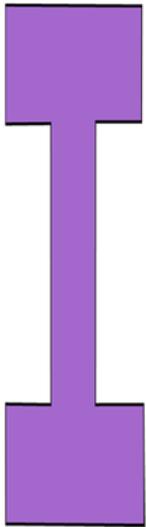
Amen



Dear Friend Letter



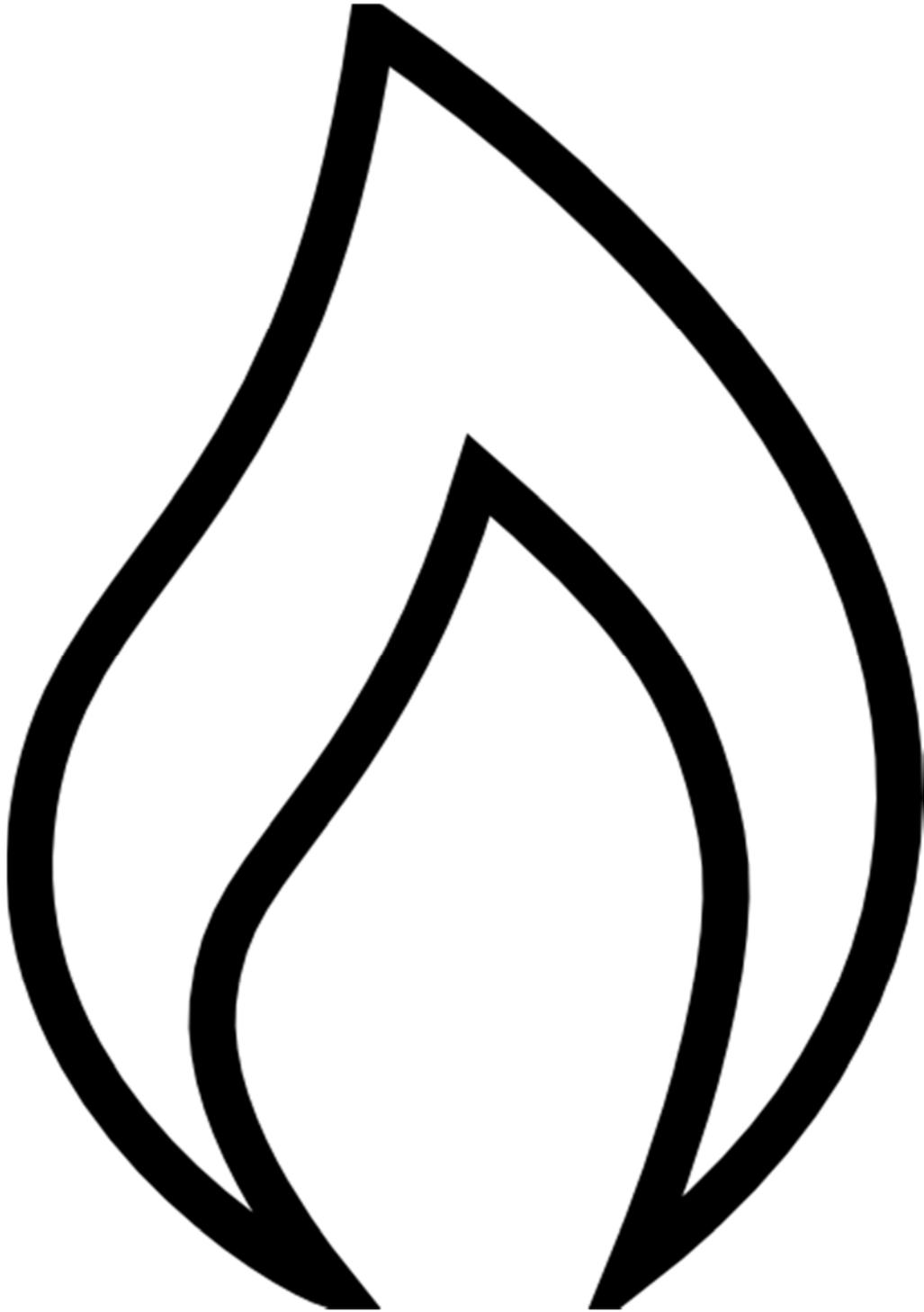
Dear \_\_\_\_\_,



Your Friend,



*Flame for Burning Bush*



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 2 - Lesson 2

### Grade 2 Who I AM... Lesson 2

#### Background:

*You Are Special* is a beautiful story that reminds us that we are precious to God just the way we are. It is through spending daily time with him that we begin to see ourselves through his eyes. This is an important truth that children need to know: God loves us even though we make mistakes and have flaws!



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

##### Ontario Catholic School Graduate Expectations

**CGE1d:** Develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good.

**CGE1e:** Speaks the **language of life...**"recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.

**CGE4a:** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

##### Religion Overall Expectation

**ML2:** Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God's Law of Love we need to seek forgiveness from God and from the ones we have offended.

##### Religion Specific Expectations

**CL1.3:** Identify ways we encounter the presence of God (*i.e. in the created world, in other human beings and in Jesus Christ*) and explain what these encounters teach us about how we experience and share in God's love (*i.e. healing, forgiveness, strength*).

**ML1.3:** Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God's love (God loves us so much he wants us to be happy; the desire for

##### Learning Goal:

- Students will learn that all of God's creatures are special in their very own unique way.
- Students will demonstrate an understanding that friendship can be shared among those who are different from ourselves.
- Students will understand that God has a purpose for all living things and that each one has their own special gift to share with the world.

<p>happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom).</p> <p><u>Language Expectations</u></p> <p><b>Oral and Visual Communication</b></p> <p><u>Overall Expectation</u></p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p><u>Specific Expectation</u></p> <p><b>Extending Understanding</b></p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.</p> <p><b>Reading</b></p> <p><u>Specific Expectation</u></p> <p><b>Making Inferences/Interpreting Texts</b></p> <p>1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.</p> <p><b>The Arts</b></p> <p><b>Visual Arts</b></p> <p><u>Overall Expectation</u></p> <p><b>D1. Creating and Presenting:</b> apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.</p> <p><u>Specific Expectation</u></p> <p><b>D1.1</b> create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature.</p>	
---	--

**Instructional Components**

<p><b>Book Description:</b></p> <p><u>You Are Special</u></p> <p><b>By Max Lucado</b></p> <p>Wemmicksville is a land created by Eli, the "God" figure of the story. He creates each Wemmick in Wemmicksville uniquely, each with its own look and personality. Punchinello is the central character, along with his friends</p>	<p><b>Terminology</b></p> <p>Creator Unique Pride Judgement</p>	<p><b>Resources/Materials</b></p> <p>-Mentor Text:</p> <p><u>You Are Special</u></p> <ul style="list-style-type: none"> <li>- Video "You Are Special"</li> <li>- Stickers</li> <li>- BLM "Magnificent Me!" paper person template</li> </ul>
---	---	---

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>Lucia, Splint, and Chip. When Punchinello strays from Eli, he begins to have problems. Only when Punchinello stays close to Eli does he clearly see how to walk through his life in Wemmicksville.</p> <p>In this heartwarming tale, Eli helps Punchinello understand how special he is-no matter what other Wemmicks may think. Children will learn a vital lesson-regardless of how the world sees them, God loves each of them just as they are.</p>		<ul style="list-style-type: none"> <li>- Scissors</li> <li>- Glue</li> <li>- Colouring pencils</li> <li>- Paint and paint brushes</li> <li>- Yarn, googly eyes, pipe cleaners, buttons.</li> <li>- BLM “Magnificent Me!” Rubric for assessing visual arts</li> </ul>
--	--	--

**Prayer/Scripture Focus**

**Psalm 139:13-14**  
 “You are the one who put me together inside my mother’s body, and I praise you because of the wonderful way you created me. Everything you do is marvelous! Of this I have no doubt.”

<b>Minds on</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
-----------------	--------------------------------	-------------------

<p>Before beginning to read aloud this mentor text, ask the students to help you place stickers and dots on themselves and on their classmates. They can even place some on their teacher and educational assistant. Continue until all of the stickers you handed out are stuck on someone.</p> <p>Question how they felt giving and receiving the stickers and the dots. “Did some of us get more stickers than dots? Did some of us get more dots than stickers? How did you feel when you gave a sticker/dot? How did you feel receiving a dot/sticker?”</p> <p>Inform them that they will be listening to a special story about the Wemmicks. “They are a community of wooden people who spend their day placing stickers and dots on each other. Let’s listen and find out why.”</p>	
--	--

Action	Approximately 40 Minutes	Assessment
<p>Read aloud “You Are Special” or watch on YouTube:  <a href="http://www.youtube.com/watch?v=15QuHygLwFU&amp;feature=kp">http://www.youtube.com/watch?v=15QuHygLwFU&amp;feature=kp</a>                      Ask some guided questions following the reading:                      “Explain how you think we give each other stars and stickers.”                      “Describe what makes a person special. Is it what the person can do or who he or she is inside? Why is that?”                      “Who does Eli remind you of?”                      “Do you want to remove the stickers and dots you have on you at this time? Why or why not?”                      “Did your feelings about the stickers and dots change after listening to the story?”                      Lead into the activity by providing them some information that they may have missed:                      “I think Eli may represent God because Eli is the maker of the Wemmicks. There are a couple clues in the text that helped me to infer this:</p> <ul style="list-style-type: none"> <li>- On page 23 it was clear that Eli knew Punchinello’s name without anyone telling him what it was. How cool is that? This kind of reminds me of when God knew Moses’s name when he spoke to him at the burning bush. Only God would know that as He made us and crafted us all differently.</li> </ul> <p>Text</p> <ul style="list-style-type: none"> <li>- “Punchinello! How good to see you. Come let me have a look at you.” Punchinello turned slowly and looked at the large bearded craftsman. “You know my name?” the little Wemmick asked. “Of course I do. I made you.”</li> <li>- On page 27, Eli then says something that Punchinello had never heard before which completely changes the expression on Punchinello’s face.</li> </ul> <p>Text</p> <ul style="list-style-type: none"> <li>- Eli said: “Because you’re mine. That’s why you matter to me.” Punchinello has made a discovery. He has discovered the positive voice that he needed to listen to all along.</li> <li>- On page 31, Eli puts his point across by making Punchinello believe that he is very special no matter what he looks like, no matter what talent he may have.</li> </ul> <p>Text</p> <ul style="list-style-type: none"> <li>- Eli states: “you are special because I made you. And I don’t make mistakes.”</li> </ul> <p>We must always remember that we are fantastic because God doesn’t make junk. We are made in an amazing way and we are deeply loved</p>		<ul style="list-style-type: none"> <li>- Anecdotal notes based on class discussions.</li> <li>- Rubric for Visual Arts</li> </ul>

by God.

Set up the next activity by explaining that they will get to know what it feels like to create a person. They will create a paper person imitation of themselves. Ask them to make it look like them and reflect God's beautiful creation. Review the rubric with the class in order for them to understand the criteria.

Allow for some time for the students to create a version of themselves. Once complete, ask them to sit in a circle with their "Magnificent Me" creations. "Does your creation look exactly like your friend's? Of course not, we are all made to be different and unique! Can I be friends with (Name) even though he doesn't look like me?" Have them pass their paper person to the person sitting next to them. Keep passing until you see that everyone has another student's paper person. Tell them to freeze. "Now, I want you to rip the paper person you are holding in your hand just a little." Start the passing again. Ask them to stop a second time, "This time, I would like you to crumple the paper person." Begin passing again until you see that everyone has their paper person back.

Discuss how they felt when their "Magnificent Me" was torn and crumpled. Inform them that this represents how people feel when we call them names, put them down, make fun of them and are unkind. "Sometimes we are not treated properly by our friends, it's important for us to remember that we can move on and not let these hurtful actions or words take over."

Recall a moment from the text on page 17:

"One day he met a Wemmick who was unlike any he'd ever met. She had no dots or stars. She was just wooden. Her name was Lucia. It wasn't that people didn't try to give her stickers; it's just that the sticker didn't stick."

Discuss Lucia's ability to cope with the challenges of her community's daily exchanges. "Lucia decided she did not need any stickers or dots. She realized that she was special without these items."

Let the students try and fix their paper people with tape or glue. When they have realized that they can't, speak about how it is hard to undo the hurt we inflict when we speak unkindly or treat others unfairly.

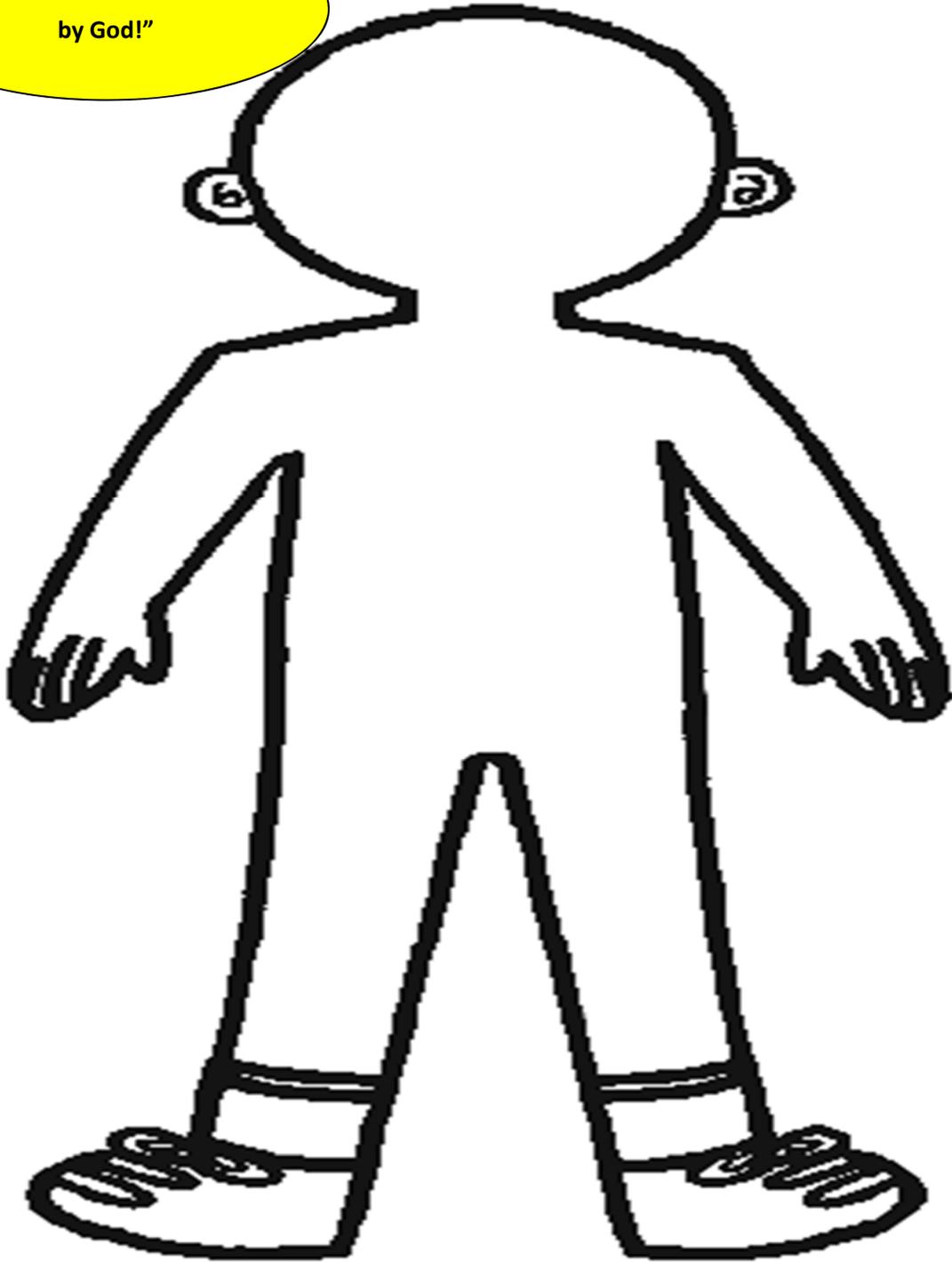
"It is only when we appreciate God's creations that we can live in a better world. Paying compliments, being proud of who we are on the inside and avoiding judging others will help us to understand what God wanted for all of creation. We are all special. It is time that we made sure everyone knew that."

If some students are distraught over the state of their paper person, allow them to create another.

Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <p>Discuss and explore how a change in the Wemmicks community could contribute to positive mental health and self-esteem.</p> <p>“God is our creator. He loves each of His creations the same. God made each one of us special just as Eli did in the text with the Wemmicks.”</p> <p>“Close your eyes and think about the possibility of the Wemmicks changing their ways and becoming more like Lucia.”</p> <p>“Now open your eyes. Turn and talk to your elbow partner.”</p> <p>“What might the Wemmicks be saying to one another?”</p> <p>“Who might benefit from the change?”</p> <p>“What might Eli say if he saw the change in his people?”</p> <p>“Would God say something similar?”</p> <p>Ask the groups if they would like to share anything that was discussed during their talk.</p>	
<p><b>Final Notes</b></p>	
<p>Note to teachers:</p> <p>*The tearing and crumpling of paper people may be traumatic for some children, it’s important to consider preparing students who may be sensitive.*</p> <p>Chain the paper people together for a bulletin board display.</p> <p>Optional: Play sticker tag in the gym. The students who are “it” place a sticker on a student to tag them. The only way they can join the game again is to have a friend remove the sticker.</p>	

**Magnificent Me!**

"I am specially made  
by God!"



**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 2 - Lesson 3

Grade 2 Who I AM... Lesson 3	
<b>Background:</b>  This lesson focuses on media and the creation of a new product that was inspired by one of the characters in the text called Lucia.	
<b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b>	
<b><u>Ontario Catholic School Graduate Expectations</u></b> <b>CGE1d:</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. <b>CGE1j:</b> Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of <b>redemption</b> . <b><u>Religion Overall Expectations</u></b> ML2: Demonstrate an understanding that God has established Laws to guide us (i.e. to judge) in deciding (i.e. choice) how to act and that when we act in ways that break God’s Law of Love we need to seek forgiveness from God and from the ones we have offended. LS2: Focus: Option for the poor and vulnerable Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (i.e. our neighbour) by following the example of Jesus who calls us to share (i.e. Eucharist) serving the needs of others. <b><u>Religion Specific Expectations</u></b> ML1.3: Recognize that God has placed a natural desire for happiness in the human heart and explain why and how this is a sign of God’s love (God loves us so much he wants us to be happy; the desire for happiness draws us to the One who can fulfill that happiness and to the gift of the heavenly kingdom.	<b>Learning Goal:</b> <ul style="list-style-type: none"><li>• Students will learn how media texts are created.</li><li>• Students will learn how to create their own media text in the form of a billboard promoting an exciting new product.</li><li>• Students will understand that God wants us to love one another and forgive those who may hurt our feelings.</li></ul>

LS2.3: Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e. family and school communities) through our prayers and actions.

Language Expectations

**Writing**

Overall Expectation

1. generate, gather, and organize ideas and information to write for an intended purpose and audience.

Specific Expectations

**Form**

2.1 write short texts using several simple forms.

**Publishing**

3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout.

**Media**

Overall Expectations

3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Specific Expectations

**Purpose and Audience**

1.1 identify the purpose and intended audience of some simple media texts.

**Purpose and Audience**

3.1 identify the topic, purpose, and audience for media texts they plan to create.

**Producing Media Texts**

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

**The Arts**

**Visual Arts**

Overall Expectation

**D1. Creating and Presenting:** apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Specific Expectation

**D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.

Instructional Components		
<p><b>Prior Knowledge</b> The ideas presented in the text are the basis for the product the students will be creating and promoting.</p>	<p><b>Terminology</b> Media Audience Target Product Slogan Tag line</p>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>- Mentor Text: <u>You Are Special</u></li> <li>- BLM “Who Am I? Memory Match”</li> <li>- BLM “Billboard examples”</li> <li>- BLM “Zest Ad”</li> <li>- BLM “Media triangle for Zest”</li> <li>- BLM “Billboard Tips”</li> <li>- BLM “Media triangle for À Dieu”</li> <li>- BLM “Billboard” template</li> <li>- BLM “Success Criteria for Billboard”</li> <li>- BLM “Feedback and Feed Forward”</li> <li>- Colouring pencils</li> </ul>
Prayer/Scripture Focus		
<p>Ephesians 2:10 For we are <b>God's</b> handiwork, <b>created</b> in Christ <b>Jesus</b> to do good works, which <b>God</b> prepared in advance for us to do.</p>		
Minds on	Approximately 5 Minutes	Assessment
<p>It is advisable that the memory match cards used for this minds on activity be ready to go prior to this lesson.</p> <p>Read the last page of the text to the students. Hand out one set of cards to pairs of students. Students must predict what each character would do after the ending of the text. Students play in groups of two. One player begins by turning over two cards, if they find a match between the character and the prediction for that character, they keep the pair. Players continue until all cards have their corresponding matches.</p>		

Action	Approximately 30 Minutes	Assessment
<p>Start by discussing how the Wemmicks world would be if suddenly everyone stopped handing out stars and dots permanently. Ask “How would this change how the Wemmicks felt about themselves?”</p> <p>“Allowing ourselves to shine and show what our gifts are from God is the best way to feel proud of who we are.”</p> <p>“Wouldn’t it be God’s dream come true to see all of His creation living harmoniously as one? He would marvel in the Glory of seeing His children appreciating one another, acting with love and forgiving each other.”</p> <p>“We are going to help the Wemmicks by creating a product that repels stars and dots. Do you remember in the story how Lucia was unable to keep stars and dots as they fell off as soon as she got one?”</p> <p>Revisit this part of the story in particular.</p> <p>“On page 17, it states: One day he met a Wemmick who was unlike any he’d ever met. She had no dots or stars. She was just wooden. Her name was Lucia. It wasn’t that people didn’t try to give her stickers; it’s just that the stickers didn’t stick.”</p> <p>“Lucia has started a trend! We are going to help to spread God’s message. We are going to be the makers of a body spray that helps to keep stickers and dots off and that makes God’s people feel special.”</p> <p>“The product is called <i>À Dieu</i>. It is a type of soap that will be available in liquid form as well as in the bar form. Whenever you wash using this special soap, stickers and dots fall off and they will never stick again! The name is French in origin and it has 2 meanings: 1. Belonging to God and 2. Goodbye which we could apply to the disappearance of stars and dots.”</p> <p>“We will start by looking at some examples of billboards and take a close look at the words that are used in the ads. Advertisers use words that are catchy, sentences that stick in your head and persuasive language to get you to buy their product or believe their ideas. For example, the billboard for Crest has a catchy tag line “Look, Ma, no cavities!” which makes you believe that if you buy Crest, you won’t get any cavities. Other famous tag lines include:</p>		<p>Anecdotal notes based on class discussions.</p> <p>Success Criteria for a media text</p>

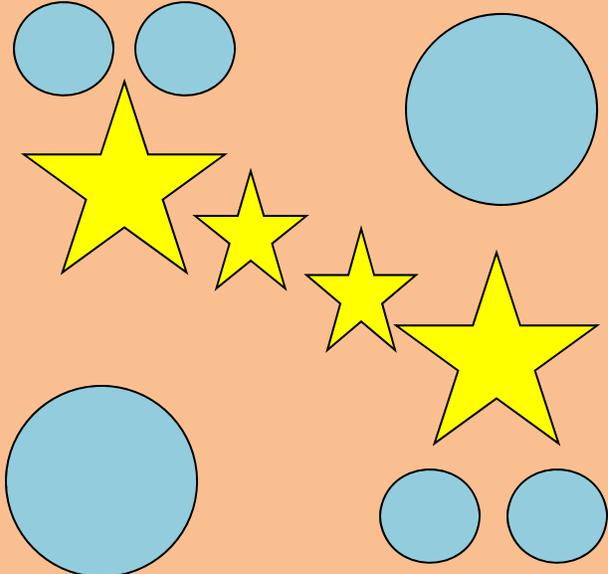
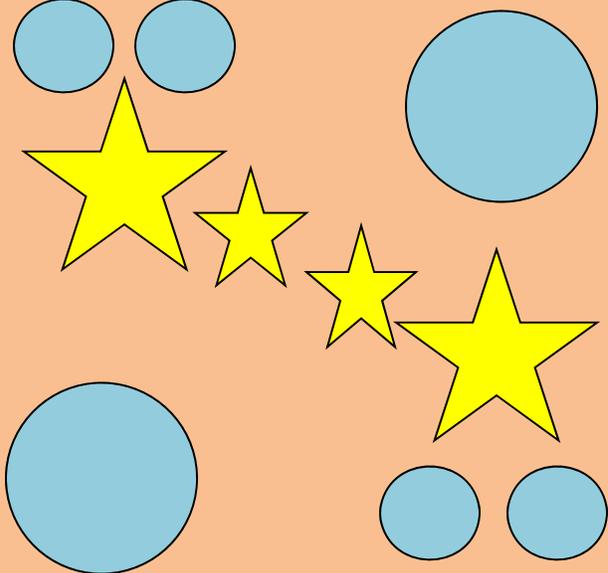


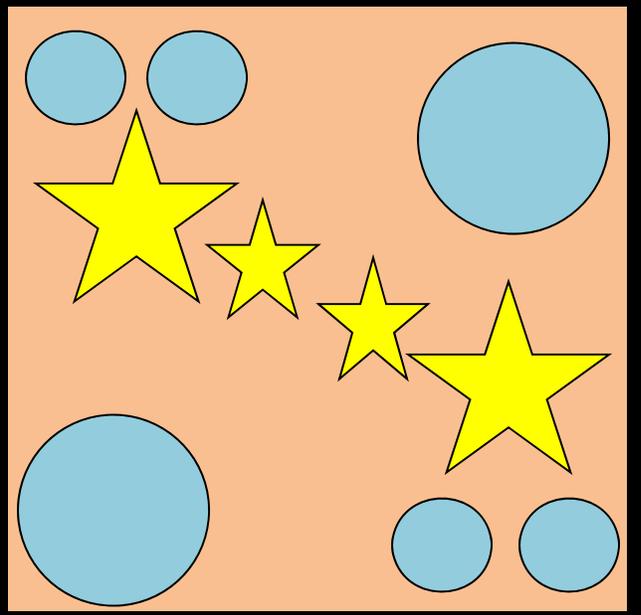
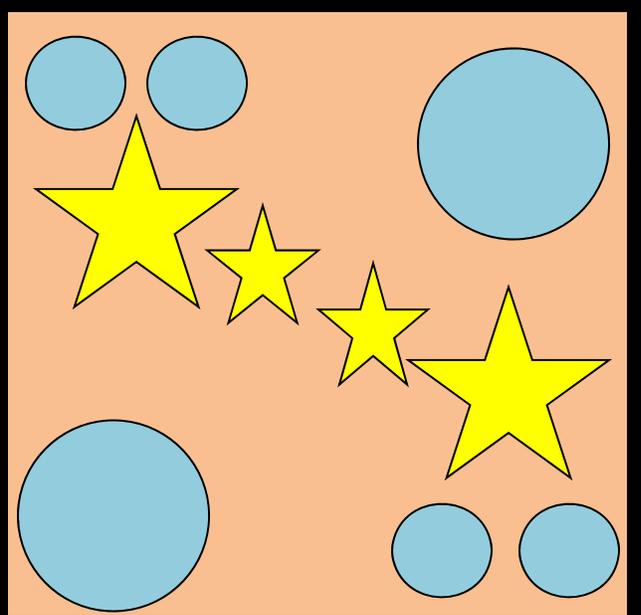
**Final Notes**

Students could create a commercial using their tagline to advertise for the new product. Discussions could revolve around other forms of media such as radio ads, magazine ads, ads that pop up on webpages, etc. Furthermore, billboards could be displayed on a bulletin board with roads leading to God.

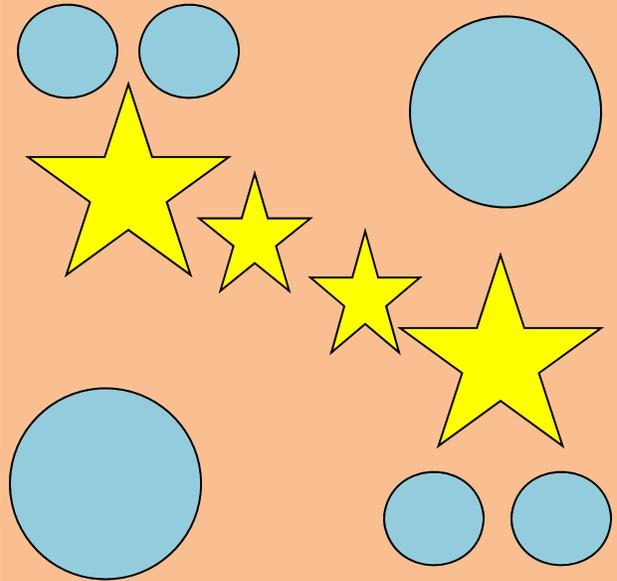
Math Extension: A price could be added to the product and students could practice making change and figuring out the amount for multiple purchases.

“Who Am I?” Memory Match

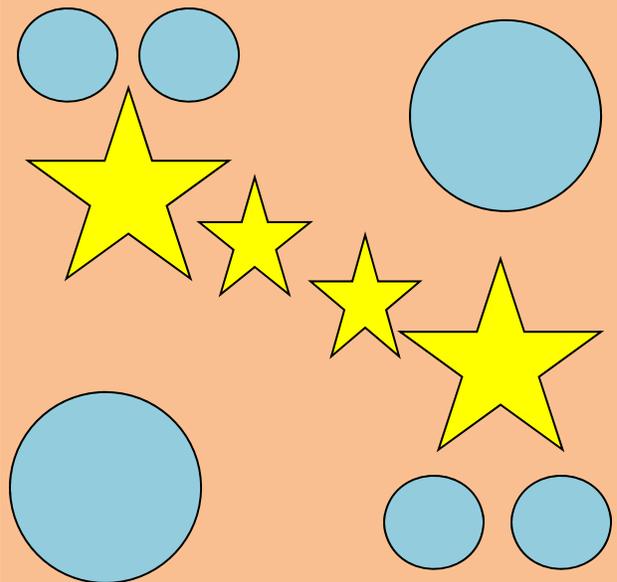
	
	



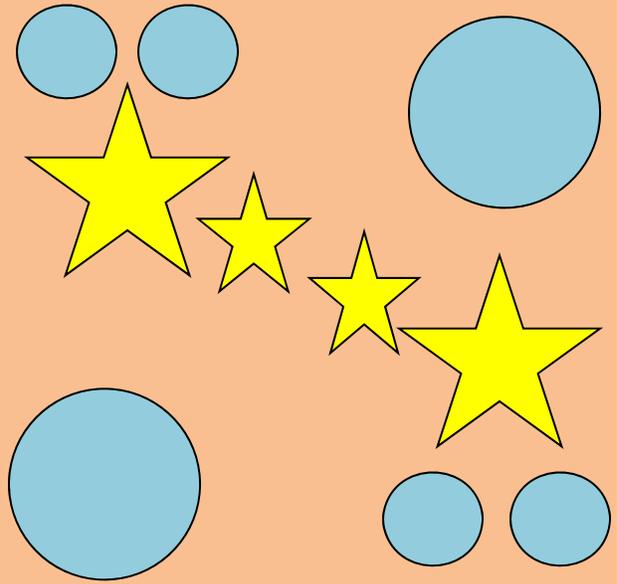
I got rid of  
all my dots by believing  
that I am special. I forgave  
the other  
Wemmicks.



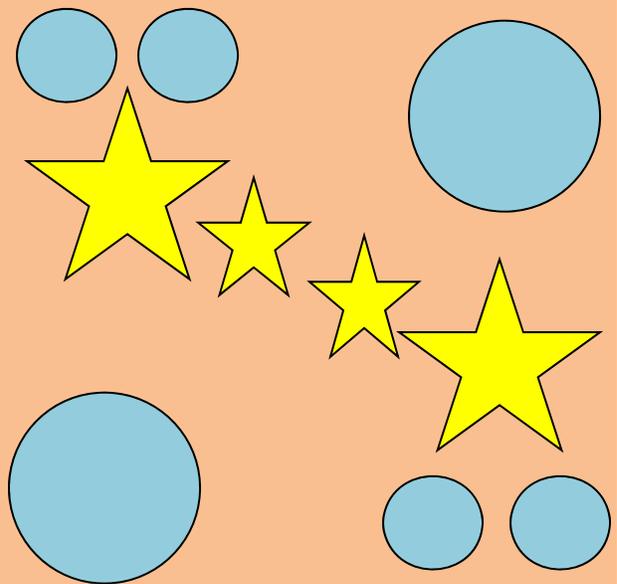
I became Punchinello's  
friend  
because I think he's  
neat. I help guide other  
Wemmicks toward  
the Maker.



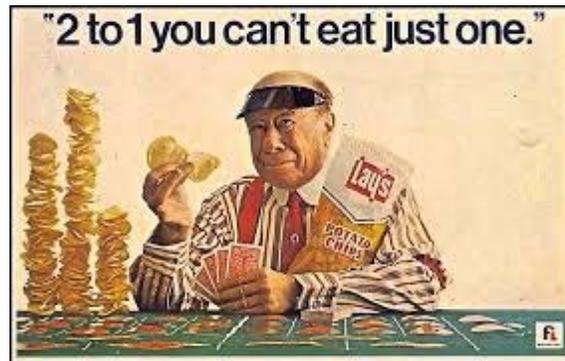
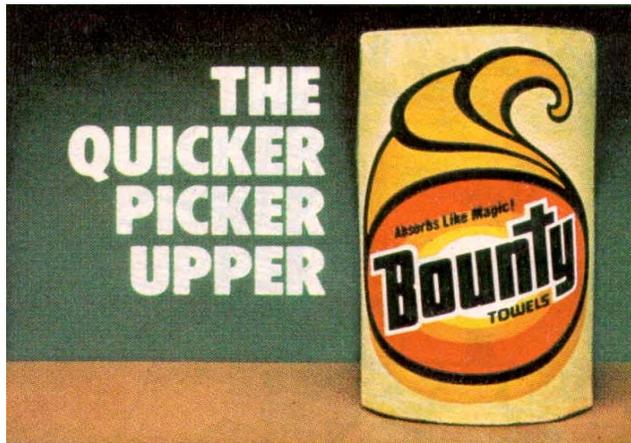
I continue to make  
beautiful creations.  
My wish is that they  
are happy and love  
one another.



We follow God's law of Love.  
We celebrate our uniqueness  
and we make  
sure everyone feels  
special.



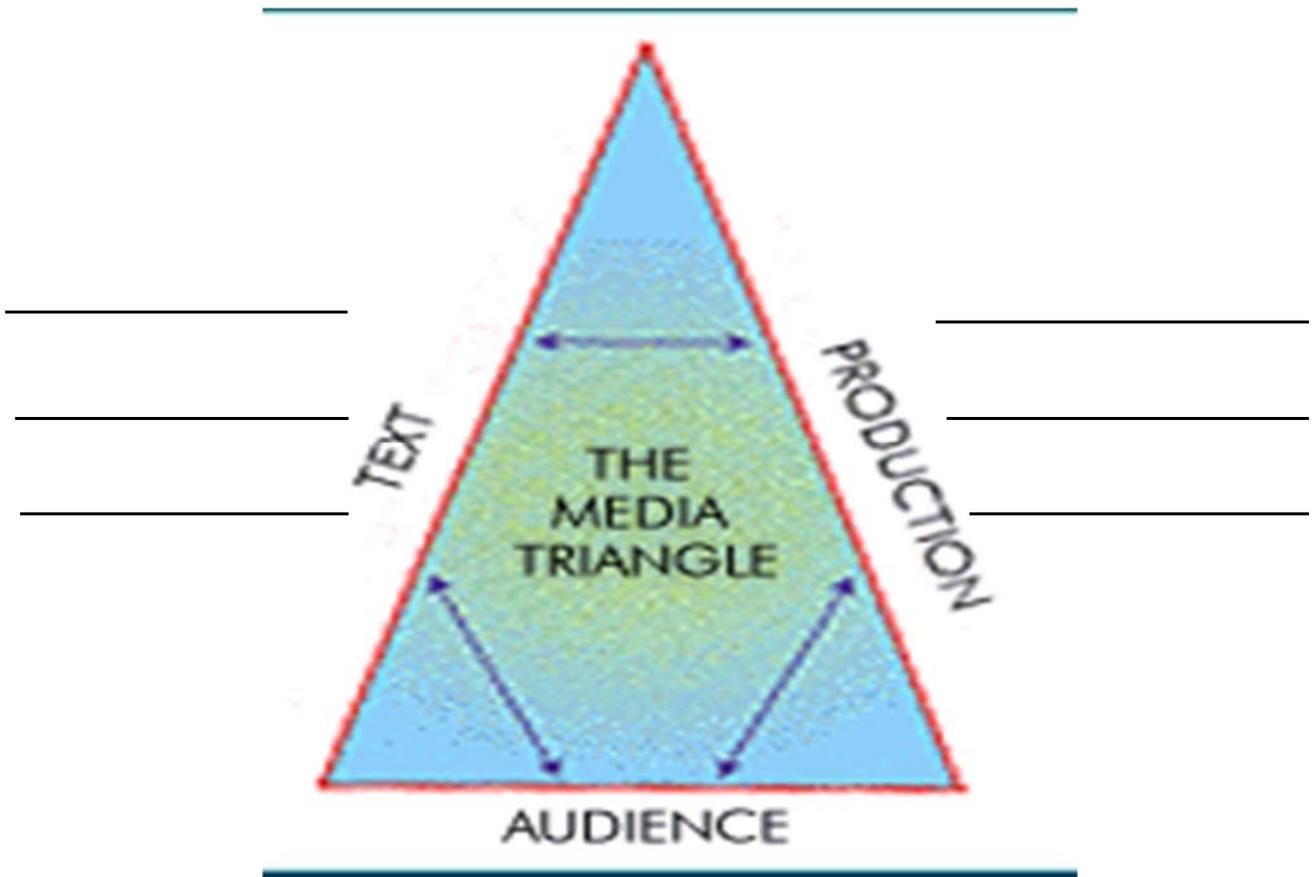
**“Billboard Examples”**



["Zest Ad"](#)



“Media Triangle for Zest”



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## “Billboard Tips”

### 1. Keep it simple.

You need 3 items on your billboard:

- An image / photo
- A unique and persuasive tagline or slogan
- Your product name

People have only 5-10 seconds to notice, become engaged by and process your message. Don't make it difficult by cramming your billboard with too much stuff.

### 2. Use contrasting colours.

They help your billboard get noticed.



When you look at the colour wheel, colours that are opposite of each other are contrasting colours. For example, red and green are contrasting colours. Blue and orange, yellow-green and red-violet and blue-violet and yellow-orange are examples of contrasting colours.

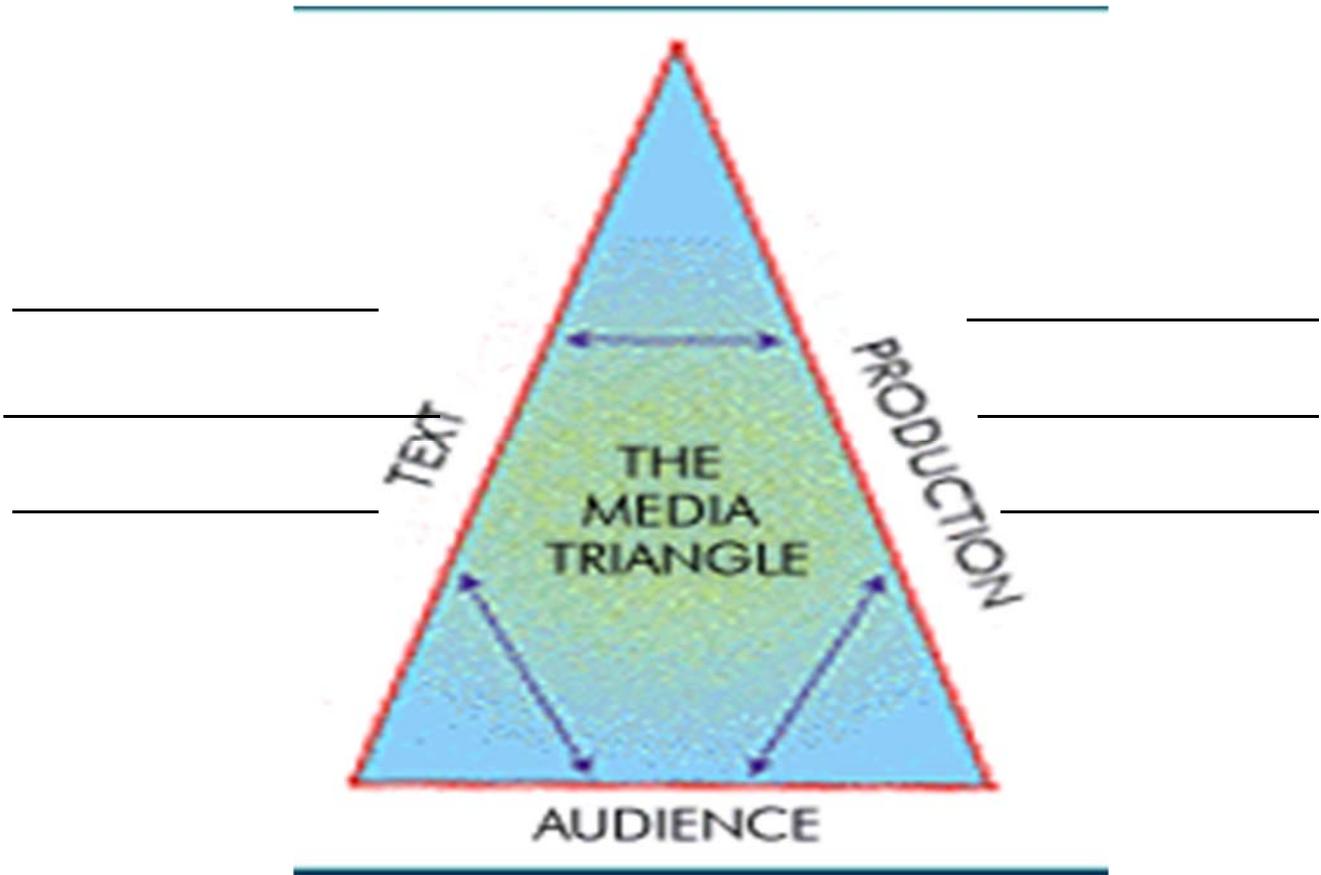
### 3. Simple and Easy to Read Writing

Your writing should be easy to read from a far distance. Keep spaces between your letters to avoid blurring, and avoid ALL CAPS, they're hard to read. Ensure your message is big enough to read. Your billboard has to be read to persuade.

### 4. Use catchy words and interesting ideas

Absolutely NO ONE will remember DULL. Grab the audience's attention immediately.

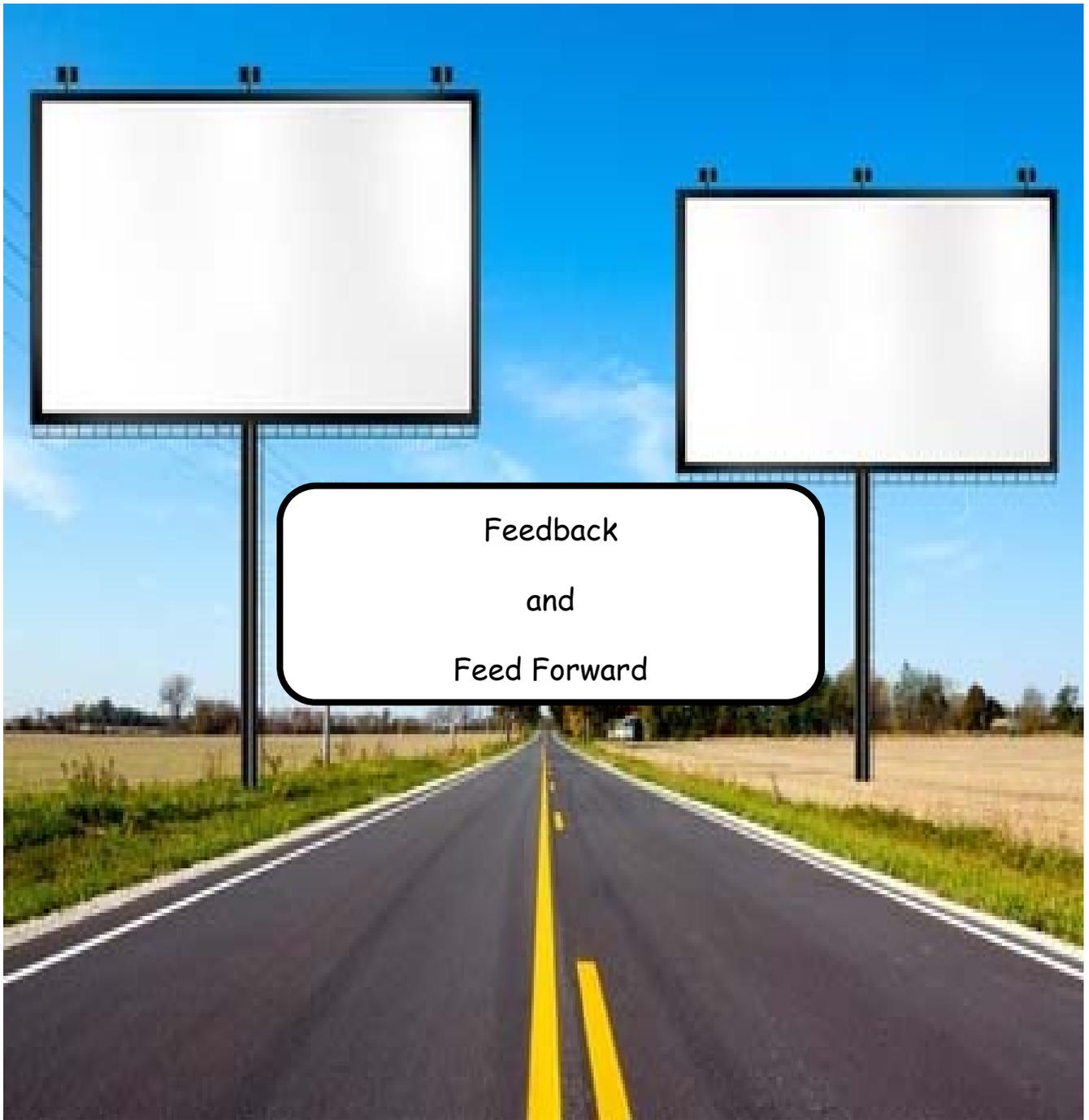
“Media Triangle for À Dieu”



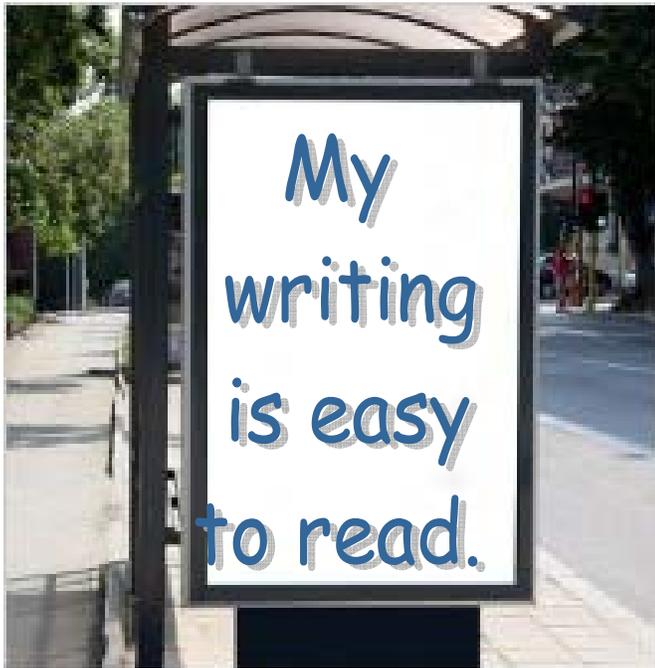
“Billboard Template”



**“Feedback and Feed forward”**



“Success Criteria for Billboard”



**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 2 - Lesson 4

#### Grade 2 Who I AM... Lesson 4

**Background:**

This lesson will refresh the student’s memories and allow them to take another look at the story of God and Moses. The objective is to prepare them for the presentation day and revisit the central idea behind the project.

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

**Ontario Catholic School Graduate Expectations**

**CGE1c:** 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;

**Religion Overall Expectations**

**ML3:** Demonstrate an understanding that God wants to help us through the gift of His grace to live a Christian life and that we can respond to this gift by the way we live our lives.

**Religion Specific Expectations**

**CL1.3:** Identify ways we encounter the presence of God (*i.e. in the created world, in other human beings and in Jesus Christ*) and explain what these encounters teach us about how we experience and share in God’s love (*i.e. healing, forgiveness, strength*).

**Language Expectations**

**Oral and Visual Communication**

**Overall Expectations**

**2.** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

**Learning Goal:**

- Students will actively participate in an important story taken from scriptures.
- Students will learn that God is one who loves, gives and cares.
- Students will learn that God is with us always.
- Students will realize that God gives us the ability to do God’s work.

<p><u>Specific Expectations</u>  <b>Interactive Strategies</b>  <b>2.2</b> demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.  <b>Visual Aids</b>  <b>2.7</b> use a few different visual aids.  <b>Reading</b>  <u>Overall Expectations</u>  <b>3.</b> use knowledge of words and cueing systems to read fluently.  <u>Specific Expectations</u>  <b>Reading Fluently</b>  <b>3.3</b> read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience.  <u>Arts Expectations</u>  <b>Drama</b>  <u>Overall Expectation</u>  <b>B1. Creating and Presenting:</b> apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.  <u>Specific Expectations</u>  <b>B1.1</b> engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge:</b></p> <p>Review the story of God and Moses and the burning bush.</p>		<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>- Video for review</li> <li>- BLM Script for “<u>The Burning Bush</u>”</li> <li>- BLM Finger Puppets</li> <li>- Colouring crayons, scissors and glue</li> </ul>

		<ul style="list-style-type: none"> <li>- Song “Take Off Your Shoes Moses”</li> <li>- BLM Success Criteria Checklist for finger puppet play</li> </ul>
<b>Prayer/Scripture Focus</b>		
<p>Exodus 3:13 “Moses said to God, “Suppose I go to the Israelites and say to them, ‘The God of your fathers has sent me to you,’ and they ask me, ‘What is his name?’ Then what shall I tell them?”</p> <p>Exodus 3:14 God said to Moses, “I AM WHO I AM. This is what you are to say to the Israelites: ‘I AM has sent me to you.’”</p>		
<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>Watch the video to recall the important elements of the story of God and Moses. Ask the students to pay close attention to the characters of God and Moses as they will be acting out the Bible passage shortly themselves. They will take on all of the roles in their very own finger puppet play production of the burning bush story.</p> <p>Video on Youtube:  <a href="http://www.youtube.com/watch?v=LZpYMr-Ed0Q">http://www.youtube.com/watch?v=LZpYMr-Ed0Q</a></p>		
<b>Action</b>	<b>Approximately 30 Minutes</b>	<b>Assessment</b>
<p>Begin by passing out the finger puppets. Have the students colour, cut and glue them.</p> <p>Once completed, assemble together with finger puppets on fingers. Pass out the script and practice as a group. Emphasize the need for each character to sound unique and different. “God and Moses should have their own unique voices.” Encourage them to add expression, volume and clarity when presenting. Moving the proper finger in a fashion that helps to tell the story is encouraged.</p> <p>Demonstrate getting into each character and the movement of the finger puppets.</p> <p>Review the success criteria for their finger puppet play. Arrange for the students</p>		<p>-Anecdotal notes from play</p> <p>-Success Criteria for puppet play checklist for each student</p>

<p>to present their play to a younger grade. Self-assessment can be done following the success criteria.</p>		
<p><b>Consolidation</b></p>	<p><b>Approximately 5 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Come into circle formation for the closing of this lesson.</p> <p>Ask and discuss:</p> <p>“Is God with us?”</p> <p>“God chose Moses to deliver His special message. Tomorrow you will be given the chance to choose two people to give special gifts to just like God did in the Bible. I want you to think long and hard tonight about who makes a difference in your life and who you would like to share God’s love with. Is it your grandma, grandpa, mom, dad, sister, aunt or uncle? Maybe it’s your bus driver, the priest or your friend. Think about how important these people are to you. Building these relationships is what helps us to be strong and grow healthy bodies and minds. Tomorrow is a big day so make sure and be ready. You have a chance to get ready, did Moses have a chance?”</p> <p>Sing the song together which also tells the story:</p> <p>Song “The Burning Bush, Call of Moses”</p> <p><a href="http://www.youtube.com/watch?v=TX2KZMQFJSc">http://www.youtube.com/watch?v=TX2KZMQFJSc</a></p>		
<p><b>Final Notes:</b></p>		
<p>Prepare for the gift of words for each of your students as well as the gift boxes that will be given as presents by them. It is a nice idea to invite the priest and the principal to this presentation if possible.</p>		

Finger Puppets

God



Moses



Burning Bush





### **Moses and The Burning Bush Script**

God: "Moses, Moses!"

(Moses looks around but keeps on going).

God: "Moses, Moses!"

Moses: (Moses walks closer) "Um Yes?"

God: "Do not walk any closer! Remove your sandals!"

Moses: "A burning Bush?"

God: (in a less than majestic voice) "Yes, well that too" (Pause, then majestic tone) "I have heard the cries of my people in the land of Egypt. I will set them free."

Moses: (raising one hand and pointing)" You know I was thinking the same exact thing."

God: "I will be sending you."

Moses: (Shocked) "What? You want me to march into the heart of the Egypt and just tell them to release the Israelites."

God: "Exactly, You will say: "Pharaoh, let my people go! "

Moses: "Hey, (to himself) that's kind of catchy, let my people go, I like that, yea (Pause, shake head, arms in the air) no... this is crazy, I'm crazy, your ...wait a minute, if and this is a big if, I were to go who am I going to say has sent me? I can't just walk in and say "Hey Pharaoh on the authority of this burning bush that I stumbled across on the side of the mountain, I want you to let the Israelites go."

God: "Tell them (Pause) I AM has sent you."

Moses: "Well what if they don't believe me?"

God: "I will give them signs. Now go and free my people."

Success Criteria for Finger Puppet Play Checklist



<b>Name:</b>	
<b>Criteria</b>	<b>Met</b>
I can speak with a clear voice.	
I added expression.	
I created a different voice for each character.	
I moved the finger puppets adding action to my performance.	

<b>Name:</b>	
<b>Criteria</b>	<b>Met</b>
I can speak with a clear voice.	
I added expression.	
I created a different voice for each character.	
I moved the finger puppets adding action to my performance.	

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

**Religious Education & Positive Mental Health and Wellness:** it is recommended this lesson takes place on or about **October 2** as this is the Feast Day of Guardian Angels.

Advent or Lent are also wonderful seasons for gratitude celebration

**\*The Presentation of Who I AM and the 'gift of words'\***

**Grade 2 - Lesson 5**

Prior to this lesson, prepare Who I AM template with gift of words for students.

**Grade 2 Who I AM... Lesson 5 – The Presentation**

**The presentation of Who I AM and the gift of words.**

**Background**

Today you will empower each student through the presentation of a Who **I AM Gift Box**. You will need to prepare the message on the gift Box prior to this class. The affirmation message begins:

**"Who you are makes a difference to all of us because....."**

**Thank you for being who you are!"**

Also, prepare enough gift Boxes so that each student will receive two additional gift Boxes for their pay- it forward challenge. Remind students that this project is titled Who **I AM** Makes A Difference Because Jesus Loves Me!

It is based on a pay-it-forward movement that demonstrates 'gratitude is contagious'.

Read Who **I AM** Makes A Difference Because Jesus Loves Me! information sheet to students.

Dedication -

***In Honour of Shelley Montgomery** Who she is makes a difference to me as she is the most empathetic and caring individual who has been there for me since I was 5 years old and who will undoubtedly be there for me when we're both 80. C.S.*

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** : Develops attitudes & values founded on Catholic social teaching and acts to promote social responsibility

**CGE2c** : Presents information and ideas clearly and honestly and with sensitivity to others

**CGE3a**: Recognizes there is more grace in our world than sin and that hope is essential in facing challenges

**CGE4a**: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**Learning Goals**

- Students will demonstrate an understanding that all power comes from God and they are responsible for what they say and how they say it.

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p><b>CGE5e:</b> Respects the rights, responsibilities and contributions of self and others</p> <p><b>CGE6e:</b> Ministers to the family, school, parish, and wider community through service</p> <p><b><u>Religion Overall Expectation</u></b></p> <p>ML3: Demonstrate an understanding that God wants to help us through the gift of His grace to live a Christian life and that we can respond to this gift by the way we live our lives.</p> <p>PR2: Understand that Christians have developed certain rhythms of prayer and that prayer can take many forms that are used in personal prayer, communal prayer and in the particular celebration of the liturgy.</p> <p><b><u>Religion Specific Expectation</u></b></p> <p>ML3.2: Identify how we receive grace from God and identify ways we can use the gift of Grace to help others and build up the Church.</p>	<ul style="list-style-type: none"> <li>• Students will understand that showing another person how much they mean to them helps them to grow in faith and love of Jesus.</li> </ul>
---	--

**Instructional Components**

<b>Prior Knowledge and/or Skills</b>	<b>Terminology</b>	<b>Resources/Materials</b>
<p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p>Pay-it-forward</p> <p>Gratitude</p>	<ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> gift boxes (teacher will photocopy onto cardstock – personalize the box with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward</li> <li>2. Who <b>I AM</b> history</li> <li>3. Who <b>I AM</b> presentation information</li> <li>4. Who <b>I AM</b> Challenge</li> <li>5. Who <b>I AM</b> gift box</li> <li>6. Prayer for presentation day</li> <li>7. Song for prayer dance consolidation</li> <li>8. Who <b>I AM</b> Self Reflection for a girl and a boy.</li> </ol>

Prayer/Scripture Focus		
<p><b>Feast Day of the Guardian Angels (October 2)</b></p> <p>Dear Guardian Angel,            You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide.            Amen</p>		
Minds On	Approximately 5 Minutes	Assessment
<p><u>On the day of presentation of the Gift of Words project:</u>            Let us pray, in the name of the Father            and of the Son and of the Holy Spirit,</p> <p>Thank you God for all of the people who love me;            for my parents and my friends.            Thank you God for making me <b>who I AM</b>            and for loving me just the way I am.            I pray for the people that I am going to give            my Gift of Words gift box to.            Help me to tell them how I feel about them,            I pray, in the name of the Father and of the Son and of the Holy Spirit,            Amen</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students.</li> <li>2. Discuss the term pay-it-forward. Explain how that concept is the success of this project.</li> <li>3. Discuss how they can grow closer to Jesus when they tell the people they love how much they mean to them. “You are showing the people in your life that you are grateful for how their love and care.” Remind them of when God chose Moses to help Him set his people free. “God showed Moses that he could grow closer to Him if he listened to God’s words.” Ask “Do you remember how Moses felt when he knew it was God calling to him from the burning bush? Today you will be called to grow closer to God and show others that they are special because Jesus loves them. You will get to experience some of the same feelings Moses did on that special day in the desert.”</li> </ol>		<p><b>Pay-it-forward</b></p> <p>A response to one person’s kindness by reaching out in kindness to others.</p>

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

Action	Assessment
<p style="text-align: center;"><b>Approximately 40 Minutes</b></p> <p>Teacher will present a Who <b>I AM</b> gift box [See: Who <b>I AM</b> gift box handout] to each student. The student will receive <b>two</b> extra templates that they have to pray/think who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying "Who you are makes a difference to all of us because..... Thank you for being who you are!" This is the ‘gift of words’ that becomes the expression of gratitude.</p> <p>Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who I <b>AM</b> gift box from them</p>	<p>Self-Reflective assessment</p>
Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <p>Gather in a circle standing and perform a special prayer dance to the song “The Summons” by John L. Bell.</p> <p><a href="http://www.youtube.com/watch?v=V0aAkOe87mo">http://www.youtube.com/watch?v=V0aAkOe87mo</a></p> <p>The removal of shoes might elicit that moment from scripture when God asks Moses to remove his shoes as he was standing on Holy ground. The teacher begins with one movement, each student repeats the movement until everyone has had a turn. The teacher then leads with another move and repeat until the song is over.</p> <p>Dance moves: Move left foot forward and then back Move right foot forward and then back Raise arms up and bring hands into prayer formation Take two steps forward into the middle of the circle and return facing out. Turn back Go on your knees Bow Put head down on the floor</p> <p>At the end of the song, students will be on their knees and their heads will be down. Guide them with their reflection as to who they give their gift of words to. Allow maximum of 2 days for the students to present their Who <b>I AM</b> gift boxes to others before completing their self-reflection.</p>	

**Final Notes**

The beauty of the Who I AM words and gift is it allows a 'safe' opportunity for students and teachers to express thankfulness. When Who I AM Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who I AM refreshes the health and wellness with all of God's children.

The Challenge!

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

Please read this to your class.

*Biblical significance to the words **I AM** can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied "I AM WHO I AM." The **I AM** in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The **I AM** in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us.*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a 'gift of words' with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** 'gift of words' from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words "Who you are makes a difference to all of us because.....Thank you for being who you are!"*

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

Who I AM History

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the 'gift of words' to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the 'gift of words' works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the 'gift' you will say ...

**"Who you are makes a difference to all of us because.....  
Thank you for being who you are!"**

Present the student with the 'gift of words'. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

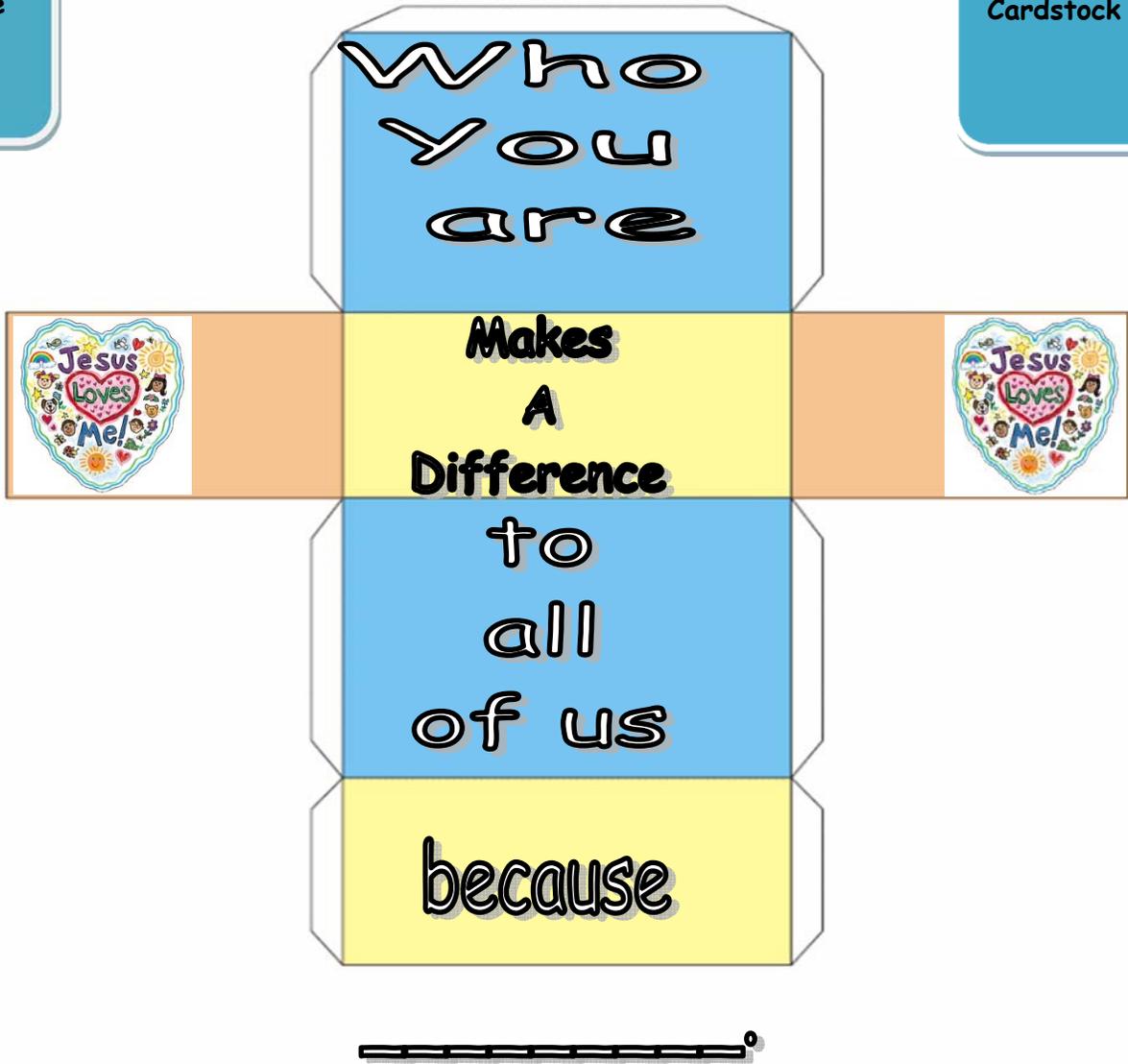
Brainstorm with your students who they would give a 'gift of words'.

The Who I AM Gift Box

Gift  
Box  
Template

Rectangular Prism or Cuboid

Copy  
on  
Cardstock



Presentation Day Prayer

Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Thank you God for all of the people who love me;  
for my parents and my friends.

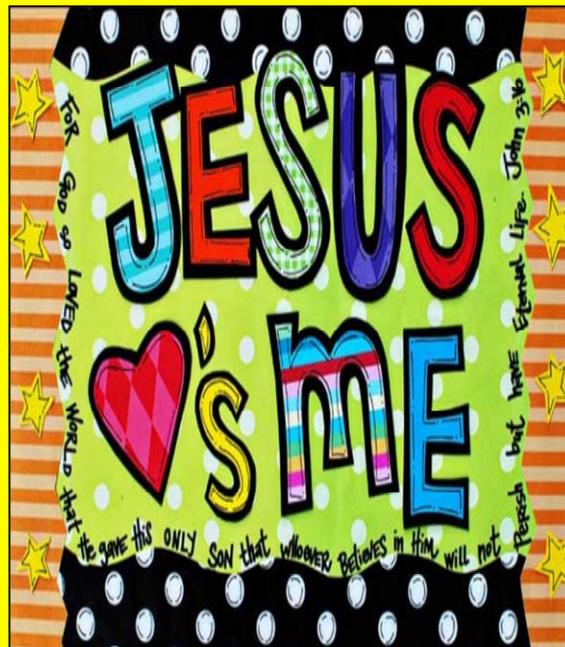
Thank you God for making me **who I am**  
and for loving me just the way I am.

I pray for the people that I am going to give  
my Gift of Words gift box to.

Help me to tell them how I feel about them,

I pray, in the name of the Father and of the Son and of the Holy  
Spirit,

Amen

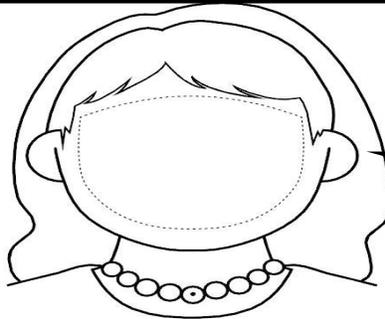


The Who I AM Self-Reflection for A Girl



Name: \_\_\_\_\_

Show on the face below how you felt when you received your gift of words and gift box from your teacher.



Who I AM Makes A Difference Because Jesus Loves Me!

In the boxes below, show the reaction of your two very important people receiving their gift of words and gift boxes.

Very Important Person #1

Very Important Person #2

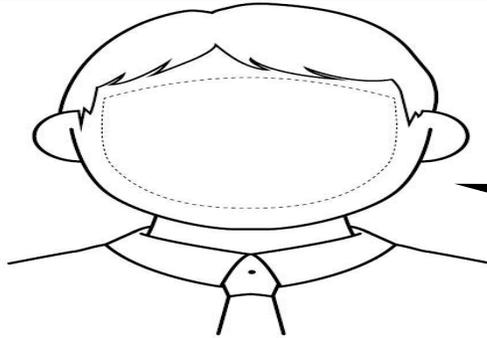


**Self-Reflection for A Boy**



Name: \_\_\_\_\_

Show on the face below how you felt when you received your gift of words and gift box from your teacher.



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

In the boxes below, show the reaction of your two very important people receiving their gift of words and gift boxes.

Very Important Person #1

Very Important Person #2



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

## Who I AM Makes A Difference

### Grade 3 - Unit Overview

Grade 3 - "Who <u>I AM</u> Makes A Difference"					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
<b>Grade 3</b>					
1.	<p><i>Introductory Lesson: "Who <u>I AM</u>" Prayer Service</i></p> 	discover that God has revealed Himself to humankind gradually communicating His mysteries in deeds and words.	<p><b>5 minutes</b> Selection of leaders for prayer service.</p>	<p><b>25 minutes</b> Who <u>I AM</u> Prayer Service celebration</p>	<p><b>5 minutes</b> Discuss the contents of their letter.</p>
2.	<p><i>Mentor text: "The Happiness Tree"</i></p> 	answer higher order thinking questions.	<p><b>5 minutes</b> Play a game with virtues and verbs to assign partners.</p>	<p><b>40 minutes</b> Read the book. Partners answer a higher order thinking question.</p>	<p><b>5 minutes</b> Miming of virtues and verbs.</p>
3.	<p><i>Explanatory writing about life cycles</i></p> 	understand that everything good begins with God.	<p><b>5 minutes</b> Watch the life cycle of an oak tree.</p>	<p><b>40 minutes</b> Write about the life cycle of a particular tree with a focus on how it changes throughout its cycle and factors that threaten its survival.</p>	<p><b>5 minutes</b> Complete the wish tree to highlight the strengths of the writing and the areas for improvement.</p>

<p>4.</p>	<p><i>Dramatic interpretation of a Newscast</i></p> 	<p>review the story of the Burning Bush in the form of a newscast.</p>	<p><b>5 minutes</b> Watch children performing a newscast skit.</p>	<p><b>35 minutes</b> Perform different roles in a newscast with the breaking news of the day being Moses and the burning bush.</p>	<p><b>5 minutes</b> Sing “Pharaoh, Pharaoh” with the actions.</p>
<p>5.</p>	<p><i>Gift Of Words: Presentation day Dedication –</i></p>  <p><b><i>In Memory of Shirley Beaubien Who <u>she</u> <u>was</u> made a difference to everyone in her life because she gave of herself every single day without fail. She left behind a legacy of compassion and charisma that will never be forgotten. A true inspiration to all those who knew her especially those who were proud to call her Momma and Nana. C.S.</i></b></p>	<p>learn how to spread God’s love and change the world with gratitude.</p>	<p><b>5 minutes</b> Pray the presentation day prayer.</p>	<p><b>40 minutes</b> Presentation of the gift of words and Who <b><u>I AM</u></b> Burning Bush.</p>	<p><b>5 minutes</b> Prayer dance to “Change the World” and reflection.</p>

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pduenne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

**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 3 – Lesson 1**

<p><b>Grade 3 Who <u>I AM</u>... Lesson 1</b></p> <p><b>WHO <u>I AM</u> – the value of God and the value of self through showing gratitude toward others.</b></p>	
<p><b>Background information on Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!:</b> The meaning to the <i>Who <u>I AM</u></i> project is part of the conversation God and Moses shared in the Old Testament. When God says “<u>I AM</u>,” He means that nothing or no one can ever change His character. He has always been the perfect and loving God right now, and He will always be the perfect and loving God forever. He is perfectly perfect and relies on no one thing to make Him perfect. All of God’s children make a difference because of their special gift. The <b>Who <u>I AM</u></b> project allows us to celebrate these gifts and the special people who truly make a difference in our lives.</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b><u>CGE2a</u></b> - Listens actively and critically to understand and learn in light of gospel values</p> <p><b><u>CGE3d</u></b> - Makes decisions in light of gospel values with an informed moral conscience</p> <p><b><u>Religion Overall Expectations</u></b></p> <p>PR1: Understand how the universal call to prayer from God is revealed in scripture in the Old Testament and the New Testament.</p> <p><b><u>Religion Specific Expectations</u></b></p> <p>PR1.3: Reflect on a selection of Old Testament passages which reveal prayer as a response to God’s covenantal promise and link these forms of prayer to the forms of prayer promoted by the Church.</p>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Students will discover that God has revealed Himself to humankind gradually communicating the mystery of God in deeds and in words.</li> <li>• Students will identify that prayer has many forms and expressions. Prayer is a gift from God which draws every person into a personal relationship with the living and true God.</li> </ul>

Instructional Components		
<p><b>Prior Knowledge</b></p> <p>Moses and the conversation with God through the Burning Bush.</p>	<p><b>Terminology</b></p> <p>Burning Bush</p> <p>Pay it forward</p>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>- Dear teacher letter explaining the project</li> <li>- Possible Chapel location *</li> <li>- Who <b>I AM</b> prayer service</li> <li>- Who <b>I AM</b> Powerpoint</li> <li>- Music for prayer service</li> <li>- Dear Friend, (Jesus) letter</li> <li>- Prayer for other days</li> </ul>
Prayer/Scripture Focus		
<p>This prayer service is an introduction to the biblical significance of the passage involving Moses and the Burning Bush Exodus 3:14. It shows us that God can communicate with us in miraculous ways. God loves us very much and wants to tell us many things. That's why we need to take time to pray, and hear what God has to say.</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Teacher will read the background information to students.</p> <p>“For the next week we will be participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! We will learn about God’s love for us when we hear the story of Moses. We will see how Moses was called by God and how God wanted to show his love for his people. Our mission will be to show the people we love how much they mean to us. Paying it forward means to give a gift that has been given to us to someone who means a great deal to us. Let’s start thinking about the people who are important to us and the reasons they are.”</p> <p>Prior to prayer service, select students to read the opening prayer, the reading and the closing prayer.</p>		

Action	Approximately 25 Minutes	Assessment
<p><b>Chapel or classroom</b> Gather in the chapel for the Who <b>I AM</b> prayer service.</p> <p>Students take an active role by leading and participating a variety of prayers and singing a song with gestures during the Who <b>I AM</b> prayer service celebration.</p> <p>At the end of the Who <b>I AM</b> prayer service, the teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Dear Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>]</p> <p>With quiet music as a background, allow students time to read the letter from Jesus. (3 minutes for quiet reading / reflection)</p> <p>Teacher will continue the prayer service by reading the letter aloud.</p> <p>*Allow one minute of silence for the power of the letter to be absorbed before continuing.</p> <p>Teacher will complete the prayer service and <b>thank students</b> for their respect towards the Who <b>I AM</b> initiative.</p>		<p>Anecdotal notes based on class discussions.</p>
Consolidation	Approximately 5 Minutes	Assessment
<p>Come together in a circle to share and discuss the story that was told and the contents of the letter they just received.</p> <p>“How did you feel reading your letter from Jesus?”</p> <p>“When Moses heard his name being called from the Burning Bush, he was not sure what he should do. What would you do if you heard God calling your name like that? Would you answer God? If you did, what would you say?”</p> <p>Allow each student to share their thoughts and feelings.</p> <p>“God wants us to be proud of who we are. God’s wish is that we are happy being us.”</p>		

**Final Notes**

Follow up daily with the prayer for other days [See: **Prayer for the other days**].

Dear Teacher Letter

Dear Teacher,

Welcome to Who I AM Makes A Difference Because Jesus Loves Me!

Who I AM...is a unique Catholic outreach that touches on faith formation, Religion curriculum & Mental Health and Wellness issues. It is suggested to use the Who I AM lessons prior to Thanksgiving. The goal to Who I AM is to affirm in each student the belief that they have a valid and valuable role within our community. They are our 21<sup>st</sup> century 'schools', our 'church' and our 'family'. They are a precious child of God.

The phrase Who I AM, originated in the conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who I AM has two meanings. The first meaning speaks to the importance of God as the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of me.

God makes a difference to us. Through His Son, unconditional love was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who I AM project is a golden opportunity to experience the combination of a Religion project as well as a Mental Health and Wellness project.

On Day 1, your class will celebrate a beautiful prayer service designed specifically for their grade. The prayer service has an Old Testament focus on Exodus 3:14.

On Day 5, present your students with a small written message referred to as the 'gift of words'. Your 'gift of words' template is crafted for your grade. The 'gift of words' should begin with "Who you are makes a difference to all of us because ..." (humour, joy, dedication, etc). On Day 5 present each student with their 'gift of words', in front of the entire class, so fellow classmates can appreciate each other's uniqueness.

After students experience this presentation, introduce The Challenge. The Challenge is based on the pay-it-forward movement and involves each student receiving two empty 'gift of words' template. On each template, students write a short message to someone, outside of the classroom, who makes a difference in their life. It could be a friend, neighbor, coach, parent or priest etc. This action acknowledges the connectedness and interconnectedness of relationships. After school, they present the 'gift of words' to their two individuals. The ripple of gratitude becomes a wave of unconditional love. In past

Dear Teacher letter (continued)

reflections, numerous students have stated that 'gratitude becomes contagious' and are hooked on spreading kind words of appreciation to others.

Please allow one day for your students to outreach. A self-reflection is attached for the student to complete at the end. This will help consolidate their Who **I AM** experience. It is suggested the presentation of the 'gift of words' takes place on October 2 - Feast Day of the Guardian Angels. Teachers are guardian angels who walk among us - YOU make a difference!

Who **I AM** allows a thanksgiving to occur within a Thanksgiving celebration.

May the love and joy that went into authoring this project radiate outward to reward your teaching career and touch your inner spirit.

Thank you for being who you are ☺

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

**Who I AM Prayer Service for Primary Division (Grade 3)**

Welcome and Introduction

Opening Prayer:

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

Dear God, we thank you for all of the good things that you have given us and for the love of our family and our friends. Help us to love others as you love us, Amen

Reading:

[paraphrased from Exodus 3]

One day when Moses was taking care of the sheep and goats, God appeared to him as flames coming from the middle of a bush. Moses saw that the bush was on fire but that it was not burning up. God called to Moses from the middle of the bush and said, "Moses! Moses!"

Moses answered, "Yes, here I am." God said, "I am sending you to set my people free."

Moses asked him, "They don't know me, who will I say sent me to help them?" God answered him, "I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

Reflection and Questions:

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 and he will always love us. We can show God that we will try to always love him and listen to him by writing our names on the leaves of our own burning bush.

What was different about the burning bush?

Who spoke to Moses from the burning bush?

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

Prayer activity:

Have students create flames for a classroom burning bush bulletin board. Have them each write their name on their flame.

Song: "Jesus Loves Me"

*Note: with actions. See attached*

*Note: you can clap through the verses and use actions for the chorus*

*or go to [trbccec.wordpress.com/music-actions/](http://trbccec.wordpress.com/music-actions/) for other actions. There are more verses at that site.*

Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:

Yes, Jesus loves me!     *[thumbs up (yes), middle fingers tap each palm once (Jesus),*  
Yes, Jesus loves me!     *[cross arms on chest(loves me). Repeat]*  
Yes, Jesus loves me!  
The Bible tells me so.    *[open hands together (Bible), hands to mouth on both sides(tells me)]*

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.

Closing Prayer:

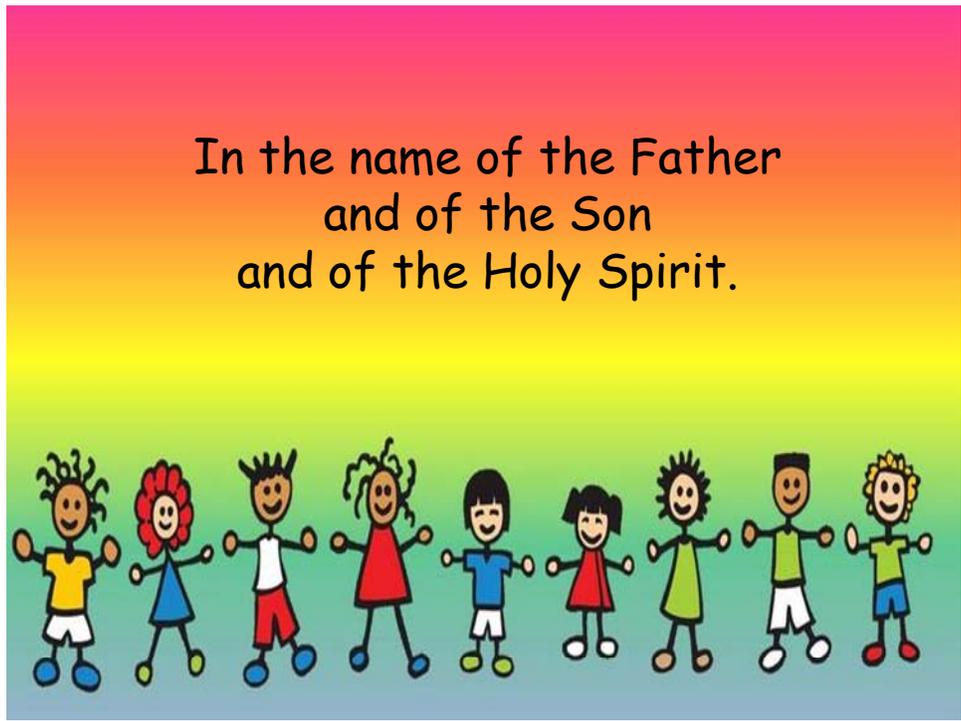
Thank you God for all of the people who love me; for my parents and my friends.

Thank you God for making me **who I AM** and for loving me just the way I am.

Help me to always try to be the best person I can be.

And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Powerpoint for Prayer Service



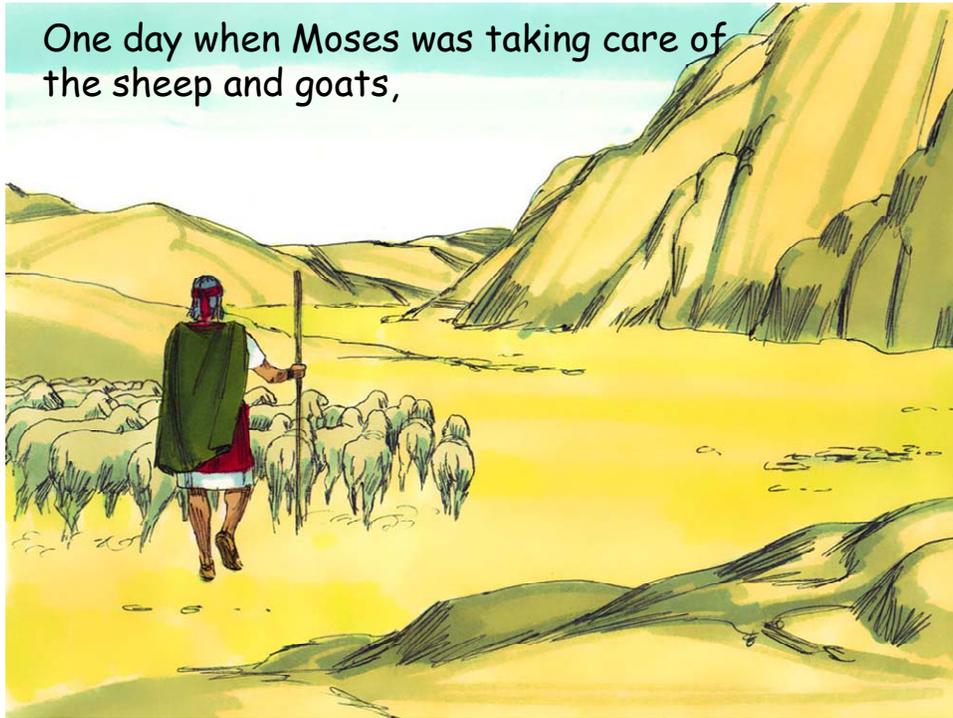
Dear God,  
We thank you for  
all the good things  
that you have given us and for the  
love of our family and our friends.



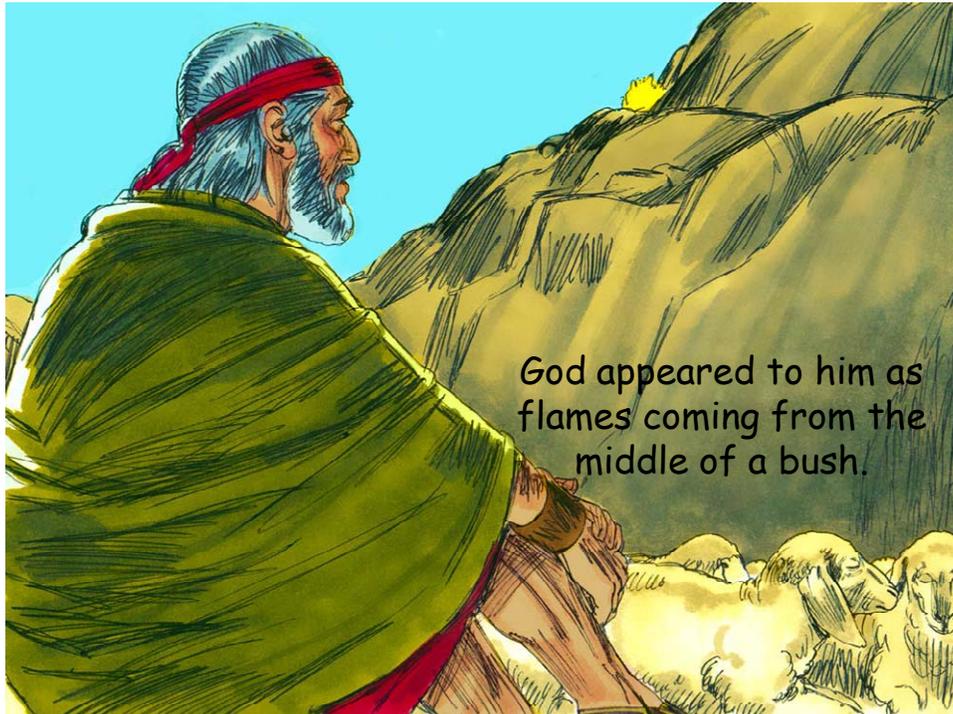
Help us to love others  
as you love us,  
Amen

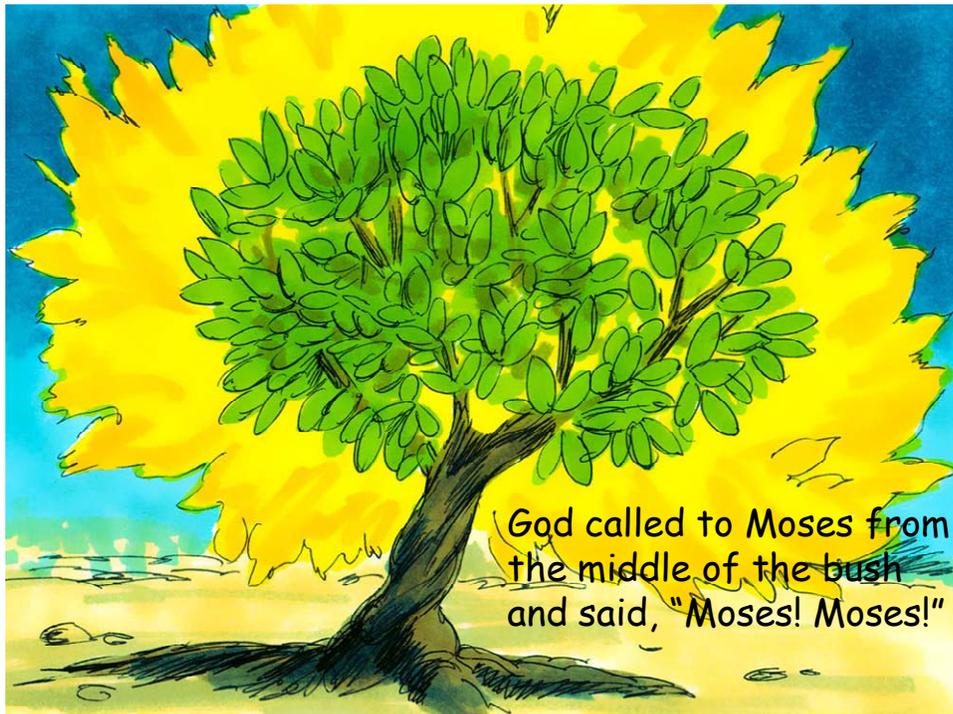
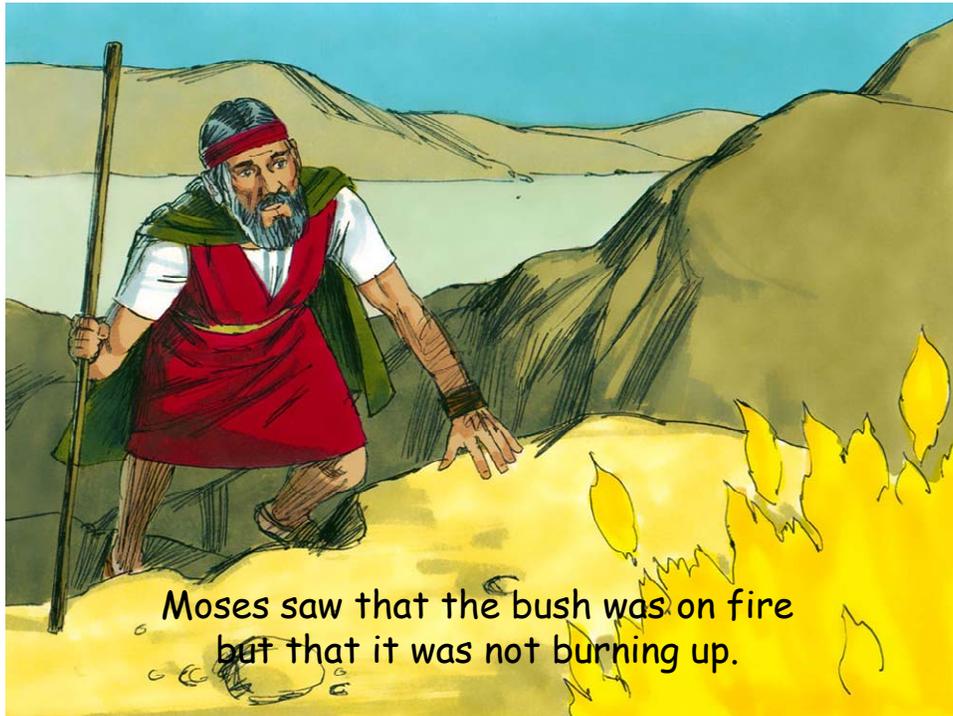


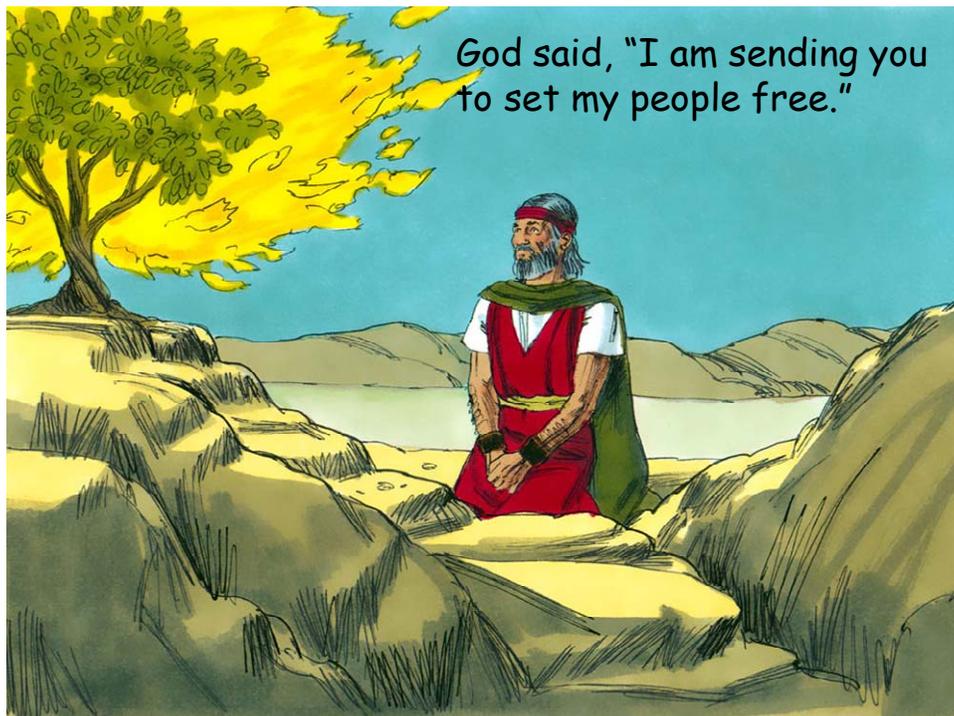
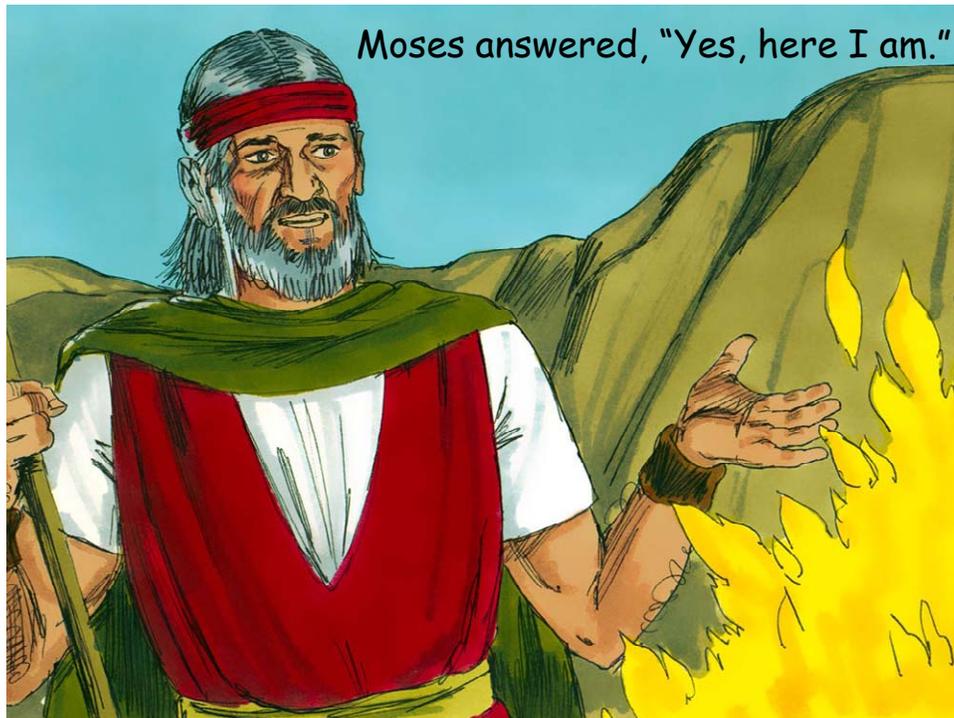
One day when Moses was taking care of the sheep and goats,

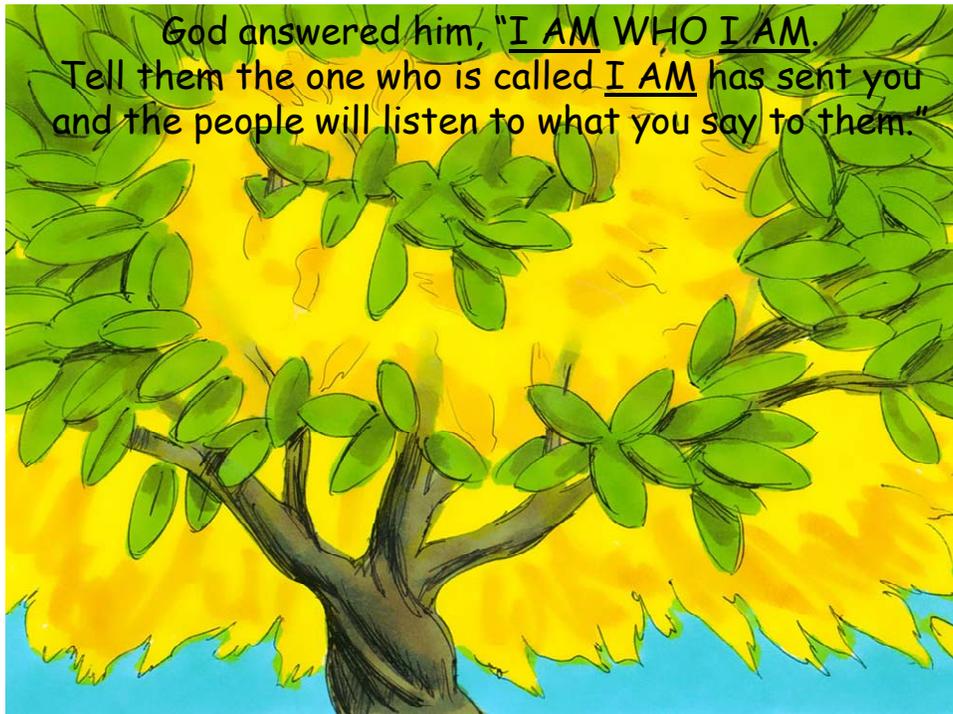
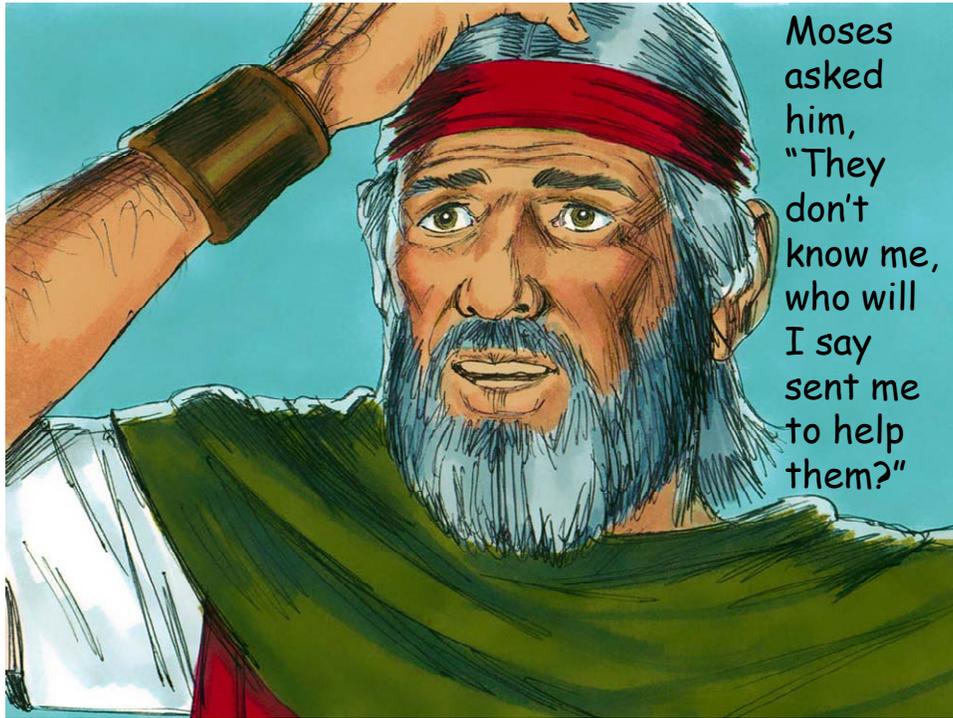


God appeared to him as flames coming from the middle of a bush.







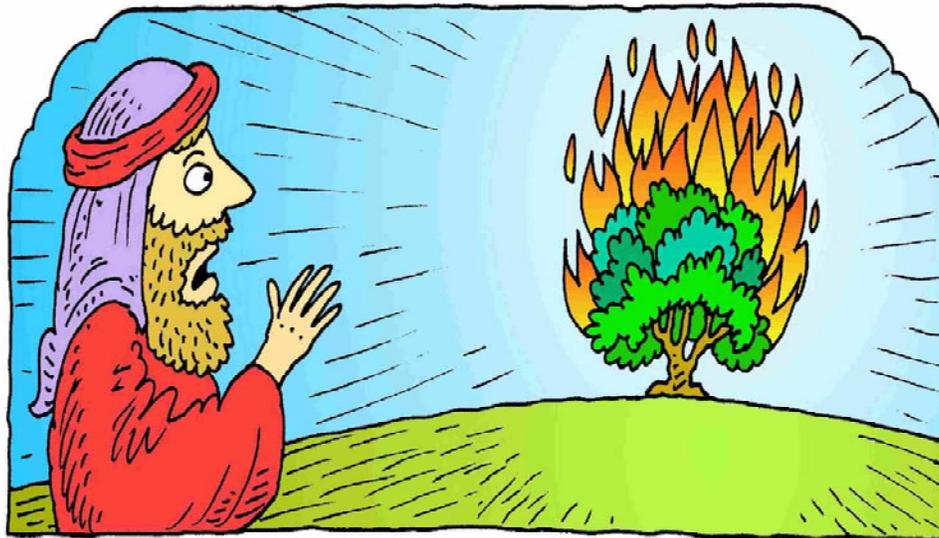


God talked to Moses from a burning bush.  
Moses listened to him  
and did what God asked him to do.  
God loved Moses and his people very much.  
He loves us too and he will always love us.  
We can show God that we will try  
to always love him and listen to him  
by writing our names on the leaves  
of our own burning bush.



What was different about the burning bush?

Who spoke to Moses from the burning bush?





Jesus loves me! This I know,  
For the Bible tells me so;  
Little ones to Him belong;  
They are weak, but He is strong.

Refrain:  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

Jesus loves me! This I know,  
As He loved so long ago,  
Taking children on His knee,  
Saying, "Let them come to Me."

Jesus loves me still today,  
Walking with me on my way,  
Wanting as a friend to give  
Light and love to all who live.



**PRAISE THE LORD**

Thank you God for all the people who love me;  
for my parents and my friends.  
Thank you God for making me **who I am**  
and for loving me just the way I am.  
Help me to always try to be the best person I can be.  
And all of this we pray,  
in the name of the Father  
and of the Son  
and of the Holy Spirit,  
Amen

©GospelGifs



**Prayer for Other Days**

Let us pray, in the name of the Father and of the Son and of the Holy Spirit,

Thank you God for all of the people who love me;

for my parents and my friends.

Thank you God for making me **who I am** and for loving me just the way I am.

Help me to always try to be the best person I can be.

And all of this we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Let us pray, in the name of the Father  
and of the Son and of the Holy Spirit,

Thank you God for all of the people who love me;  
for my parents and my friends.

Thank you God for making me **who I am**  
and for loving me just the way I am.

Help me to always try to be the best person I can be.

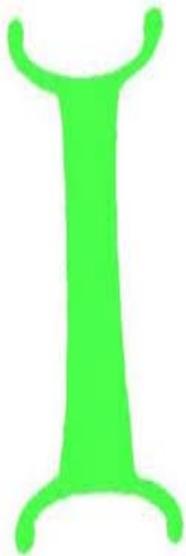
And all of this we pray, in the name of the Father and of the  
Son and of the Holy Spirit,  
Amen



Dear Friend Letter



Dear \_\_\_\_\_,

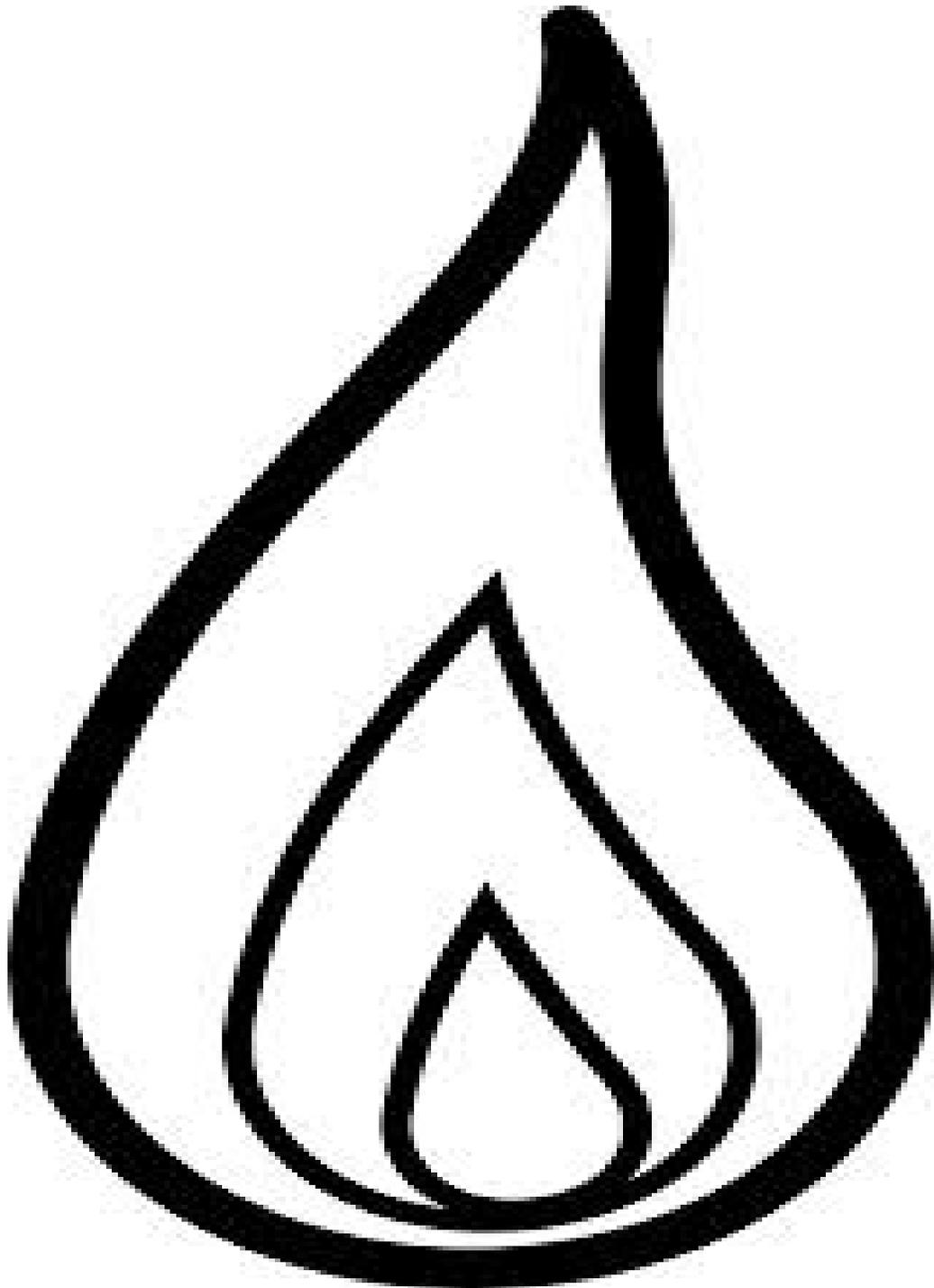


Your Friend,

Jesus



*Flame for Burning Bush*



**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 3 - Lesson 2

Grade 3 Who I AM... Lesson 2	
<p><b>Background:</b></p> <p>This mentor text provides non-fiction information about trees along with a fictional story about an acorn. The text introduces virtues of our faith coupled with poetry and an inspiring example of a circle story.</p>	
<b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values.</p> <p><b>CGE5a:</b> Works effectively as an interdependent team member.</p> <p><b><u>Religion Overall Expectations</u></b></p> <p><b>ML1:</b> Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions.</p> <p><b><u>Language Expectations</u></b></p> <p><b>Reading</b></p> <p><b><u>Overall Expectations</u></b></p> <p><b>1.</b> read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p> <p><b>2.</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p> <p><b><u>Specific Expectations</u></b></p> <p><b>Comprehension Strategies</b></p> <p><b>1.3</b> identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p><b>Demonstrating Understanding</b></p> <p><b>1.4</b> demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.</p>	<p><b>Learning Goal:</b></p> <ul style="list-style-type: none"><li>• Students will learn the Catholic Character Themes.</li><li>• Students will infer and answer higher order thinking questions.</li><li>• Students will learn about the characteristics of poetry and circle stories.</li></ul>

<p><b>Making Inferences/Interpreting Texts</b>  <b>1.5</b> make inferences about texts using stated and implied ideas from the texts as evidence.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Book Description:</b></p> <p><u><i>The Happiness Tree</i></u></p> <p><b>By Andrea Alban Gosline</b></p> <p>So begins the magical journey from seed of hope to forest of happiness. This ode to trees invites readers to discover life’s true gifts – peace, courage, love, generosity, tolerance – as revealed by our precious forest friends.</p>	<p><b>Terminology</b></p> <p>Catholic Character Themes</p> <p>Verbs</p> <p>Poetry</p> <p>Circle stories</p>	<p><b>Resources/Materials</b></p> <p>- Mentor Text: <u>The Happiness Tree</u></p> <p>- BLM “Trees ”</p> <p>- BLM “Catholic Character Themes and Verbs” cards</p> <p>- BLM “The Happiness Tree H.O.T. Question”</p> <p>- BLM “Assessment of H.O.T. Question”</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>2 Peter 1:5</b>                  For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge.</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 5 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Prior to reading this mentor text, collect and display pictures of the different trees found in the text to activate prior knowledge. Use BLM “Trees” to illustrate.</p> <p>Have students discuss in small groups what they already know about poetry as the book they will hear will have many elements of poetry in it.</p> <p>As the groups share their findings, the teacher will record student thoughts on the characteristics of a poem on an anchor chart to be posted in the room.</p> <p>(can rhyme, has rhythm, short, might have verses, can be humorous or sad, can be about feelings)</p>		

<p>Introduce the book <b>“The Happiness Tree”</b>. Examine the title, author and the illustrator. Explain that this text is considered a poem. It is also considered to be a circle story. Circular stories follow a “round” pattern—they begin and end in the same way. Like the cycle of seasons or the life cycle, circular stories follow a predictable series of events that returns to the starting point.</p> <p>Prepare the Catholic character themes and verbs cards prior to the lesson as they will help determine groupings for the assigned work. Pass out a card to each student and tell them to wait until the read aloud is over before looking at it. The student who has the Catholic character theme that matches the student who has the verb will be paired together to work on a higher order thinking question. If possible, plan your groupings while passing out the cards to ensure the pairs are suitable.</p>		
<b>Action</b>	<b>Approximately 40 Minutes</b>	<b>Assessment</b>
<p>Read the book <u>The Happiness Tree</u> aloud. If possible, display the book on the Smartboard in order for the students to see the verbs and the Catholic character themes. While reading, draw attention to the fact that at the beginning we see the sentence: “Everything good begins with me,” and we see the exact same sentence at the end of the book. This is a characteristic of a circle story. Furthermore, highlight the rhyming words the author used to make this text poetic. Focus on the Catholic character themes that are presented along with the verbs that are used to describe them.</p> <p>“Catholic character themes help us in developing a pure heart that is open to God’s will. They are true gifts we receive in life.”</p> <p>Ask the students to think/pair and share about the following question: “How do the Catholic character themes and God’s love help us to be able to bounce back following difficult situations, with a healthy sense of ourselves?”</p> <p>“Verbs are action words. They are used to give sentences movement.”</p> <p>“It is finally time to look at our cards and see what is on them.”</p> <p>“Some of us have a Catholic character theme and some of us have a verb.”</p> <p>“Let’s start with the Catholic character themes. Who has hope? Does anyone know which verb was used to describe this theme? That’s correct, the verb was “begin”! You two are going to partners for our next assignment.”</p>		<p>Anecdotal notes</p> <p>Group Assessment of H.O.T. Question</p> <p>Assessment of H.O.T. Question</p>

<p>Continue forming the pairings until all students have a partner. Make two columns titled “Catholic character themes” and “Verbs” on the chalk board or Smart Board. Ask the students to place their card in the proper columns.</p> <p>Introduce the question. “In what ways is the acorn in this story similar to you? Use information from the text and your own ideas to explain your thinking.”</p> <p>Ask the students to discuss it as a whole group using the “Talking Circle” strategy described at <a href="http://www.edu.gov.on.ca/eng/aboriginal/strategygr01lancircle.pdf">http://www.edu.gov.on.ca/eng/aboriginal/strategygr01lancircle.pdf</a>. Talking circles symbolize completeness and equality. All circle participants’ views must be respected and listened to. All comments directly address the question or the issue, not the comments another person has made. In the circle, an object that symbolizes connectedness to the land – for example, a stick, a stone, or a feather – can be used to facilitate the circle. Only the person holding the “talking stick” has the right to speak. Participants can indicate their desire to speak by raising their hands. Going around the circle systematically gives everyone the opportunity to participate. Silence is also acceptable – any participant can choose not to speak.</p> <p>Once the talking circle activity is completed, pass the BLM “The Happiness Tree H.O.T. Question” to each group. Review the success criteria which are also found on their sheet for reference. Remind them to recall all of the ideas that were spoke of during our talking circle session to aid them in answering the question. Pairs work together to ensure they are aiming for a level 4. Ask them to use the success criteria found on their page to self-assess their answer. The responses could then be assessed by the teacher using the same criteria.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Gather in a circle. Tell the class that you will read the pages where the Catholic character themes and verbs are found again. Ask the pairs to stand when they hear their theme and verb. They will have to mime what is being said on the page where their theme is found. Ask “Everything good begins with me. How do you think that statement can be applied to your own life? How do you show the same traits described in this book?”</p>	

**Final Notes**

Students could complete a question independently following this group assignment.

Extension: As a making connections question was posed in this lesson, consider asking a question that involves inferencing such as:

“Why do you think the author changed the size and colour of the print when she wrote the words for the Catholic character themes and verbs? Use information from the text to explain your thinking.”

**“Trees”**

*Oak Tree and Leaf*



*Yellow Poplar and Leaf*

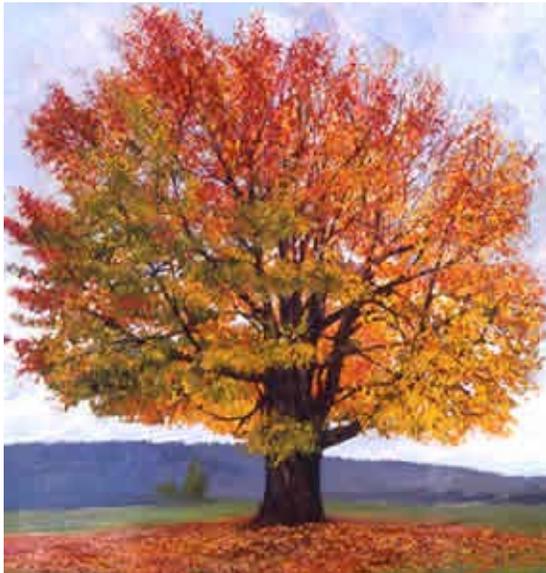


"Trees"

*White Pine Tree and Needles*



*Sugar Maple Tree and Leaf*



"Trees"

*Flowering Dogwood Tree and Leaf*



*American Elm Tree and Leaf*



"Trees"

*Blue Spruce Tree and Needles*



*Southern Magnolia Tree and Leaf*



**"Trees"**

*Paper Birch Tree and Leaf*



*Redwood Tree and Needles*



“Catholic Character Themes and Verbs”



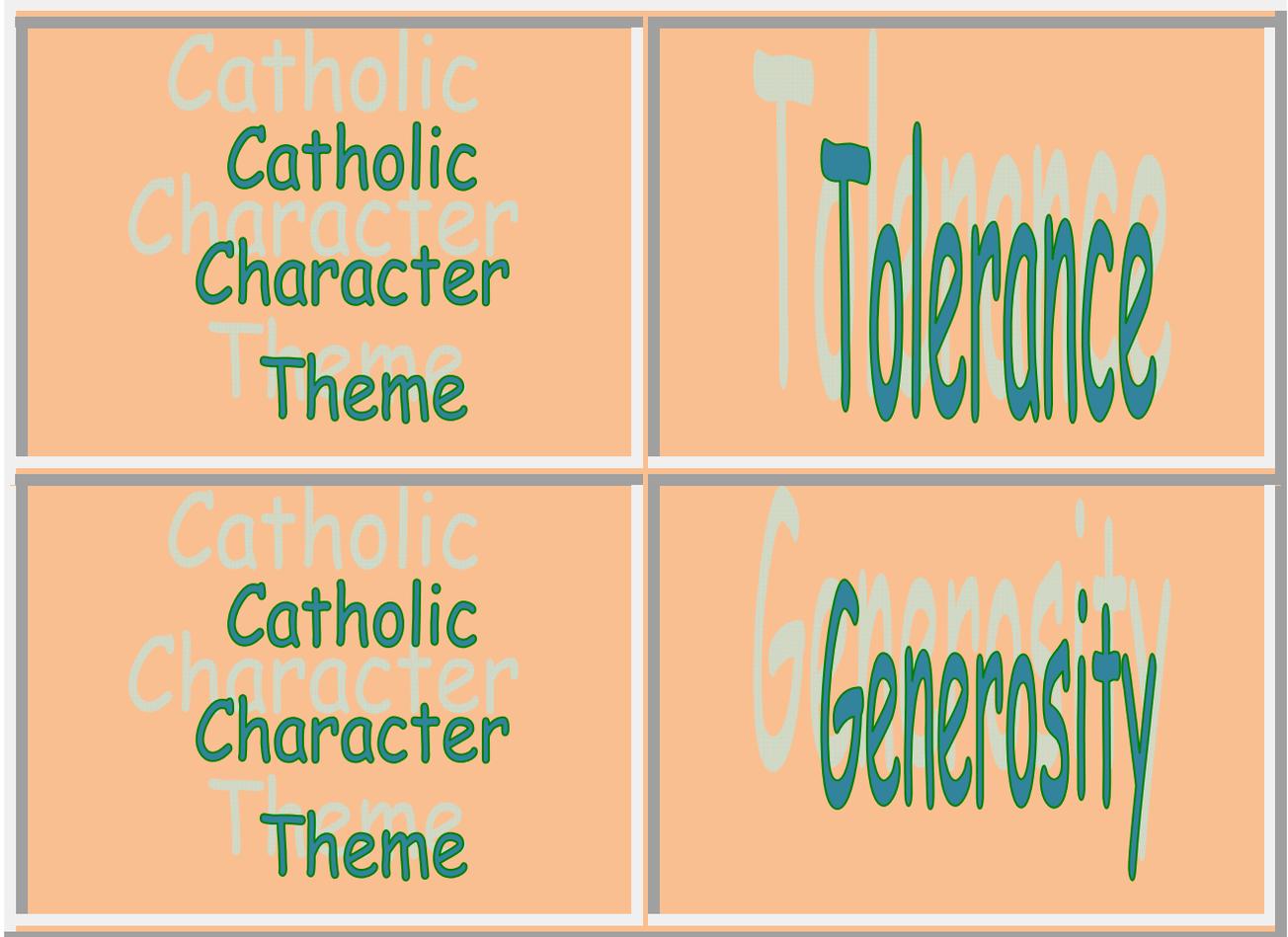
“Catholic Character Themes and Verbs”



“Catholic Character Themes and Verbs”



“Catholic Character Themes and Verbs”



“Catholic Character Themes and Verbs”



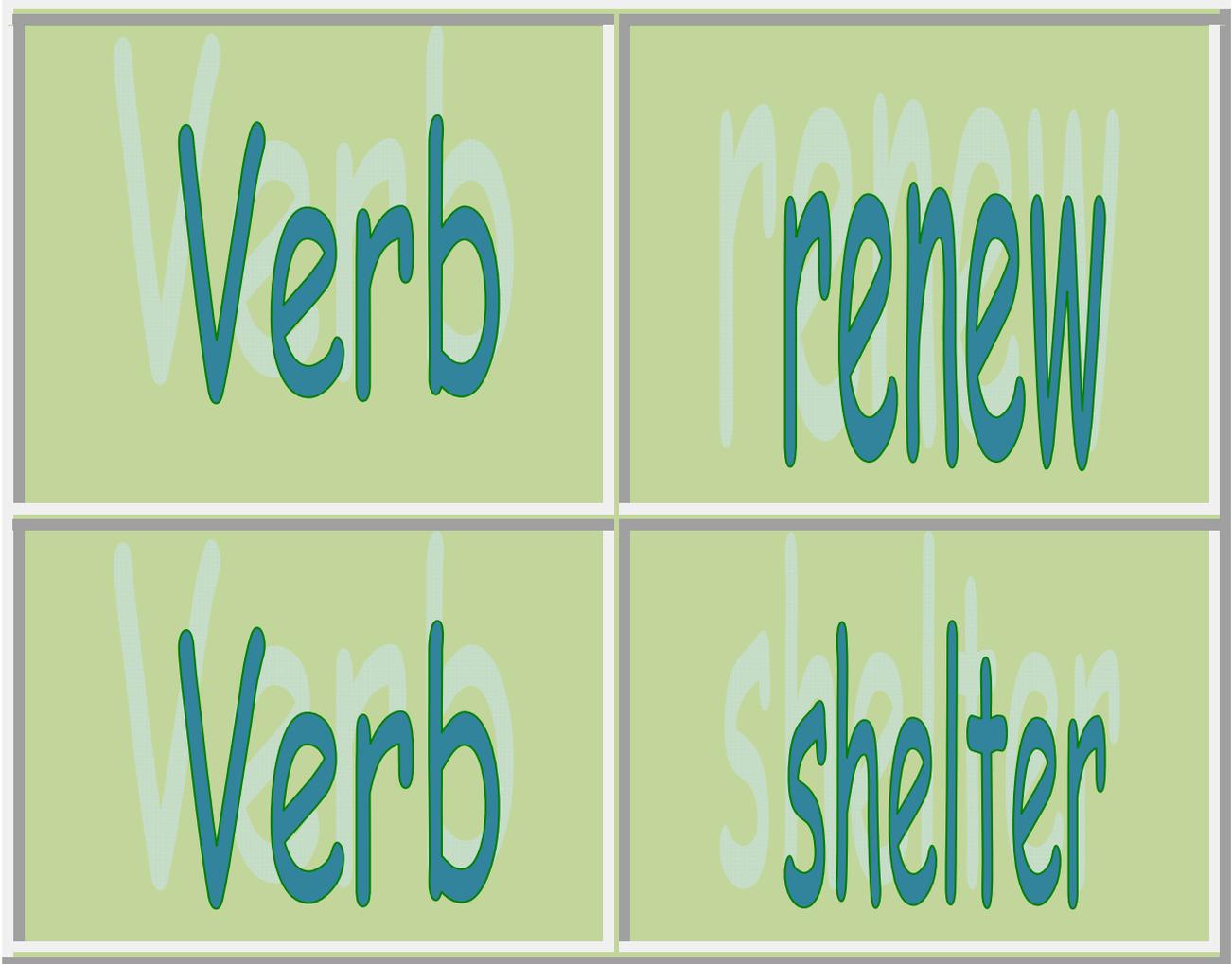
“Catholic Character Themes and Verbs”



“Catholic Character Themes and Verbs”



“Catholic Character Themes and Verbs”

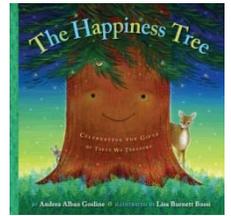
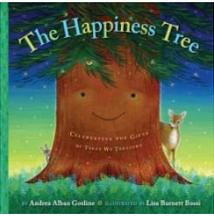


“Catholic Character Themes and Verbs”



“Catholic Character Themes and Verbs”





**“The Happiness Tree H.O.T. Question”**

Names: \_\_\_\_\_

“In what ways is the acorn in this story similar to you? Use information from the text and your own ideas to explain your thinking.”

---



---



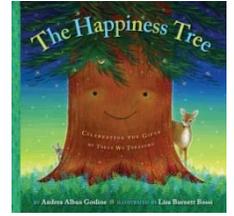
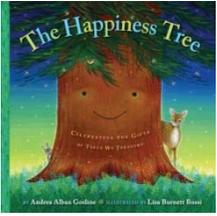
---



---

**Success Criteria**

Criteria	Group Assessment
Does our response answer the question?	
Does our answer have supporting details, words and evidence from the text?	
Did we add our own relevant and well-developed ideas?	
Did we clearly link our own ideas to the evidence from the text?	



**“Assessment of H.O.T. Question”**

**Success Criteria**

Criteria	Met	Notes:
The response answers the question.		
The answer has supporting details, words and evidence from the text.		
The response has relevant and well-developed ideas.		
The ideas are clearly linked to the evidence from the text.		





**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 3 - Lesson 3**

**Grade 3 Who I AM... Lesson 3**

**Background:**

This lesson helps students to think about life cycles in plants as well as in their faith.



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

**Ontario Catholic School Graduate Expectations**  
**CGE2b:** Reads, understands and uses written materials effectively.  
**CGE5g:** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

**Religion Overall Expectations**  
 ML1: Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions.

**Religion Specific Expectation**  
 LS2: Focus: Human dignity  
 Understand that God created all persons in his one image; equal in their human dignity yet diverse in their being (i.e. male and female, weak and strong, diversity of race, colour, creed, charisms, talents) and this equality and diversity is to be respected.

**Language Expectations**  
**Oral and Visual Communication**  
**Overall Expectation**  
 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

**Specific Expectation**  
**Interactive Strategies**  
 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions.

**Reading**  
**Overall Expectation**

- Learning Goal:**
- Students will learn about life cycles.
  - Students will appreciate that everything good begins with God.
  - Students will identify the factors that may threaten plant survival.

<p><b>1.</b> read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.  <u>Specific Expectation</u>  <b>Demonstrating Understanding</b>  <b>1.4</b> demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.  <b>Writing</b>  <u>Overall Expectation</u>  <b>1.</b> generate, gather, and organize ideas and information to write for an intended purpose and audience.  <u>Specific Expectations</u>  <b>1.2</b> generate ideas about a potential topic, using a variety of strategies and resources.  <b>Research</b>  <b>1.3</b> gather information to support ideas for writing in a variety of ways and/or from a variety of sources.  <b>Form</b>  <b>2.1</b> write short texts using a variety of forms.  <b>Science</b>  <u>Overall Expectations</u>  <b>3.</b> demonstrate an understanding that plants grow and change and have distinct characteristics.  <u>Specific Expectations</u>  <b>3.1</b> describe the basic needs of plants, including air, water, light, warmth, and space.  <b>3.3</b> describe the changes that different plants undergo in their life cycles.  <b>3.8</b> identify examples of environmental conditions that may threaten plant and animal survival.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Book Description:</b>  <u>The Happiness Tree</u>  <b>By Andrea Alban Gosline</b>                  So begins the magical journey from seed of hope to forest of happiness. This ode to trees invites readers to discover life's</p>	<p><b>Terminology</b>                  Life cycle                  Seedling                  Germination                  Inquiry</p>	<p><b>Resources/Materials</b>                  - Mentor Text:  <u>The Happiness Tree</u>                  - Video of an acorn turning into an oak tree                  - Sticky notes</p>

<p>true gifts – peace, courage, love, generosity, tolerance – as revealed by our precious forest friends.</p>	<p>Reproduction</p>	<ul style="list-style-type: none"> <li>- BLM “Everything Good Begins with God, Even Me!”</li> <li>- BLM “The Life Cycle of An Oak Tree Explained”</li> <li>- BLM “Trees”</li> <li>- BLM “Inquiring Botanists”</li> <li>- BLM “The Life Cycle of A Plant Explained”</li> <li>- BLM “Explanatory Writing Success Criteria”</li> <li>- BLM “The Wish Tree”</li> </ul>
---	---------------------	--

**Prayer/Scripture Focus**

**Genesis 1:31**  
 God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
-----------------	--------------------------------	-------------------

<p>Ask the students to recall the very important beginning and ending to the text “The Happiness Tree” “How did the circle story “The Happiness Tree” begin and end? I think everything good begins with God. Today we will examine some of God’s creation and more specifically life cycles. Let’s watch how that little acorn turns into a tall oak tree.” Watch video.  <a href="http://www.youtube.com/watch?v=4BtKakP5xOk">http://www.youtube.com/watch?v=4BtKakP5xOk</a></p>	
--	--

<b>Action</b>	<b>Approximately 40 Minutes</b>	<b>Assessment</b>
---------------	---------------------------------	-------------------

<p>Discuss and determine what the students know about life cycles. Record their definitions and ideas about life cycles on a chart or on the Smart Board. Inform the students that we all go through a life cycle. A life cycle is the changes that occur from the beginning of life to the end. Examine the life cycle of an oak tree. “If you recall, the acorn said “Everything good begins with me” and wouldn’t you know it that’s exactly how an oak tree does in fact begin.”                  “Now let’s look at the life cycle of a human being using BLM “Everything Good Begins With God, Even Me!”. It’s pretty much the same concept. It’s a continuous cycle that just keeps repeating. We</p>	<p>Anecdotal                   Self-Assessment of Inquiry process                   Success Criteria for Explanatory Writing</p>
--	--

can all grow gracefully if we remember to please God and be thankful for our creation. God wants us to live our lives helping others, being generous and compassionate. Who we are makes a difference to everyone we meet throughout our life cycle.”

Ask the students to turn to their elbow partner and pose the following question:

“What specifically does a plant need in order to survive its life cycle?”

Ask them to record one idea on a sticky note from their conversation. Share the responses for all to hear. Possible answers include: air, water, light, warmth and space. Keep the sticky notes for their assignment.

Inquire by asking: “Do you believe each plant changes in the same way as it undergoes its life cycle? Of course not, just as we don’t change in the same way throughout ours. God created us all uniquely and beautifully.” Explain that some plants grow from bulbs to flowers and when the flowers die off the bulb produces little bulbs that will bloom again. Other plants grow from the germination of a seed to the production of a fruit with seeds that are then scattered by humans, animals or the wind so that new plants can grow.”

Ask: “What could threaten the growth of a plant as it changes during its life cycle?”

Ask the students to share again with their elbow partner. Tell them to record their ideas on a separate sticky note. (If possible, use two different colours of sticky notes for these questions.) Discuss the ideas that are presented with the whole group. Possible answers include: heat, cold, floods, construction, pollution, insects and parasites. Keep the sticky notes for their assignment.

“God intended for us to grow and thrive. There are times when factors make that difficult. Just like a plant encounters difficulty growing throughout its life cycle, we also face challenges in our growth. Can you think of any obstacles you have faced or someone you love has faced that has made it hard to grow in God’s love? Describe how you overcame these difficulties. It’s important to persevere and not give up even when it seems very hard. Just like the acorn, we can bounce back when trouble comes our way and we can move on. We must continue to believe that all of God’s creation is good. We are all marvelous because we are made by God.”

Introduce the BLM “The Life Cycle of An Oak Tree Explained”. It provides them with a template for their own explanatory writing

<p>assignment as it shows the life cycle of the oak tree. Review it and tell them that learning about the journey of an acorn is the first step that they have taken as botanists. “Botanists are experts in the field of plants. They research and have great knowledge of all plants. Now you have the opportunity to become a botanist by becoming an expert on a particular tree from our text.” Ask them to choose one of the slips of paper from BLM Trees (cut the strips and have them prepared before beginning this lesson.)</p> <p>Inform them that they will be embarking on an inquiry about the changes their tree goes through in its proper life cycle. Ask them to review the ideas that have already been collected during their discussions. Instruct them to use BLM “Inquiring Botanists” and record what they already know about their tree’s life cycle. Allow them to research what they don’t know in order to complete their assignment using the computer lab or iPads.</p> <p>Once they have all of the information they require, have them complete their own explanatory writing assignment using BLM “The Life Cycle of A Plant Explained”. Educate the students on the components that are needed to complete their inquiry.</p> <p>They need to know each part of their tree’s life cycle, the elements that are needed for its survival, factors that may hinder its survival and how it reproduces and starts over again. The success criteria need to be presented and posted for reference.</p> <p>Review the steps a writer goes through to produce a final product. Editing and conferencing will have to take place. Guide them to complete the self-assessment the next day once they have received their feedback from their classmates and teacher.</p> <p>Conclude the lesson with a final thought. “The text we read was a circle story which begins and ends in the same way. Let’s remember that a life cycle follows the same pattern. It begins and ends in the same way.”</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Gather to share the students’ explanatory writing pieces. Ask the students to help fill in the “The Wish Tree” for each child’s writing. Offer two flowers for the strengths found in the piece and two wishes for what could be improved.</p>	

## Final Notes

### Extension:

You could orally compose ideas to be added to the text about other trees of Catholic Character Themes following the same format as “The Happiness Tree”. For example, you could come up with 4 rhyming sentences about the tree of fortitude and 1 verb at the end.

Example:

I am the tree of

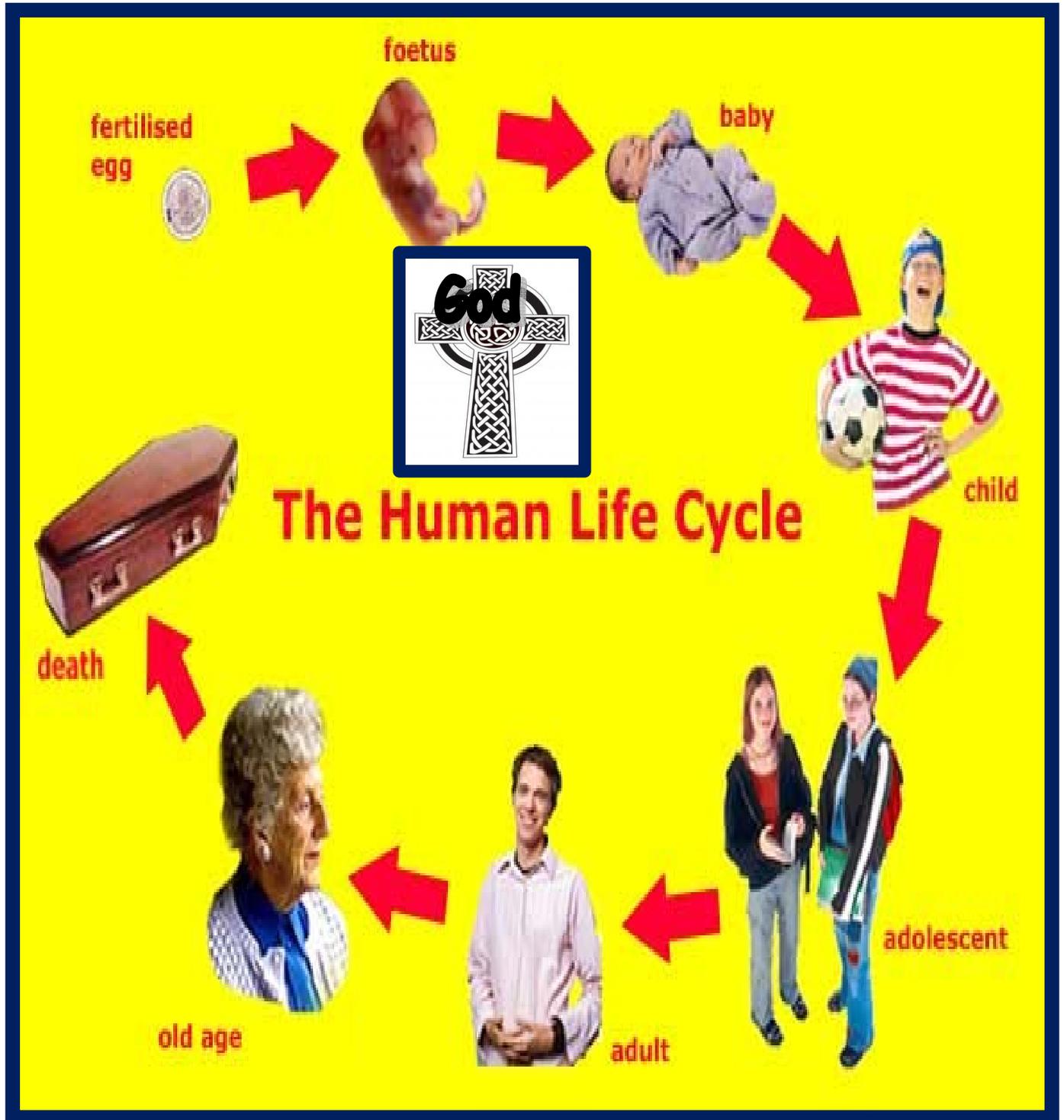
# Fortitude

I brave the wind and the snow,  
never giving up as I must grow,  
courage even when I'm in pain,  
brave and strong, I don't complain.

I endure.

Catholic Character Themes: prudence, temperance, faith and charity.

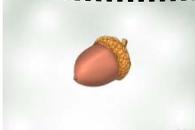
**"Everything Good Begins With God, Even Me!"**



"The Life Cycle of An Oak Tree Explained"

# Seed

Everything good begins with God.



# Seedling

The acorn turns into a seedling with proper air, warmth and space.

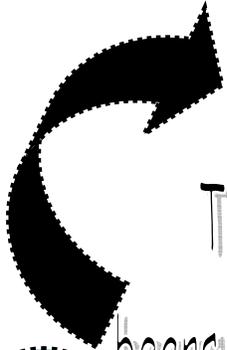


# Tree

The seedling turns into an oak tree. The oak tree is sometimes threatened by pests and diseases

# Tree bears its fruit

The tree produces acorns which fall. Squirrels scatter the acorns. The ones they don't eat sprout and



**White Oak Tree**



**Yellow Poplar Tree**



**White Pine Tree**



**Sugar Maple Tree**



**Flowering Dogwood Tree**



**Elm Tree**



**Blue Spruce Tree**



**Magnolia Tree**



**Paper Birch Tree**



**Redwood Tree**





"Inquiring Botanists"

Name of my plant:

\_\_\_\_\_



How does the plant progress through its life cycle?

What factors threaten the plant's survival?

My research on the life cycle:

My research on the reproduction of my plant:

My research on the plant's survival:

Extra research on my plant:

**“The Life Cycle of A Plant Explained”**

Everything good begins with God.

By  
Botanist:

“Self-Assessment”

Looking at my learning

I know...    I learnt...    I am learning...    I can...    I remember...

---

---

Looking at my achievement

I am proud...    I am good at...    I enjoyed...    I can...    My goal is...

---

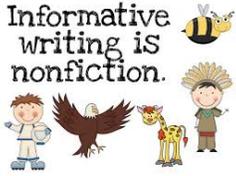
---

Looking at my thinking

I think...    I wonder...    I thought...    I can...    I changed...

---

---



**“Explanatory Writing Success Criteria”**



Name:  <b>Success Criteria</b>	<b>Met</b>
The explanatory writing clearly outlines the life cycle of the tree.  Notes:	
The factors that may endanger the tree’s survival are stated.  Notes:	
The writing is neat and easy to read.  Notes:	
The ideas are facts based on research and content from the lesson.  Notes:	

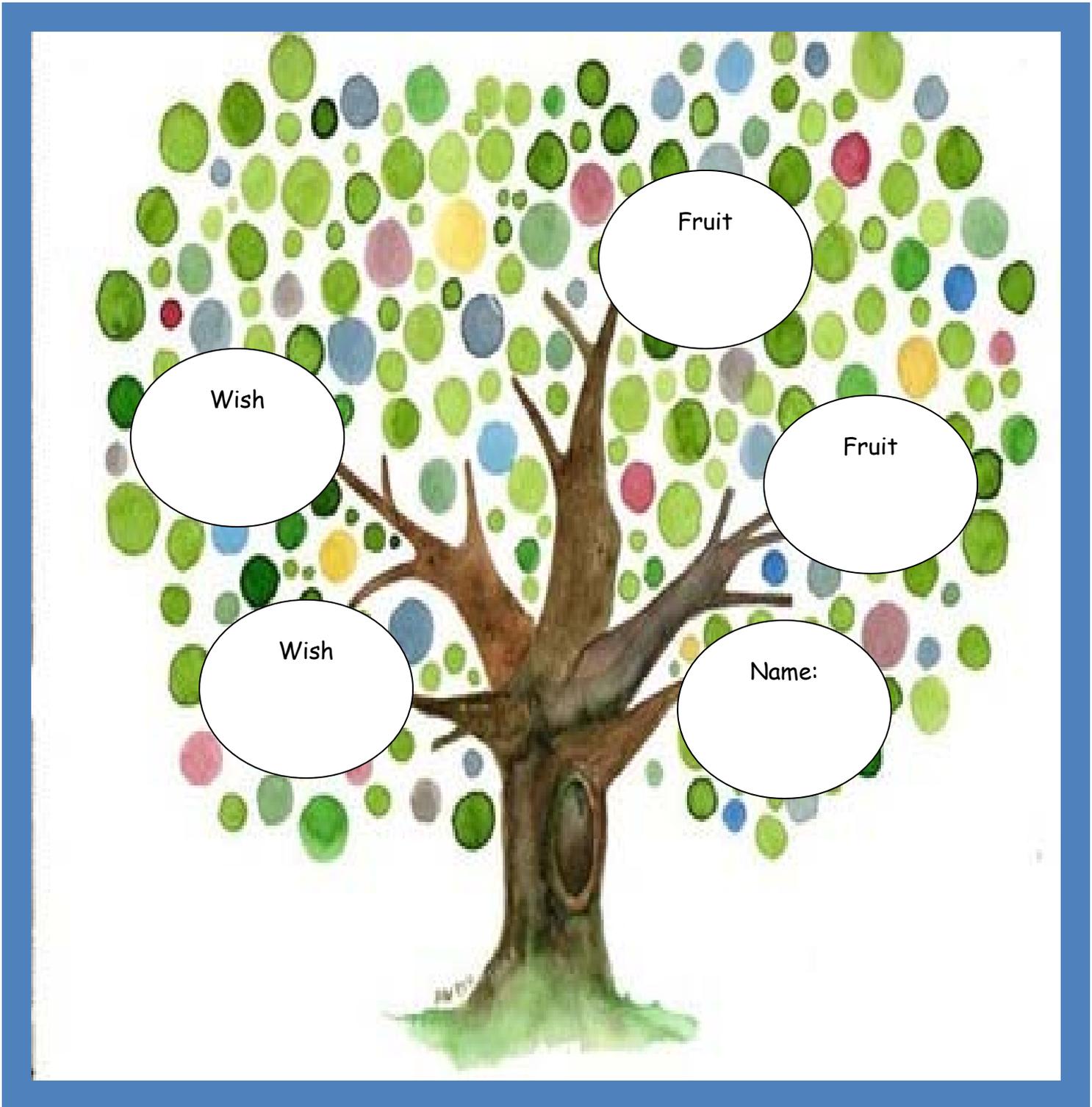
**Feedback:**

---

**Feed forward:**

---

"The Wish Tree"



**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 3 - Lesson 4

#### Grade 3 Who I AM... Lesson 4

**Background:**

This lesson will refresh the student’s memories and allow them to take another look at the story of God and Moses. The objective is to prepare them for the presentation day and revisit the central idea behind the project.

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

**Ontario Catholic School Graduate Expectations**

**CGE1c** - 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;

**Religion Overall Expectation**

ML1: Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions.

**Religion Specific Expectations**

BL3.3: Identify the responsibilities a person takes on when they agree to participate in a mission and compare this to the responsibility of accepting to participate in the mission of Christ in the world under the guidance of the Holy Spirit.

ML1.1: Retell Gospel narratives that demonstrate the importance of fulfilling God’s law of love.

**Language Expectations**

**Oral and Visual Communication**

**Overall Expectation**

**2.** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

**Specific Expectation**

**Learning Goal:**

- Students will actively participate in an important story taken from scriptures.
- Students will understand that God is one who loves, gives and cares.
- Students will learn that God is with us always.
- Students will realize that God gives us the ability to do God’s work.

<p><b>Clarity and Coherence</b>  <b>2.3</b> communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence.</p> <p><b>Reading</b>  <u>Overall Expectation</u>  <b>1.</b> read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.  <u>Specific Expectations</u>  <b>Variety of Texts</b>  <b>1.1</b> read a variety of literary texts, graphic texts, and informational texts.  <b>Reading Fluently</b>  <b>3.3</b> read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience.  <b>Media</b>  <u>Overall Expectation</u>  <b>1.</b> demonstrate an understanding of a variety of media texts.  <u>Specific Expectation</u>  <b>Form</b>  <b>2.1</b> identify elements and characteristics of some media forms.  <b>The Arts</b>  <b>Drama</b>  <u>Overall Expectation</u>  <b>B1. Creating and Presenting:</b> apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.  <u>Specific Expectation</u>  <b>B1.1</b> engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places.</p>	
--	--

<b>Instructional Components</b>
---------------------------------

<b>Prior Knowledge:</b>	<b>Terminology</b>	<b>Resources/Materials</b>
Review the story of God and Moses and the burning bush.	Character  Dramatic  Role Play	<ul style="list-style-type: none"> <li>- Video for review</li> <li>- BLM Script for “BIBLE News Room ”</li> <li>- Video of children performing a</li> </ul>

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

	<p>News cast</p> <p>Reporter</p> <p>News Anchor</p> <p>Weather Forecaster</p>	<p>newscast</p> <ul style="list-style-type: none"> <li>- Song “Pharaoh, Pharaoh”</li> <li>- BLM Rubric for Newscast Performance</li> <li>- BLM Character Role Cards</li> </ul>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Exodus 3:15</b> God also said to Moses, “Say to the Israelites, ‘The LORD, the God of your fathers—the God of Abraham, the God of Isaac and the God of Jacob—has sent me to you.’</p> <p>“This is my name forever, the name you shall call me from generation to generation.”</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 5 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Watch the video to recall the important elements of the story of God and Moses. Ask the students to pay close attention to the characters of God and Moses as they will be acting out the Bible passage shortly themselves. They will be participating in a newscast to relay what happened to Moses to the rest of the world.</p> <p>Video on Youtube:</p> <p><a href="http://www.youtube.com/watch?v=nb4mjOH6BJM">http://www.youtube.com/watch?v=nb4mjOH6BJM</a></p> <p>Stop at 5:40</p>		
<p><b>Action</b></p>	<p><b>Approximately 35 Minutes</b></p>	<p><b>Assessment</b></p>
<p>“As you have just witnessed, it was a miraculous event for God to have appeared to Moses. Moses was chosen by God to help Him set His people free. Speaking through a burning bush was a pretty neat way to get Moses’s attention. If this event happened in our day and age, it would be all over the news, the internet and it would be a very interesting topic of conversation in our lives. Today, we will explore what a newscast would sound like if this incredible event happened this afternoon.”</p> <p>“Each one of you will take on a role in this newscast and will be evaluated on your success with this project. Some of you will be God, news anchors, reporters, Moses and weather forecasters.”</p>		<ul style="list-style-type: none"> <li>- Anecdotal notes</li> <li>- Rubric for Newscast Performance</li> </ul>

<p>Educate the students on each role.</p> <p><b>News anchor:</b> Presents the newscast in the studio. Most times there are co-anchors, which mean, there are two anchors for one newscast.</p> <p><b>Reporter:</b> A reporter, also called a journalist, investigates and delivers news stories. He or she conducts interviews, observes events and does research to get all the facts about a story after getting a lead or tip. Then the reporter reports the story on air on a television broadcast.</p> <p><b>Weather Forecaster:</b> Television weather forecasters collect and analyze weather data in order to predict the weather in a geographic area for the viewers of the show. They collect information about temperature, precipitation, air currents and humidity from satellites and radar. Consider using BLM Character Role Cards and attach them with string so that can be worn around the student’s necks.</p> <p>“Let’s take a look at the rubric for our reader’s theatre and make sure we are aiming for a level 4 during our reading of our newscast.”</p> <p>Watch an example of kids delivering the news on a newscast.</p> <p><a href="http://www.youtube.com/watch?v=KEhXymERmEs">http://www.youtube.com/watch?v=KEhXymERmEs</a></p> <p>Make groups of 6 and distribute the script to each student. Allow the groups time to practice for a few minutes. Ask the groups to present to the class their version of the newscast. Students who are non-verbal can be assigned the role of camera person or make-up.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Approximately 5 Minutes</p> <p>Come into circle formation for the closing of this lesson.</p> <p>Ask and discuss:</p> <p>“Do you feel that the relationship between God and Moses promotes positive mental health? Self-esteem? Confidence? Describe.”</p> <p>Sing the song together which also tells the story:</p> <p>Song “Pharaoh, Pharaoh”</p> <p>Video on Youtube:</p> <p><a href="http://www.youtube.com/watch?v=5PkMC7O1Iq0">http://www.youtube.com/watch?v=5PkMC7O1Iq0</a></p>	

**Final Notes:**

Prepare for the gift of words for each of your students as well as the tree that will be given as gifts by them. It is a nice idea to invite the priest and the principal to this presentation if possible.

Extension: The groups could create a background for their newscast.

**"BIBLE News Room Script"**



**News Anchor 1:** Good evening, I'm Aaron and this is...

**News Anchor 2:** Payton with Sunday's edition of the BIBLE News.

**News Anchor 1:** We have some hot breaking news this evening! There have been reports of a bush that was on fire but did not burn.

**News Anchor 2:** We go to Chris now with this breaking story.

**Reporter:** Thank you Aaron, as you can see behind me there is a bush to my left that is in fact on fire but is not burnt. Apparently, earlier this morning a shepherd was tending to his sheep when he noticed this peculiar bush. Here with me is an eye witness to this miraculous event, Moses.

**Moses:** I was following my normal daily routine when I saw an angel appear before me. Then, I couldn't believe what I saw next, a bush engulfed in flames but there was no smoke and the bush was not burned. I nearly fainted at the sight.

**Reporter:** Can you describe to us what happened next?

**Moses:** Well if that wasn't enough, there was a voice that spoke from the bush and would you believe He knew my name.

**Reporter:** Can you tell us what He said?

**Moses:** He, He, He said "Moses, Moses! I am sending you to set my people free."

**Reporter:** Incredible. How did you respond to this?

**Moses:** At first I thought He had the wrong guy but how could He when he knew my name. Then I thought, they don't know me. I asked Him who to say sent me on this dangerous mission.

**Reporter:** Did He have an answer for that?

**Moses:** He most certainly did. He said: ""I AM WHO I AM. Tell them the one who is called I AM has sent you and the people will listen to what you say to them."

**Reporter:** Thank you Moses. Back to you Aaron and Payton.

**News Anchor 1:** We have an expert joining us now to help us explain this miracle. He's joining us by satellite. Can you hear us God?

**God:** I'm here Aaron as I always am and always will be.

**News Anchor 2:** You're certainly creating a lot of buzz around here. Can you explain why you chose Mr. Moses and the burning bush to communicate your important message?

**God:** I have chosen Moses to set my people free. He will have my guidance and support because I AM. I AM the one that will love all My people now and forever.

**News Anchor 1:** Thank you God. We break now for a look at the weather. I hope it's not as hot as this breaking news was Jo!

**Weather Reporter:** No definitely not Chris! The weather for this evening is cool with a high of 19 and a low of 15. Taking a look at tomorrow, we will experience some warmer temperatures come afternoon. We are looking at a high of 33 and a low of 28 which should carry us through the weekend. The UV Index is high with a 20% chance of precipitation. Back to you Payton.

**News Anchor 2:** Thank you Jo, it's looking like a beautiful weekend for a journey.

**News Anchor 1:** Join us after the break when we uncover more to the mystery of the burning bush.

**News Anchor 2:** And now a word from our sponsors.

**Rubric for Newscast Performance**



Criteria	<b>Level 4</b> 	<b>Level 3</b> 	<b>Level 2</b> 	<b>Level 1</b> 
<b>Expression</b>	I spoke very expressively.	I spoke with lots of expression.	I spoke with some expression.	I did not speak with expression.
<b>Audience Engagement</b>	The audience was deeply engaged by my performance.	The audience was engaged by my performance.	The audience was somewhat engaged by my performance.	The audience was not engaged by my performance.
<b>Performance</b>	I always helped my group and was in role all the time.	I helped my group and was in role most of the time.	I sometimes helped my group and was in role some of the time.	I rarely helped my group and was not in role.
<b>Story</b>	I portrayed all of the ideas and the feelings of the story effectively.	I portrayed most of the ideas and the feelings of the story effectively.	I portrayed some of the ideas and the feelings of the story effectively.	I did portray any of the ideas or feelings of the story effectively.

**Character Role Cards**



**News Anchor 1 | News Anchor 2**

Character Role Cards



Reporter

Moses

Character Role Cards



**Weather  
Reporter**



**God**

**Religious Education & Positive Mental Health and Wellness:** it is recommended this lesson takes place on or about **October 2** as this is the Feast Day of Guardian Angels. Advent or Lent are also wonderful seasons for gratitude celebration

**Grade 3 - Lesson 5**

*\*Prior to this lesson, prepare Who **I AM** template with gift of words for students*

**Grade 3 Who I AM... Lesson 5 – The Presentation**

**The presentation of Who I AM and the gift of words.**

**Background**

Today you will empower each student through the presentation of a Who **I AM Burning Bush**. You will need to prepare the message on the burning bush prior to this class. The affirmation message begins:

**"Who you are makes a difference to all of us because..... Thank you for being who you are!"**

Also, prepare enough burning bushes so that each student will receive two additional burning bushes for their pay- it forward challenge. Remind students that this project is titled Who **I AM** Makes A Difference Because Jesus Loves Me!

It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’.

Read Who **I AM** Makes A Difference Because Jesus Loves Me! information sheet to students.

Dedication –

***In Memory of Shirley Beaubien*** - Who **she was** made a difference to everyone in her life because she gave of herself every single day without fail. She left behind a legacy of compassion and charisma that will never be forgotten. A true inspiration to all those who knew her especially those who were proud to call her Momma and Nana.

**Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations**

**Ontario Catholic school Graduate Expectations**

**CGE1d** - Develops attitudes & values founded on Catholic social teaching and acts to promote social responsibility

**CGE2c** - Presents information and ideas clearly and honestly and with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE5e** - Respects the rights, responsibilities and contributions of self and others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

**Learning Goals:**

- Students will learn how to demonstrate gratitude by using specific words and choosing special people in their lives.
- Students will learn about spreading a message of God’s love and creating a ripple effect that may be felt very far away.

<p><b><u>Religion Overall Expectation</u></b>                  ML1: Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions.                  LS2: Focus: Human dignity                  Understand that God created all persons in his one image; equal in their human dignity yet diverse in their being and this equality and diversity is to be respected.</p> <p><b><u>Religion Specific Expectation</u></b>                  LS2.3: Describe ways that all human beings are equal and also are created with differences and identify ways that we can demonstrate our appreciation and respect for this diversity.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge</b>                  Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p><b>Terminology</b>                  Pay-it-forward                  Gratitude</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> burning bush</li> <li>2. Who <b>I AM</b> history</li> <li>3. Who <b>I AM</b> presentation information</li> <li>4. Who <b>I AM</b> challenge</li> <li>5. Who <b>I AM</b> Burning Bush</li> <li>6. Paper bags</li> <li>7. Coloured construction paper: Red and Yellow</li> <li>8. Prayer for presentation day</li> <li>9. Song for consolidation</li> <li>10. Who <b>I AM</b> Self Reflection</li> </ol>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Feast Day of the Guardian Angels (October 2)</b></p> <p>Dear Guardian Angel,</p> <p>You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide.                  Amen</p>		

Minds On	Assessment
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <p><u>On the day of presentation of the Gift of Words project:</u>                      Let us pray, in the name of the Father and of the Son and of the Holy Spirit,                       Thank you God for all of the people who love me;                      for my parents and my friends.                      Thank you God for making me <b>who I AM</b>                      and for loving me just the way I am.                      I pray for the people that I am going to give                      my burning bush to.                      Help me to tell them how I feel about them,                      I pray, in the name of the Father and of the Son and of the Holy Spirit,                      Amen</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>]</li> <li>2. Discuss the term pay-it-forward. Explain how that concept is the success of this project.</li> <li>3. Discuss how they can grow closer to Jesus when they tell the people they love how much they mean to them. “You are showing the people in your life that you are grateful for how their love and care.” Remind them of when God chose Moses to help Him set his people free. “God showed Moses that he could grow closer to Him if he listened to God’s words.” Ask “Do you remember how Moses felt when he knew it was God calling to him from the burning bush? Today you will be called to grow closer to God and show others that they are special because Jesus loves them. You will get to experience some of the same feelings Moses did on that special day in the desert.”</li> </ol>	<p><b>Pay-it-forward</b>  <i>A response to one person’s kindness by reaching out in kindness to others.</i></p>
Action	Assessment
<p style="text-align: center;"><b>Approximately 40 Minutes</b></p> <p>Teacher will present a Who <b>I AM</b> burning bush [See: Who <b>I AM</b> Burning Bush handout] to each student. The student will receive <b>two</b> extra templates that they have to pray/think who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying "Who you are makes a difference to all of us because.....                      Thank you for being who you are!"                      [See: <b>Who I AM presentation information</b>]                      This is the ‘gift of words’ that becomes the expression of gratitude.</p>	<p>Self-Reflective assessment</p>

<p>Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who I <b>AM</b> burning bush from them.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <p>Inform students that their assignment is to create the biggest ripple effect they can by trying to spread their gift as far as they can. “Imagine you are standing before an immense ocean. You want to try and throw a stone as far as you can to create a big ripple. If you give your gift of words to someone in our class, the ripple will be small. Our goal is to change the world through gratitude with our gift of words and let as many people know Jesus loves them. The world is a pretty big place, so we have to try and reach farther than our school, our home maybe even our city to get started. Let’s help to build our Catholic community so that we may gain strength from one another. This will help us build a solid foundation that we can draw from when we are confronted with difficult situations. God is counting on us!”</p> <p>Gather in a circle standing and perform a special prayer dance to the song “Change The World” by Johnny Reid.  <a href="http://www.youtube.com/watch?v=T2ACmJPhz3Q">http://www.youtube.com/watch?v=T2ACmJPhz3Q</a></p> <p>The teacher begins with one movement, each student repeats the movement until everyone has had a turn. The teacher then leads with another move and repeat until the song is over.</p> <p>Dance moves:          Clap side to side.          Take two steps forward into the middle and return.          Smile and the person next to you.          Wave at the person next to you.          Shake the hand of the person next to you.          Make a heart with your two hands and bring from your heart up into the air.          Take the hand that is next to yours and hold it.          Raise your hands up.          Hands down.          Turn and face the other way.          Turn back.          One hand up and keep it up.          The other hand up and keep it up.          Bring hands down into prayer formation.          With hands in prayer formation, get down on your knees.          Bow.          Head down.</p>	

<p>At the end of the song, students will be on their knees and their heads will be down. Guide them with their reflection as to who they give their gift of words to. Allow maximum of 3 days for the students to present their Who <b>I AM</b> gift boxes to others before completing their self-reflection.</p>	
---	--

**Final Notes**

The beauty of the Who **I AM** words and gift is it allows a ‘safe’ opportunity for students and teachers to express thankfulness. When Who **I AM** Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who **I AM** refreshes the health and wellness with all of God’s children.

**The Challenge!**

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

*Please read this to your class.*

*Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied "I AM WHO I AM." The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us.*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a 'gift of words' with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** 'gift of words' from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words "Who you are makes a difference to all of us because.....Thank you for being who you are!"*

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

Who I AM History

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the 'gift of words' to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the 'gift of words' works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the 'gift' you will say ...

**"Who you are makes a difference to all of us because.....  
Thank you for being who you are!"**

Present the student with the 'gift of words'. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a 'gift of words'.

Who I AM Burning Bush



Tag for Burning Bush

Who you are  
makes a difference to all of us  
because \_\_\_\_\_.  
Thank you for being who you are!

Presentation Day Prayer

**Let Us Pray,**

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

Thank you God for all of the people who love me,  
For my parents and my friends.

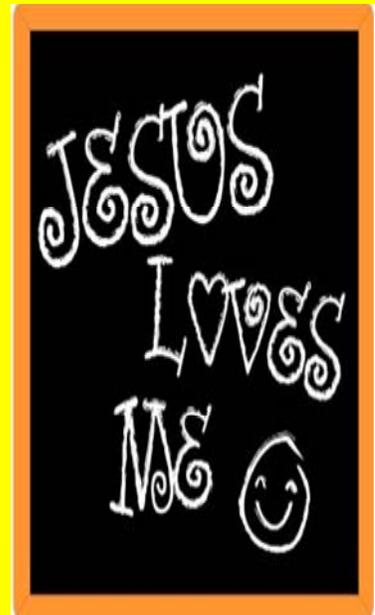
Thank you God for making me **Who I AM**  
And for loving me just the way **I AM**.

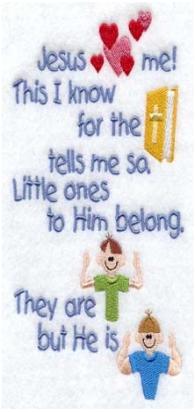
I pray for the people that I am going to give  
my Burning Bush to.

Help me to tell them how I feel about them.

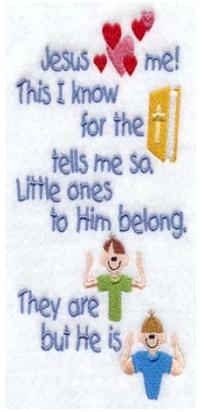
I pray, in the name of the Father  
and of the Son and of the Holy Spirit.

Amen





The Who I AM Self-Reflection



Name: \_\_\_\_\_

Draw the reaction of the people who received the gift of words in the boxes below. Don't forget to fill in the blanks.

My teacher believes

Who I AM Makes a Difference because I AM \_\_\_\_\_.

I chose \_\_\_\_\_ because \_\_\_\_\_.



I chose \_\_\_\_\_ because \_\_\_\_\_.

I felt \_\_\_\_\_ when I thought of others.



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

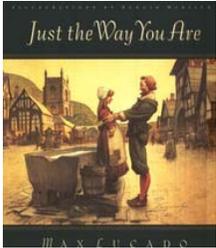
**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Who I AM Makes a Difference Religion & Positive Mental Health and Wellness

Grade 4 - Unit Overview

Grade 4 - Unit “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p>Who <u>I AM</u>... Prayer Service</p> 	Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>10 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>25 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>5 minutes</b> Prayer Journal. Dear Friend, Love, Jesus.</p>
2.	<p>Who <u>I AM</u>... Mentor Text <i>Just the Way You Are</i>, by Max Lucado.</p> 	Students will recognize we are witnesses of God’s love and compassion. The students will understand how everyone can make a difference in their world, just the way they are.	<p><b>15 minutes</b> Inside-Outside Circle Activity: Who <u>I AM</u> My Special Talents</p>	<p><b>20 minutes</b> Read Aloud of Mentor Text <i>Just the Way You Are</i>, by Max Lucado. H.O.T. questions.</p>	<p><b>15 minutes</b> Who <u>I AM</u> Exit Card.</p>
3.	<p>Who <u>I AM</u>... Theological Virtues.</p> 	Students will recognize that the Theological Virtues of Faith, Hope and Love are gifts from God that help us to grow in good relationship with Him.	<p><b>10 minutes</b> Response to a media text. Theological Virtues matching game</p>	<p><b>25 minutes</b> God Loves Me Just the way <u>I AM</u> Virtues reflection and oral presentation.</p>	<p><b>5 minutes</b> Who <u>I AM</u> Exit Question.</p>

<p>4.</p>	<p>Who <b>I AM</b>...</p> <p>Who <b>AM I</b>?</p> 	<p>Students will recognize who they are and understand that God loves them <i>Just The Way They Are</i>.</p>	<p><b>10 minutes</b> Who <b>AM I</b>? Guessing Game.</p>	<p><b>25 minutes</b> Who <b>AM I</b>? Poem Writing.</p>	<p><b>5 minutes</b> Students express connections and reflections about music video, Who <b>AM I</b>?</p>
<p>5.</p>	<p>Who <b>I AM</b>...</p> <p>The Presentation of the "Gift of Words"</p>  <p><i>Dedicated to my children. They bless me with their gifts each day. I love you both, Just the Way You Are!</i></p>	<p>Students will demonstrate a knowledge of the social teachings of the Church.</p>	<p><b>10 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>25 minutes</b> The Presentation of the "Gift of Words". The Challenge!</p>	<p><b>5 minutes</b> The Wagon Wheel of gratitude.</p>

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

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**



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><b>Religion Specific Expectations</b></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><b>Instructional Components</b></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><b><i>Who you are makes a difference! Thank you for being who you are!</i></b></p>	<p><b>Terminology:</b></p> <p>Burning Bush Gratitude Appreciation</p> <p>Unconditional Love Unconditional Forgiveness Celebrate Life!</p> <p><b>Theological Virtues:</b></p> <p>Love</p>	<p><b>Materials:</b></p> <p>- Who <b>I AM</b> Prayer Service.</p> <p>- BLM 1 – Just the way <b>I AM</b> instructions</p> <p>- Dear friend, (Jesus) letter.</p> <p><b>Resources:</b></p> <p>Who <b>I AM</b> Prayer Service</p> <p><a href="https://www.biblegateway.com/passage/?search=Exodus+3&amp;version">https://www.biblegateway.com/passage/?search=Exodus+3&amp;version</a></p>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Exodus 3:1-15 The Burning Bush – New Revised Standard Version</b></p> <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. <sup>2</sup> 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. <sup>3</sup> And Moses said, “I will turn aside to see this great sight, why the bush is not burned.” <sup>4</sup> 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.” <sup>5</sup> Then he said, “Do not come near; take your sandals off your feet, for the place on which you are standing is holy ground.” <sup>6</sup> 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>		

<sup>7</sup> 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, <sup>8</sup> 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. <sup>9</sup> 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. <sup>10</sup> Come, I will send you to Pharaoh that you may bring my people, the children of Israel, out of Egypt.” <sup>11</sup> But Moses said to God, “Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?” <sup>12</sup> 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.”

<sup>13</sup> 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?” <sup>14</sup> God said to Moses, “**I AM WHO I AM.**”<sup>[a]</sup> And he said, “Say this to the people of Israel, ‘**I AM** has sent me to you.’” <sup>15</sup> God also said to Moses, “Say this to the people of Israel, ‘The LORD,<sup>[b]</sup> 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**

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.

Read to the students:

“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.”

Action	Assessment
<p style="text-align: center;"><b>Approximately 25 Minutes</b></p> <p>Chapel or classroom.</p> <p>Gather for the Who <b>I AM</b> 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 <b>I AM</b> Prayer Service.</p> <p>Where indicated on the Who <b>I AM</b> 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. <b>“Dear Friend, I had to write to tell you how much I love and care for you.”</b> 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	Assessment
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <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 <b>who they are</b>. 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! <b>Who you are makes a difference! Thank you for being who you are!</b>”</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><b><u>I AM!</u></b></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><b><i>Who you are makes a difference!</i></b></p>	<p><i>Just the Way</i></p> <p><b><u>I AM!</u></b></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><b><i>Who you are makes a difference!</i></b></p>	<p><i>Just the Way</i></p> <p><b><u>I AM!</u></b></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><b><i>Who you are makes a difference!</i></b></p>
---	---	---

**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 2

### Grade 4 Who I AM...Lesson 2

Who I AM Makes a Difference Because Jesus Loves Me!

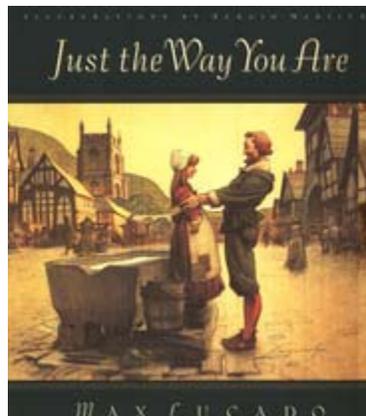
**“Adults think they have to impress me; children don’t. They just want to talk to me. They know that I love them just the way they are”.**

*Just the Way You Are*, written by Max Lucado.

#### Background

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 by caring for others. We make the world a better place! In listening and understanding this call, students will have a deeper understanding of Who they are and that God and His Son Jesus, loves them *just the way they are* without conditions. We have been called to be ourselves and in doing this we can make a difference because Jesus loves us!

Through the mentor text, *Just the Way You Are* the students will learn how Jesus loves and forgives us unconditionally. The youngest child in the story shares the greatest gift of all, love! Who she is makes a difference! Who you are makes a huge difference to all of us!



Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b><u>CGE1d</u></b> - Develops attitudes and values founded on Catholic <i>social teaching</i> and acts to promote social responsibility, human solidarity and the common good.</p> <p><b><u>CGE1e</u></b> - Speaks the <i>language of life</i>... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”</p> <p><b><u>CGE1g</u></b> - Understands that one’s purpose or <i>call in life</i> comes from God and strives to discern and live out this call throughout life’s journey.</p> <p><b><u>CGE1i</u></b> - Integrates faith with life.</p> <p><b><u>Religion Overall Expectations</u></b></p> <p>LC2: Understand how through the Church we are encouraged to live a life of holiness.</p> <p><b><u>Religion Specific Expectations</u></b></p> <p>CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian).</p> <p>LC2.2: Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness (e.g. action of the Holy Spirit in the Sacraments, the practice of virtue and charity – outreach, the message of hope and the examples of holiness presented in the readings of the Liturgy of the Word and the gift of Grace in the celebration of the Mass).</p> <p><b><u>Language Overall Expectations</u></b></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"> <li>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</li> <li>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</li> </ol> <p><i>Reading</i></p> <ol style="list-style-type: none"> <li>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</li> </ol> <p><b><u>Language Specific Expectations</u></b></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"> <li>1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.</li> <li>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 oral texts.</li> </ol>	<p><b>Learning Goals</b></p> <p>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 the world, just the way they are.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good.</li> <li>• Students will recognize the Theological Virtue of Love as the core virtue by which God loves all people. They will understand that we respond by loving God, and loving our neighbour as ourselves, showing our love through acts of kindness, listening and serving others.</li> </ul>

<p><b>1.4</b> Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.</p> <p><b>1.5</b> Make inferences using stated and implied ideas in oral texts.</p> <p><b>1.6</b> Extend understanding of oral texts by connecting the ideas 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><b>1.7</b> Analyse oral texts and explain how specific elements in them contribute to meaning.</p> <p><b>2.2</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.</p> <p><b>2.3</b> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.</p> <p><i>Reading</i></p> <p><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p><b>1.5</b> Make inferences about texts using stated and implied ideas from the texts as evidence.</p> <p><b>1.6</b> Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p><b>1.8</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.</p>	
---	--

**Instructional Components**

<p><b>Prior Knowledge and/or Skills</b>  <i>Mentor Text: <b>Just the Way You Are</b>, by Max Lucado.</i></p> <p>*Please copy the closing prayer (Consolidation Section) onto chalkboard, smart board or chart paper to recite with your students.</p> <p>Prepare to present your <i>Just the Way I AM</i> assignment during the consolidation part of this lesson. Show the wonderful items that are important to you. Explain <i>Just the Way I AM</i> oral presentation rubric from Lesson 3, BLM 3 to the students to ensure they understand the criteria in advance of their own presentation.</p> <p>Fortitude – Cardinal Virtue which implies a certain moral strength and courage by which one handles the</p>	<p><b>Terminology:</b></p> <p>Orphans – a child who has lost both parents through death</p> <p>Background – the part of an <u>image</u> represented as being at maximum distance from the frontal plane</p> <p>Foreground – the <u>ground</u> or parts situated, in the front; the portion of a scene nearest to the viewer</p> <p>Impress – influence in opinion</p> <p>Palette – a thin and usually oval or oblong board or tablet with a thumb hole at one end, used by painters for holding and mixing colors</p> <p>Sage – a profoundly wise person; a person famed for</p>	<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>- Chart paper</li> <li>- Sticky notes</li> </ul> <p>H.O.T. Questions – BLM 1</p> <p>H.O.T. Checklist – BLM – 2</p> <p><i>Mentor Text: <b>Just the Way You Are</b>, written by Max Lucado</i></p> <p>HOT – (Higher Order Thinking) questions for RCCDSB Mentor Texts- by Sondra Keatley</p> <p><i>Inside-Outside Circle:</i>  <a href="http://eworkshop.on.ca/edu/pdf/Mod21_coop_inside-utside.pdf">http://eworkshop.on.ca/edu/pdf/Mod21_coop_inside-utside.pdf</a></p> <p><i>dictionary.reference.com</i></p> <p><b>Catholicity Connections:</b></p>
---	--	--

<p>difficulties that arise when trying to do good. Having a positive mental health attitude is a personal strength that touches the lives of others.</p> <p>Love - Theological Virtue of Love is 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. Jesus loves us unconditionally, <i>just the way we are</i>.</p>	<p>wisdom Merchant – a person who buys and sells commodities for profit; dealer; trader Weary - characterized by or causing fatigue: <i>a weary journey</i> Resiliency – sense of bouncing back when we encounter difficulties</p>	<p><b>Cardinal Virtue:</b> <b>Fortitude</b> <b>Theological Virtues:</b> <b>Love</b></p> <p><i>Come and See,</i> Grade 4 – Born of the Spirit English Canadian Catechetical Series</p> <p>The Cardinal Virtues and the Theological Virtues, EOCCC online resource Our Language Our Story: <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></p>
--	--	---

**Prayer/Scripture Focus**

The theme of the Grade Four, *Come and See*, Born of the Spirit Religion program shares a similar focus of this, Who **I AM** lesson. There is a calling in both texts for people to meet and follow Jesus. Through these experiences people come to know God and they learn that Jesus loves them *Just the Way They Are*.

***Who you are makes a difference because Jesus loves you without conditions!***

*“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.)

Minds On	Approximately 15 Minutes	Assessment
<p>Inside-Outside Circle Activity: Explain to the students that they will be doing an Inside-Outside Circle activity. Split students into two groups. Half of them will form an inside circle facing outwards and the other half will form the outside circle looking inwards (facing another student). Students will exchange information and then you will indicate to them when they rotate to the next partner. The students will have a few seconds before you start this activity to think about their special talents and hobbies. Write the discussion question on the chalkboard, <b><i>What are your special talents and interests?</i></b> Ask students in the inside circle to share their response with the classmate facing them in the outside circle. When complete then, ask them to say "pass". Then the students in the outside circle will share their responses with the classmate facing them. Have the outside circle move one step to the left or right and discuss the same question</p>		<p>Anecdotal notes on student speaking skills.</p>

<p>with a new partner. Continue until students have the opportunity to share with four students (not a full rotation).</p> <p>Provide students with a class list to record the special talents of their classmates. This list of <i>Who I AM, My Special Talents</i> of the class will be used in a following lesson. If students are having difficulty remembering each special talent then have a class discussion to re-view.</p>	
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Prepare the mentor text, <i>Just the Way You Are</i>, written by Max Lucado.</p> <p><b>Before Reading:</b>          Show students the front cover of the book. Read the title aloud then read the names of the author and illustrator. Ask the students:          “Look closely at the background of the illustration on the front cover. Where do you think the story takes place?          What time period would best match this setting?          Why do you think there is a girl and a man in the foreground? Who are they?          What can you infer from their body language?”</p> <p>Next ask the students to record their predictions, of what the story will be about on sticky notes. Place these sticky notes on a chart titled, <i>Just the Way You Are – Predictions</i>.</p> <p>Read Aloud the mentor text <i>Just the Way You Are</i>.</p> <p><b>During Reading:</b>          After reading page 8, ask the students:          “How did you feel after I read, “You need to impress the king...only those with great gifts will be allowed to live in the castle”?          What would you do in this situation?          If you decided to make a gift for the King, what would you make?”</p> <p>Continue reading the mentor text aloud.          After reading page 11, ask the students:          “Predict what gift the youngest sister will give to the King?”</p> <p>Continue reading.          After reading page 20, ask the students:          “When the youngest sister approached all of her siblings, one at a time, how do you think she felt?          Why did she return to her place at the gates?”</p> <p>Continue reading.          After reading page 27, stop for a moment for the students to think about if they have ever been too busy to speak to a friend or loved one? Give a minute for quiet reflection.</p>	<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p> <p>Checklist for Higher Order Thinking – Answers. See BLM 2.</p>

Continue reading.

**After reading:**

Return to the *Predictions* chart and confirm/revise student predictions.

Higher Order Thinking questions for deeper understanding of the text can be given orally, (or in written form see BLM 1 and BLM 2 checklist for H.O.T questions). If you choose to do the following questions orally you may want the students to discuss their answers in small groups. One member from each group rotates to the next group to share information.

*Inference Questions*

1. Do you think the advice the villagers gave the orphans was wise? Explain.
2. Which character in the story do you think shows the most fortitude? Support your thinking with details from the story.
3. Who does the King remind you of? Why do you think that? Use details from the text and your own ideas to support your thinking.
4. Describe one example of resilience from the story. Use details from the text and your own ideas to support your thinking.

*Making Connections Questions*

5. What do you think the author’s message is in this story? Use details from the text and your own ideas to support your thinking.

Teacher Notes:

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

Love – acts of kindness, listening and serving others who are 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 and ripples outward as love.

(2) Some scaffolding may help students to deepen their understanding. Teachers model how to answer H.O.T. questions, then co-create answers (shared) with students before asking students to respond independently.

(3) To assist students who are experiencing challenges in finding evidence or expressing their own ideas for the H.O.T. questions, pair students for a Think-Pair-Share.

(4) Resilience – the ability of bouncing back when we encounter difficulties. To help students to have a deeper understanding of this concept share a story about a time when you observed resiliency or demonstrated resiliency. Then ask students to share their own stories of resilience.

<p>(5) For question number 3 you may need to explicitly make the connection for your students that the King is like God.</p>	
<p><b>Consolidation</b></p>	<p><b>Approximately 15 Minutes</b></p>
<p>Students answer questions orally, their groups can record answers on chart paper in graffiti style.</p> <p>Student Exit Question: Students will reflect on the Cardinal Virtue of Fortitude and the Theological Virtue of Love with this mentor text. How do you think the characters in this story show love? The girl and the King? How did the youngest child persevere when she was so sad? What gift did she give to the King? Why was it the best gift?</p> <p>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 <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 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 <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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>Present your <i>Just the Way I AM</i> assignment to your class. <b>Who you are makes a difference! Thanks for being who you are!</b></p>	<p>Exit Question</p>
<p><b>Final Notes</b></p>	
<p>As an extension from the Minds On activity, students can use the class list of talents they have compiled and display this data as a class graph (bar graph, etc.).</p> <p>Extend this activity by singing song number 8, Who Do You Say That <u>I AM</u>, which can be found in <i>Come and See</i>, Grade 4 Born of the Spirit Religion Program p. 383.</p> <p>Extend this mentor text: Grade 4 Social Studies Curriculum – Heritage and Identity: Early Societies, 3000BCE -1500 CE. Ask students questions about the setting of the story. Students can demonstrate their understanding of medieval societies by taking a closer look at the illustrations.</p> <p>*Overall Curriculum Expectation A3 Understanding Context *Specific Expectations A3.2 and A3.3</p>	

*“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.)

**BLM 1**

**H.O.T. Questions**

***Just the Way You Are***

1. Do you think the advice the villagers gave the orphans was wise? Explain.
2. Which character in the story do you think shows the most fortitude? Support your thinking with details from the story.
3. Who does the King remind you of? Why do you think that? Use details from the text and your own ideas to support your thinking.
4. Describe one example of resilience from the story. Use details from the text and your own ideas to support your thinking.
5. What do you think the author's message is in this story? Use details 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 \_\_\_\_\_

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 3

#### Grade 4 Who I AM...Lesson 3

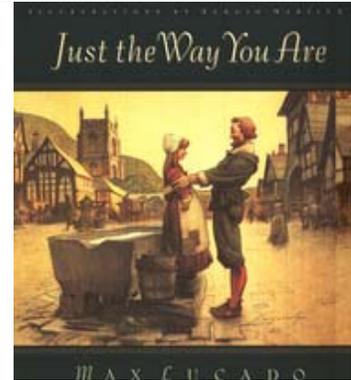
#### Who I AM Makes a Difference Because Jesus Loves Me!

“My dear, you gave the best gift of all – you gave your heart....your kindness, your time, your love. Of course you’ll be my child. I love you just the way you are”.

*Just the Way You Are*, written by Max Lucado.

#### Background

Students will understand that God’s love and forgiveness for them is unconditional. In learning and showcasing their own gifts students will make connections to the Theological Virtues. The Virtues of Faith, Hope and Love are gifts from God that help us to grow in good relationship with God. They are the foundation of our moral activity and help us to follow Jesus. We practice these gifts from God so that *we can make a difference in our world!* Students will demonstrate a confident and positive sense of self. Students will reflect on who they are and understand that God loves them *Just The Way They Are!* Who they are Makes a Difference Because Jesus Loves Them!



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

#### Ontario Catholic School Graduate Expectations

**CGE1d** - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

**CGE1i** -Integrates faith with life.

**CGE2c** -Presents information and ideas clearly and honestly and with sensitivity to others.

**CGE3c** -Thinks reflectively and creatively to evaluate situations and solve problems.

**CGE4a** -Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

**CGE4g** -Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

#### Religion Overall Expectations

ML2: Explain how we are called, through the help of our consciences, to discover God’s truth and obey God’s will.

#### Learning Goals

By the end of this lesson students should have a solid understanding that the Theological Virtues of Faith, Hope and Love are gifts from God that help us to grow in good relationship with God. They are the foundation of our moral activity and help us to follow Jesus. We practice these gifts from God so that *we can make a difference in our world!* Students will demonstrate a confident and positive sense of self. They will reflect on who they are and understand that

<p>LC2: Understand how through the Church we are encouraged to live a life of holiness.</p> <p><b><u>Religion Specific Expectations</u></b>          CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us.          ML2.3: Describe the Church’s understanding of the “judgement of conscience” and how it helps us to recognize the moral quality of our actions.          LC2.2: Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness (e.g. action of the Holy Spirit in the Sacraments, the practice of virtue and charity – outreach, the message of hope and the examples of holiness presented in the readings of the Liturgy of the Word and the gift of Grace in the celebration of the Mass).</p> <p><b><u>Language Overall Expectations</u></b>  <i>Oral Communication</i>          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.  <i>Reading</i>          1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.  <i>Media Literacy</i>          1. Demonstrate an understanding of a variety of media texts.</p> <p><b><u>Language Specific Expectations</u></b>  <i>Oral Communication</i>          1.1 Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.          1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.          2.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.          2.5 Identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning.          2.6 Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.          2.7 Use a variety of appropriate visual aids to support or enhance oral Presentations.</p> <p><i>Reading</i>          1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.</p>	<p>God loves them <i>Just The Way They Are!</i></p> <p>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> <p>Students will demonstrate appropriate speaking skills during their <i>Just the way I AM</i> presentation.</p>
--	---

<p><b>1.6</b> Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p><b>1.8</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.</p> <p><i>Media Literacy</i></p> <p><b>1.3</b> Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.</p>	
---	--

**Instructional Components**

<p><b>Prior Knowledge and/or Skills</b>  <i>You will need the Mentor Text: <b>Just the Way You Are</b>, written by Max Lucado.</i></p> <p>Post the Minds-On definitions, image, and descriptions for matching game on the smart board or copy onto chart paper.</p> <p>Invite students to prepare the second half of their presentation today with the reflections/connections of the Virtues and who they are and then present tomorrow.</p> <p>Prepare on chart paper, God’s Gifts in <i>Just the Way You are</i> for the beginning of the Action activity.</p> <p>Prepare and complete your ‘Think Aloud’ for the Action activity before the lesson.</p> <p>Reflect how you connect with the Theological Virtues in your daily life. Using the following sentence starters complete them with your unique <i>Just the way I AM</i> thoughts and explanations of how you follow Jesus when you practice these gifts from God.</p> <p>I practice kindness by...</p> <p>I serve others by...</p> <p>I keep a positive attitude by...</p> <p>I say yes to God when I...</p>	<p><b>Terminology:</b>  <b>Theological Virtues:</b>  <b>Faith</b>  <b>Hope</b>  <b>Love</b></p> <p>Resiliency – ability of bouncing back when encountering difficulties</p>	<p><b>Resources/Materials:</b>          BLM 1 – God Loves Me <i>Just the way I AM</i></p> <p>BLM 2 – Who <u>I AM</u> Exit Card</p> <p>BLM 3 - <i>Just the way I AM</i> Oral Presentation Rubric</p> <p><i>Mentor Text: <b>Just the Way You Are</b>, written by Max Lucado</i></p> <p>Max Lucado quote:  <a href="http://www.searchquotes.com/search/Unknown_Blessings/">http://www.searchquotes.com/search/Unknown_Blessings/</a></p>  <p>Minds On idea for matching game:  <a href="http://catholicblogger1.blogspot.ca/2010/04/virtues.html">http://catholicblogger1.blogspot.ca/2010/04/virtues.html</a></p> <p>Virtues:          EOCCC online resource Our Language Our Story:  <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></p>
--	---	---

<p><b><i>Who I AM Makes a Difference Because I AM a child of God and Jesus loves me Just the Way I AM!</i></b>                  Make photocopies of BLM 1 for your class for this activity.</p> <p>Photograph students during presentations. (Final Notes for Bulletin board)</p>		
<p><b>Prayer/Scripture Focus</b></p>		
<p>Prayer</p> <p>Dear God,                  Thank you for the love you have shown us through the gift of Your Son Jesus. May we show your love to all people in everything we do and say. May our hearts always be kind, forgiving and full of love for others. We ask this through Jesus Christ Your Son, Amen.</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Please show the following quote about virtues.                  Search the internet:</p> <p><a href="http://www.searchquotes.com/search/Unknown_Blessings/">http://www.searchquotes.com/search/Unknown_Blessings/</a></p> <div data-bbox="472 1104 937 1413" data-label="Image"> </div> <p>Take a minute to ask the students to respond (opinions, ideas, connections) to this media text.</p> <p>Explain to the students the meaning of virtue and identify the Theological Virtues.</p> <p>Read the following to your students:</p> <p>“The Theological Virtues: Faith, Hope, and Love are gifts from God that help us grow in a good relationship with God the Father, the Son, and the Holy Spirit. They are the foundation of our moral activity and help us to follow Jesus. We practice these gifts from God so that <i>we can make a difference!</i>”</p>		<p>Anecdotal notes on student response to media text.</p>

**Faith** is God’s gift of believing and seeing with new hearts and eyes as a share in God’s own self-knowledge. Faith enables us to believe what God reveals in Christ and to follow what Christ has taught us in the Gospels and through His Church.

**Hope** is God’s gift of living with trust in God’s promises. Hope enables a confident turning to God in prayer, and work for peace and justice despite many obstacles.

**Love** is God’s gift of loving God above all things and others as God loves them. Love enables us to give ourselves in service to God and neighbour.”

Ask the students to match the following descriptions with the correct Theological Virtue. As indicated in the Instructional Components section of this lesson, you can decide if you want to post the following oral activity on chart paper or smart board.

Theological Virtues Matching Game:

1. We believe in God. **Faith**
2. Kind acts thought and deeds are done for others. **Love**
3. This virtue keeps us from being discouraged during a difficult time. **Hope**
4. More is possible and justice and peace will prevail. **Hope**
5. Trust in God. **Hope**
6. Giving like Jesus. **Love**
7. Also known as charity. **Love**
8. A way of not only seeing, but also believing what Christ has taught us in the Gospels and handed on to us through His Church. **Faith**
9. Serving and caring for others. **Love**
10. Resiliency. **Hope**

Action	Approximately 25 Minutes	Assessment
<p>Complete a second read aloud of, <b>Just the Way You Are</b>, written by Max Lucado. Brainstorm together all of God’s Gifts that were found in the mentor text. Ask students to record their answers on chart paper or smart board. Discuss any questions or reflections about the mentor text.</p> <p>In addition to their oral presentation assignment of <b>Just the way I AM</b> that was assigned during Lesson 1, students complete the following activity.</p> <p><b>God Loves Me Just the way I AM</b> : Students that they will take a few moments to reflect how they connect with the Theological Virtues in their daily life. Complete the following</p>		<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p> <p>Anecdotal notes based on class</p>

<p>sentence starters with your own unique, <i>Just the way I AM</i> thoughts and explanations of how you follow Jesus when you practice these gifts from God.</p> <p>Complete the following ‘Think Aloud’ that you prepared to model this activity for the students.          “I practice kindness by...          I serve others by...          I keep a positive attitude by...          I say yes to God when I...  <b><i>Who I AM Makes a Difference Because I AM a child of God and Jesus loves me Just the Way I AM!</i></b>”</p> <p>Students will complete BLM 1, <i>God Loves Me Just the way I AM</i>. Students begin, <i>Just the way I AM</i> oral presentations. Remind students when listening to presentations that the audience is respectful, looks and listens to the speaker.</p> <p>First half of their presentation is presenting <i>Just the way I AM</i> paper bag assignment orally. Students will begin by showing the items/pictures that they have collected. The second half will be reading their answers from BLM 1.          “I practice kindness by...          I serve others by...          I keep a positive attitude by...          I say yes to God when I...  <b><i>Who I AM Makes a Difference Because I AM a child of God and Jesus loves me Just the Way I AM!</i></b>”</p>	<p>discussions.</p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 5 Minutes</b></span></p>	
<p>Exit Card question (see BLM 2)</p> <p>Share how God has made us uniquely different to everyone else for a reason and that He is the positive voice that we need to listen to. Invite each student to quietly reflect on their gifts of, <i>Faith, Hope and Love</i> by completing the <i>Who I AM</i> Exit Card (BLM 2).</p> <p><b>God would say that He loves you just the way you are because...</b></p> <p>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>I AM</i>, 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. 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 <b>Gift of Words</b>. Help me</p>	<p>BLM 3 - <i>Just the way I AM</i> Oral Presentation Rubric</p> <p>BLM 2 – <i>Who I AM</i> exit card</p>

to be the best person I can be and to remember that, <b>Who I am</b> 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**

The work students complete for BLM 2 and photographs of presentations can be beautifully posted on a classroom religion bulletin board for this unit.

For more information on the Catholic Virtues see:

EOCCC online resource Our Language Our Story: [www.ourlanguageourstory.org](http://www.ourlanguageourstory.org)

For more information on Catholic Virtues games to use in your classroom see:

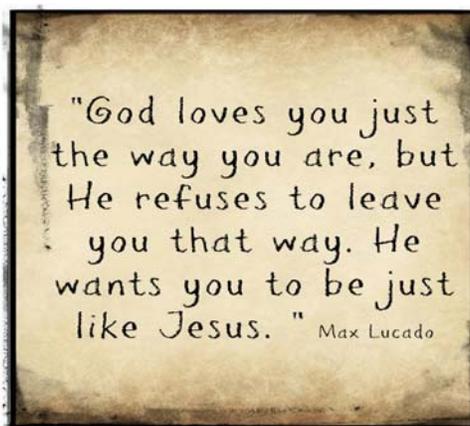
<http://catholicblogger1.blogspot.ca/2010/04/virtues.html>

**BLM 1**

*God Loves Me Just the way I AM*

Name \_\_\_\_\_ Date \_\_\_\_\_

Take a few moments to reflect how you connect with the Theological Virtues in your daily life. Using the following sentence starters complete them with your unique, *Just the way I AM* thoughts and explanations of how you follow Jesus when you practice these gifts from God.



I practice kindness by... \_\_\_\_\_

I serve others by... \_\_\_\_\_

I keep a positive attitude by... \_\_\_\_\_

I say yes to God when I... \_\_\_\_\_

***Who I AM Makes a Difference Because I AM a child of God and Jesus loves me Just the Way I AM!***

**BLM 2**

**Who I AM...exit card**

Name \_\_\_\_\_ Date \_\_\_\_\_

God has made us uniquely different to everyone else for a reason and that He is the positive voice that we need to listen to. Quietly reflect on your gifts of, *Faith, Hope and Love*.

God would say that He loves you just the way you are because...

**BLM 3**

*Just the way IAM Oral Presentation Rubric*

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Oral Communication Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Communicates in a clear and coherent manner.	Communicates in a clear and coherent manner with limited effectiveness.	Communicates in a clear and coherent manner with some effectiveness.	Communicates in a clear and coherent manner with considerable effectiveness.	Communicates in a clear and coherent manner with a high degree of effectiveness.
Communicates connections to the Theological Virtues of Love, Faith and Hope effectively: I practice kindness by... I serve others by... I keep a positive attitude by... I say yes to God when I...	Communicates connections to the Theological Virtues with limited effectiveness.	Communicates connections to the Theological Virtues with some effectiveness.	Communicates connections to the Theological Virtues with considerable effectiveness.	Communicates connections to the Theological Virtues with a high degree of effectiveness.
Presents and explains <i>Just the Way <u>IAM</u></i> information about themselves (hobbies, interests, talents, favourite things) staying on topic	Presents and explains <i>Just the Way <u>IAM</u></i> information, staying on topic with limited effectiveness.	Presents and explains <i>Just the Way <u>IAM</u></i> information, staying on topic with some effectiveness.	Presents and explains <i>Just the Way <u>IAM</u></i> information, staying on topic with considerable effectiveness.	Presents and explains <i>Just the Way <u>IAM</u></i> information, staying on topic with a high degree of effectiveness.
Uses tone, volume, eye contact and pacing appropriately to communicate their presentation.	Uses tone, volume, eye contact and pacing appropriately to communicate their presentation limited effectiveness.	Uses tone, volume, eye contact and pacing appropriately to communicate their presentation with some effectiveness.	Uses tone, volume, eye contact and pacing appropriately to communicate their presentation with considerable effectiveness.	Uses tone, volume, eye contact and pacing appropriately to communicate their presentation with a high degree of effectiveness.
Use appropriate items (visual aids) to enhance their presentation.	Uses appropriate items to enhance their presentation with limited effectiveness.	Uses appropriate items to enhance their presentation with some effectiveness.	Uses appropriate items to enhance their presentation with considerable effectiveness.	Uses appropriate items to enhance their presentation with a high degree of effectiveness.

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 4

#### Grade 4 Who I AM...Lesson 4

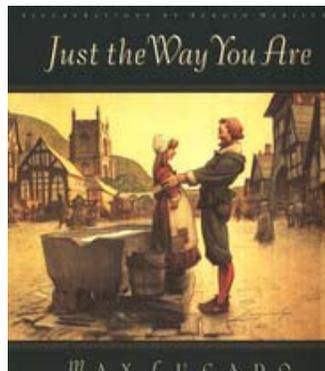
Who I AM Makes a Difference Because Jesus Loves Me!

**“If God had a refrigerator, your picture would be on it. If He had a wallet, your photo would be in it. He sends you flowers every spring and a sunrise every morning... Face it, friend. He is crazy about you!”**

— Max Lucado

#### Background

Students will understand that God loves and forgives unconditionally. Students will be confident of God’s love and also aware of their own unique personality and value. They may even begin to understand that part of the reason God is considered so great is because He does know and love each of us individually. Students will demonstrate a confident and positive sense of self. Students will reflect on who they are and understand that God loves them *Just The Way They Are!* Who they are Makes a Difference Because Jesus Loves Them!



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

#### Ontario Catholic School Graduate Expectations

**CGE1d** -Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

#### **Learning Goals**

By the end of this lesson students should have a solid understanding that the Theological Virtues of Faith,

**CGE1i** - Integrates faith with life.  
**CGE2c** - Presents information and ideas clearly and honestly and with sensitivity to others.  
**CGE3c** -Thinks reflectively and creatively to evaluate situations and solve problems.  
**CGE4a** -Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.  
**CGE4g** -Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.  
**CGE5g** -Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.

**Religion Overall Expectations**

ML2: Explain how we are called, through the help of our consciences, to discover God’s truth and obey God’s will.  
LC2: Understand how through the Church we are encouraged to live a life of holiness.

**Religion Specific Expectations**

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us.  
ML2.4: Identify times when we might hear God speaking to us; giving us instructions (moral truth) to help us “do what is good and avoid what is evil”; and link this to the work of our conscience through which God/the Holy Spirit inspires us to do the good.  
LC2.2: Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness (e.g. action of the Holy Spirit in the Sacraments, the practice of virtue and charity – outreach, the message of hope and the examples of holiness presented in the readings of the Liturgy of the Word and the gift of Grace in the celebration of the Mass).

**Language Overall Expectations**

*Oral Communication*

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

*Reading*

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

*Writing*

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

Hope and Love are gifts from God that help us to grow in good relationship with God. They are the foundation of our moral activity and help us to follow Jesus. We practice these gifts from God so that *we can make a difference in our world!* Students will demonstrate a confident and positive sense of self. They will reflect on who they are and understand that God loves them *Just The Way They Are!*

Students will recognize the Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good.

<p><i>Media Literacy</i></p> <p>1. Demonstrate an understanding of a variety of media texts.</p> <p><b><u>Language Specific Expectations</u></b></p> <p><i>Oral Communication</i></p> <p>1.6 Extend understanding of oral texts by connecting the ideas 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><i>Reading</i></p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p>2.4 Identify various elements of style including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures and explain how they help communicate meaning.</p> <p><i>Writing</i></p> <p>1.2 Generate ideas about a potential topic using a variety of strategies and resources.</p> <p>2.2 Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood.</p> <p>2.7 Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.</p> <p>2.8 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.</p> <p>3.3 Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose.</p> <p>3.6 Proofread and correct their writing using guidelines developed with peers and the teacher.</p> <p>3.8 Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.</p> <p><i>Media Literacy</i></p> <p>1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.</p>	
--	--

**Instructional Components**

<p><b>Prior Knowledge and/or Skills</b></p> <p><i>Mentor Text: <b>Just the Way You Are</b>, written by Max Lucado.</i></p> <p>Photocopy BLM 1 – poem template for each student.</p> <p>Copy onto chart paper BLM 2 – Success Criteria for poem</p> <p>Photocopy BLM 3 – Checklist for poem</p>	<p><b>Terminology:</b></p> <p>Examples of characteristic descriptors;</p> <p><b><i>Who you are makes a difference to me because you are...</i></b></p> <p>(courteous, thoughtful, positive, faithful, studious, artistic, calm, ambitious, respectful, pleasant, responsible, curious, considerate,</p>	<p><b>Resources/Materials:</b></p> <p>BLM 1 - Poem template</p> <p>BLM 2 - Success Criteria for Who <b>AM I?</b> Poem</p> <p>BLM 3 - Checklist for Who <b>AM I?</b> Poem</p> <p><i>Mentor Text: <b>Just the Way You Are</b>, written by Max Lucado</i></p>
--	---	--

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>For more information on the Cardinal Virtues and the Theological Virtues please see EOCCC online resource Our Language Our Story: <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></p> <p>You may wish to use Catholic Book of Worship III song #220 for Prayer/Scripture Focus.</p>	<p>thankful, empathetic, hopeful, gentle, articulate, giving, polite, joyful, honest, creative, sincere, humorous, etc...)</p> <p>Resiliency – ability of bouncing back when encountering difficulties</p> <p><b>Cardinal Virtue:</b> <b>Fortitude</b></p> <p><b>Theological Virtues:</b> <b>Faith</b> <b>Hope</b> <b>Love</b></p>	<p>Poem ideas: <a href="http://www.tnellen.com/cybereng/portrait.html">http://www.tnellen.com/cybereng/portrait.html</a></p> <p>Music video – Who <b>AM I</b> – created by Casting Crowns <a href="http://www.youtube.com/watch?v=VU_rTX23V7Q">www.youtube.com/watch?v=VU_rTX23V7Q</a></p> <p>Scripture: <a href="http://biblehub.com/psalms/139-14.htm">http://biblehub.com/psalms/139-14.htm</a></p>
---	--	--

**Prayer/Scripture Focus**

**Psalm 139:14 New International Version**

<sup>14</sup> I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

**Minds On**

**Approximately 10 Minutes**

**Assessment**

Who **AM I**? Guessing Game:  
Students will need class list of special talents from Lesson 2, Minds On, Inside –Outside Circle activity. Before distributing these lists please place a star beside one name on each list ensuring that every student in your class receives a star. When the student looks at their list they will see one name with a star. The star indicates who they will be describing (talents, gifts, who they are makes a difference because...). Ask students to think about how their classmate *makes a difference*. Give students a few minutes to write down description. Each student will describe their star student to the class and then the class will guess who that student is.

The following is an example. Change it to create a description of one of your students. This student loves to sing and dance. They are always encouraging their classmates to do their best. This classmate demonstrates the Theological Virtue of Love when they volunteer to serve in the Breakfast Club. Who this person is makes a difference because they are caring, positive, artistic and helpful. Who **AM I**? Students will guess who they think matches this description.

Continue this game until all students have presented their star student description.

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

Action	Assessment
<p style="text-align: center;"><b>Approximately 25 Minutes</b></p> <p>Prepare the mentor text, <i><b>Just the Way You Are</b></i>, written by Max Lucado for a Read Aloud. Make connections to the Virtues of Faith, Hope, Love and Fortitude.</p> <p>Who <b>AM I?</b> Poem Writing:            Students have been reflecting on who they are and how God loves them <i>Just the Way They Are</i> in the last three lessons. Using this understanding the students will create a Who <b>AM I?</b> Poem. They will write with a positive sense of self knowing that they are truly valued because Jesus loves them and <i>who they are makes a difference!</i></p> <p>Teach students the following form.            Who <b>AM I?</b></p> <p><i>First Stanza</i>  <b>I AM</b> _____ and _____ (two characteristics that best describe you)            I believe in (something you believe in)            I follow Jesus by (how do you live the Virtue of Faith)            I will stand up for (something you strongly believe in)            I feel (a feeling you have about God)  <b>I AM</b> (name and first line repeated)</p> <p><i>Second Stanza</i>  <b>I AM</b> _____ and _____ (two new characteristics that best describe you)            I practice (how do you live the Virtue of Love)            I give (how do you give like Jesus)            I see (something beautiful in God’s creation)            I forgive others by (how do you show forgiveness)  <b>I AM</b> (name and first line of this stanza repeated)</p> <p><i>Third Stanza</i>  <b>I AM</b> _____ and _____ (two more new characteristics that best describe you)            I trust in God by (how can you live the Virtue of Hope)            I practice resiliency by ( how do you cope with negative thoughts or situations)            I am committed to (how do you practice Fortitude)            I try (something you really make an effort about)  <b>I AM</b> (name of student)</p> <p>To help the students you can review the following Virtues and review characteristic descriptors in Terminology section.</p> <p><b>Cardinal Virtue of Fortitude:</b>            It implies a certain moral strength and courage. It is the virtue by which one handles the difficulties that arise when trying to do good. Following your conscience even when it is hard to do. Fortitude enables you to stand up for what you believe in, facing challenges and taking responsibility for reaching your potential.</p>	<p>BLM 1- Who <b>AM I?</b> Poem Template – First Draft</p> <p>BLM 2 - Success Criteria for Who <b>AM I?</b> Poem</p> <p>BLM 3 - Checklist for Who <b>AM I?</b> Poem</p>

**Theological Virtues:**

*Love*

Loving others as God loves you. It enables you to love God above all things and practice kind acts, serving others and giving like Jesus. It is the virtue that helps us to understand others by listening, forgiving and celebrating God's love for creation. It is also known as charity. Love enables us to give ourselves in service to God and neighbour.

*Faith*

Is God's gift of believing and seeing with new hearts and eyes as a share in God's own self-knowledge. Faith enables us to believe what God reveals in Christ and to follow what Christ has taught us in the Gospels and through His Church. Faith is believing in God, serving others and saying yes to God.

*Hope*

Is God's gift of living with trust in God's promises. Hope enables a confident turning to God in prayer, and work for peace and justice despite many obstacles. It is keeping a positive attitude and appreciating the virtues as gifts from God.

*Resiliency*

Ability of bouncing back when we encounter difficulties.

You can model how to write this poem by using the following example or insert your own descriptions.

Who **AM I?** - example

**I AM** a child of God and faithful to His calling.

I believe in God.

I follow Jesus by serving others.

I will stand up for children who live in poverty.

I feel blessed.

**I AM** (name) a child of God and faithful to His calling.

**I AM** caring and appreciative.

I practice kind acts.

I give my time to volunteer.

I see beautiful, glistening waves in the ocean.

I forgive others by giving hugs

**I AM** (name) caring and appreciative.

**I AM** happy and thankful.

I trust in God by praying.

I practice resiliency by having a positive outlook.

I am committed to persevere through difficulties because I know that God is with me.

I try to be prayerful.

**I AM** (your name).

Use BLM 1 for Who **AM I?** Poem Template – First Draft.

<p>Use BLM 2 Success Criteria for Who <b>AM I</b>? Poem                  Then upon completion of the writing process and teacher/peer editing students can write their good copy of poem on paper of your choice!                  Use BLM 3 Checklist for Who <b>AM I</b>? Poem</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Students will watch and listen to music video called, Who <b>AM I</b>? Who <b>AM I</b>, Casting Crowns <a href="http://www.youtube.com/watch?v=VU_rTX23V7Q">www.youtube.com/watch?v=VU_rTX23V7Q</a> 4:22 min.</p> <p>Discuss any questions students may have after watching the video. What virtues were represented in the video? How can you connect this video to gratitude or appreciation?</p> <p><b>Exit Reflection Question:</b>                  Who are the people in your life that make a difference? What virtues have they taught you to live by? Why are you grateful for them?</p> <p>In the name of the Father and of the Son and of the Holy Spirit,</p> <p>Loving God, the Great <b>I AM</b>, 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. 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 <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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><b>Final Notes</b></p>	
<p>As an extension, use the Grade 4 Nelson Literacy unit, <i>Getting Along</i> about character education.</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

**BLM 1**

**Who AM I? Poem Template**

Name \_\_\_\_\_ Date \_\_\_\_\_

Who **AM I**?

*First Stanza*

**I AM** \_\_\_\_\_ and \_\_\_\_\_ (two characteristics that best describe you)

I believe in (something you believe in) \_\_\_\_\_

I follow Jesus by (how do you live the Virtue of Faith) \_\_\_\_\_

I will stand up for (something you strongly believe in) \_\_\_\_\_

I feel (a feeling you have about God) \_\_\_\_\_

**I AM** (name and first line repeated) \_\_\_\_\_

*Second Stanza*

**I AM** \_\_\_\_\_ and \_\_\_\_\_ (two new characteristics that best describe you)

I practice (how do you live the Virtue of Love) \_\_\_\_\_

I give (how do you give like Jesus) \_\_\_\_\_

I see (something beautiful in God's creation) \_\_\_\_\_

I forgive others by (how do you show forgiveness) \_\_\_\_\_

**I AM** (name and first line of this stanza repeated) \_\_\_\_\_

*Third Stanza*

**I AM** \_\_\_\_\_ and \_\_\_\_\_ (two more new characteristics that best describe you)

I trust in God by (how can you live the Virtue of Hope) \_\_\_\_\_

I practice resiliency by (how do you cope with negative thoughts or situations) \_\_\_\_\_

I am committed to (how do you practice Fortitude) \_\_\_\_\_

I try (something you really make an effort about) \_\_\_\_\_

**I AM** (name of student) \_\_\_\_\_

**BLM 2**

**Success Criteria for Who AM I? Poem**

I can write a poem following the template

I can find my own personal voice and write about myself.

My describing words are positive and thoughtful of Who **I AM.**

My poem shows my understanding of the Virtues of Faith, Hope, Love and Fortitude.

My writing is relevant to the task.

I proofread and revised conventions and spelling.

I produced and published a Who **AM I**? Poem

**BLM 3**

**Who AM I? Poetry Assessment Checklist**

Name \_\_\_\_\_ Date \_\_\_\_\_

- Student used Who AM I? poem template successfully
- Student completes three organized stanzas
- Descriptions are positive relevant to the task
- Use specific descriptive words to write poem
- Students show understanding of the Virtues of Faith, Hope , Love and Fortitude
- Students establish their personal voice to convey who they are
- Confirm spelling and word meanings using different resources
- Uses conventions properly
- Proofread and correct their own writing
- Publish their poem using appropriate elements of effective presentation

Feedback:

Feed forward:

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 5

### Grade 4 Who I AM...Lesson 5 - The Presentation and The Challenge

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

Dedication – *To my children, Ella & Clark Burger who make a difference to me because they bless me with their gifts each day. They give their hearts through kindness, their time and love. I love you both, Just the Way You Are!*

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

This presentation day is a celebration of everyone in your classroom and Who they are and how they make a difference to you by helping you to form a unique positive mental health attitude grounded through the love of Jesus!

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

#### Ontario Catholic School Graduate Expectations

**CGE1d** - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

**CGE1i** - Integrates faith with life.

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

**CGE4g** - Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

**CGE6a** - Relates to family members in a loving, compassionate and respectful manner.

#### 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.

#### Religion Specific Expectations

CL2.2: Identify through the passages of Scripture the gifts received by those who came to recognize the presence of Christ and who sought out an encounter with Him.

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us.

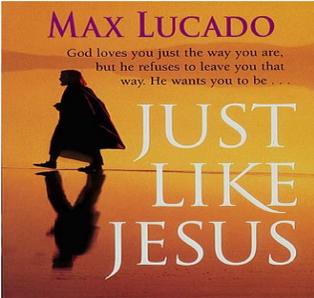
#### Learning Goals

- Students will recognize the virtue of unconditional love as an instrumental tool in building and maintaining healthy relationships. They will also recognize that Jesus taught us to love others as God loves us. We show this love by kind acts, thoughts and deeds done for others.
- Students will recognize the virtue of Hope by acting out the belief that God's love transforms the world. Hope is strengthened when we nourish it through thought, action and prayer.
- Students will recognize the virtue of Faith, as a way of not only seeing, but also believing what Christ has taught us in the Gospels and handed on to us through His church. Faith

<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>is about giving thanks and being appreciative for all of God’s blessings.</p> <ul style="list-style-type: none"> <li>• Students will understand how a sense of belonging to a community can be connected with self-acceptance, self-esteem and gratitude.</li> </ul>
---	---

**Instructional Components**

<p><b>Prior Knowledge and/or Skills</b></p> <p>In preparation for the presentations, you will need to think of at least two to three descriptors for each student, <b><i>Who you are makes a difference to me because you are...</i></b> (see terminology section to assist you)</p> <p>Think about the gifts they bring each day to the class.</p> <p><b><i>* Write these descriptors onto the back of each tag so that you can read them out during the presentations and so the child has your gift of words to cherish.</i></b></p> <p>Prepare tags for students and pay it forward tags in zip loc bags. There is a line at the top of the “gift of words”. Please use this line to personalize the tags for each student. BLM 1</p> <p>Photocopy BLM 2 reflection sheets to use a few days later. See final notes for more information.</p> <p>Refer to BLM 3 The Challenge and BLM 4 Dear Teacher. They are for you to use during the action section if you wish.</p>	<p><b>Terminology:</b></p> <p>Examples of descriptors;  <b><i>Who you are makes a difference to me because you are...</i></b>          (courteous, thoughtful, positive, faithful, studious, artistic, calm, ambitious, respectful, pleasant, responsible, curious, considerate, thankful, empathetic, hopeful, gentle, articulate, giving, polite, joyful, honest, creative, sincere, humorous, etc...)</p>	<p><b>Resources/Materials:</b></p> <p>Copies of tags – personalized and laminated for students and co-workers in your class BLM 1</p> <p>Zip lock bags containing 2 tags that are laminated BLM 1</p> <p>Student reflection sheets BLM 2</p> <p>The Challenge – BLM 3</p> <p>Dear Teacher – BLM 4</p> <p>Student Reflection:          Wagon wheel – BLM 5</p> <p>Max Lucado images – Pinterest</p> <p>Gift of words images - <a href="http://www.canstockphoto.com/vector-clipart/hold-hands.html">http://www.canstockphoto.com/vector-clipart/hold-hands.html</a></p> <p>Wheel image –          Search internet for: wooden wheel clipart</p>
--	--	--

Prayer/Scripture Focus		
<p><b>Exodus 3:14 The Burning Bush</b>                      Moses conversation with God. Moses asked God, who should he tell the people God was? God replied "<b>I AM Who I AM.</b>" This conversation presents the value and importance of God within our life and the value and importance of self within the lives of others. Together, the two meanings help shape a positive mental health image and attitude that can be shared with others. This is a gift from God.</p>		
Minds On	Approximately 10 Minutes	Assessment
<p style="text-align: center;"><i>“God loves you just the way you are, but He refuses to leave you that way. He wants you to be just like Jesus.” — Max Lucado</i></p> <div style="text-align: center;">  </div> <p>Ask students to think about the people in their life who give them their heart and who change their life. These people love you <i>Just The Way You Are!</i> Close your eyes for a minute and think of two very important people in your life who have made a difference in who you are have helped you become the amazing person you are today and supported your positive mental health. They are the people <b>who make a difference</b> in your life. Give the students a few minutes for quiet reflection using BLM 5.</p>		
Action	Approximately 25 Minutes	Assessment
<p>Gift of Words tag:</p> <p>Explain to the students that the picture on the “gift of words” tag represents giving your heart like Jesus gives His love to us. He loves us without conditions. Jesus loves you <i>Just the Way You Are!</i></p> <p>You may wish to invite your parish priest, principal, vice-principal, secretary, custodians or other school staff to your presentation. You may wish to use BLM 3 and 4 now.</p> <p>Explain to the class that today is, <i>Who <b>I AM</b> Makes a Difference</i> Presentation and Challenge Day. Read the following to the class:</p> <p><i>“You have learned through many activities this week that “Who <b>YOU ARE</b> Makes a Difference!” The <b>I AM</b> represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you is to all of us. Together we</i></p>		

<p><i>shape our faith and our positive mental health attitude. Thank you for being who you are!"</i></p> <p>Teachers, you may begin by presenting, your 'gift of words' to an EA or another co-worker. Begin your presentations to each student/adult by calling them up to the front of the classroom one at a time and say, "<b>(Name) Who you are makes a difference to me because... Thank you for being who you are!</b>" Next, say your 'gift of words' to the student.</p> <p>Then, hand the personalized tag to the student and start the applause! You may wish to complete the presentation by giving a, 'gift of words' and tag to all guests that you have invited. Encourage everyone to place their tag where they can see it each day and admire it with pride because it shows others that they are priceless and appreciated by others.</p> <p><b>Teacher Voice:</b> "Each of you is a V.I.P. – Very Important Person. You have developed into V.I.P's by the actions and positive mental health attitude of others within our life; your parents, guardians, grandparents, priests, teachers, extended family and friends. Now it is your turn to share a 'gift of words' with others.</p> <p>Close your eyes for a minute and think of two very important people in your life who have helped you develop into the amazing person you are today. Think outside the classroom and into your own personal life. Those two special people can receive a <b>Who I AM Makes a Difference</b> 'gift of words' from you.</p> <p>I am presenting each of you with a small zip lock bag that contains 2 <b>Who I AM Makes a Difference</b> tags. Our class, EA's, students and myself will each forward a 'gift of words' tag onto 2 other people. Our goal is to think of others by expressing our appreciation toward others and thanking them for being a special person in your life.</p> <p>When you present this small tag to the people that make a difference in your life say, "<b>Who you are makes a difference to me because...Thank you for being who you are!</b>"</p> <p>Please remember how they reacted and the words they said. We will be sharing this information later in the week through student reflection. "</p>		
<p><b>Consolidation</b></p>	<p><b>Approximately 5 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Discuss how they felt upon receiving the kind words.</p> <p>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 <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 that You give to me. Let me</p>		

recognize my own strength, my own resilience, my own value and my own self-worth. I pray now for the special people in my life who I will say thank you to with my **Gift of Words**. Give me the courage to let my special people know how I feel about them. 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**

Give students a time line of three to four days to give the 'gift of words' and tags to two people who have made a difference in their life. Students will reflect on their assignment orally and in written form. See BLM 2 for written reflection.

**Extension:**

Students reflect on a time when words were not helpful but hurtful and how it helped them (someone they know) to develop positive mental health or resiliency. Student connect between **I AM WHO I AM** and Mental Health and Wellness?

*“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.)

**BLM 1**



**BLM 2**

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

**Who I AM Reflection**

1. My teacher says, I make a difference because (what did your teacher say to you)...

---

2. What are the reasons why you gave the **Who I AM ‘gift of words’**, to your first very important person in your life?

---

3. What was the response and reaction from the first person after receiving **Who I AM ?**

---

4. What are the reasons why you gave the **Who I AM ‘gift of words’**, to your second very important person in your life?

---

5. What was the response and reaction from the second person after receiving **Who I AM ?**

---

6. My teacher’s words made me feel...

---

7. I know I make a difference to others by...

---

**BLM 3**  
**The Challenge!**

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

Please read this to your class.

Biblical significance to the words I AM can be found when Moses was having a conversation with God through The Burning Bush. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.

The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important you are to all of us. You are a gift!

Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others in order to express your gratitude.

Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a Who **I AM** ‘gift of words’ from you.

Your challenge is to write a message on 2 Who I AM templates and present these to two individuals who make a difference in your life. Begin your message with the words...**“Who you are makes a difference to me because.....thank you for being you!”**

Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.

Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.

[jmcdonald@rccdsb](mailto:jmcdonald@rccdsb)

**BLM 4**

**Who I AM History**

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because... Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

*“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.)

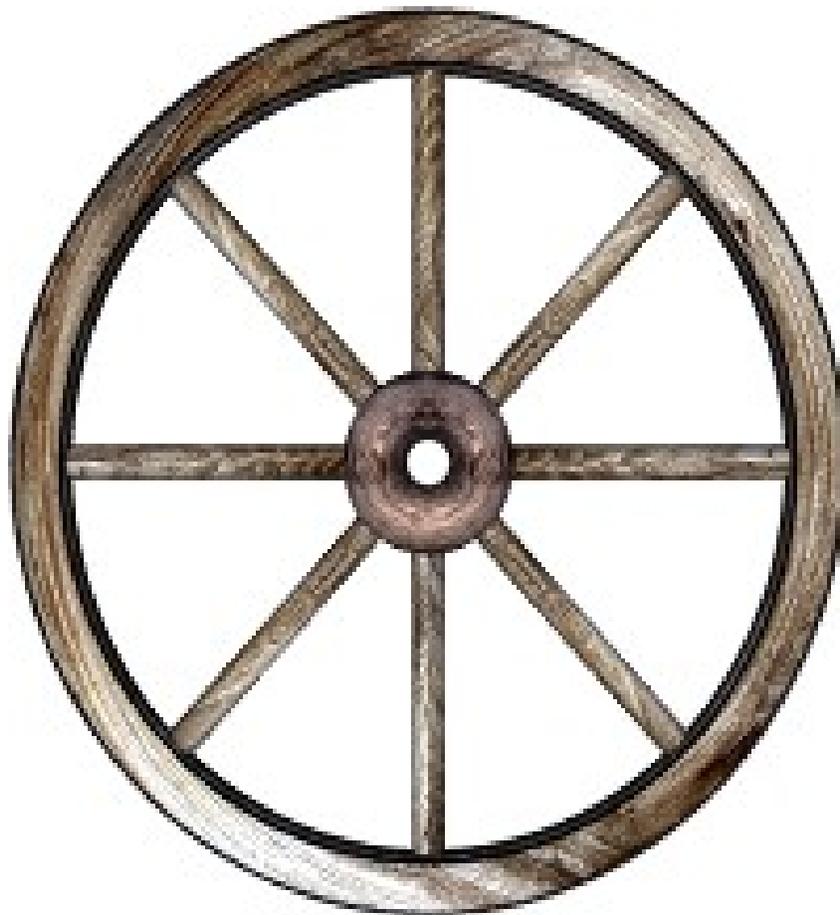
**BLM 5**

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

Dear Student,

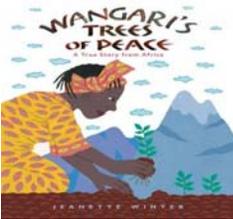
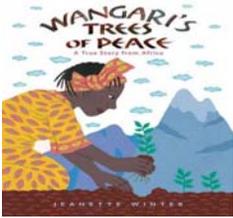
The wagon wheel is a great opportunity for you to brainstorm the names of the people who will receive a 'gift of words'.

On each spoke of this wheel write a name of someone in your life who has made a difference in who you are or helped you become the person you are today by supporting your positive mental health. It could be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



**Who I AM Makes a Difference Religion & Positive Mental Health and Wellness**

**Grade 5 - Unit Overview**

Grade 5 - Unit “Who <u>I AM</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>15 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>45 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>10 minutes</b> Prayer journal entry. Dear Friend, Love, Jesus.</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text Wangari’s Trees of Peace by Jeanette Winter</i></p> 	Students will recognize the Cardinal Virtues of Fortitude and Justice as courage and determination when trying to do good.	<p><b>10 minutes</b> Visualization Sketches: My Tree of Peace.</p>	<p><b>25 minutes</b> Read Aloud of the Mentor Text Wangari’s Trees of Peace by Jeanette Winter. Questions, Connections, Inferences and Predictions</p>	<p><b>5 minutes</b> Reflection and Exit Question.</p>
3.	<p><i>Who <u>I AM</u>... Mentor Text Wangari’s Trees of Peace by Jeanette Winter</i></p> 	Students will recognize the Cardinal virtue of Fortitude which implies a certain moral strength by which one handles the difficulties that arise when trying to do good.	<p><b>5 minutes</b> Sing Along. Video: Prayer of Peace (Prayer of St. Francis).</p>	<p><b>2- 30 minute periods</b> Who Wangari was Made a Difference Activity.  H.O.T. Questions.</p>	<p><b>5 minutes</b> Who <u>I AM</u> Exit Card.</p>

<p>4.</p>	<p><b>Who <u>I AM</u>...</b> <i>'Seeds of Hope'</i></p> 	<p>By the end of this lesson students will learn that God calls us to protect and care for our people and our world by planting, 'Seeds of Hope'.</p>	<p><b>10 minutes</b> Wangari Maathai inspirational quotes. Media Text Response.</p>	<p><b>25 minutes</b> A Tribute to Wangari Maathai. Creating a Media Text: Protecting the Earth and the dignity of the people.</p>	<p><b>15 minutes</b> Discussion: Students share their, 'Seeds of Hope'.</p>
<p>5.</p>	<p><b>Who <u>I AM</u>...</b> <i>The Presentation of the "Gift of Words"</i></p>  <p><i>Dedicated to my husband, who plants seeds of hope by spreading his positive attitude wherever he goes.</i></p>	<p>Students will demonstrate knowledge of the social teachings of the Church.</p>	<p><b>5 minutes</b> The history of Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!</p>	<p><b>30 minutes</b> The Presentation of the Gift of Words. The Challenge!</p>	<p><b>5 minutes</b> The Wagon Wheel of gratitude.</p>

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

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		
<b>Prior Knowledge and/or Skills</b> Moses and the conversation with God and the Burning Bush.	<b>Terminology</b> Burning Bush Pay-it-forward Gratitude	<b>Resources/Materials</b> Who <b>I AM</b> Prayer Service Dear friend, (Jesus) letter.
Prayer/Scripture Focus		
<p><b>Exodus 3:14 The Burning Bush</b></p> <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. <sup>2</sup> 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. <sup>3</sup> And Moses said, “I will turn aside to see this great sight, why the bush is not burned.” <sup>4</sup> 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.” <sup>5</sup> Then he said, “Do not come near; take your sandals off your feet, for the place on which you are standing is holy ground.” <sup>6</sup> 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><sup>7</sup> 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, <sup>8</sup> 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. <sup>9</sup> 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. <sup>10</sup> Come, I will send you to Pharaoh that you may bring my people, the children of Israel, out of Egypt.” <sup>11</sup> But Moses said to God, “Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?” <sup>12</sup> 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><sup>13</sup> 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?” <sup>14</sup> God said to Moses, “<b>I AM WHO I AM.</b>”<sup>[a]</sup> And he said, “Say this to the people of Israel, ‘<b>I AM</b> has sent me to you.’” <sup>15</sup> God also said to Moses, “Say this to the people of Israel, ‘The LORD,<sup>[b]</sup> 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 <b>I AM</b> 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 <b>I</b>		

<p><b>AM</b> Makes a Difference because Jesus Loves Me! The meaning to the Who <b>I AM</b> is twofold; Who <b>I AM</b> is part of the hallmark conversation Moses and God shared in the Old Testament. The <b>I AM</b> in this context acknowledges the importance and value of God within our life. The second meaning to Who <b>I AM</b> is individual. <b>I AM</b> important because of how I view myself and others view me. The <b>I AM</b> within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. Who <b>I AM</b> 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>	
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Chapel or classroom.</p> <p>Gather for the Who <b>I AM</b> 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 <b>I AM</b> prayer service celebration. Where indicated on the Who <b>I AM</b> 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. <b>“Dear Friend, I had to write to tell you how much I love and care for you.”</b> 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>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<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*

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

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.

pduenne@rccdsb

\*Present each student with letter.

**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 2**

**Grade 5 Who I AM...Lesson 2**

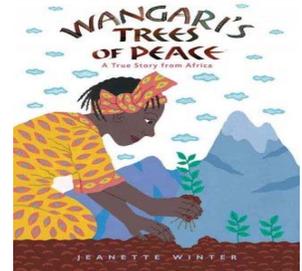
Who I AM Makes a Difference Because Jesus Loves Me!

“What has happened? Where are the trees? Where are the birds? Will all of Kenya become a desert?”

*Wangari’s Trees of Peace* written by Jeanette Winter

**Background information**

Through their learning about Exodus 3:14 in Lesson 1 and listening to the beginning of the story, **Wangari’s Trees of Peace** in this lesson, students will begin to understand that sometimes we face obstacles in our world. Jesus calls us to face these challenges and act justly. He will guide us as He did with Moses. As Jesus said, “Here I AM.”



With the mentor text students will learn about the difficulties that Wangari Maathai faced on her mission of hope.

**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.

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

**Religion Overall Expectations**

ML2: Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

LS2: Focus: Fundamental love for the poor and vulnerable. Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

**Learning Goals**

- Students will recognize the Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good.
- Students will recognize the Cardinal Virtue of Justice which is found in people who show a practiced determination to seek what is good in every situation, and live

**Religion Specific Expectations**

ML2.2: Distinguish between a morally good act and a morally evil act and describe the positive or negative effect that our passions can have.  
LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”.

**Language Overall Expectations**

*Oral Communication*

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.

*Reading*

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

**Language Specific Expectations**

*Oral Communication*

- 1.2** Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.
- 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.
- 1.4** Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
- 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.
- 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.

*Reading*

- 1.3** Identify a variety of reading comprehension strategies and use them appropriately
- 1.5** Use stated and implied ideas in texts to make inferences and construct meaning.
- 1.6** Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights to other familiar texts and to the world around them.

in right relationship with God and neighbour.  
Demanding action where there is injustice.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b>                      You will need the mentor text, <b><i>Wangari’s Trees of Peace</i></b>. It is a true story from Africa, written and illustrated by Jeanette Winter. The book is about Wangari Maathai, a Kenyan environmentalist and winner of the Nobel Peace Prize in 2004. She goes to America to study and when she returns to Africa she finds a land that has been affected by clear cutting. In efforts to protect the environment she began planting trees and encouraged others to help and preserve the forests. She created the, <b>Green Belt Movement</b> that brought environmental change to Kenya and thirty other countries in Africa. Wangari Maathai teaches about social justice. She is truly an inspiration to others in how <b>she made a difference</b>. She protected the environment and made the world a better place. One person can inspire change and Wangari Maathai planted ‘seeds of hope’.</p> <p>“We are called to assist the Earth to heal her wounds and in the process heal our own – indeed, to embrace the whole creation in all its diversity, beauty and wonder”</p> <p>Wangari Maathai                      Although she passed away in 2011 from a battle with cancer her story of peace and hope continues to grow through her story.</p>	<p><b>Terminology</b>                      Mount Kenya - an extinct volcano in central Kenya: the second highest mountain in Africa                      Africa – the second largest continent, south of Europe and between the Atlantic and Indian oceans                      Sugarcane - a tall grass, of warm regions, having a stout stalk, and is the chief source of sugar                      Maize - corn                      Barren land - uncultivated ground                      Nursery - a place where young trees or other plants are raised for transplanting,                      Forester - an officer having responsibility for the maintenance of a forest                      Lake Victoria – Africa’s largest lake</p>	<p><b>Resources/Materials</b>                      White paper                      Chart paper</p> <p><i>Mentor text - Wangari’s Trees of Peace</i>, written by Jeanette Winter</p> <p><b>Wangari’s Trees of Peace</b> – Jeanette Winter on YouTube, <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a></p> <p>Kenya, Africa map: <a href="http://3.bp.blogspot.com/-FP5Gce3QGCo/TWEwQNkb5cl/AAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg">http://3.bp.blogspot.com/-FP5Gce3QGCo/TWEwQNkb5cl/AAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg</a></p> <p><b>Catholicity Connections:</b>  <b>Cardinal Virtue:</b>  <b>Fortitude</b>  <b>Justice</b></p> <p><a href="https://www.biblegateway.com/passage/?search=Romans+5:5">https://www.biblegateway.com/passage/?search=Romans+5:5</a></p> <p><i>May We Be One,</i>                      Grade 5 – Born of the Spirit                      English Canadian Catechetical Series  <a href="http://dictionary.reference.com/">dictionary.reference.com/</a></p> <p><b>Deforestation website resources:</b>  <a href="http://www.conservation.org/deforestation">www.conservation.org/deforestation</a></p> <p><a href="http://www.nrcan.gc.ca/Home/Forests/Forest_Topics/Inventory">www.nrcan.gc.ca &gt; Home &gt; Forests &gt; Forest Topics &gt; Inventory</a></p> <p><a href="http://cfs.nrcan.gc.ca/pubwarehouse/pdfs/28159.pdf">cfs.nrcan.gc.ca/pubwarehouse/pdfs/28159.pdf</a></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 on each of the following days of this unit.</p>		<p><a href="http://www.ecokids.ca">www.ecokids.ca</a> › <a href="#">Homework Help</a> › <a href="#">Forests</a></p> <p><a href="http://www.funfacts.org.uk/earth/forests.htm">www.funfacts.org.uk/earth/forests.htm</a></p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>The theme of the Grade Five, <i>May We Be One</i>, Born of the Spirit Religion program shares a similar focus of this, Who <b>I AM</b> lesson. They both teach the students about community, to trust God’s plan for God’s people. Despite all obstacles His plan will be fulfilled. They both also present the Church as the community of God’s people where the Lord Jesus is visible, active and present in the power of the Holy Spirit.</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Before reading the mentor text, explain to the students that you will be reading aloud a book called, <i>Wangari’s Trees of Peace</i>. Do not show the students the book, only tell them the title. Write the title on the chalkboard. Ask the students to use the comprehension strategy of visualizing. Tell the students to close their eyes and visualize what they think a tree of peace looks like. <i>Make a picture in your mind after hearing the title</i>. Distribute white paper to each student to sketch their tree of peace. Have students title this sketch, <u>My tree of Peace</u>. *Please keep these visualizations of the tree of peace until later in this unit.</p>		<p>Use of visualizing for students to activate prior knowledge. Teachers will analyse sketches to determine students’ understanding of this comprehension strategy.</p>
<p><b>Action</b></p>	<p><b>Approximately 25 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Before Reading:</b> While introducing the new vocabulary with the students, locate Kenya, Africa and Lake Victoria on a world map to familiarize students with the setting of the story. First show students continent of Africa on world map. Then use this like to access digital map of Kenya, Africa <a href="http://3.bp.blogspot.com/-FP5Gce3QGC0/TWEwQNkb5cl/AAAAAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg">http://3.bp.blogspot.com/-FP5Gce3QGC0/TWEwQNkb5cl/AAAAAAAAANQ/3cLGc4bi1YQ/s1600/kenya_intro_map.jpg</a></p>		<p>Use of visualizing, making connections, predicting and questioning for students to activate prior knowledge.</p>

<p>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.</p> <p>Prepare chart paper with the inference question - What inferences can you make from Wangari's thought bubble?</p> <p>Explain to the students, the purpose for reading <b>Wangari's Trees of Peace</b>: What kind of person do you think Wangari was and what makes you think that? " Read aloud, <b>Wangari's Trees of Peace</b> written by Jeanette Winter <b>Read Aloud, Wangari's Trees of Peace</b> – Jeanette Winter or watch on YouTube, <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a></p> <p><b>During Reading: Questions/Predictions/Inferences/Connections</b> After reading this page, 'Six years later, her studies over, Wangari returns... Stop reading and have students turn to an elbow partner to answer and discuss the questions, (approximately 1 minute) What has happened? Where are the trees?</p> <p>Continue reading. Stop at the end of the next page and again students turn to their elbow partner and answer/discuss, (approximately 1 minute) And where are the birds?</p> <p>Continue reading (try not to show next page illustration – of Wangari planting trees until lesson 3) and stop at the end of the next page for students to answer the question with their partner, (approximately 1 minute) Will all of Kenya become a desert? What might Wangari be thinking?</p> <p>Think Aloud: I'm inferring from Wangari's thought bubble that she believes when the clear cutting is complete that this land will be used for building a new city and that makes her very upset because I can see in the illustration that she is crying. What inferences are you making from Wangari's thought bubble? Record these inferences on chart paper to refer to/confirm later.</p> <p><b>Please do not continue reading aloud. The remaining pages are for reading aloud in lesson 3.</b></p> <p>Review the elbow partner questions and you may wish to re-read the beginning section of the mentor text to help prepare the students for the following activity.</p> <p>Give each student a piece of white ledger paper or larger and fold in half. Using</p>	<p>Anecdotal notes and student observation for assessment of student knowledge and understanding of these comprehension strategies.</p>
---	---

<p>only the first half of the paper tell the students to draw the setting of the story of what the barren land of Africa looked like in the mentor text. Save the other half of the paper for lesson 3. This activity is Part 1 of Problem/Solution.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Ask the students if they have any text-to-text, text-to-world or text-to-self connections that they may have made to, <i>Wangari's Trees of Peace</i> so far. Discuss connections and questions.</p> <p><i>Making Connections questions</i></p> <p>What does land look like that has been clear cut?          Why do you think land is clear cut?          Why was Wangari looking for birds? What happened?</p> <p><i>*Think aloud and discuss with the students about the progression of the degradation of the land/environment.</i></p> <p>How does Wangari feel when she returns home to find the land barren?</p> <p>Do we have clear cutting in Canada?          What concerns do you have about our land/environment in Canada? Ontario?          Your city/town?          Are there similar problems where you live? Is there an issue with deforestation? Are there any pollution problems?</p> <p>People make choices that impact the environment. When the environment around us changes it impacts people in very direct and indirect ways. What kinds of choices are we making that negatively impact the environment around us?</p> <p>In Lesson 1 you learned about Moses and the, 'Burning Bush'.          How is Wangari's experience in witnessing the barren land similar to that of Moses seeing the 'burning bush'?</p> <p>You may want to use the websites listed under <b>Resources</b> to give more information about deforestation to the students.</p> <p>Student exit question:          Students will reflect on the Cardinal Virtues of Fortitude and and Justice with this mentor text. Think about the difficulties that Wangari has faced so far. What will happen next? Explain the possible positive and negative effects?          What would Jesus do?</p>	<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p>

Closing 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 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**

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.

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 3

#### Grade 5 Who I AM...Lesson 3

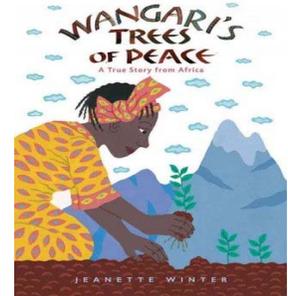
“I can begin to replace some of the lost trees here in my backyard – one tree at a time”  
Wangari Maathai

**Wangari’s Trees of Peace** – Jeanette Winter

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!

Students will begin to understand that God’s plan for us is to live our faith and He calls us to protect and care for our world. We appreciate the beauty of the world that God has provided for us and all of His creations. We give to the world around us by assuming responsibility for our planet and making 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.



Through the mentor text, students will learn how Wangari Maathai’s journey changed the world. Who **she was** made a **Wangari’s Trees of Peace**, the difference.

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

##### Ontario Catholic school Graduate Expectations

**CGE1d** - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

**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.

**CGE1i** - Integrates faith with life.

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

**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.

##### Learning Goals

By the end of this lesson students will learn about social justice. They will recognize that every person is created in the image and likeness of God, who is Father, Son and Holy Spirit: the perfect community. To be fully human, then we must learn to live in community with others and seek the common good.

**CGE5g** - Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.

**CGE7i** - Respects the environment and uses resources wisely.

**Religion Overall Expectations**

ML2: Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

LC1: Understand that in the life of the Church we are called to carry out the mission of Christ.

PR2: Demonstrate an understanding of the three expressions of prayer: vocal, meditation, and contemplation and how each has been promoted within the Church.

**Religion Specific Expectations**

ML2.2: Distinguish between a morally good act and a morally evil act and describe the positive or negative effect that our passions can have.

LC1.3: Connect the missionary and apostolic qualities of the Christian community i.e. mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community (e.g. examine their own commitment to including/excluding others, advocate against injustice, service projects).

LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”.

PR2.1: Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies).

**Language Overall Expectations**

*Oral Communication*

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.

*Reading*

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Students will recognize 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 one handles the difficulties that arise when trying to do good.

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 or far.

*Writing*

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

**Language Specific Expectations**

*Oral Communication*

- 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.
- 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.
- 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
- 1.5 Make inferences about oral texts using stated and implied ideas in the texts as evidence.
- 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.
- 2.1 Identify a variety of purposes for speaking.
- 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.
- 2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- 2.7 Use a variety of appropriate visual aids to support or enhance oral presentations.

*Reading*

- 1.1 Read a variety of texts from diverse cultures.
- 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.
- 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- 1.5 Use stated and implied ideas in texts to make inferences and construct meaning.
- 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.

**1.8** Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

**2.4** Identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning.

*Writing*

**1.2** Generate ideas about a potential topic and identify those most appropriate for the purpose.

**1.3** Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

**1.4** Sort and classify ideas and information for their writing in a variety of ways.

**1.6** Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose.

**2.3** Use some vivid and/or figurative language and innovative expressions to add interest.

**Healthy Living Overall Expectations**

**C3.** Demonstrate the ability to make connections that relates to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

**Healthy Living Specific Expectations**

Personal Safety and Injury Prevention

**C3.2** Explain how a person’s actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others.

**Music Overall Expectations**

**C1. Creating and Performing:** apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.

**Music Specific Expectations**

**C1.1** Sing in unison, music from a wide variety of cultures, styles, and historical periods.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> You will need to be familiar with the Song/Prayer of Peace (Prayer of St. Francis) See BLM 4.</p> <p>Decide if you would like your students to complete BLM 1 orally or in written form. See <i>After Reading</i> activity in Action section.</p> <p>You will need the mentor text, <b>Wangari’s Trees of Peace</b> – Jeanette Winter.</p> <p>For more information on the Cardinal Virtues and the Theological Virtues please see EOCCC online resource Our Language Our Story: <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></p>	<p><b>Terminology</b> Resiliency - ability to recover readily from adversity, or the like, bouncing back when encountering difficulties</p> <p><b>Catholicity Connections:</b> <b>Cardinal Virtue:</b> <b>Fortitude</b> <b>Theological Virtues:</b> <b>Hope</b> <b>Love</b></p>	<p><b>Materials/Resources</b> BLM 1 – H.O.T. questions BLM 2 – (2 pages)student assignment BLM 3 - Venn diagram BLM 4 – Prayer for Peace (Prayer of St. Francis) BLM 5 – two column chart BLM 6 – Checklist for H.O.T answers BLM 7 – Peer assessment BLM 8 – Exit card</p> <p><i>Mentor text, Wangari’s Trees of Peace</i> written by Jeanette Winter</p> <p>HOT – (higher order thinking) questions for RCCDSB mentor texts- by Sondra Keatley</p> <p><i>Read Aloud, Wangari’s Trees of Peace,</i> <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a> 5:28 min</p> <p>Song : Prayer of Peace (Prayer of St. Francis) on YouTube: By Sarah McLaughlin <a href="https://www.youtube.com/user/sarahmclachlan">https://www.youtube.com/user/sarahmclachlan</a> 2:08 min.</p>
Prayer/Scripture Focus		
<p><b><u>Prayer of Peace (Prayer of St. Francis)</u></b></p> <p>Lord, make me an instrument of your peace, Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy;</p>		

<p>O Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love. For it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life.</p>		
<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>You may wish to say the following to your students, “In the mentor text, <b>Wangari’s Trees of Peace</b> Wangari shows us that a person of peace is a person of action. St. Francis of Assisi is also an example of such a person. His prayer for peace is very well known. The story and prayer have many connections.”</p> <p>Prepare the song, Prayer for Peace (Prayer of St. Francis) on smart board or if you know the tune you can sing it to your students. Use BLM 4 to photocopy a class set of this Prayer for Peace song.</p> <p>Use this link to access the song, Prayer of Peace (Prayer of St. Francis) on YouTube by Sarah McLaughlin. <a href="https://www.youtube.com/user/sarahmclachlan">https://www.youtube.com/user/sarahmclachlan</a> 2:08 min.</p> <p>Sing the song a few times with your class so that they become familiar with the tune and the lyrics.</p>		<p>Anecdotal notes on student participation and singing in unison.</p>
<b>Action</b>	<b>Approximately 2 - 30 Minute Periods</b> <b>Part 1 – 30 Minutes for Action</b> <b>Part 2 – 30 Minutes for Student Assignment</b>	<b>Assessment</b>
<p>Continue reading aloud the mentor text, <b>Wangari’s Trees of Peace</b> – Jeanette Winter or watch on YouTube, <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a></p> <p>Begin by re-reading the beginning of the text. 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.</p> <p><b>During Reading:</b> After reading the page, “The government men disagree...” Ask the students, What might Wangari be feeling now? What are your predictions about what Wangari will do next? What does it take for a person to promote peace? Continue reading.</p>		<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p>

<p>After reading the page, “Wangari stands tall as an oak to protect the old trees still remaining...” Ask students to make predictions about what will happen next. After reading about the government putting her in jail, you may want to ask the students the following questions.          How is Wangari feeling?          Will her dream of planting, ‘seeds of hope’ continue?</p> <p><b>After Reading:</b>          Please read aloud the Author’s Note – last page in mentor text.          Higher Order Thinking questions for deeper understanding of the text. Can be given orally, (or in written form see BLM 1).  <i>Inference Questions</i>          Explain how Wangari Maathai shows resilience? Use your own ideas and details from the text to support your answer.</p> <p>What does it mean when Wangari says to the village women, “We are planting the seeds of hope?” Use details from the text and your own ideas to support your answer? Why do you think the village women followed Wangari’s vision? Use your own ideas and details from the text to support your answer.</p> <p><i>Making Connections Questions</i>          Why do you think Wangari Maathai is considered an environmentalist throughout the world? Use information from the text and your own ideas in your answer.</p> <p>How do you think we can keep Wangari Maathai’s dream alive today? Use information from the text and your own ideas to support your answer.</p> <p>Teacher Notes:          (1) 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 &amp; 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.          (2)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.          (3)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.          (4)Resilience – the ability of bouncing back when we encounter difficulties. To</p>	<p>Checklist for Higher Order Thinking Answers. See BLM 6.</p> <p>Peer Assessment - See BLM 7</p>
---	---

<p>help students to have a deeper understanding of this concept share a story about a time when you observed resiliency or demonstrated resiliency. Then ask students to share their own stories of resilience.</p> <p>Students can choose from the following activities to demonstrate their understanding of various themes from this story. See BLM 2 You will need to have the mentor text available for the students and also have it on smart board for their reference.</p> <p>Discuss with the students that each one of them is a gift from God and Who <b>they are</b> makes a difference.</p> <p><i>Sharing</i> Divide students into small groups of three or four and explain the following. <i>You may want to read this to your students.</i> “Just as Wangari shared her, ‘seeds of hope’ with the village women, it is your turn to share wonderful completed assignment that you chose from BLM 2 with a few classmates.”</p> <p>Give students a few minutes to share their, <i>Who Wangari was made a difference</i> assignments.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Student Exit Card: Ask students to complete exit card BLM 8, explaining how they know Wangari showed Fortitude. Students will support their answer with evidence from the text. 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 <b>I AM</b>, 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. 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 <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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>Exit Card – BLM 8</p>
<p><b>Final Notes</b></p>	
<p>The work students complete for BLM 2 can be beautifully posted on a classroom religion bulletin board for this unit.</p> <p>You may want students to complete the assignment activities in religion books.</p>	

Please photocopy for students:

BLM 2 – (2 pages) -assignment

BLM 3 – Venn diagram

BLM 4 – Prayer for Peace (Prayer of St. Francis)

BLM 5 – two column chart

BLM 6 - Checklist for H.O.T answers

BLM 7 – Peer assessment

**BLM 1**

**H.O.T. Questions**

**Wangari’s Trees of Peace**

***Inference Questions***

Explain how Wangari Maathai shows resilience? Use your own ideas and details from the text to support your thinking.

What does it mean when Wangari says to the village women, “We are planting the seeds of hope?” Use details from the text and your own ideas to support your thinking.

Why do you think the village women followed Wangari’s vision? Use your own ideas and details from the text to support your thinking.

***Making Connections Questions***

Why do you think Wangari Maathai is considered an environmentalist throughout the world? Use information from the text and your own ideas to support your thinking.

How do you think we can keep Wangari Maathai’s dream alive today? Use information from the text and your own ideas to support your thinking.

**BLM 2**

**Wangari's Trees of Peace**

**Who Wangari WAS Made a Difference**

Name \_\_\_\_\_ Date \_\_\_\_\_

You have learned about Wangari Maathai in the story, **Wangari's Trees of Peace** and **how she made a difference** in the lives of many people. Choose and complete one of the following activities.

1. Wangari shows us that a person of peace is a person of action. St. Francis of Assisi is also an example of such a person. His prayer for peace is very well known. Using a two column chart record the similarities and differences of the story, **Wangari's Trees of Peace** with the Prayer of Peace – (Prayer of St. Francis).
2. Look on the internet of images of the Nandi Flame Tree, which is a tree that Wangari Maathai enjoyed planting. As you look at the images of this tree also look at your drawing of the burning bush from Lesson 1.

Website: [Images for nandi flame tree](#)

Describe in detail what you see as you look at both images.

What do you think the connections are between the ' Burning Bush' and the Nandi Flame Tree? Use your own ideas to support your answer.

Draw and colour your own picture of the Nandi Flame Tree.

Mount your two tree drawings onto construction paper and label each tree. Your artwork will remind *you* of people *who have made a difference!* If you wish you can add your drawing from Lesson 2 of the tree of peace that you visualized when you heard the title of the mentor text. Your beautiful tree may remind you that, *Who you are makes a difference!*

3. You will need your drawing of the story setting from Lesson 2, Part 1. This drawing of the barren land in Africa represents the problem in **Wangari's Trees of Peace** of deforestation. Now you will complete Part 2, the solution. Open your paper, then draw and colour on the second half how the land in Africa changed into the umbrella of green that returns to Kenya.

Explain the main problem and Wangari's solution in **Wangari's Trees of Peace**. Use details from the text and your own ideas to support your answer.

4. Using the story, **Wangari's Trees of Peace** and Prayer of Peace (Prayer of St. Francis) brainstorm your own ideas of PEACE. Then write your own descriptive prayer for Peace.
5. Wangari's action and her obvious beliefs in gradually reversing the damage done by clear-cutting a forest helped to positively influence and encourage others to join her. Their actions multiplied as they realized they were planting "seeds of hope." Using a two column chart (to extend the concept) compare and contrast positive and negative peer pressure on people by using examples from the text and your own ideas. Explain how Wangari was able to overcome the negative peer pressure to her project? (resiliency, fortitude?)

**BLM 3**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Comparison chart: Wangari’s Trees of Peace to the Prayer of Peace**

Similarities

Differences

Similarities	Differences

**BLM 4**

**Prayer of Peace (Prayer of St. Francis)**

Lord, make me an instrument of your peace,  
Where there is hatred, let me sow love;  
where there is injury, pardon;  
where there is doubt, faith;  
where there is despair, hope;  
where there is darkness, light;  
where there is sadness, joy;

O Divine Master, grant that I may not so much seek to be consoled as to console;  
to be understood as to understand;  
to be loved as to love.

For it is in giving that we receive;  
it is in pardoning that we are pardoned;  
and it is in dying that we are born to eternal life.

**BLM 5**

**Compare and Contrast Positive and Negative Peer Pressure**

Name \_\_\_\_\_ Date \_\_\_\_\_

Positive Peer Pressure	Negative Peer Pressure

Explain how you think Wangari was able to overcome the negative peer pressure to her project of planting, ‘seeds of hope’? Think about...Resiliency? Fortitude?

**BLM 6**

**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 7**

**Who You Are Makes A Difference!**

**Peer Assessment**

While your classmates present their assignment to your small group complete the following assessment about their work. Please present your assessment of their work when all students have finished sharing. Write three things that you liked about your classmates work.

*Remember that Jesus calls us to respect the contributions of others and in making the world a better place we give others, ‘seeds of hope’ in our words and actions. These seeds are a guided path to peace. Jesus loves us and encourages us to shine our positive attitude and uplifting compliments so that we can make a difference, “one tree at a time’ – Wangari Maathai or one kind act/word at a time...*

***Seeds of Hope- Positive Feedback***

To: \_\_\_\_\_, Who **You are** Makes a Difference because your assignment...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

From your friend, \_\_\_\_\_

**BLM 8**

**Who I AM...exit card**

*Mentor text, Wangari's Trees of Peace - written by Jeanette Winter*

Name \_\_\_\_\_ Date \_\_\_\_\_

Explain how Wangari shows Fortitude. Support your answer using evidence from the text.

**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 4

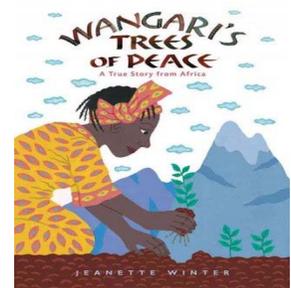
#### Grade 5 - Lesson 4

Who I AM Makes a Difference Because Jesus Loves Me!

“It’s the little things citizens do. That’s what will make the difference. My little thing is planting trees” Wangari Maathai

Background information on Who I AM Makes a Difference Because Jesus Loves Me!

Students will begin to understand that God’s plan for us is to live our faith and He calls us to protect and care for our world. God calls us to replenish our environment. In becoming more aware of how to sustain our world students will also learn that they can *all make a difference* by doing little things. Picking up garbage, recycling, composting and not littering are some ways to protect and keep God’s world clean. We appreciate the beauty of the world that God has provided for us and all of His creations. We give to the world around us by assuming responsibility for our planet and making 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 and shapes a positive mental health image and attitude within us! Through the mentor text, **Wangari’s Trees of Peace** students will learn how Environmentalist, Wangari Maathai replenished the world. Who she was made a difference!



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

##### Ontario Catholic School Graduate Expectations

**CGE1d** - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

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

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

##### Learning Goals

By the end of this lesson students will learn that God calls us to protect and care for our world. We give to the world around us by assuming responsibility for our planet and making the world a better place by planting, ‘Seeds of Hope’.

enhance the quality of life.

**CGE7i**

Respects the environment and uses resources wisely.

**Religion Overall Expectations**

ML3: Explain the importance of the teaching role of the Church (i.e. Magisterium) in assisting society and individuals to reflect on moral issues and to respond in ways that promote the dignity of the human person and the call to holiness.

LC1: Understand that in the life of the Church we are called to carry out the mission of Christ (Catholic and Apostolic).

LS2: Focus: Fundamental love for the poor and vulnerable. Understand that human solidarity in our Christian living, understood as “friendship”, is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

**Religion Specific Expectations**

ML3.3: Identify the principles of social justice outlined by the Magisterium of the Church and explain why they are teachings that address communal social sin and are called to holiness.

LC1.3: Connect the missionary and apostolic qualities of the Christian community i.e. mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community (e.g. examine their own commitment to including/excluding others, advocate against injustice, service projects).

LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”.

**Language Overall Expectations**

*Media Literacy*

1. Demonstrate an understanding of a variety of media texts.
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

**Language Specific Expectations**

*Media Literacy*

- 1.3 Express opinions about ideas, issues, and/or experiences presented in media, texts, and give evidence from the texts to support their opinions.
- 2.2 Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or

Students will recognize 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 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.

engage the audience.

**3.1** Describe in detail the topic, purpose, and audience for media texts they plan to create.

**3.2** Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice.

**3.3** Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.

**3.4** Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

**The Arts Overall Expectations**

*Visual Arts*

**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.

**The Arts Specific Expectations**

*Visual Arts*

**D1.1** Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.

**D1.3** use elements of design in art works to communicate ideas, messages, and understandings.

**D1.4** use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges (*e.g.*, drawing).

**Instructional Components**

**Prior Knowledge and/or Skills**

You will need the mentor text, **Wangari’s Trees of Peace** – Jeanette Winter.

Print out copies of the following media texts or show on smartboard.

Make copies for each student of BLM 1, 2 and 3.

Decide if you want students to use images from the internet for posters or create their own

**Terminology**

Sustainable- pertaining to a system that maintains its own viability by using techniques that allow for continual reuse:  
*sustainable agriculture*  
 Replenish - to make full or complete again, as by supplying what is lacking

**Resources/Materials**

**Materials:**

Chart paper  
 Poster paper

*Mentor Text,*  
**Wangari’s Trees of Peace** written by Jeanette Winter

**YouTube:**

*Read Aloud, Wangari’s Trees of Peace,*  
[www.youtube.com/watch?v=jK1NndEf6fo](http://www.youtube.com/watch?v=jK1NndEf6fo) 5:28 min

<p>drawings.</p> <p>For more information on the Cardinal Virtues and the Theological Virtues please see EOCCC online resource Our Language Our Story: <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></p>	<p><b>Cardinal Virtue:</b> <b>Fortitude</b> <b>Justice</b></p> <p><b>Theological Virtues:</b> <b>Hope</b> <b>Love</b></p>	<p>Images and quotes, <a href="#">Images for wangari maathai quotes</a></p> <p>Tribute to Wangari Maathai, <a href="http://www.youtube.com/watch?v=koMunNH1J3Y">www.youtube.com/watch?v=koMunNH1J3Y</a> 6:52 min</p> <p>Catholic Social Teaching website: human dignity <a href="http://www.catholicsocialteaching.org.uk/themes/human-dignity/reflection/">http://www.catholicsocialteaching.org.uk/themes/human-dignity/reflection/</a></p> <p><a href="http://dictionary.reference.com">dictionary.reference.com</a></p>
--	---	---

**Prayer/Scripture Focus**

*Who Wangari Was Made a Difference!*

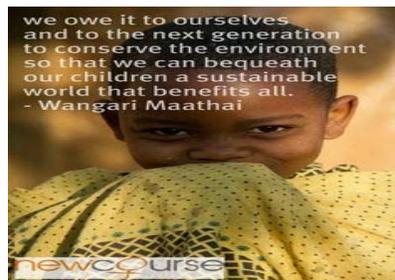


**Minds On**

**Approximately 10 Minutes**

**Assessment**

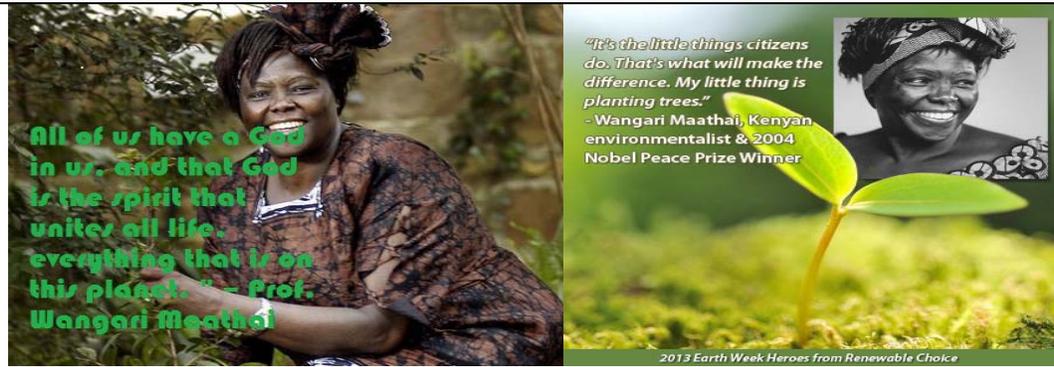
Show these quotes and images of Wangari Maathai to your students on smart board or print them out and post on chalkboard. Show one quote at a time to the students and then give them the opportunity to respond and discuss as a class. Encourage students to express their opinions and ideas of each media text. Explain to the students the conventions and techniques used in each image to grab the reader’s attention.



To show these images and quotes from Wangari Maathai, search on the internet for: [Images for Wangari Maathai quotes](#)

Anecdotal notes on student’s opinions about media texts and the conventions they identify.

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**



Ask students to describe Wangari Maathai using adjectives.  
 “Who **Wangari Maathai** was made a difference because she was...”  
 Some examples to use: dedicated, peaceful, perseverant, leader, hopeful, clever, etc.

Action	Approximately 25 Minutes	Assessment
<p>Re-read the mentor text, <b>Wangari’s Trees of Peace</b> or watch and listen to the story on YouTube:  <a href="http://www.youtube.com/watch?v=jK1NndEf6f0">www.youtube.com/watch?v=jK1NndEf6f0</a></p> <p>Then watch the video – A tribute to Wangari Maathai on YouTube. This video does show some violence – be prepared to discuss with students, the opposition Wangari faced with the government and so many obstacles that she persevered through in the name of justice. It gives background information about Wangari Maathai and shows how <i>she made a difference</i> in the world!  <a href="http://www.youtube.com/watch?v=koMunNH1J3Y">www.youtube.com/watch?v=koMunNH1J3Y</a></p> <p>After watching the video discuss any questions or concerns that students have. Ask the students: Which catholic virtue(s) do you think Wangari most exemplifies? Support your answer with evidence from the media text.</p> <p>Discuss the meaning of positive mental health.</p>		

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. Then ask the students the following:

Describe Wangari Maathai’s positive mental health attitude. Use details from the media text and your own ideas to support your answer.

Read the following to your students, “Wangari planted ‘seeds of hope’. These seeds made a tremendous difference in the lives of many. One of her infamous quotes, ‘It’s the little things citizens do. That’s what will make the difference. My little thing is planting trees’, Wangari Maathai.

All of us can make a difference by helping to replenish our world by planting trees. What else can we do to protect and take care of our environment? “

Brainstorm together some answers and copy them onto chart paper. Some ideas are: keeping our world clean by recycling, composting, conserving energy and water etc.

What can we do to protect the dignity of the people, who are made in the image of God?

Brainstorm together: awareness of the common good, we are made in God’s image, every person has value, and are worthy of respect.

For more information see:

Catholic Social Teaching website:

<http://www.catholicsocialteaching.org.uk/themes/human-dignity/reflection/>

Read the following to your students, “ God calls us to protect and care for our world. Your challenge today is to create your very own media text, a poster to promote protecting the Earth and the dignity of the people. You can use the ideas from our brainstorming or come up with your own. Keep in mind the conventions and techniques that were used in the images of Wangari in our Minds On activity. Your audience will be your peers. Plan out the details and layout of your poster, using words and images/illustrations to influence your audience and get their attention. Your poster needs to have a clear message about protecting the Earth and the dignity of the people.”

Copy the success criteria from BLM 1, onto chart paper and review it with your students before they begin so they understand what the expectations are for the assignment. If you wish this can also be used for student assessment of their poster.

Photocopy BLM 2 for students to plan their media text.

Photocopy BLM 3 rubric for assessment.

Consolidation	Approximately 5 Minutes	Assessment
<p>Display all of the completed posters on a bulletin board or somewhere in your classroom so everyone can admire them. Give the class a few minutes to look at the posters.</p> <p>Read the following to your class:                      “What ‘seeds of hope’ will you continue to plant? You can make a difference! With a positive attitude and determination, anything is possible. Just like Wangari said, “It’s the little things citizens do. That’s what will make the difference. My little thing is planting trees.”</p> <p>Class discussion.</p> <p>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 <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 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 <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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>BLM 1 – Success Criteria for student achievement and self-assessment</p> <p>BLM 2 – Poster Organizer</p> <p>BLM 3 - Poster Rubric Teacher assessment</p>
<p><b>Final Notes</b></p>		
<p>You may want another class from your school to look at the posters. Students can present their environmental message in promoting a sustainable planet. They can also encourage other students to protect and care for God’s world and creations.</p> <p>As an extension you may wish to investigate further with your students into the Religion specific expectation, LS2.3: Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”. Talk about what ‘social charity’ is and research local or global issue projects that the class could become involved in.</p> <p>As an extension, use the Grade 5 Nelson Literacy unit, <i>Making a Difference</i> about character education.</p>		

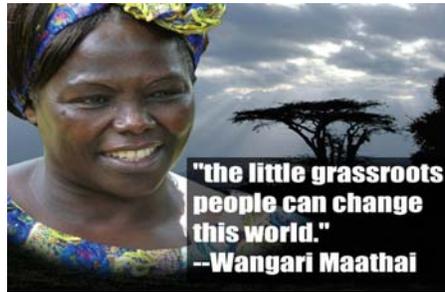
**BLM 1**

**Success Criteria**

- I have completed a detailed plan.
  
- My poster promotes protection and care for God’s world.
  
- I have included a clear environmental message using words and images/illustrations.
  
- This poster targets my peers as the audience.
  
- The words I have chosen are positive and encouraging.

**BLM 2**

**Media Text - Poster Organizer**



*Who Wangari Was Made a Difference and you can too, one poster at a time!*

Topic	
Purpose	
Audience	
Words	
Images/Illustrations	
Conventions/Techniques	

Sketch your poster in the following text box.

**BLM 3**

**Poster Rubric**

Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Student has completed a detailed poster plan.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness
Poster informs other students (audience) about environmental issues.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness
Poster promotes to care for and protect God’s world using positive images and words.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness
Conventions and techniques are appropriate for a poster and images and words communicate a clear message.	with a high degree of effectiveness	with considerable effectiveness	with some effectiveness	with limited effectiveness

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 5

Grade 5 Who I AM... Lesson 5 - The Presentation and The Challenge

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

Dedication –

*To my husband, Martin Burger who makes a difference to me because he shares his love, humour and joy for life. He plants seeds of hope by spreading his positive attitude wherever he goes. You are truly a blessing to me. I love you!*

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

This presentation day is a celebration of everyone in your classroom and *Who they are and how they make a difference to you by helping you to form a unique positive mental health attitude grounded through the love of Jesus!*

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

**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.

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

**CGE3b** - Creates, adapts, evaluates new ideas in light of the common good.

**CGE4g** - Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

**CGE5f** - Exercises Christian leadership in the achievement of individual and group goals.

**CGE6a** - Relates to family members in a loving, compassionate and respectful manner.

**CGE7e** - Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**CGE7j** - Contributes to the common good.

**Religion Overall Expectations**

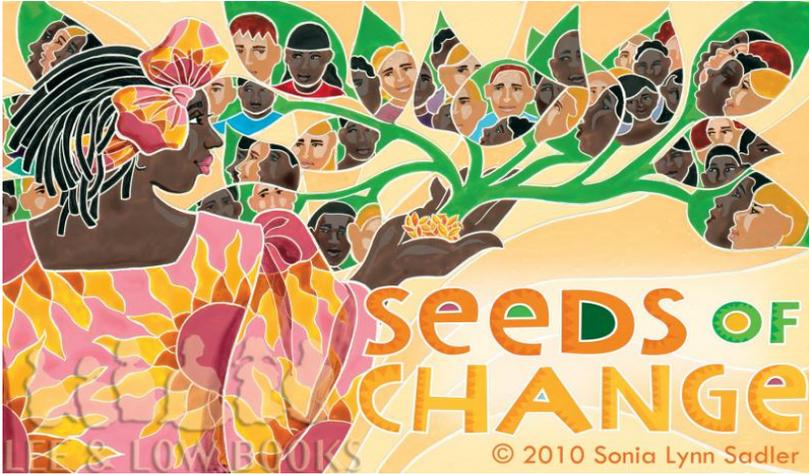
**Learning Goals**

- Students will recognize the virtue of unconditional love as an instrumental tool in building and maintaining healthy relationships. They will also recognize that Jesus taught us to love others as God loves us. We show this love by kind acts, thoughts and deeds done for others.
- Students will recognize the virtue of Hope by acting out the belief that God’s love transforms the world. Hope is strengthened when we nourish it through thought, action and prayer.

<p>BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation.                  LC1: Understand that in the life of the Church we are called to carry out the mission of Christ (<u>Catholic and Apostolic</u>).</p> <p><b><u>Religion Specific Expectations</u></b>                  BL1.3: Describe how the Church fulfills its mission to spread the “Good News” of Christ to the world.                  LC1.3: Connect the missionary and apostolic qualities of the Christian community i.e. mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community.</p>	<ul style="list-style-type: none"> <li>• Students will recognize the virtue of Faith, as a way of not only seeing, but also believing what Christ has taught us in the Gospels and handed on to us through his church. Faith is about giving thanks and being appreciative for all of God’s blessings.</li> <li>• Students will understand how a sense of belonging to a community can be connected with self-acceptance, self-esteem and gratitude.</li> </ul>
--	---

**Instructional Components**

<b>Prior Knowledge and/or Skills</b>	<b>Terminology</b>	<b>Resources/Materials</b>
<p>In preparation for the presentations, you will need to think of at least two to three descriptors for each student, <b><i>Who you are makes a difference to me because you are...</i></b> (see terminology section to assist you) Think about the gifts they bring each day to the class.  <b>* Write these descriptors onto the back of each tag so that you can read them out during the presentations and so the child has your gift of words to cherish.</b></p> <p>Prepare tags for students and pay it forward tags in zip lock bags. There is a line at the top of the gift of words so you can personalize the tags for each student. Refer to BLM 3 The Challenge and BLM 4 Dear Teacher. They are for you to use during the action section if you wish.</p>	<p>Examples of descriptors;  <b><i>Who you are makes a difference to me because you are...</i></b>                  (courteous, thoughtful, positive, faithful, studious, artistic, calm, ambitious, respectful, pleasant, responsible, curious, considerate, thankful, empathetic, hopeful, gentle, articulate, giving, polite, joyful, honest, creative, sincere, humorous, etc...)</p> <p><b><i>Theological Virtues:</i></b>  <b>Love</b>  <b>Hope</b>  <b>Faith</b></p>	<p>Copies of tags – personalized and laminated for students and co-workers in your class BLM 1</p> <p>Zip lock bags containing 2 tags that are laminated BLM 1</p> <p>Student reflection sheets BLM 2</p> <p>The Challenge – BLM 3</p> <p>Dear Teacher – BLM 4</p> <p>Wagon wheel – BLM 5</p> <p>Gift of words image - <a href="http://gofreedownload.net/free-vector/vector-plant/tree-in-hands-210667/#.U9bzKnx0y1s">http://gofreedownload.net/free-vector/vector-plant/tree-in-hands-210667/#.U9bzKnx0y1s</a></p> <p><b>Internet:</b>  <a href="#">Images for wangari maathai quotes</a></p>

Prayer/Scripture Focus		
<p><b>Exodus 3:14 The Burning Bush</b>                      Moses conversation with God. Moses asked God, who should he tell the people God was? God replied" <b><u>I AM Who I AM.</u></b>" This conversation presents the value and importance of God within our life and the value and importance of self within the lives of others. Together, the two meanings help shape a positive mental health image and attitude that can be shared with others.</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Using a smart board or computer show the students the following image.                      Search the internet: <a href="#">Images for wangari maathai quotes</a></p>		
 <p>© 2010 Sonia Lynn Sadler</p>		
<p>Students will look at media text, ‘seeds of change’. Ask students to think about the people in their life who give them seeds of hope and who change their life. They are the people who have helped you become the amazing person you are today and supported your positive mental health. Those are the people <b>who make a difference</b> in your life. Give the students a few minutes for quiet reflection.</p>		
Action	Approximately 30 Minutes	Assessment
<p>Gift of Words tag:                      Explain to the students that the picture on the gift of words tag is hands pointing down with the seedling in the middle to represent God. He plants the seeds of love and hope. His unconditional love is planted in our hearts. Jesus taught us to love others as God loves us. We show this love by kind acts, thoughts and deeds done for others. The significance of this gift of words tag is the love that God gives us.</p> <p>You may wish to invite your parish priest, principal, vice-principal, secretary,</p>		

custodians or other school staff to your presentation.

You may wish to use BLM 3 and 4 now.

Explain to the class that today is, *Who **I AM** Makes a Difference* presentation and assignment day. You can read the following to the class:

**Teacher Voice:**

*“You have learned through many activities this week that “Who **YOU ARE** Makes a Difference!” The, **I AM** represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you is to all of us. Together we shape our faith and our positive mental health attitude.”*

Teachers, you may begin by presenting, your ‘gift of words’ to an EA or another co-worker.

Begin your presentations to each student/adult by calling them up to the front of the classroom one at a time and say, “(Name) **Who you are makes a difference to me because... Thank you for being who you are!**”

Next, say your ‘gift of words’ to the student.

Then, hand the personalized tag to the student and start the applause!

You may wish to complete the presentation by giving a, ‘gift of words’ and tag to all guests that you have invited.

Encourage everyone to place their tag where they can see it each day and admire it with pride because it shows others that they are priceless and appreciated by others.

**Teacher Voice:**

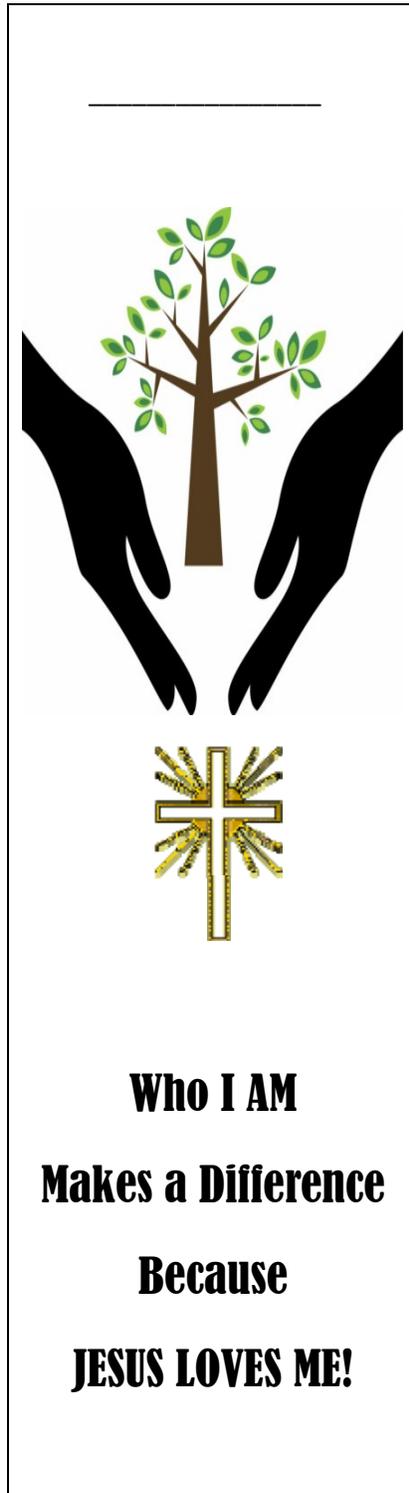
“Each of you is a V.I.P. – Very Important Person. You have developed into V.I.P’s by the actions and positive mental health attitude of others within our life; your parents, guardians, grandparents, priests, teachers, extended family and friends. Now it is your turn to share a ‘gift of words’ with others.

Close your eyes for a minute and think of two very important people in your life who have helped you develop into the amazing person you are today. Think outside the classroom and into your own personal life. Those two special people can receive a **Who I AM Makes a Difference** ‘gift of words’ from you.

I am presenting each of you with a small zip lock bag that contains 2 **Who I AM Makes a Difference** tags. Our class, EA’s, students and myself will each forward a

<p>'gift of words' tag onto 2 other people. Our goal is to think of others by expressing our appreciation toward others and thanking them for being a special person in your life.</p> <p>When you present this small tag to the people that make a difference in your life say, <b>"Who you are makes a difference to me because...Thanks for being who you are!"</b></p> <p>Please remember how they reacted and the words they said. We will be sharing this information later in the week through student reflection."</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Discuss how they felt upon receiving the kind words.</p> <p>Closing prayer: In the name of the Father and of the Son and of the Holy Spirit,</p> <p>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 that 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 people in my life who I will say thank you to with my <b>Gift of Words</b>. Give me the courage to let my special people know how I feel about them. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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><b>Final Notes</b></p>	
<p>Give students three to four days to give the 'gift of words' and tags to two people who have made a difference in their life. Students will reflect on their assignment orally and in written form. See BLM 2 for written reflection.</p> <p>As an extension, students could reflect on a time when words were not helpful but hurtful and how it helped them (someone they know) to develop positive mental health or resiliency. Student prompt: Is there a connection between <u>I AM</u> WHO <u>I AM</u> and Mental Health and Wellness? What is this connection?</p>	

**BLM 1**



**BLM 2**

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

**Who I AM Reflection**

1. My teacher says, I make a difference because (what did your teacher say to you)...

---

2. What are the reasons why you gave the **Who I AM ‘gift of words’**, to your first very important person in your life?

---

3. What was the response and reaction from the first person after receiving **Who I AM ?**

---

4. What are the reasons why you gave the **Who I AM ‘gift of words’**, to your second very important person in your life?

---

5. What was the response and reaction from the second person after receiving **Who I AM ?**

---

6. My teacher’s words made me feel...

---

7. I know I make a difference to others by...

---

**BLM 3**

**The Challenge!**

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

*Please read this to your class.*

*Biblical significance to the words **I AM** can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The **I AM** in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The **I AM** in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us. You are a gift!*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... **“Who you are makes a difference to me because.....Thank you for being who you are!”***

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

*jmcDonald@rccdsb*

**BLM 4**  
**Who I AM HISTORY**

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because... Thank you for being who you are!”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

*“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.)

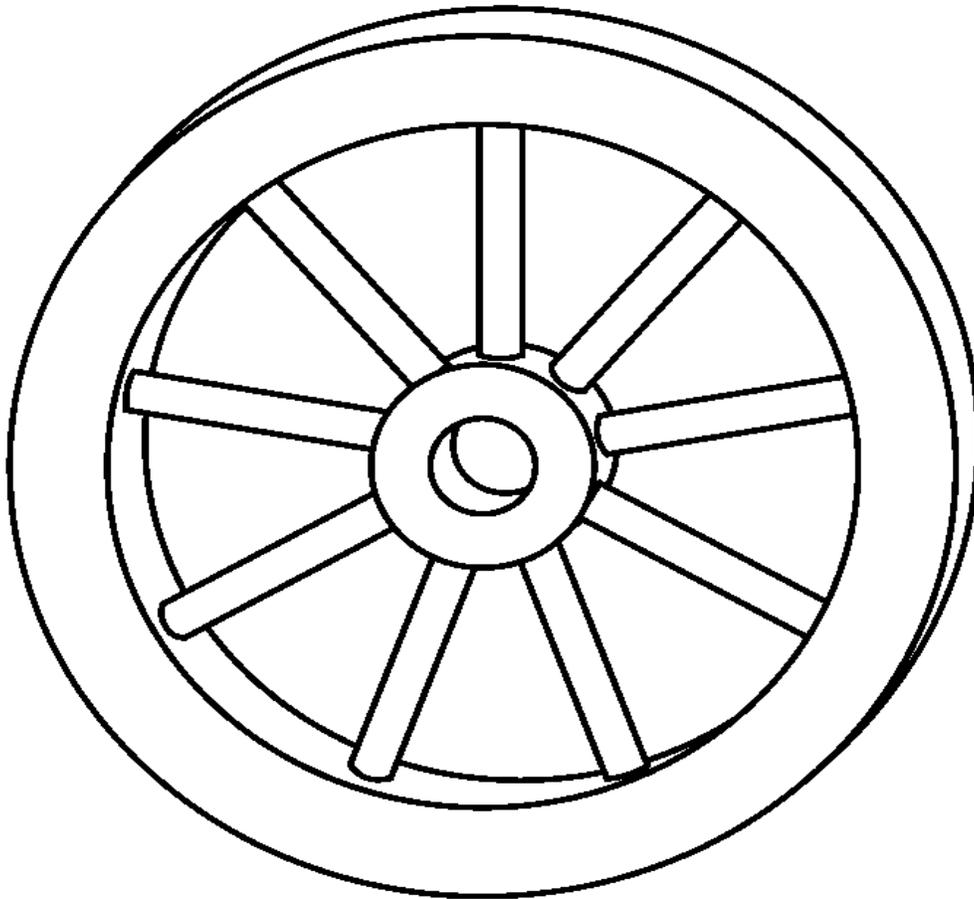
**BLM 5**

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

Dear Student,

The wagon wheel is a great opportunity for you to brainstorm the names of the people who will receive a 'gift of words'.

On each spoke of this wheel write a name of someone in your life who has made a difference in who you are or helped you become the person you are today by supporting your positive mental health. It could be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

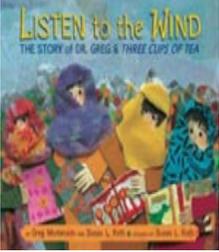
**DON’T FORGET** – several days after the presentation, students complete a self-reflection 😊 The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Who I AM Makes a Difference Religion & Positive Mental Health and Wellness

Grade 6 - Unit Overview

Grade 6 - Unit Overview					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p>Who <u>I AM</u>... Prayer Service</p> 	Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>10 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>25 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>5 minutes</b> Prayer journal entry. Dear Friend, Love, Jesus.</p>
2.	<p>Who <u>I AM</u>... Mentor Text <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea</i> written by Greg Mortenson and Susan L. Roth</p> 	Students will recognize that we are witnesses of God's love and compassion.	<p><b>10 minutes</b> Game: How <u>I AM</u> successful at school.</p>	<p><b>20 minutes</b> Read Aloud of the Mentor Text Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea written by Greg Mortenson and Susan L. Roth. H.O.T. questions.</p>	<p><b>10 minutes</b> Who <u>I AM</u> Exit Card.</p>
3.	<p>Who <u>I AM</u>... <i>Where <u>I AM</u>: My Special Place in the World</i></p>	Students will recognize the Theological Virtue of Love. They will understand that love is shown through kind acts	<p><b>10 minutes</b> Where <u>I AM</u> map activity.</p>	<p><b>30 minutes</b> Where <u>I AM</u>: My Special Place in the World activity.</p>	<p><b>15 minutes</b> Who <u>I AM</u> Graffiti activity.</p>

		<p>and sharing of their gifts with others.</p>			
<p>4.</p>	<p><i>Who <b>I AM</b>... Makes a Difference. Jesus LOVES me without conditions!</i></p> 	<p>Students will recognize the Theological Virtues of Faith, Hope and Love are gifts from God that help us to grow in good relationship with Him.</p>	<p><b>5 minutes</b> Who <b>I AM</b> spotlight activity.</p>	<p><b>25 minutes</b> Who <b>I AM</b> Makes a Difference collage portrait.</p>	<p><b>10 minutes</b> Who <b>I AM</b> Exit Card.</p>
<p>5.</p>	<p><i>Who <b>I AM</b>... The Presentation of the “Gift of Words”</i></p>  <p><b>Dedicated in memory of</b> my mom, who made a difference to me because she shared her gifts of hope, love and gratitude for all of God’s blessings.</p>	<p>Students will demonstrate a knowledge of the social teachings of the Church.</p>	<p><b>5 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>30 minutes</b> The Presentation of the “Gift of Words”. The Challenge!</p>	<p><b>5 minutes</b> The Wagon Wheel of gratitude.</p>

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

Religious Education & Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

## Grade 6 - Lesson 1

### Grade 6 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

BL2: Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven).

ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.

#### Religion Specific Expectations

BL2.4: Explain the significance and meaning of the names - Jesus,

#### 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

<p>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.</p>	<p>and gratitude.</p>	
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b> Moses and the conversation with God and the Burning Bush.</p>	<p><b>Terminology</b> Burning Bush Pay-it-forward Gratitude  Unconditional Love Unconditional Forgiveness Celebrate Life</p>	<p><b>Materials/Resources</b> Who <b>I AM</b> prayer service. Dear friend, (Jesus) letter.  <a href="https://www.biblegateway.com/passage/?search=Exodus+3&amp;version">https://www.biblegateway.com/passage/?search=Exodus+3&amp;version</a>  <b>Catholicity Connections:</b> <i>Theological Virtues:</i> Love</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Exodus 3:1-15 The Burning Bush – New Revised Standard Version</b></p> <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. <sup>2</sup> 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. <sup>3</sup> And Moses said, “I will turn aside to see this great sight, why the bush is not burned.” <sup>4</sup> 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.” <sup>5</sup> Then he said, “Do not come near; take your sandals off your feet, for the place on which you are standing is holy ground.” <sup>6</sup> 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><sup>7</sup> 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, <sup>8</sup> 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. <sup>9</sup> 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. <sup>10</sup> Come, I will send you to Pharaoh that you may bring my people, the children of Israel, out of Egypt.” <sup>11</sup> But Moses said to God, “Who am I that I should go to Pharaoh and bring the children of Israel out of Egypt?” <sup>12</sup> 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><sup>13</sup> 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?” <sup>14</sup> God said to Moses, “<b>I AM WHO I AM.</b>”<sup>[a]</sup> And he said, “Say this to the people of Israel, ‘<b>I AM</b> has sent me to</p>		

<p>you.”<sup>15</sup> God also said to Moses, “Say this to the people of Israel, ‘The LORD, <sup>[b]</sup> 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 <b>I AM</b> to be remembered throughout all generations.</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>First the teacher can read Exodus 3:14 followed by the background information to students.</p> <p>For the next week we will be participating in a pay-it-forward project called Who <b>I AM</b> Makes a Difference because Jesus Loves Me! The meaning to the Who <b>I AM</b> is twofold; Who <b>I AM</b> is part of the hallmark conversation Moses and God shared in the Old Testament. The <b>I AM</b> in this context acknowledges the importance and value of God within our life. The second meaning to Who <b>I AM</b> is individual. <b>I AM</b> important because of how I view myself and others view me.</p> <p>The <b>I AM</b> within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. Who <b>I AM</b> makes a difference to self and others by building on resiliency, positive mental health including self-worth, self-esteem. Who <b>I AM</b> makes a difference is grounded in Character Education, Catholic Virtues and the Ontario Catholic School Graduate Expectations. Discuss with students their feelings and connections to Exodus and the background information to ensure their prior knowledge before continuing.</p>		
<b>Action</b>	<b>Approximately 25 Minutes</b>	<b>Assessment</b>
<p>Chapel or classroom.</p> <p>Gather for the Who <b>I AM</b> 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 <b>I AM</b> prayer service.</p> <p>Where indicated on the Who <b>I AM</b> 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. “<b>Dear Friend, I had to write to tell you how much I love and care for you.</b>” 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>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Approximately 5 Minutes</b></p> <p>Students choose one of the following questions to answer in their prayer journal or religion book.</p> <p>Describe what surprised you about the letter from Jesus?"</p> <p>Describe your feelings as you read this letter.</p> <p>Describe the connections that you made to the letter?</p> <p>How do you think Jesus shows his love for you?</p>	
<p><b>Final Notes</b></p>	
<p>You may want to write reflection and consolidation questions on chart paper/chalkboard beforehand.</p>	

Letter

Dear Friend,

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

When you woke up this morning I poured rays of sunshine through your window onto your skin, hoping to get your attention. But you didn't notice.

Later when you walked outside I swept a gentle breeze by your face and rustled the leaves of the trees. Still you didn't notice me. I noticed you!

While you were in your house I shouted to you with a forceful wind and heavy rain. You didn't even look outside! I was everywhere!

In the evening, I made you a beautiful orange sunset for you to relax and admire. I watched as you sat in front of the television. You didn't glance out the window to see me. I saw you!

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

Your BFF,

Jesus

## Who I AM Prayer Service for Junior Division (Grade 6)

### Welcome and Introduction:

#### Opening Prayer:

In the name of the Father and of the Son and of the Holy Spirit,  
Loving God, the Great IAM, 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, “IAM WHO IAM.” He said further, “Thus you shall say to the Israelites, ‘IAM 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?

What is the significance of the name IAM?

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, 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.

pduenne@rccdsb

\*Present each student with letter.

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

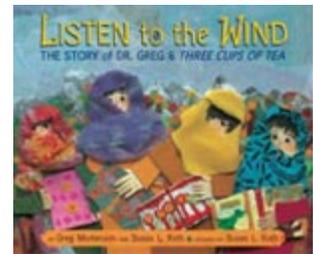
May also be used during Advent or Lent as a Gratitude project.

## 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><b><u>Religion Specific Expectations</u></b></p> <p><b><u>LS2.3</u></b> 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><b><u>Language Overall Expectations</u></b></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"><li>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</li><li>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</li></ol> <p><i>Reading</i></p> <ol style="list-style-type: none"><li>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</li></ol> <p><i>Writing</i></p> <ol style="list-style-type: none"><li>1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.</li></ol> <p><b><u>Language Specific Expectations</u></b></p> <p><i>Oral Communication</i></p> <ol style="list-style-type: none"><li><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.</li><li><b>1.3</b> 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.</li><li><b>1.4</b> Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</li><li><b>1.6</b> 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.</li><li><b>2.2</b> Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small and large group discussions.</li></ol> <p><i>Reading</i></p> <ol style="list-style-type: none"><li><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand</li></ol>	<p>one handles the difficulties that arise when trying to do good.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
---	--

<p>increasingly complex texts.</p> <p><b>1.6</b> 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><b>1.2</b> Generate ideas about a potential topic and identify those most appropriate for the purpose.</p> <p><b><u>Social Studies Overall Expectations</u></b></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><b><u>Social Studies Specific Expectations</u></b></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><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b></p> <p>You will need the mentor text, <b><i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea</i></b> 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 &amp; 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><b>Terminology</b></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><b>Resources/Materials</b></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 &amp; Three Cups Of Tea</i> written by Greg Mortenson and Susan L. Roth</p> <p><b>Watch Read Aloud YouTube</b>  <a href="http://www.youtube.com/watch?v=pEzVO/AAzaw">www.youtube.com/watch?v=pEzVO/AAzaw</a> 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: <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></p> <p><b>The Author</b> 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: <a href="http://www.youtube.com/watch?v=N76Try8qke0">www.youtube.com/watch?v=N76Try8qke0</a> 3:48 min</p>	<p><b>Cardinal Virtue:</b> <b>Fortitude</b></p> <p><b>Theological Virtues:</b> <b>Hope</b> <b>Love</b></p>	<p>Sondra Keatley</p> <p>Resilience: <a href="http://www.childtrends.org/wp-content/uploads/2013/03/Child_Tr...">www.childtrends.org/wp-content/uploads/2013/03/Child Tr...</a></p> <p><i>You Shall be My Witnesses</i> – Grade 6 – Born of the Spirit, English Canadian Catechetical Series</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>The theme of the Grade Six, Born of the Spirit Religion program shares a similar focus of this, Who I <b>AM</b> 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><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></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 <b>AM</b> 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>

<p>they didn't have access to these school items.</p>		
<p><b>Action</b></p>	<p><b>Approximately 20 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Mentor Text.... <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea.</i></p> <p><b>Read Aloud YouTube</b>  <a href="http://www.youtube.com/watch?v=pEzVOIAAzaw">www.youtube.com/watch?v=pEzVOIAAzaw</a> 5:35 min</p> <p><b>Before Reading:</b>                  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 &amp; Three Cups Of Tea.</i></p> <p><b>During Reading: Questions/Predictions.</b>                  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><b>After Reading:</b>                  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".

<p>Also connections for this question can be made with the Cardinal virtue of Fortitude.</p> <p>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.</p> <p>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.</p>		
<b>Consolidation</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>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.</p> <p>Take time to reflect what it really is that they need to be successful at school. Is it material items?</p> <p>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?</p> <p>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.</p> <p>Reflect on being thankful for our positive mental health attitude. Thank God for our blessings each day.</p> <p>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.</p> <p>Closing Prayer In the name of the Father and of the Son and of the Holy Spirit,</p> <p>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 <b>Gift of Words</b>. Help me to be the best person I can be, to grow with a positive mental health attitude, and to remember that, <b>Who I am</b></p>	<p>Checklist for Higher Order Thinking – Answers. See BLM 2.</p> <p>BLM 4 – Exit Card</p>	

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**

A reading of the mentor text, *Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea* can also be found on YouTube.

You can extend the lesson by reading the back flap, *A Korphe Scrapbook* and the Artist's Note.

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:

If Greg Mortenson's story is not completely true, does this lessen the positive value of his efforts in Pakistan and Afghanistan?

**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**

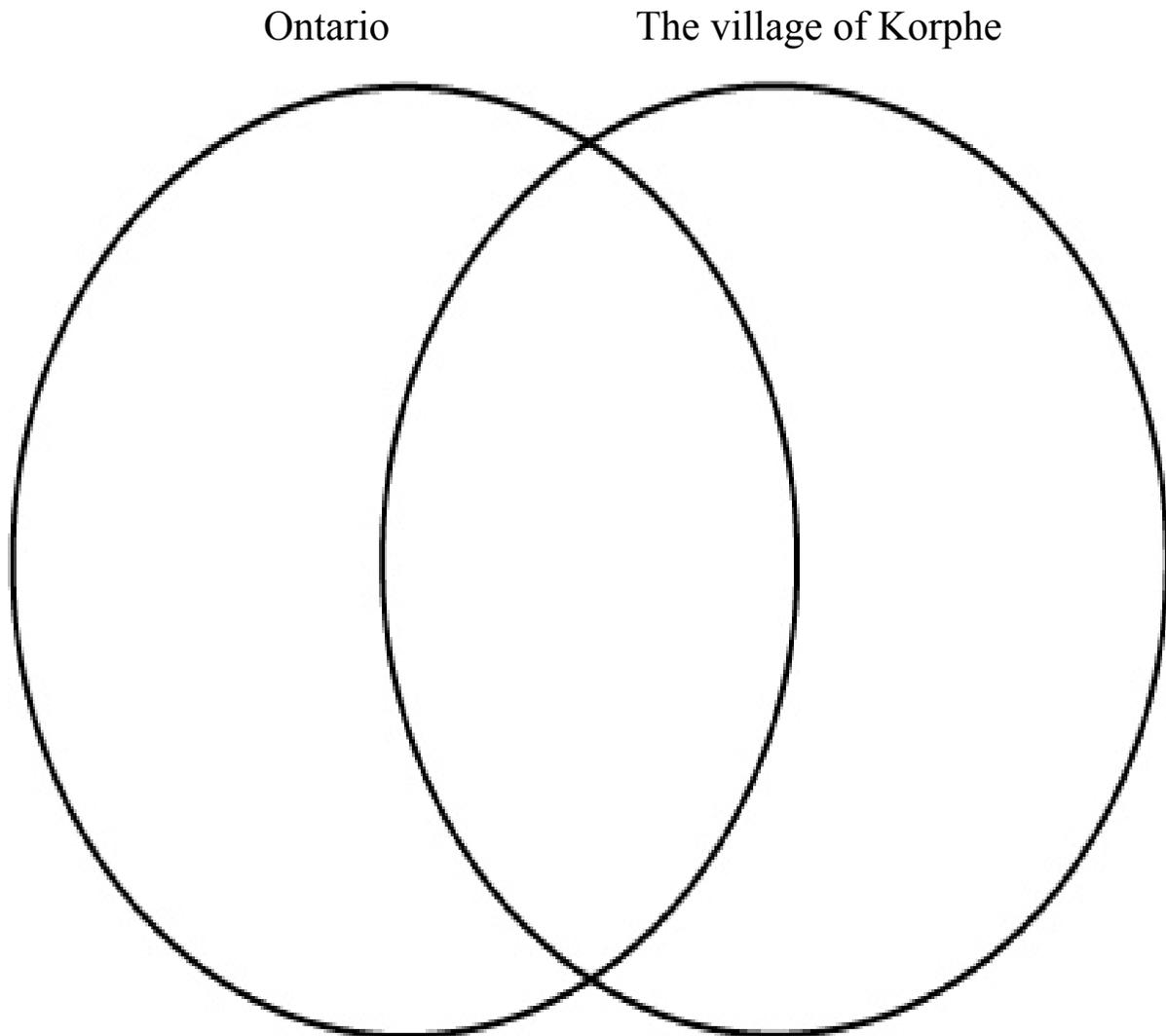
**Higher Order Thinking Checklist – Self -Assessment**

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.

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

#### Grade 6 - Lesson 3

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”.

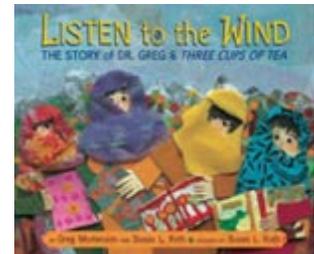
*Mentor text: **Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea.***

*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><b><u>The Arts Overall Expectations</u></b></p> <p><b>D1. Creating and Presenting:</b> 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><b><u>The Arts Specific Expectations</u></b></p> <p><b>D1.1</b> Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.</p> <p><b>D1.2</b> 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><b>D1.3</b> use elements of design in art works to communicate ideas, messages, and understandings.</p> <p><b>D1.4</b> use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges (<i>e.g.</i>, drawing).</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  You will need the Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg &amp; 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"> <li>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</li> </ul>	<p><b>Terminology</b>                  Continent                  K2                  Social justice issues                  Concentric circles</p> <p>Unconditional Love                  Unconditional Forgiveness                  Celebrate Life</p> <p><b>Theological Virtues:</b>  <b>Love</b></p>	<p><b>Resources/Materials</b>  <b>Materials:</b>  <b>BLM 1 – map of Planet Earth</b>  <b>BLM 2 – map of North America</b>  <b>BLM 3 – map of Canada</b>  <b>BLM 4 – map of Ontario</b>  <b>BLM 5 – artwork rubric</b>  <b>BLM 6 – concentric circles (enlarge when photocopying)</b></p> <p>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"> <li>• You will also need white paper for drawings of smallest two circles.</li> <li>• Metal rings for each student, to clip all circles together.</li> <li>• Photocopy of all Blackline Master’s for each student.</li> <li>• Pencil crayons, glue, scissors and single hole punch.</li> </ul>		<p>Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea</i></p> <p><b>Watch Read Aloud YouTube</b>  <a href="http://www.youtube.com/watch?v=pEzVOIAAzaw">www.youtube.com/watch?v=pEzVOIAAzaw</a> 5:35 min</p> <p><b>K2</b>                  The K2 is the second highest mountain in the world.                  Watch you tube: 7:41 min.                  Climb K2 in 3D!  <b>K2</b> en.wikipedia.org/wiki/K2                  Pinterest</p>
--	--	---

**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 &amp; 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 <b>I AM</b> in the world.</p> <ol style="list-style-type: none"> <li>1. First, with a partner or small group locate the continent that you live in. (North America)</li> <li>2. Next, locate the country that you live in. (Canada)</li> <li>3. Then, locate your province. (Ontario)</li> <li>4. Finally, locate the city/town that you live in.</li> </ol>		<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	Assessment
<p style="text-align: center;"><b>Approximately 30 Minutes</b></p> <p>Do a read aloud or view on smart board the Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea</i>, found on YouTube.</p> <p><a href="http://www.youtube.com/watch?v=pEzVOIAAzaw">www.youtube.com/watch?v=pEzVOIAAzaw</a> 5:35 min</p> <p>Where <b>I AM</b> : 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. <a href="http://www.metowe.com">www.metowe.com</a></p> <p>Students will create Where <b>I AM</b>: 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"> <li>• Use BLM 6 and enlarge circles while photocopying to the size you wish to use for each layer.</li> <li>• 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".</li> <li>• 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".</li> <li>• 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".</li> <li>• 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"</li> <li>• 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".</li> <li>• 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".</li> </ul>	

<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"> <li>• 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.</li> </ul> 	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Consolidation is after the “Where I AM”: My Special Place in the World artwork is completed.</b></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?          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?          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](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**

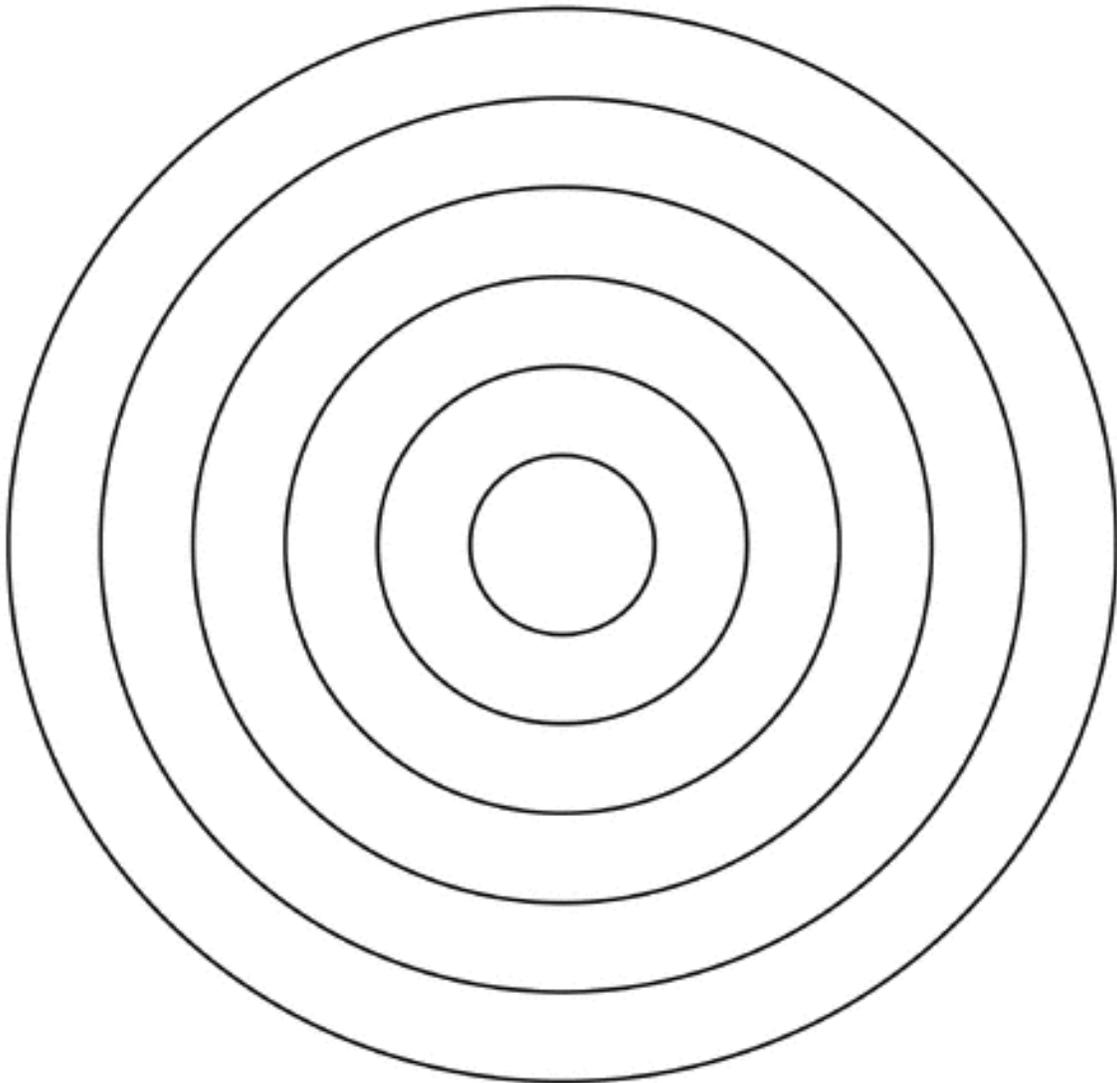
**“Where I AM”: My Special Place in the World - Artwork Rubric**

Name \_\_\_\_\_ Date \_\_\_\_\_

Art & Social Studies	Level 4	Level 3	Level 2	Level 1
<b>Knowledge and Understanding: Knowledge of Content</b> <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
<b>Thinking: Use of Planning Skills</b>	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
<b>Communication: Creating and Presenting</b> <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
<b>Application: Making connections within and between various contexts</b> <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**



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”.

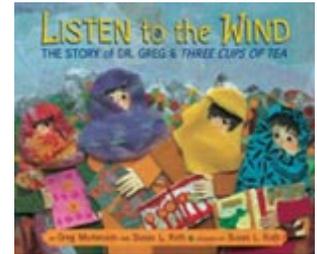
*Mentor text: Listen to the Wind - The Story of Dr. Greg & Three Cups Of Tea.*

*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><b><u>Language Specific Expectations</u></b>  <i>Oral Communication</i>  <b>2.3</b> communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.  <b>2.7</b> use a variety of appropriate visual aids to support or enhance oral presentations.</p> <p><b><u>The Arts Overall Expectations</u></b>  <b>D1. Creating and Presenting:</b> 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.  <b>D3. Exploring Forms and Cultural Contexts:</b> 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><b><u>The Arts Specific Expectations</u></b>  <b>D1.1</b> Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.  <b>D1.2</b> Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.  <b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings.  <b>D1.4</b> Use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges.  <b>D3.1</b> 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"> <li>• 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.</li> </ul>
---	---

**Instructional Components**

<p><b>Prior Knowledge and/or Skills</b>          You will need the Mentor Text - <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea – written by Greg Mortenson and Susan.L.Roth.</i></p>	<p><b>Terminology</b>          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).          Artifacts – a handmade</p>	<p><b>Resources/Materials</b>          Overhead projector          White paper          Many colours of various types of paper, (construction paper, tissue paper) Magazines and catalogues          Fabric          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: <a href="http://www.ourlanguageourstory.org">www.ourlanguageourstory.org</a></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><b>Theological Virtues:</b>  <b>Hope</b>  <b>Love</b>  <b>Faith</b></p>	<p>Large piece of construction paper for background of collage Laminate collages</p> <p><b>Mentor text: <i>Listen to the Wind - The Story of Dr. Greg &amp; Three Cups Of Tea.</i></b></p> <p><b>Watch Read Aloud youtube</b>  <a href="http://www.youtube.com/watch?v=pEzVOIAAzaw">www.youtube.com/watch?v=pEzVOIAAzaw</a> 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:  <a href="http://Suanloth.com/listen_to_the_wind.htm">Suanloth.com/listen_to_the_wind.htm</a></p>
--	---	---

**Prayer/Scripture Focus**

**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.

*T. Cosentino, RCCDSB, 2014*

Minds On	Assessment
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <p>Who <b>you are</b> 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, “<b>who you are makes a difference to me because...Thank you for who you are!</b>” 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 <b>you are</b> 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 <b>I AM</b> 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.  <a href="http://susanlroth.com/listen_to_the_wind.htm">susanlroth.com/listen_to_the_wind.htm</a> <a href="http://susanlroth.com/books.htm">susanlroth.com/books.htm</a></p>	
Action	Assessment
<p style="text-align: center;"><b>Approximately 25 Minutes</b></p> <p>The teacher will read aloud or show the story on you tube, <b><i>Listen to the Wind, The Story of Dr. Greg and the three cups of Tea.</i></b></p> <p><a href="http://www.youtube.com/watch?v=pEzVOIAAzaw">www.youtube.com/watch?v=pEzVOIAAzaw</a> 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 <b>I AM</b> 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 <b>they are</b> 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 <b>I AM</b> 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</u> Makes a Difference! Jesus <b>LOVES</b> 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>		
<b>Consolidation</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Students will present their, Who <b>I AM</b> 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 <b>I AM</b>, 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 <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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 <b>I AM</b> 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 \_\_\_\_\_

<i>Virtue of Faith</i>
<i>Virtue of Hope</i>
<i>Virtue of Love</i>

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 5

### Grade 6 Who I AM... Lesson 5 - The Presentation and The Challenge

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

Dedication –

***In Memory of Lynne Helferty***, Who she was made a difference to everyone in her life because she shared her gifts of hope, love and gratitude for all of God’s blessings. Her positive attitude and perseverance rippled outward and touched many lives. I will always love you mom.

#### Background information on Who I AM Makes a Difference Because Jesus Loves Me!

This presentation day is a celebration of everyone in your classroom and Who they are and how they make a difference to you by helping you to form a unique positive mental health attitude grounded through the love of Jesus!

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

##### Ontario Catholic School Graduate Expectations

**CGE1d** - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

**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.

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

**CGE3b** - Creates, adapts, evaluates new ideas in light of the common good.

**CGE4g** - Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

**CGE5f** - Exercises Christian leadership in the achievement of individual and group goals.

**CGE6a** - Relates to family members in a loving, compassionate and respectful manner.

**CGE7e** - Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

##### Learning Goals

- Students will recognize the virtue of unconditional love as an instrumental tool in building and maintaining healthy relationships. They will also recognize that Jesus taught us to love others as God loves us. We show this love by kind acts, thoughts and deeds done for others.
- Students will recognize the virtue of Hope by acting out the belief that God’s love transforms the world. Hope is strengthened when we

**CGE7j** - Contributes to the common good.

**Religion Overall Expectations**  
 BL1: Demonstrate an understanding of the Church’s teaching on how the human person comes to know and believe in God (from the created world through the natural light of reason, through God’s self-revelation in Sacred Scripture and through the handing-on of the faith by the Church).  
 CL3: Demonstrate an understanding of the Liturgical seasons of Lent, Easter and the Feast of Pentecost as they are revealed through rituals, images and symbols and the Church’s sacraments (the mysteries of Christ’s life i.e. Paschal Mystery).  
 ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.  
 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.  
 PR2: Understand how the Word of God, Scripture, is important in the Eucharist and for daily reflection (social justice action).

**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).  
 CL3.1 Make connections between the Church’s Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation (e.g. Repentance, forgiveness, restitution, hope and justice).  
 ML3.1: Locate and examine gospel passages to identify how Jesus called individuals to holiness and guided them in the moral life.  
 LS1.3: Identify the areas of “personal responsibility” that students assume in their lives and connect this to the vocation to participate in family, school and parish.  
 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.

- nourish it through thought, action and prayer.
- Students will recognize the virtue of Faith, as a way of not only seeing, but also believing what Christ has taught us in the Gospels and handed on to us through His church. Faith is about giving thanks and being appreciative for all of God’s blessings.
  - Students will understand how a sense of belonging to a community can be connected with self-acceptance, self-esteem and gratitude.

**Instructional Components**

<b>Prior Knowledge and/or Skills</b>	<b>Terminology</b>	<b>Resources/Materials</b>
Teachers will need your class list to write down at least two to three descriptors for each student in preparation for the presentations. Think about the gifts they bring each day and pay it	Examples of descriptors: <b><i>Who you are makes a difference to me because you are...</i></b> (courteous, thoughtful, positive, faithful, studious,	Copies of tags – personalized and laminated for students and co-workers in your class BLM 1  <i>Zip lock</i> bags containing 2 tags that are laminated - BLM 1

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>forward! You may wish to write these descriptors onto each the back of each tag or keep the class list with descriptors for reference during the presentations.</p> <p>Prepare tags for students and pay it forward tags in <i>zip lock</i> bags. There is a line at the top of the gift of words so; you can personalize the tags for each student.</p> <p>Refer to BLM 3 The Challenge and BLM 4 Dear Teacher. They are for you to use during the action section if you wish.</p>	<p>artistic, calm, ambitious, respectful, pleasant, responsible, curious, considerate, thankful, empathetic, hopeful, gentle, articulate, giving, polite, joyful, honest, creative, sincere, humorous, etc...)</p> <p><b>Theological Virtues:</b>  <b>Love</b>  <b>Hope</b>  <b>Faith</b></p>	<p>Student reflection sheets - BLM 2</p> <p>The Challenge – BLM 3</p> <p>Dear teacher – BLM 4</p> <p>Student Reflection: Wagon wheel – BLM 5</p> <p>Gift of words image – <a href="http://www.fotosearch.com/illustration/walking-plank.html">http://www.fotosearch.com/illustration/walking-plank.html</a></p>
--	---	---

**Prayer/Scripture Focus**

**Exodus 3:14 The Burning Bush**

Moses conversation with God. Moses asked God, who should he tell the people God was? God replied, **I AM Who I AM.** This conversation presents the value and importance of God within our life and the value and importance of self within the lives of others. Together, the two meanings help shape a positive mental health image and attitude that can be shared with others.

**Minds On**

**Approximately 5 Minutes**

**Assessment**

Post the activities that the students completed throughout the week on a bulletin board or chalkboard. Students will do a gallery walk admiring each of the, **Who I AM Makes a Difference** creations. While students are on gallery walk play some soft religious music in background.

**Action**

**Approximately 30 Minutes**

**Assessment**

Gift of Words tag:  
 Explain to the students that the picture of the bridge on the gift of words tag is a symbol of the unconditional love God gives us. Jesus taught us to love others as God loves us. We show this love by kind acts, thoughts and deeds done for others. The significance of the bridge is the pathway to His love.

You may wish to invite your parish priest, principal, vice-principal, secretary, custodians or other school staff to your presentation.

You may wish to use BLM 3 and 4 now.

Explain to the class that today is, **Who I AM Makes a Difference** presentation and

assignment day. You can read the following to the class if you wish.

*“You have learned through many activities this week that “Who **YOU ARE** Makes a Difference!” The, **I AM** represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you is to all of us. Together we shape our faith and our positive mental health attitude.”*

Teachers, you may begin by presenting, your ‘gift of words’ to an EA or another co-worker.

Begin your presentations to each student/adult by calling them up to the front of the classroom one at a time and say, “**(Name) Who you are makes a difference to me because... Thank you for being who you are!**”

Next, say your ‘gift of words’ to the student.

Then, hand the personalized tag to the student and start the applause!

You may wish to complete the presentation by giving a, ‘gift of words’ and tag to all guests that you have invited.

Encourage everyone to place their tag where they can see it each day and admire it with pride because it shows others that they are priceless and appreciated by others.

**Teacher Voice:**

“Each of you is a V.I.P. – Very Important Person. You have developed into V.I.P.’s by the actions and positive mental health attitude of others within our life; your parents, guardians, grandparents, priests, teachers, extended family and friends. Now it is your turn to share a ‘gift of words’ with others.

Close your eyes for a minute and think of two very important people in your life who have made a difference in who you are, have helped you become the amazing person you are today and supported your positive mental health. Think outside the classroom and into your own personal life. Those two special people can receive a **Who I AM Makes a Difference** ‘gift of words’ from you.

I am presenting each of you with a small zip lock bag that contains 2 **Who I AM Makes a Difference** tags. Our class, EA’s, students and myself will each forward a ‘gift of words’ tag onto 2 other people. Our goal is to think of others by expressing our appreciation toward others and thanking them for being a special person in your life.

When you present this small tag to the people that make a difference in your life say, “**Who you are makes a difference to me because...Thank you for who you are!**”

**Religious Education & Positive Mental Health and Wellness: Who I AM Makes A Difference Because Jesus Loves Me!**

<p>Please remember how they reacted and the words they said. We will be sharing this information later in the week through student reflection.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p style="text-align: center;"><b>Approximately 5 Minutes</b></p> <p>Discuss how they felt upon receiving the kind words. Closing prayer:</p> <p>In the name of the Father and of the Son and of the Holy Spirit, 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 that you give to me.</p> <p>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 will say thank you to with my <b>Gift of Words</b>. Give me the courage to let my special people know how I feel about them. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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><b>Final Notes</b></p>	
<p>Give students three to four days to give the ‘gift of words’ and tags to two people who have made a difference in their life. Students will reflect on their assignment orally and in written form. See BLM 2 for written reflection.</p> <p>As an extension, students could reflect on a time when words were not helpful but hurtful and how it helped them (someone they know) to develop positive mental health or resiliency. Student prompt: Is there a connection between <u>I AM</u> WHO <u>I AM</u> and Mental Health? What is this connection?</p>	

**BLM 1**

---



**Who I AM  
Makes a Difference  
Because  
JESUS LOVES ME!**

**BLM 2**

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

**Who I AM Reflection**

1. My teacher says, I make a difference because (what did your teacher say to you)...

---

2. What are the reasons why you gave the **Who I AM 'gift of words'**, to your first very important person in your life?

---

3. What was the response and reaction from the first person after receiving **Who I AM ?**

---

4. What are the reasons why you gave the **Who I AM 'gift of words'**, to your second very important person in your life?

---

5. What was the response and reaction from the second person after receiving **Who I AM ?**

---

6. My teacher's words made me feel...

---

7. I know I make a difference to others by...

---

**BLM 3**

**The Challenge!**

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

Please read this to your class.

*Biblical significance to the words **I AM** can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The **I AM** in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The **I AM** in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us. You are a gift!*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... “**Who you are makes a difference to me because.....**”*

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

*jmcdonald@rccdsb*

**BLM 4**

**Who I AM HISTORY**

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because...  
Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

*“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.)

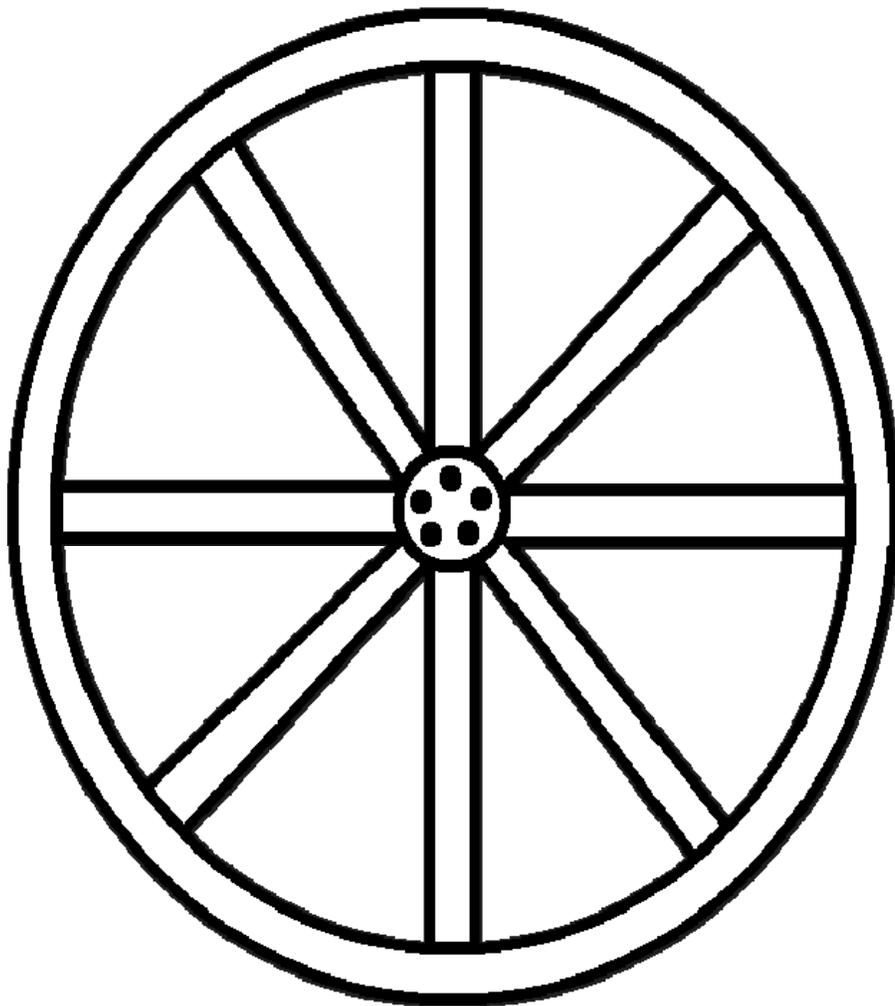
**BLM 5**

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

Dear Student,

The wagon wheel is a great opportunity for students to brainstorm the names of the people who will receive a 'gift of words'.

On each spoke of this wheel write a name of someone in your life who has made a difference in who you are or helped you become the person you are today by supporting your positive mental health. It could be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

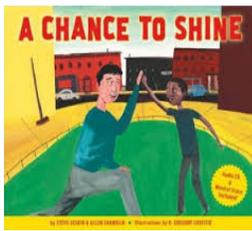
**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Who I AM Makes a Difference Religion & Positive Mental Health and Wellness

Grade 7 - Unit Overview

Grade 7 - Unit “Who I Am Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	<p>recognize unconditional forgiveness as a strategy for positive health and wellness and the development of Christian maturity.</p>	<p><b>15 minutes</b> Provide the background to the <b>Who I AM...</b> project.</p>	<p><b>20 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>10 minutes</b> EXIT CARD Why is it important to acknowledge Jesus’ presence in your life?</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text A Chance to Shine</i></p> 	<p>demonstrate an understanding that justice is visible whenever we see people striving to respect the rights of others and work for the common good.</p>	<p><b>10 minutes</b> Paper cross activity in which students listen to a story, follow directions &amp; are surprised with a symbol of Christ.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text <i>A Chance To Shine</i>. Reflective questions.</p>	<p><b>10 minutes</b> Prayer Journal reflection on when have you provided ‘a chance to shine’ moment to someone else.</p>
3.	<p><i>Who <u>I AM</u>... A Chance to Make Someone’s Life Shine</i></p> 	<p>demonstrate unconditional love and unconditional forgiveness by explaining how solidarity can promote social change within a community.</p>	<p><b>15 minutes</b> Inside / outside Circle How could you make someone’s life shine?</p>	<p><b>25 minutes</b> ‘This is my chance to shine’ task. My one simple outreach can shine on others. <i>This little light of mine, I’m going to let it shine.</i></p>	<p><b>10 minutes</b> Returning to the Minds On activity, students work in small groups of 3 to reflect on ‘how effective it is to make someone’s life shine’.</p>

<p>4.</p>	<p><i>Who <b>I AM</b>...</i> A Class Skit</p> 	<p>use technology to in order to enhance their understanding.</p>	<p><b>10 minutes</b> Moral stories of unconditional love and unconditional forgiveness.</p>	<p><b>40 minutes</b> Creativity and collaboration for group skit using iPads and technology.</p>	<p><b>10 minutes</b> \$100.00 Group EXIT CARD...take responsibility for your actions.</p>
<p>5.</p>	<p><i>Who <b>I AM</b>...</i> <i>The Presentation of the "Gift of Words"</i></p>  <p>Dedicated to my wonderful children 😊</p>	<p>demonstrate unconditional love and unconditional forgiveness for individuals who have made a difference in their life.</p>	<p><b>10 minutes</b> <i>The history of <b>Who I AM</b> Makes A Difference Because Jesus Loves Me!</i></p>	<p><b>40 minutes</b> The Presentation of the 'Gift of Words'. The <b>Who I AM</b> Challenge!</p>	<p><b>10 minutes</b> The Tree of gratitude brainstorming activity. Who will receive my 'gift of words'?</p>

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pduenne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

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 7 - Lesson 1**

**Grade 7 Who I AM... Lesson 1 WHO I AM – Prayer Service**

**“Gratitude is Contagious”**

**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 God and Moses 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 through positive messages. 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.

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**

**CGE1c** - 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 Expectation**

PR2: Understand that the various forms of prayer have their origin in scripture and are expressed in the Church’s tradition of communal prayer.

**Religion Specific Expectation**

PR2.1: Examine the Scripture to identify the importance of giving praise to God at all-time Psalm 119:164; Psalm 1:2; Exodus 29: 38-46; Ephes. 6:18; 1 Thess. 5:17; Acts 2:15, 3:1 Acts 10:3, 9, 13, 19; Acts 16:25.

**Learning Goals**

- Students will demonstrate an understanding of the virtue of unconditional love.
- Students will demonstrate an understanding of unconditional forgiveness as a strategy for positive health and wellness and the development of Christian maturity.

**Success Criteria**

(suggestion)  
*I will achieve success by participating in Who I AM Prayer Service through reading the Gospel*

		<i>message, listening attentively &amp; appropriate hand gestures when required.</i>
<b>Instructional Components</b>		
<b>Prior Knowledge</b>	<b>Terminology</b>	<b>Resources/Materials</b>
Moses and the conversation with God through the Burning Bush. <b>Students will have read</b> Exodus 3	Burning Bush Pay-it-forward Gratitude / Appreciation Unconditional Love Unconditional Forgiveness	Bibles Chapel location * Who <b>I AM</b> Prayer Service Dear Friend, (Jesus) letter Prayer journals /Exit Cards
<b>Prayer/Scripture Focus</b>		
<p><b>Gospel of John 14: 6</b></p> <p>Jesus said: I am the Way; I am <u>Truth</u> and Life. No one can come to the Father except through me.</p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b></p> <p>“We are participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! The meaning to the <i>Who I AM</i> project is twofold: <i>Who I AM</i> is part of the hallmark conversation Moses and God shared in the Old Testament. The <b>I AM</b> in this context acknowledges the importance and value of God within our life. The second meaning to <i>Who I AM</i> is individual. <b>I AM</b> important because of how I view myself and others view me. The <b>I AM</b> within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. Who <b>I Am</b> makes a difference to self and others by building resiliency and a positive mental health attitude, grounded in Character Education, Catholic Virtues and the Ontario Catholic School Graduate Expectations.”</p> <p><b>Think – Pair - Share</b></p> <ol style="list-style-type: none"> <li>1. Why do you think a conversation would take place between Moses – a humble shepherd - and God?</li> <li>2. When God spoke to Moses, through a Burning Bush, Moses was asked to remove his sandals. What is the significance of Moses removing his sandals?</li> </ol>		<p>A brief conversation intended to bring students into new learning</p> <p><b><u>Anecdotal notes:</u></b> <b><u>observations,</u></b> <b><u>listening</u></b></p> 

<p>3. Share a time when you were expected to remove your shoes. What was your reasoning for doing so?</p>		
<p><b>Action</b></p>	<p><b>Approximately 20 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Chapel or classroom</b></p> <p>Gather in the classroom, school chapel, or local parish for the Who <b>I AM</b> prayer service. Assign students with their reading selection. Students take an active role during the Who <b>I AM</b> Prayer Service by reading a variety of prayers/reflections, listening attentively, and using appropriate hand gestures when required.</p> <p><b><u>Prior to the closing prayer</u></b> on the Who <b>I AM</b> prayer service, teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Dear Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>]</p>	<p>Student thinking is probed through the purposeful and spiritual activity of a Prayer Service designed uniquely to the Who <b>I AM</b> project, specific to grade 7.</p> <p><b><u>Anecdotal notes:</u></b> <b><u>observations,</u></b> <b><u>listening</u></b></p> <p><b><u>Music Suggestions</u></b></p> <p>We Cry Holy (Chris Tomlin) I Can Only Imagine (Mercy Me) Amazing Grace (Chris Tomlin)</p> <p>(WOW Christian Music CDs offer wonderful selections)</p>	
<p><b>Consolidation</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>In Prayer Journal or <b><u>Exit Card</u></b> reflect on one of the following questions:</p> <p>Why would Jesus reveal Himself to you as BFF4ever?</p> <p>What is the significance of being Jesus’ BFF4ever?</p> <p>Why is it important to acknowledge Jesus’ presence in your life?</p>	<p>Teacher supports students with making connections to the learning goal. Prayer Journal or <b><u>Exit Card</u></b></p>	

## Final Notes

### Extend the lesson:

1. Mini - lesson on inference and connections
2. Create a 6 frame cartoon of Moses and the Burning Bush. Construct a rubric to complement the activity.
3. Create a classroom prayer chain (strips of construction paper linked together) acknowledging the different places you see evidence of Jesus' unconditional love and unconditional forgiveness throughout the day. Continue the prayer chain until you link it around the classroom. Predict how long it will take before the chain wraps around the four walls of the classroom. Challenge another class to do the same.
4. Create a Bulletin Board. Students remove their shoes and trace their feet on yellow, red, or orange construction paper (represents the colours of the flames within the Burning Bush). In each of the toes, write one thing/person that they are grateful for. In the center of the foot, write the words Who I AM Makes A Difference Because Jesus Loves Me!
5. Describe situations in which you used resiliency as an effective coping strategy.

### **Resiliency**

*The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!*

*"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.)*

## Who I AM Prayer for Intermediate Division (Grade 7)

### 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.

First 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."

Gospel Reading: A reading from the Gospel of John 14: 1-14

"Do not let your hearts be troubled. You trust in God, trust also in me. <sup>2</sup> In my Father's house there are many places to live in; otherwise I would have told you. I am going now to prepare a place for you, <sup>3</sup> and after I have gone and prepared you a place, I shall return to take you to myself, so that you may be with me where I am. <sup>4</sup> You know the way to the place where I am going. <sup>5</sup> Thomas said, 'Lord, we do not know where you are going, so how can we know the way?' <sup>6</sup> Jesus said: I am the Way; I am Truth and Life. No one can come to the Father except through me. <sup>7</sup> If you know me, you will know my Father too. From this moment you know him and have seen him. <sup>8</sup> Philip said, 'Lord, show us the Father and then we shall be satisfied.' Jesus said to him, <sup>9</sup> 'Have I been with you all this time, Philip, and you still do not know me? 'Anyone who has seen me has seen the Father, so how can you say, "Show us the Father"?' <sup>10</sup> Do you not believe that I am in the Father and the Father is in me? What I say to you I do not speak of my own accord: it is the Father, living in me, who is doing his works. <sup>11</sup> You must believe me when I say that I am in the Father and the Father is in me; or at least believe it on the evidence of these works. <sup>12</sup> In all truth I tell you, whoever believes in me will perform the same works as I do myself, and will perform

even greater works, because I am going to the Father. <sup>13</sup> Whatever you ask in my name I will do, so that the Father may be glorified in the Son. <sup>14</sup> If you ask me anything in my name, I will do it." Amen

**Reflection Questions:**

Oral Discussion - Compare the similarities and differences between the two readings. What did you notice the same between the two? What are the differences?

Write the answers to the following questions in your **prayer journal** or on another piece of paper. Be prepared to share your answers.

1. What did Moses do when he noticed that the bush was not burning up?
2. How was Moses asked to show reverence for God's presence in the burning bush?
3. What did God say to call that place?
4. If you were the Burning Bush, what would your point of view be in relation to the God and Moses conversation? (5 sentences)

**Intentions:** *Note: prepare students 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, the church and all Christians; that they know that God, the Great I AM, loves them unconditionally,

We pray

Lord, hear our prayer

For all who work in our schools, our school principal, vice-principal, youth workers, 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 we now pause to think of ...names of people...; that they know that God, the Great I AM, loves them unconditionally,

We pray

Lord, hear our prayer

### Present letters to students

#### 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 lives 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

#### On the following days:

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 you give to me. 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

#### On the day of The Presentation of the 'Gift of Words'

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen

## Dear Friend Letter

Dear Friend

This letter is especially for you because I care. Who you are is a blessing!

I want you to know Me better. So I did something very cool. It was because of Me that you awoke this morning to a brilliant sunrise. When you opened your window to let the fresh air in, I was hoping to get your attention.

You didn't notice me. So I waited patiently. Later, when you were walking with friends, I poured warm sunshine on you. The wild flowers let their sweet perfume filter through the air and dance around your toes. Did you notice?

You still didn't notice Me. Why? I am never too busy for you.

As the sun set, I thought you would relax and enjoy the beauty I painted for you. You hurried off to a friend's house. I thought I was your friend.

As you slept, I surrounded your thoughts with peace and joy. You were unaware of my presence, but I was there.

I hope you will talk to Me soon. I love the sound of your voice.

When you are ready, I will be near. I love you very much. You are a gift.

Your BFF4ever, Jesus

**Exit Card**

**WHO I AM...**

**EXIT CARD**

**Why would Jesus reveal Himself to you as BFF4ever?**

**What is the significance of being Jesus' BFF4ever?**

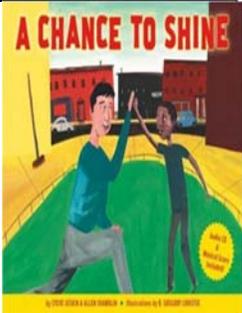
**Why is it important to acknowledge Jesus' presence in your life?**

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 7 - Lesson 2**

<p><b>Grade 7 Religion Lesson 2 – Mentor Text</b></p>	
<p><b>MENTOR TEXT – A Chance to Shine</b>  <b>Who <u>I AM</u> – ‘God of All, the Great <u>I AM</u> ‘</b></p>	
<p><b>Background</b>                  ‘Sometimes we just need a chance to show how great we can become. When Joe is given his chance to shine, one young boy’s eyes are opened in a way that changes him forever. This tale of compassion sets a shining example of how a kind act by one can make a big difference to many.’ This is a wonderful story of how our Who <u>I AM</u> can make a difference to another person’s life. Celebrate Life!</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE2a</b> - Listens actively and critically to understand and learn in light of gospel values  <b>CGE3d</b> - Makes decisions in light of gospel values with an informed moral conscience  <u>Religion Overall Expectations</u>                  ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues /vices).                  LS2: Focus: Principle of Human Solidarity                  Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversation.  <u>Religion Specific Expectations</u>                  ML3:3 Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our own behaviour toward the performance of good acts in our search for holiness.  <u>Language Overall Expectations</u>                  1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.  <u>Language Specific Expectations</u>                  1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the virtue of unconditional love and unconditional forgiveness.</li> <li>• Students will demonstrate an understanding that justice is visible whenever we see people striving to respect the rights of others and work for the common good.</li> </ul>

Instructional Components		
<b>Prior Knowledge and/or Skills</b> Exodus 3 The story of Moses and the conversation with God through the Burning Bush.	<b>Terminology</b> Pay-it-forward Gratitude / Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life	<b>Resources/Materials</b> Plain white paper Chart Paper / Marker Mentor Text, “A Chance to Shine” by Steve Seskin and Allen Shamblin
<b>Prayer/Scripture Focus</b>		
<p><b>Reading from the book of Exodus 3</b></p> <p>God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Please distribute a plain white piece of 8x10 paper to each student. This is a listening and following direction activity. Students will follow your paper folds as they listen to this story.</p> <p><b>Teacher Voice</b> “THERE was a wealthy man who had everything but he had an empty feeling inside. He thought about what could make him happy. He decided that if he bought a sailboat, he’d be happy.”</p> <p><b><i>Fold</i></b> one of the top corners down, making a diagonal fold that looks like a sail. (The top of the page should line up with one side of the page.)</p> <p>“He bought a boat and went sailing. He was really happy for a little while. The empty feeling came back. He decided that if he had a new house, he’d be happy.”</p> <p><b><i>Fold</i></b> the other top corner down to make a pointed roof.</p> <p>“He bought a new house. He watched the sun set and he was really happy, for a little while. The empty feeling came back. He thought, ‘I need to travel.’ So he bought an airplane.”</p> <p><b><i>Fold</i></b> the figure in half vertically, turn it so that the fold is at the bottom, and fold down the top sections to make wings.</p> <p>“He flew all around the world! He was really happy! For a little while. The empty feeling came back. He thought, ‘Flying around is for the birds. I’ll take a rocket into space.’</p>		<p><b><u>Anecdotal Observation / Listening Skills</u></b></p> <p>A different variation for the folded cross can be found: <a href="http://www.sun.dayschoolkids.com/activities-lent-easter/1-magic-cross-instru.htm">http://www.sun.dayschoolkids.com/activities-lent-easter/1-magic-cross-instru.htm</a></p> <p><b><i>Resiliency</i></b> <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to</i></p>

<p><b>"Tear</b> the wings off the airplane and open the center fold so that it looks like a rocket ship.          "He took a rocket into space and saw the world below. He was very happy; for a while. The empty feeling came back. He looked and found that there was only one thing that would make him happy." <i>Unfold the figure to see a cross.</i> How long did it last? FOREVER!!!!!"</p>	<p>build resiliency from within.          Celebrate your life!</p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 35 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Introduce the story, 'A Chance to Shine' by Steve Seskin and Allen Shamblin by showing the students the cover of the mentor text.</p> <p>Write the following on the black board. "We are all meant to write on the pages of time." Students are invited to write their meaning of the statement on the board.</p> <p><b>Teacher Voice</b>          "What comes to mind when you look at the title and cover illustration of this book? (<b>brainstorm</b> answers together on chart paper)</p> <p><b>Turn and Talk</b> to a partner          "How do you think this story will be connected to the Who <b>I AM</b> project?" (share ideas with class)</p> <p><b>Sticky Note Activity</b>          "Predict who is helping who. Is it the boy helping the man...write the word BOY on your post it? Is it the man helping the boy...write the word MAN on your post it?"</p> <p>Read the story to the students, pausing to ensure students understanding.</p> <p>After the reading, students can turn to their elbow partner and talk about the following questions in their Language books.          (these questions can be posted on chart paper as a visual for students)</p> <ol style="list-style-type: none"> <li>1. How can you connect positive mental health and wellness to this text?</li> <li>2. What was the father's reasoning for giving Joe the job?</li> <li>3. How did the fathers Who <b>I AM</b> story develop because of his action?</li> <li>4. How do the father's actions demonstrate the theological virtue of unconditional love, the cardinal virtue of justice and timeless action of unconditional forgiveness?</li> </ol>	 <p><b><u>Check for Understanding through Anecdotal Observations</u></b></p> <p><b><u>Written Reflection in Prayer Journal or Language</u></b></p>

<p>The last question is the most important one. Student should be encouraged to share with the class their thoughts and feelings over the last question.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>          “Often texts are available as an audio version or a musical version. We will now listen to ‘A Chance to Shine.’</p> <p><b>Let’s reflect.</b> Using your Prayer Journal, please answer the following questions;</p> <ol style="list-style-type: none"> <li>1. How does the story change when you listen to it in audio or musical form?</li> <li>2. Think of a time when you demonstrated a ‘chance to shine’ moment for someone. How did that action positively affect both you and the other person?</li> </ol> <p><b>Creativity</b>          Using the paper cross from Minds On, students can add colour and creativity to express their answer to the following question:          How does this text show that being resilient is a valuable characteristic?</p>	<p>Included with the story, is an audio CD with also an instrumental version.</p> <p><b><u>Prayer Journal</u></b></p>
<p><b>Final Notes</b></p>	
<p><b>Extend the Lesson</b></p> <p>Watch the following video. What is significant and unique about this young boy’s Who <b>I AM</b> story?  <a href="http://www.youtube.com/watch?v=QdUGoFTfP7w">http://www.youtube.com/watch?v=QdUGoFTfP7w</a>          11Year Old Boy Went to Heaven and Tells What He Saw</p> <p>Make additional crosses and have students write a thank you message to their parents/guardians.</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 7 - Lesson 3**

**Grade 7 Religion Unit 1 Lesson 3  
A Chance to Make Someone Else’s Life Shine**

**“This little light of mine... I’m going to let it shine!”**

**Background**

The backbone of this lesson is focused on having students acknowledge their personal Who **I AM** story and how they make a difference to self and others. The value of God, others and I, is the intricate order of developing positive healthy attitudes. When we express gratitude through thinking of others by pay –it- forward initiatives, we become ‘heroes’. Celebrate Life!

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

**Ontario Catholic School Graduate Expectations**

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

**CGE1d** - Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

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

**Religion Overall Expectation**

LS2:Focus: Principle of Human Solidarity

Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversation.

**Religion Specific Expectation**

LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems (i.e. poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversation of society) and respect for the common good.

**Learning Goals**

- Students will demonstrate unconditional love and unconditional forgiveness by explaining how solidarity can promote social change within a community.
- Students will demonstrate an understanding of how one act of kindness can inspire, help, or change a person’s life by addressing socio-economic problem between workers, employers, employees, & students.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Mentor Text – A Chance to Shine Exodus 3 – The story of Moses conversation with God through the Burning Bush.</p>	<p><b>Terminology</b> Pay-it-forward Gratitude / Appreciation Celebrate Life Unconditional Love Unconditional Forgiveness <b>*Co construct Success Criteria*</b></p>	<p><b>Resources/Materials</b> Mentor Text, Audio Version, “A Chance to Shine” by Steve Seskin and Allen Shamblin This Is My Chance To Shine. Chart Paper and Markers CD Player and Speakers Who <b>I AM</b>... Thank you</p>
Prayer/Scripture Focus		
<p><b>Reading from the book of Exodus 3</b></p> <p><b>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</b></p> <p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, 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.</p>		
Minds On	Approximately 15 Minutes	Assessment
<p><b>Optional</b> Play the audio version of the story ‘A Chance to Shine’ (5 minutes).</p> <p><b><u>Teachers Voice</u></b> “In reflecting on our mentor text, ‘A Chance to Shine’ I would like to share with you my personal story of when I helped someone have a chance to shine moment....” (share personal testimony)</p> <p><b>Inside Outside Circle</b> “How have you or how could you make someone’s life shine?” (allow time for students to share then rotate the inner circle a few spaces to the right)</p> <p>Distribute Who <b>I AM</b>... Thank you! This handout is a rich self-reflection to students to complete as a self-awareness opportunity. [See: Who <b>I AM</b>...Thank you!] Allow time for students to complete.</p> <p><b>Teacher Voice -Classroom Door Activity</b></p>		<p><b><u>Anecdotal Observations</u></b></p>  <p><b>Inside Outside Circle</b> Check for Understanding through Who <b>I AM</b>... Thank You reflection – add to <b>student’s portfolio.</b></p>

Action	Approximately 25 Minutes	Assessment
<p>“We are all heroes. One simple act of kindness, a smile, a friendly word or an action can ripple outward and make someone else’s life shine. A smile can bring healing. A smile can improve health. You will each receive 2 small pieces of paper that has the words <b>This Is My Chance To Shine</b> printed on it.” (handout)</p> <p>“Your task is to write 5-7 sentences on how you could make someone else’s life shine. Let your imagination flow. Write the same response on both papers. When you have completed this task, I will video you reading your ‘card’ so I can assess your creativity and how you have achieved success with your Learning Goal.” (review Success Criteria)</p> <p>“Once I have captured your assessment either by video or photo, please attach <b>ONE</b> of your cards to our classroom door to celebrate our success with addressing unconditional love, solidarity, and socio-economic issues. When you attach your ‘card’ to the door, attach it so the final result is in the shape of a cross. This symbol reminds us that with Christ all things are possible. The <b>SECOND</b> ‘card’ will be placed in the basket on our prayer table for a separate assignment. Thank you.”</p>		<p><b>Video / Digital Assessment</b></p> <p>Have students read their ‘card’ and explain their thinking or take a photo of them holding their ‘card’.</p> <p><b>Anecdotal Observations</b></p> <p><b>Resiliency</b></p> <p><i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i></p>
Consolidation	Approximately 10 Minutes	Assessment
<p><b>Teacher Voice</b></p> <p>“In small groups of three, you will receive ONE slip of paper from the basket. Collaborating as a group, using chart paper and markers to show your thinking, answer the following question in relation to the ‘card’ that you picked from the basket.”</p> <p>1. What challenges would this person face in achieving success with their “This Is My Moment To Shine.?”</p> <p>2. What is unique to this outreach that could promote a positive healthy attitude within both the author of the idea and the person receiving ‘the shining’ moment?</p>		<p>During this activity play the following music video:</p> <p><a href="http://www.youtube.com/watch?v=1yUKOS_cEXY">http://www.youtube.com/watch?v=1yUKOS_cEXY</a></p> <p><i>This Little Light of Mine</i></p> <p><b>Soweto Gospel</b></p>

<p>Allow time for collaboration. Small groups share their ‘thinking’ with the class. This is a wonderful opportunity to video tape their presentations and show students at a later date as a reminder to outreach to others.</p>	<p><b>Choir</b></p> <p><b>Video tape</b> the groups collaborating</p> <p>Display chart paper in classroom to celebrate student success.</p>
---	---

**Final Notes**

**At Home Assignment:** Students find an example of Who **I AM**... person or a ‘Chance to Shine’ moment that is evident in the community/province. Students are encouraged to watch the news, read the newspaper, or a story online that demonstrates a person’s gratitude / appreciation for another person. In 5-7 sentences, recap the story and how it demonstrates a Who **I AM** story or a Chance to Shine moment.

**News Bulletin Board:** Create a news bulletin board of articles that demonstrate Who **I AM** moments locally, provincially, nationally and internationally.

**Craft:** create a tiny version of the broom from the text. Take a 2” square of yellow paper and cut fringe along the bottom, up to ½ “ from the top. Take a strip of brown paper 3”x5” and roll up the long side to make a stick. Tape it together. Place the yellow piece 1” from the bottom of the stick and wrap it around the stick. Tape the yellow paper to the stick. Punch a hole in the top of the stick and thread it with string or yarn so that the broom can be hung. Write the following message on the broom, “Who I AM... allows others a chance to shine.” Celebrate your accomplishment – display your broom for others to see.

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](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)

This is my chance to SHINE 😊

This is my chance to SHINE 😊

**Who I AM... Thank You!**

Name \_\_\_\_\_

You can trust that God is with you, even in difficult situations. You can also trust God to lead you to moments when you are needed to help others. One way to trust God is to thank Him often. One way to help others build a positive mental health attitude is to thank them for being who they are - often. Use this handout as a gauge to measure how thankful you are to God and to others.

1. Write the name of ONE friend that you said “thank you” to this past week.

Give yourself 5 points for the name & 10 points if you remember what you thanked them for.

\_\_\_\_\_ Points \_\_\_\_\_

2. Write the name of ONE family member you said “thank you” to this week.

Give yourself 5 points for the name & 10 points if you remember what you thanked them for.

\_\_\_\_\_ Points \_\_\_\_\_

3 Add on 15 points if you wrote a thank you note to someone this week. \_\_\_\_\_

4. Think about last Christmas. List the gifts you received.

\_\_\_\_\_

Give yourself 1 point for each gift you said “Thank you” for and 5 points for each Thank you note you wrote to them. Points \_\_\_\_\_

5. Give yourself 1 point for each thing you thanked God for this week. \_\_\_\_\_

6. When was the last time you said “Thank you” to your teacher? \_\_\_\_\_

20 points if it was today ~ 15 points; yesterday ~ 10 points; this week ~ 1 point; this year!

Now, take a minute to total your points and place the final number of points here \_\_\_\_\_

Less than 30 points ... **Think of ways you can be more thankful!**  
31 – 40 points ... **Keep on THANKING!!!!**  
More than 41 ...**Don’t stop now! Gratitude is contagious. Spread contagious. Thank You!**

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 7 - Lesson 4**

<b>Grade 7 Religion Unit 1 Lesson 4 – Who I AM Class Skit</b>	
<b>Who I AM Student Skit</b>	
Who <u>I AM</u> – ‘God of All, the Great <u>I AM</u> ’ “gratitude is contagious”	
<b>Background</b> The focus of this lesson has students creating a skit based on their Who <u>I AM</u> task from the previous day. Using the mentor text – ‘A Chance to Shine’ - as the foundation, students demonstrate their Who <u>I AM</u> acts of unconditional love and unconditional forgiveness in accordance with Learning Goals and Success Criteria. Enjoy the assignment. Celebrate Life!	
<b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b>	
<b>Ontario Catholic School Graduate Expectations</b> <b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values <b>CGE1d:</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good <b>CGE3d:</b> Makes decisions in light of gospel values with an informed moral conscience  <u>Religion Overall Expectations</u> LS2: Focus: Principle of Human Solidarity - a Christian social virtue which promotes the individual & communal sharing of material & spiritual goods, & obligates us to seek individual and communal conversation.  <u>Religion Specific Expectations</u> LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems (i.e. poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversation of society) and respect for the common good.	<b>Learning Goals</b> <ul style="list-style-type: none"><li>• Students will demonstrate unconditional love and unconditional forgiveness through creating a skit performance that promotes both individual and communal sharing of spiritual goods.</li><li>• Through the use of drama, students will demonstrate understanding of how one act of kindness can inspire, help, or change a person’s life and promote social change and respect for common good.</li></ul>

<p><b>Drama</b>                  B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of dram to communicate feelings, ideas, and multiple responses.</p>		<ul style="list-style-type: none"> <li>Students will demonstrate understanding through the use of technology, as a tool to enhance their learning.</li> </ul>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  Exodus 3 – The story of a conversation between Moses and God through the Burning Bush.</p>	<p><b>Terminology</b>                  Burning Bush                  Pay-it-forward                  Gratitude/Appreciation                  Positive Mental Health Attitude</p>	<p><b>Resources/Materials</b>                  iPads or tablets with the appropriate apps included.                  Props for skit                  Peer assessment \$100</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>In the name of the Father and of the Son and of the Holy Spirit, 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 you give to me. I pray now for the special person in my life who I can say thank you to with my <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b></p> <p>“We have been discussing unconditional love, unconditional forgiveness, justice and positive mental health attitudes. I want to share with you a story I found that connects to our learning.”</p> <p><a href="http://www.moralstories.org/making-relations-special/">http://www.moralstories.org/making-relations-special/</a></p> <p>Making Relationships Special (print form included as attachment)</p> <p>“Would any of you like to share your story of unconditional love or unconditional forgiveness that leads to a positive health attitude?”</p> <p>“How are positive health attitudes connected to Who <u>I AM</u> and ‘a chance to shine’?” (allow time to share)</p>		<p><b><u>Anecdotal Notes</u></b></p> <p><b>Resiliency</b>  <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i></p>

Action	Assessment
<p style="text-align: center;"><b>Approximately 40 Minutes</b></p> <p><b>Teacher Voice</b></p> <p>“Using the card selection from yesterday’s task as the basis for today’s lesson you will return to your group of 3. Today’s assignment is to create a skit based on your card selection that you were working on yesterday.”</p> <p>Co construct Success Criteria together:</p> <ul style="list-style-type: none"> <li>• create a short 2-3 minute skit based on the card selection from yesterday</li> <li>• brainstorm ideas for the skit</li> <li>• create the dialogue with a theme of unconditional love and or unconditional forgiveness</li> <li>• Using iPads, students videotape their skit using iMovie (option)</li> <li>• Students add music or effects to enhance the skit (option)</li> </ul>	<p>Ensure the appropriate apps are installed on the iPad.</p> <p>Ensure iPads have been charged and ready for use.</p>
Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 10 Minutes</b></p> <p>Collaboration, creativity, communication</p> <p>Once students have completed their videos, they present their video to the ‘live audience’ of peers.</p> <p>Peers offer feedback/reflection in the form of a POSITIVE comment and a NEXT STEP comment.</p> <p><b>Teacher Voice</b></p> <p>“You have each been given one hundred dollars. You must pay members of your group according to their contribution and performance. You can pay them evenly, or some people may deserve more money but justify your thinking with evidence of their work.”</p> <p><b>One Hundred Dollar Bill Peer Assessment</b></p> <ul style="list-style-type: none"> <li>• Provide each student will a copy of the one hundred dollar bill.</li> <li>• On the back of the paper write the names of each person in the group.</li> </ul> <p>Each member of the group is to assess their peers based on their contribution to the group and their performance.</p>	<p>Teacher conference with student</p> <p>Oral Peer Reflection</p> <p>Peer Assessment.</p> <p>One Hundred Dollar Bill Activity</p> 

## Final Notes

### Extend the lesson:

#### Craft – Doorknob Hanger

Cut a sheet of construction paper 9 x 5 inches. One inch from the top draw a circle about 2 inches wide. From the top of the paper, cut a slit down and cut out the circle. On one side decorate the message “A Chance to Shine” on the other side decorate the message “Who **I AM** Makes A Difference Because Jesus Loves Me!”

#### Craft – Two Hearts

On a sheet of red construction paper draw two large hearts that slightly overlap. On the top heart write “Who I AM Makes A Difference Because....” on the bottom heart write, “I give others a chance to shine when I...” Celebrate your success by displaying the hearts in a prominent location.

*“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.)

## Making Relations Special



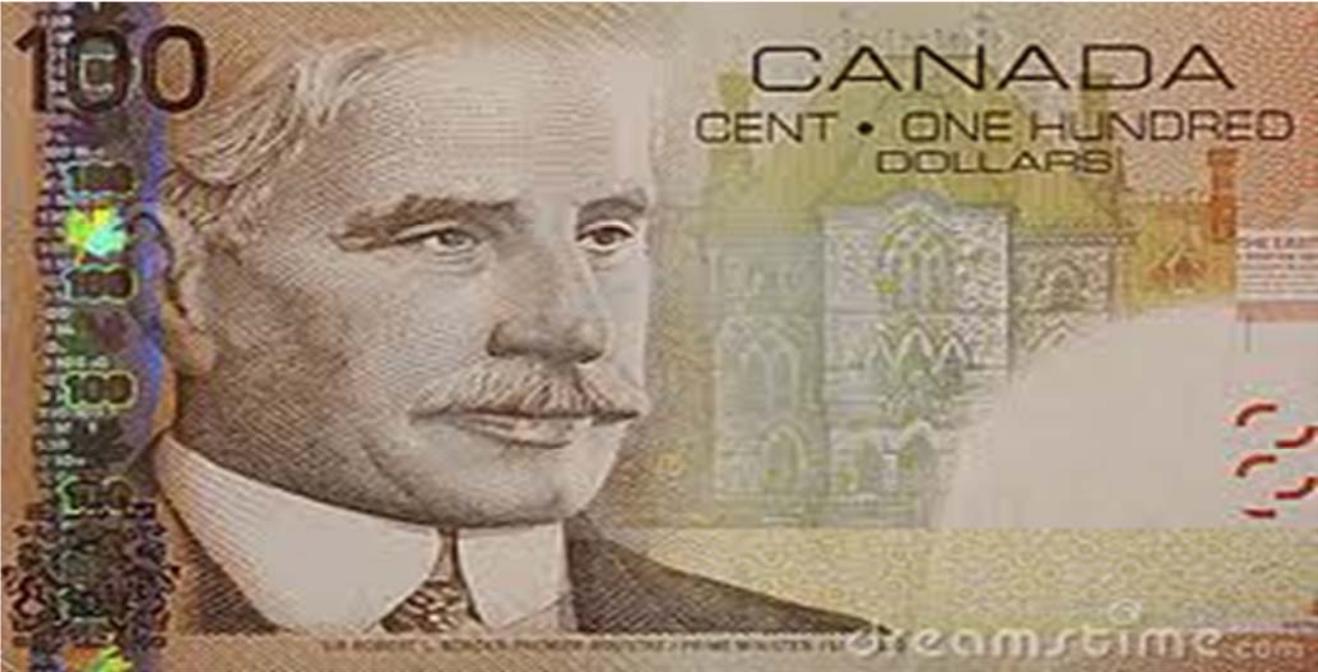
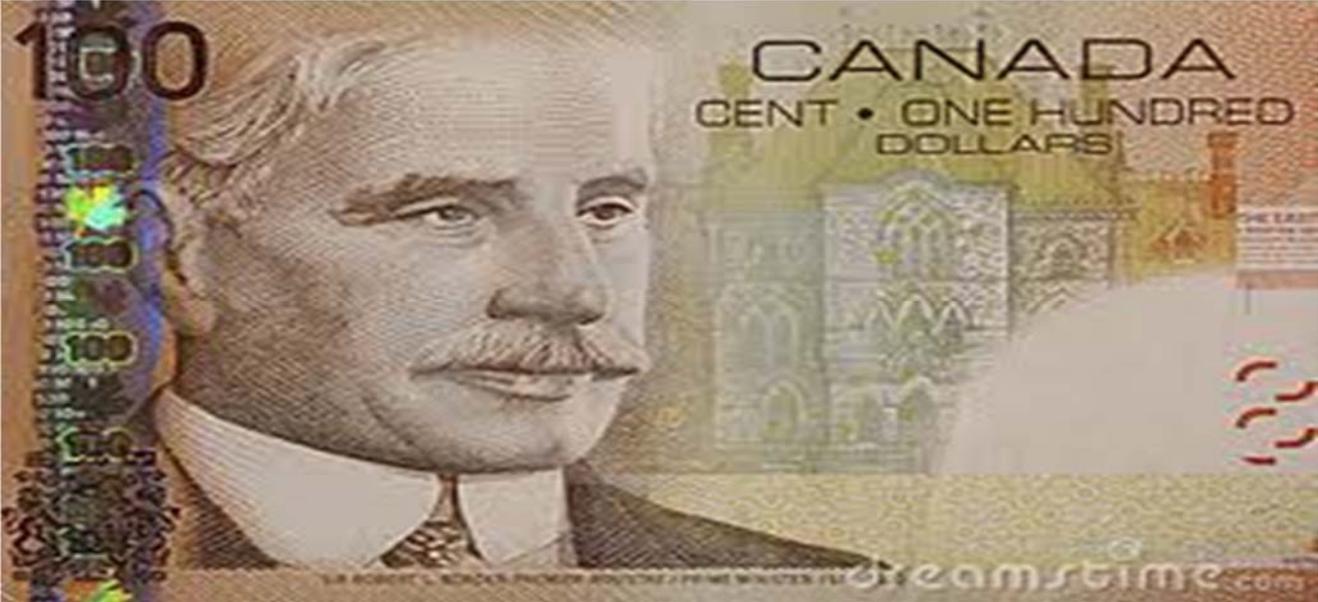
When I was a kid, my Mom liked to make breakfast food for dinner every now and then. And I remember one night in particular when she had made dinner after a long, hard day at work. On that evening so long ago, my Mom placed a plate of eggs, sausage and extremely burned biscuits in front of my dad. I remember waiting to see if anyone noticed! Yet all dad did was reached for his biscuit, smile at my Mom and ask me how my day was at school. I don't remember what I told him that night, but I do remember watching him smear butter and jelly on that biscuit and eat every bite!

When I got up from the table that evening, I remember hearing my Mom apologize to my dad for burning the biscuits. And I'll never forget what he said: "Honey, I love burned biscuits."

Later that night, I went to kiss Daddy good night and I asked him if he really liked his biscuits burned. He wrapped me in his arms and said, "Your Momma put in a hard day at work today and she's real tired. And besides – a little burned biscuit never hurt anyone!"

Moral: Life is full of imperfect things and imperfect people. I'm not the best at hardly anything, and I forget birthdays and anniversaries just like everyone else. But what I've learned over the years is that learning to accept each other's faults – and choosing to celebrate each other's differences – is one of the most important keys to creating a healthy, growing, and lasting relationship.

<http://www.moralstories.org/making-relations-special/>



Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

### Grade 7 - Lesson 5

#### Grade 7 Who I AM... Lesson 5

The presentation of Who I AM and ‘the gift of words’.

#### Who I AM... The Presentation / The Challenge

Dedicated to my wonderful children 😊

*\* Prior to this lesson, prepare Who I AM template with gift of words for students*

#### Background

Today you will empower each student through the presentation of a Who I AM shoe. You will need to prepare the message on the Who I AM shoe prior to this class. The affirmation message begins: **“Who you are makes a difference to all of us because... Thank you for being who you are.”**

Prepare enough Who I AM shoes that each student will receive 2 additional Who I AM shoes for their pay- it-forward challenge.

Remind students that this project is titled Who I AM Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’. Read Who I AM Makes A Difference Because Jesus Loves Me! information sheet to students.

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

##### Ontario Catholic School Graduate Expectations

**CGE1d** - Develops attitudes founded on Catholic social teaching

**CGE2c** - Presents information and ideas clearly with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

##### Religion Overall Expectations

LS2: Focus: Principle of Human Solidarity; is a Christian social virtue which promotes the individual & communal sharing of material, spiritual goods, & obligates us to seek individual & communal conversation.

##### Religion Specific Expectations

ML3.3 Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our behaviour toward the performance of good acts in our search for holiness.

##### Learning Goals

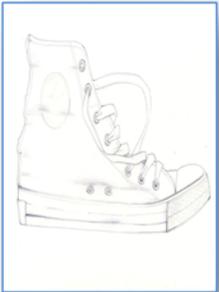
- Students will demonstrate unconditional love and unconditional forgiveness for individuals who have made a difference in their life by expressing gratitude and appreciation toward others.

##### *Success Criteria*

*(suggestion)*

*I will achieve success in demonstrating unconditional love, appreciation and gratitude toward others by participating in the Who I AM... project.*

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3</p> <p>Moses, God, and The Burning Bush</p> <p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p><b>Terminology</b> Resiliency Gratitude / Appreciation Empowerment Unconditional Love Unconditional Forgiveness Celebrate Life! Pay-it-Forward</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> shoe (teacher will photocopy onto cardstock – personalize the back with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward.</li> <li>2. Who <b>I AM</b> Challenge</li> <li>3. Who <b>I AM</b> History</li> <li>4. Who <b>I AM</b> Tree</li> <li>5. Who <b>I AM</b> self-reflection to be completed several days after The Presentation</li> </ol>
Prayer/Scripture Focus		
<p>Feast Day of the Guardian Angels (October 2)</p> <p>Dear Guardian Angel, You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide. Amen</p>		
Minds On	Approximately 10 Minutes	Assessment
<p><u>On the day of presentation of the Gift of Words project:</u> In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my <b>Gift of Words</b>. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen.</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students.</li> <li>2. Discuss the term pay-it-forward in connection to Who <b>I AM</b>...</li> </ol>		<p><b>Anecdotal Observation</b></p> <p><b>Resiliency</b> <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to</i></p>

<p>3. Watch the video ‘Pay-it forward – Are you ready to do the world a favour?’ (3:13)  <a href="http://www.youtube.com/watch?v=gw0Lvr4eK&amp;feature=player_detailpage">http://www.youtube.com/watch?v=gw0Lvr4eK&amp;feature=player_detailpage</a></p> <p>4. Brainstorm the word ‘empower’. How does empower look, sound, feel? Some of the goals to the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving, resiliency, positive word choice, unconditional love and unconditional forgiveness.</p> <p><b>Turn and Talk</b> with your elbow partner          “How can expression of gratitude toward others build their positive mental health attitude? “</p>	<p><i>build resiliency from within. Celebrate your life!</i></p> <p><b>Anecdotal Observations</b>  <b>Pay-it Forward</b>          A response to one person’s kindness by reaching out in kindness to others.  <b>Empower</b>          Make someone stronger and more confident in how they view their life.</p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 40 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Teacher presents a Who <b>I AM</b> shoe [See: <b>Who I AM shoe handout</b>] to each student. The student will receive 2 extra templates that they have to discern who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying “Who you are makes a difference to me because ...” [See: <b>Who I AM presentation information</b>] This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who <b>I AM</b> from them.</p>	
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 10 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Distribute the Who <b>I AM</b> tree to students. On each branch of the tree have students discern and write the name of a person who has made a difference in their life by supporting them on their faith journey and promoting their positive mental health. Students can use this activity as a personal brainstorming session to who will receive a Who <b>I AM</b>... shoe from them. Allow a few days for students to present their Who <b>I AM</b> shoe to others before they complete an anonymous self-reflection.</p>	

**Final Notes**

The beauty of the Who **I AM** 'gift of words' is it allows a 'safe' opportunity for students and teachers to express thankfulness. When Who **I AM** Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of kindness, Who **I AM** refreshes the health and wellness with all of God's children.



## The Challenge!

Who I AM Makes A Difference Because Jesus Loves Me!

Please read this to your class.

Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.

The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us. You are a gift! You are a treasure!

Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others. Who will receive the ‘gift of words’ from you?

Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a Who I AM ‘gift of words’ from you. It’s fun. It’s exciting. It’s a great way of sharing love and feeling forgiveness.

Your challenge is to write a message on 2 Who I AM templates and present these to two individuals who make a difference in your life. Begin your message with the words...**“Who you are makes a difference to me because.....Thank you for being you.”**

Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.

Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.

jmcDonald@rccdsb

**Who I AM HISTORY**

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any Educational Assistant in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21st century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because... Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

Thank you for being who you are!

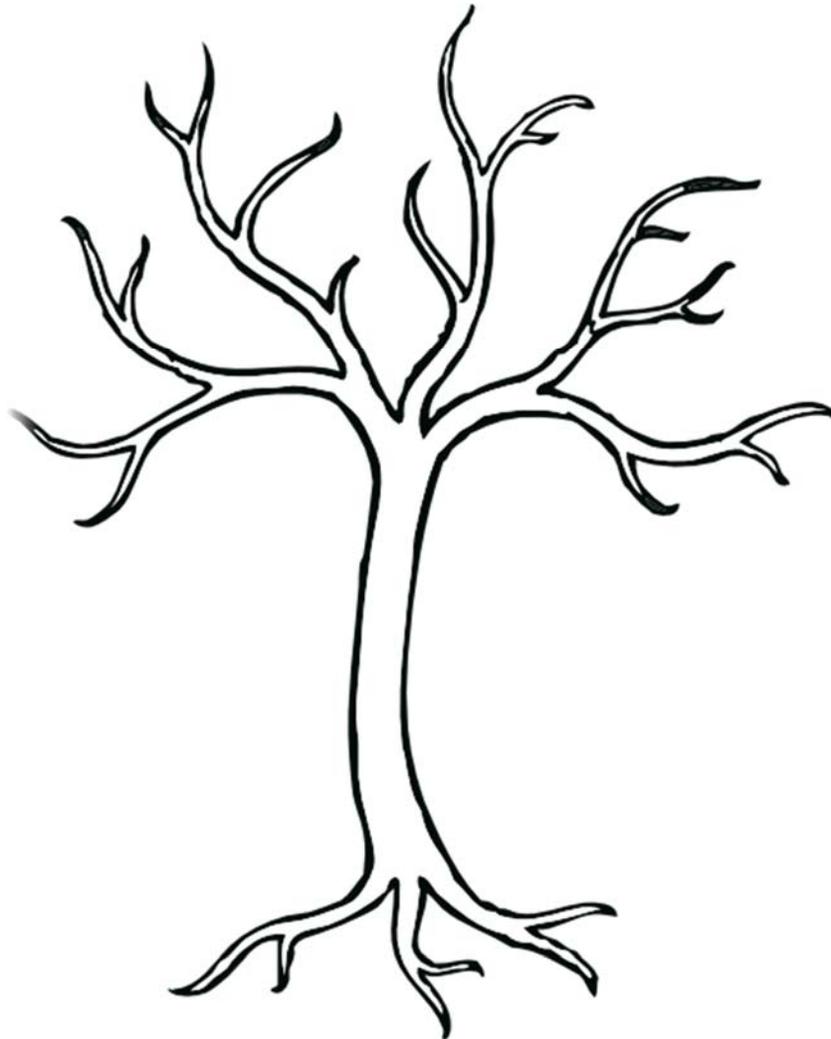
*“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”*

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

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

Dear Student,

On each branch of this tree, write a name of someone in your life who has made a difference in who you. They may have helped you become the person you are today by supporting you on your faith journey or your positive mental health attitude. It might be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



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

*\*\* To be completed several days after The Presentation\*\**

Self-Reflection Student Goal – T.O.O (Think Of Others)

Your Grade \_\_\_\_\_ Your School \_\_\_\_\_

\* My teacher believes Who **I AM** Makes A Difference because (what did your teacher say to you when she/he presented you with your ‘gift of words’)

\_\_\_\_\_  
1A. Reason Who **I AM** Makes A Difference was given to FIRST Very Important Person

\_\_\_\_\_  
1B. Response and reaction from FIRST person after receiving Who **I AM** Makes A Difference

\_\_\_\_\_  
2A. Reason Who **I AM** Makes A Difference was given to SECOND Very Important Person

\_\_\_\_\_  
2B. Response and reaction from SECOND person after receiving Who **I AM** Makes A Difference

I enjoyed this assignment because it felt good to think of others. YES NO

My teacher’s words made me feel \_\_\_\_\_

It was easy to think of who would receive the Who **I AM**. YES NO

I know I make a difference to others by \_\_\_\_\_

If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

**Thank you for participating in Who I AM Makes A Difference Because Jesus Loves Me!**

Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

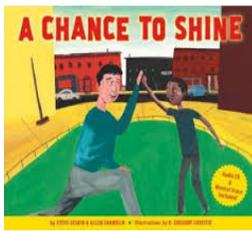
**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Who I AM Makes a Difference Religion & Positive Mental Health and Wellness

Grade 7 - Unit Overview

Grade 7 - Unit “Who I Am Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	<p>recognize unconditional forgiveness as a strategy for positive health and wellness and the development of Christian maturity.</p>	<p><b>15 minutes</b> Provide the background to the <b>Who I AM...</b> project.</p>	<p><b>20 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>10 minutes</b> EXIT CARD Why is it important to acknowledge Jesus’ presence in your life?</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text A Chance to Shine</i></p> 	<p>demonstrate an understanding that justice is visible whenever we see people striving to respect the rights of others and work for the common good.</p>	<p><b>10 minutes</b> Paper cross activity in which students listen to a story, follow directions &amp; are surprised with a symbol of Christ.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text <i>A Chance To Shine</i>. Reflective questions.</p>	<p><b>10 minutes</b> Prayer Journal reflection on when have you provided ‘a chance to shine’ moment to someone else.</p>
3.	<p><i>Who <u>I AM</u>... A Chance to Make Someone’s Life Shine</i></p> 	<p>demonstrate unconditional love and unconditional forgiveness by explaining how solidarity can promote social change within a community.</p>	<p><b>15 minutes</b> Inside / outside Circle How could you make someone’s life shine?</p>	<p><b>25 minutes</b> ‘This is my chance to shine’ task. My one simple outreach can shine on others. <i>This little light of mine, I’m going to let it shine.</i></p>	<p><b>10 minutes</b> Returning to the Minds On activity, students work in small groups of 3 to reflect on ‘how effective it is to make someone’s life shine’.</p>

<p>4.</p>	<p><i>Who <b>I AM</b>...</i> A Class Skit</p> 	<p>use technology to in order to enhance their understanding.</p>	<p><b>10 minutes</b> Moral stories of unconditional love and unconditional forgiveness.</p>	<p><b>40 minutes</b> Creativity and collaboration for group skit using iPads and technology.</p>	<p><b>10 minutes</b> \$100.00 Group EXIT CARD...take responsibility for your actions.</p>
<p>5.</p>	<p><i>Who <b>I AM</b>...</i> <i>The Presentation of the "Gift of Words"</i></p>  <p>Dedicated to my wonderful children 😊</p>	<p>demonstrate unconditional love and unconditional forgiveness for individuals who have made a difference in their life.</p>	<p><b>10 minutes</b> <i>The history of <b>Who I AM</b> Makes A Difference Because Jesus Loves Me!</i></p>	<p><b>40 minutes</b> The Presentation of the 'Gift of Words'. The <b>Who I AM</b> Challenge!</p>	<p><b>10 minutes</b> The Tree of gratitude brainstorming activity. Who will receive my 'gift of words'?</p>

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

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 7 - Lesson 1**

<p><b>Grade 7 Who <u>I AM</u>... Lesson 1 WHO <u>I AM</u> – Prayer Service</b></p> <p><b>“Gratitude is Contagious”</b></p>	
<p><b>Background information on Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!:</b> The meaning to the <i>Who <u>I AM</u></i> project is twofold: <i>Who <u>I AM</u></i> is part of the hallmark conversation God and Moses shared in the Old Testament. The <u>I AM</u> in this context acknowledges the importance and value of God within our life. The second meaning to <i>Who <u>I AM</u></i> is individual. <u>I AM</u> important because of how I view myself and others view me through positive messages. The <u>I AM</u> within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. <i>Who <u>I AM</u></i> makes a difference to self and others.  <u>I AM</u> = value of God      <u>I AM</u> = value of me</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE1c</b> - Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures  <b>CGE2a</b> - Listens actively and critically to understand and learn in light of gospel values  <b>CGE3d</b> - Makes decisions in light of gospel values with an informed moral conscience</p> <p><u>Religion Overall Expectation</u>                  PR2: Understand that the various forms of prayer have their origin in scripture and are expressed in the Church’s tradition of communal prayer.</p> <p><u>Religion Specific Expectation</u>                  PR2.1: Examine the Scripture to identify the importance of giving praise to God at all-time Psalm 119:164; Psalm 1:2; Exodus 29: 38-46; Ephes. 6:18; 1 Thess. 5:17; Acts 2:15, 3:1 Acts 10:3, 9, 13, 19; Acts 16:25.</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the virtue of unconditional love.</li> <li>• Students will demonstrate an understanding of unconditional forgiveness as a strategy for positive health and wellness and the development of Christian maturity.</li> </ul> <p><b>Success Criteria</b>                  (suggestion)  <i>I will achieve success by participating in Who <u>I AM</u> Prayer Service through reading the Gospel</i></p>

		<i>message, listening attentively &amp; appropriate hand gestures when required.</i>
<b>Instructional Components</b>		
<b>Prior Knowledge</b>	<b>Terminology</b>	<b>Resources/Materials</b>
Moses and the conversation with God through the Burning Bush. <b>Students will have read</b> Exodus 3	Burning Bush Pay-it-forward Gratitude / Appreciation Unconditional Love Unconditional Forgiveness	Bibles Chapel location * Who <b>I AM</b> Prayer Service Dear Friend, (Jesus) letter Prayer journals /Exit Cards
<b>Prayer/Scripture Focus</b>		
<p><b>Gospel of John 14: 6</b></p> <p>Jesus said: I am the Way; I am <u>Truth</u> and Life. No one can come to the Father except through me.</p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b></p> <p>“We are participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! The meaning to the <i>Who I AM</i> project is twofold: <i>Who I AM</i> is part of the hallmark conversation Moses and God shared in the Old Testament. The <b>I AM</b> in this context acknowledges the importance and value of God within our life. The second meaning to <i>Who I AM</i> is individual. <b>I AM</b> important because of how I view myself and others view me. The <b>I AM</b> within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. Who <b>I Am</b> makes a difference to self and others by building resiliency and a positive mental health attitude, grounded in Character Education, Catholic Virtues and the Ontario Catholic School Graduate Expectations.”</p> <p><b>Think – Pair - Share</b></p> <ol style="list-style-type: none"> <li>1. Why do you think a conversation would take place between Moses – a humble shepherd - and God?</li> <li>2. When God spoke to Moses, through a Burning Bush, Moses was asked to remove his sandals. What is the significance of Moses removing his sandals?</li> </ol>		<p>A brief conversation intended to bring students into new learning</p> <p><b><u>Anecdotal notes:</u></b> <b><u>observations,</u></b> <b><u>listening</u></b></p> 

<p>3. Share a time when you were expected to remove your shoes. What was your reasoning for doing so?</p>		
<p><b>Action</b></p>	<p><b>Approximately 20 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Chapel or classroom</b></p> <p>Gather in the classroom, school chapel, or local parish for the Who <b>I AM</b> prayer service. Assign students with their reading selection. Students take an active role during the Who <b>I AM</b> Prayer Service by reading a variety of prayers/reflections, listening attentively, and using appropriate hand gestures when required.</p> <p><b>Prior to the closing prayer</b> on the Who <b>I AM</b> prayer service, teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Dear Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>]</p>	<p>Student thinking is probed through the purposeful and spiritual activity of a Prayer Service designed uniquely to the Who <b>I AM</b> project, specific to grade 7.</p> <p><b><u>Anecdotal notes:</u></b> <b><u>observations,</u></b> <b><u>listening</u></b></p> <p><b><u>Music Suggestions</u></b></p> <p>We Cry Holy (Chris Tomlin) I Can Only Imagine (Mercy Me) Amazing Grace (Chris Tomlin)</p> <p>(WOW Christian Music CDs offer wonderful selections)</p>	
<p><b>Consolidation</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>In Prayer Journal or <b>Exit Card</b> reflect on one of the following questions:</p> <p>Why would Jesus reveal Himself to you as BFF4ever?</p> <p>What is the significance of being Jesus’ BFF4ever?</p> <p>Why is it important to acknowledge Jesus’ presence in your life?</p>	<p>Teacher supports students with making connections to the learning goal. Prayer Journal or <b>Exit Card</b></p>	

## Final Notes

### Extend the lesson:

1. Mini - lesson on inference and connections
2. Create a 6 frame cartoon of Moses and the Burning Bush. Construct a rubric to complement the activity.
3. Create a classroom prayer chain (strips of construction paper linked together) acknowledging the different places you see evidence of Jesus' unconditional love and unconditional forgiveness throughout the day. Continue the prayer chain until you link it around the classroom. Predict how long it will take before the chain wraps around the four walls of the classroom. Challenge another class to do the same.
4. Create a Bulletin Board. Students remove their shoes and trace their feet on yellow, red, or orange construction paper (represents the colours of the flames within the Burning Bush). In each of the toes, write one thing/person that they are grateful for. In the center of the foot, write the words Who I AM Makes A Difference Because Jesus Loves Me!
5. Describe situations in which you used resiliency as an effective coping strategy.

### **Resiliency**

*The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!*

*"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.)*

## Who I AM Prayer for Intermediate Division (Grade 7)

### 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.

First 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."

Gospel Reading: A reading from the Gospel of John 14: 1-14

"Do not let your hearts be troubled. You trust in God, trust also in me. <sup>2</sup> In my Father's house there are many places to live in; otherwise I would have told you. I am going now to prepare a place for you, <sup>3</sup> and after I have gone and prepared you a place, I shall return to take you to myself, so that you may be with me where I am. <sup>4</sup> You know the way to the place where I am going. <sup>5</sup> Thomas said, 'Lord, we do not know where you are going, so how can we know the way?' <sup>6</sup> Jesus said: I am the Way; I am Truth and Life. No one can come to the Father except through me. <sup>7</sup> If you know me, you will know my Father too. From this moment you know him and have seen him. <sup>8</sup> Philip said, 'Lord, show us the Father and then we shall be satisfied.' Jesus said to him, <sup>9</sup> 'Have I been with you all this time, Philip, and you still do not know me? 'Anyone who has seen me has seen the Father, so how can you say, "Show us the Father"?' <sup>10</sup> Do you not believe that I am in the Father and the Father is in me? What I say to you I do not speak of my own accord: it is the Father, living in me, who is doing his works. <sup>11</sup> You must believe me when I say that I am in the Father and the Father is in me; or at least believe it on the evidence of these works. <sup>12</sup> In all truth I tell you, whoever believes in me will perform the same works as I do myself, and will perform

even greater works, because I am going to the Father. <sup>13</sup> Whatever you ask in my name I will do, so that the Father may be glorified in the Son. <sup>14</sup> If you ask me anything in my name, I will do it." Amen

**Reflection Questions:**

Oral Discussion - Compare the similarities and differences between the two readings. What did you notice the same between the two? What are the differences?

Write the answers to the following questions in your **prayer journal** or on another piece of paper. Be prepared to share your answers.

1. What did Moses do when he noticed that the bush was not burning up?
2. How was Moses asked to show reverence for God's presence in the burning bush?
3. What did God say to call that place?
4. If you were the Burning Bush, what would your point of view be in relation to the God and Moses conversation? (5 sentences)

**Intentions:** *Note: prepare students 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, the church and all Christians; that they know that God, the Great I AM, loves them unconditionally,

We pray

Lord, hear our prayer

For all who work in our schools, our school principal, vice-principal, youth workers, 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 we now pause to think of ...names of people...; that they know that God, the Great I AM, loves them unconditionally,

We pray

Lord, hear our prayer

### **Present letters to students**

#### **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 lives 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

#### **On the following days:**

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 you give to me. 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

#### **On the day of The Presentation of the 'Gift of Words'**

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen

## Dear Friend Letter

Dear Friend

This letter is especially for you because I care. Who you are is a blessing!

I want you to know Me better. So I did something very cool. It was because of Me that you awoke this morning to a brilliant sunrise. When you opened your window to let the fresh air in, I was hoping to get your attention.

You didn't notice me. So I waited patiently. Later, when you were walking with friends, I poured warm sunshine on you. The wild flowers let their sweet perfume filter through the air and dance around your toes. Did you notice?

You still didn't notice Me. Why? I am never too busy for you.

As the sun set, I thought you would relax and enjoy the beauty I painted for you. You hurried off to a friend's house. I thought I was your friend.

As you slept, I surrounded your thoughts with peace and joy. You were unaware of my presence, but I was there.

I hope you will talk to Me soon. I love the sound of your voice.

When you are ready, I will be near. I love you very much. You are a gift.

Your BFF4ever, Jesus

**Exit Card**

**WHO I AM...**

**EXIT CARD**

**Why would Jesus reveal Himself to you as BFF4ever?**

**What is the significance of being Jesus' BFF4ever?**

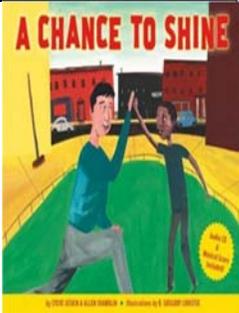
**Why is it important to acknowledge Jesus' presence in your life?**

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 7 - Lesson 2**

<p><b>Grade 7 Religion Lesson 2 – Mentor Text</b></p>	
<p><b>MENTOR TEXT – A Chance to Shine</b>  <b>Who <u>I AM</u> – ‘God of All, the Great <u>I AM</u> ‘</b></p>	
<p><b>Background</b>                  ‘Sometimes we just need a chance to show how great we can become. When Joe is given his chance to shine, one young boy’s eyes are opened in a way that changes him forever. This tale of compassion sets a shining example of how a kind act by one can make a big difference to many.’ This is a wonderful story of how our Who <u>I AM</u> can make a difference to another person’s life. Celebrate Life!</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE2a</b> - Listens actively and critically to understand and learn in light of gospel values  <b>CGE3d</b> - Makes decisions in light of gospel values with an informed moral conscience  <u>Religion Overall Expectations</u>                  ML2: Demonstrate an understanding that when faced with a moral choice in our life, the judgement of our conscience can be right or wrong (i.e. we can choose good or evil, we can develop virtues /vices).                  LS2: Focus: Principle of Human Solidarity                  Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversation.  <u>Religion Specific Expectations</u>                  ML3:3 Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our own behaviour toward the performance of good acts in our search for holiness.  <u>Language Overall Expectations</u>                  1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.  <u>Language Specific Expectations</u>                  1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the virtue of unconditional love and unconditional forgiveness.</li> <li>• Students will demonstrate an understanding that justice is visible whenever we see people striving to respect the rights of others and work for the common good.</li> </ul>

Instructional Components		
<b>Prior Knowledge and/or Skills</b> Exodus 3 The story of Moses and the conversation with God through the Burning Bush.	<b>Terminology</b> Pay-it-forward Gratitude / Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life	<b>Resources/Materials</b> Plain white paper Chart Paper / Marker Mentor Text, “A Chance to Shine” by Steve Seskin and Allen Shamblin
<b>Prayer/Scripture Focus</b>		
<p><b>Reading from the book of Exodus 3</b></p> <p>God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Please distribute a plain white piece of 8x10 paper to each student. This is a listening and following direction activity. Students will follow your paper folds as they listen to this story.</p> <p><b>Teacher Voice</b> “THERE was a wealthy man who had everything but he had an empty feeling inside. He thought about what could make him happy. He decided that if he bought a sailboat, he’d be happy.”</p> <p><b><i>Fold</i></b> one of the top corners down, making a diagonal fold that looks like a sail. (The top of the page should line up with one side of the page.)</p> <p>“He bought a boat and went sailing. He was really happy for a little while. The empty feeling came back. He decided that if he had a new house, he’d be happy.”</p> <p><b><i>Fold</i></b> the other top corner down to make a pointed roof.</p> <p>“He bought a new house. He watched the sun set and he was really happy, for a little while. The empty feeling came back. He thought, ‘I need to travel.’ So he bought an airplane.”</p> <p><b><i>Fold</i></b> the figure in half vertically, turn it so that the fold is at the bottom, and fold down the top sections to make wings.</p> <p>“He flew all around the world! He was really happy! For a little while. The empty feeling came back. He thought, ‘Flying around is for the birds. I’ll take a rocket into space.’</p>		<p><b><u>Anecdotal Observation / Listening Skills</u></b></p> <p>A different variation for the folded cross can be found: <a href="http://www.sun.dayschoolkids.com/activities-lent-easter/1-magic-cross-instru.htm">http://www.sun.dayschoolkids.com/activities-lent-easter/1-magic-cross-instru.htm</a></p> <p><b><i>Resiliency</i></b> <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to</i></p>

<p><b>"Tear</b> the wings off the airplane and open the center fold so that it looks like a rocket ship.</p> <p>"He took a rocket into space and saw the world below. He was very happy; for a while. The empty feeling came back. He looked and found that there was only one thing that would make him happy." <i>Unfold the figure to see a cross.</i> How long did it last? FOREVER!!!!!"</p>	<p>build resiliency from within. Celebrate your life!</p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Introduce the story, 'A Chance to Shine' by Steve Seskin and Allen Shamblin by showing the students the cover of the mentor text.</p> <p>Write the following on the black board. "We are all meant to write on the pages of time." Students are invited to write their meaning of the statement on the board.</p> <p><b>Teacher Voice</b> "What comes to mind when you look at the title and cover illustration of this book? (<b>brainstorm</b> answers together on chart paper)</p> <p><b>Turn and Talk</b> to a partner "How do you think this story will be connected to the Who <b>I AM</b> project?" (share ideas with class)</p> <p><b>Sticky Note Activity</b> "Predict who is helping who. Is it the boy helping the man...write the word BOY on your post it? Is it the man helping the boy...write the word MAN on your post it?"</p> <p>Read the story to the students, pausing to ensure students understanding.</p> <p>After the reading, students can turn to their elbow partner and talk about the following questions in their Language books. (these questions can be posted on chart paper as a visual for students)</p> <ol style="list-style-type: none"> <li>1. How can you connect positive mental health and wellness to this text?</li> <li>2. What was the father's reasoning for giving Joe the job?</li> <li>3. How did the fathers Who <b>I AM</b> story develop because of his action?</li> <li>4. How do the father's actions demonstrate the theological virtue of unconditional love, the cardinal virtue of justice and timeless action of unconditional forgiveness?</li> </ol>	 <p><b><u>Check for Understanding through Anecdotal Observations</u></b></p> <p><b><u>Written Reflection in Prayer Journal or Language</u></b></p>

<p>The last question is the most important one. Student should be encouraged to share with the class their thoughts and feelings over the last question.</p>		
<b>Consolidation</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b>                  “Often texts are available as an audio version or a musical version. We will now listen to ‘A Chance to Shine.’</p> <p><b>Let’s reflect.</b> Using your Prayer Journal, please answer the following questions;</p> <ol style="list-style-type: none"> <li>1. How does the story change when you listen to it in audio or musical form?</li> <li>2. Think of a time when you demonstrated a ‘chance to shine’ moment for someone. How did that action positively affect both you and the other person?</li> </ol> <p><b>Creativity</b>                  Using the paper cross from Minds On, students can add colour and creativity to express their answer to the following question:                  How does this text show that being resilient is a valuable characteristic?</p>		<p>Included with the story, is an audio CD with also an instrumental version.</p> <p><b><u>Prayer Journal</u></b></p>
<b>Final Notes</b>		
<p><b>Extend the Lesson</b></p> <p>Watch the following video. What is significant and unique about this young boy’s Who <b>I AM</b> story?  <a href="http://www.youtube.com/watch?v=QdUGoFTfP7w">http://www.youtube.com/watch?v=QdUGoFTfP7w</a>                  11Year Old Boy Went to Heaven and Tells What He Saw</p> <p>Make additional crosses and have students write a thank you message to their parents/guardians.</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>		

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 7 - Lesson 3**

**Grade 7 Religion Unit 1 Lesson 3**  
**A Chance to Make Someone Else’s Life Shine**

**“This little light of mine... I’m going to let it shine!”**

**Background**  
 The backbone of this lesson is focused on having students acknowledge their personal Who **I AM** story and how they make a difference to self and others. The value of God, others and I, is the intricate order of developing positive healthy attitudes. When we express gratitude through thinking of others by pay –it- forward initiatives, we become ‘heroes’. Celebrate Life!

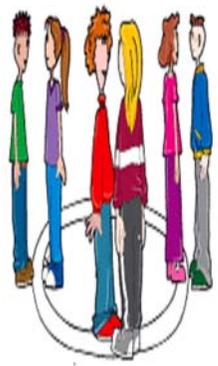
**Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects**

**Ontario Catholic School Graduate Expectations**  
**CGE2a** - Listens actively and critically to understand and learn in light of gospel values  
**CGE1d** - Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good  
**CGE3d** - Makes decisions in light of gospel values with an informed moral conscience

**Religion Overall Expectation**  
 LS2:Focus: Principle of Human Solidarity  
 Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversation.

**Religion Specific Expectation**  
 LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems (i.e. poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversation of society) and respect for the common good.

- Learning Goals**
- Students will demonstrate unconditional love and unconditional forgiveness by explaining how solidarity can promote social change within a community.
  - Students will demonstrate an understanding of how one act of kindness can inspire, help, or change a person’s life by addressing socio-economic problem between workers, employers, employees, & students.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Mentor Text – A Chance to Shine Exodus 3 – The story of Moses conversation with God through the Burning Bush.</p>	<p><b>Terminology</b> Pay-it-forward Gratitude / Appreciation Celebrate Life Unconditional Love Unconditional Forgiveness <b>*Co construct Success Criteria*</b></p>	<p><b>Resources/Materials</b> Mentor Text, Audio Version, “A Chance to Shine” by Steve Seskin and Allen Shamblin This Is My Chance To Shine. Chart Paper and Markers CD Player and Speakers Who <b>I AM</b>... Thank you</p>
Prayer/Scripture Focus		
<p><b>Reading from the book of Exodus 3</b></p> <p><b>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</b></p> <p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, 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.</p>		
Minds On	Approximately 15 Minutes	Assessment
<p><b>Optional</b> Play the audio version of the story ‘A Chance to Shine’ (5 minutes).</p> <p><b><u>Teachers Voice</u></b> “In reflecting on our mentor text, ‘A Chance to Shine’ I would like to share with you my personal story of when I helped someone have a chance to shine moment....” (share personal testimony)</p> <p><b>Inside Outside Circle</b> “How have you or how could you make someone’s life shine?” (allow time for students to share then rotate the inner circle a few spaces to the right)</p> <p>Distribute Who <b>I AM</b>... Thank you! This handout is a rich self-reflection to students to complete as a self-awareness opportunity. [See: Who <b>I AM</b>...Thank you!] Allow time for students to complete.</p> <p><b>Teacher Voice -Classroom Door Activity</b></p>		<p><b><u>Anecdotal Observations</u></b></p>  <p><b>Inside Outside Circle</b> Check for Understanding through Who <b>I AM</b>... Thank You reflection – add to <b>student’s portfolio.</b></p>

Action	Approximately 25 Minutes	Assessment
<p>“We are all heroes. One simple act of kindness, a smile, a friendly word or an action can ripple outward and make someone else’s life shine. A smile can bring healing. A smile can improve health. You will each receive 2 small pieces of paper that has the words <b>This Is My Chance To Shine</b> printed on it.” (handout)</p> <p>“Your task is to write 5-7 sentences on how you could make someone else’s life shine. Let your imagination flow. Write the same response on both papers. When you have completed this task, I will video you reading your ‘card’ so I can assess your creativity and how you have achieved success with your Learning Goal.” (review Success Criteria)</p> <p>“Once I have captured your assessment either by video or photo, please attach <b>ONE</b> of your cards to our classroom door to celebrate our success with addressing unconditional love, solidarity, and socio-economic issues. When you attach your ‘card’ to the door, attach it so the final result is in the shape of a cross. This symbol reminds us that with Christ all things are possible. The <b>SECOND</b> ‘card’ will be placed in the basket on our prayer table for a separate assignment. Thank you.”</p>		<p><b>Video / Digital Assessment</b></p> <p>Have students read their ‘card’ and explain their thinking or take a photo of them holding their ‘card’.</p> <p><b>Anecdotal Observations</b></p> <p><b>Resiliency</b></p> <p><i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i></p>
Consolidation	Approximately 10 Minutes	Assessment
<p><b>Teacher Voice</b></p> <p>“In small groups of three, you will receive ONE slip of paper from the basket. Collaborating as a group, using chart paper and markers to show your thinking, answer the following question in relation to the ‘card’ that you picked from the basket.”</p> <p>1. What challenges would this person face in achieving success with their “This Is My Moment To Shine.?”</p> <p>2. What is unique to this outreach that could promote a positive healthy attitude within both the author of the idea and the person receiving ‘the shining’ moment?</p>		<p>During this activity play the following music video:</p> <p><a href="http://www.youtube.com/watch?v=1yUKOS_cEXY">http://www.youtube.com/watch?v=1yUKOS_cEXY</a></p> <p><i>This Little Light of Mine</i></p> <p><b>Soweto Gospel</b></p>

<p>Allow time for collaboration. Small groups share their ‘thinking’ with the class. This is a wonderful opportunity to video tape their presentations and show students at a later date as a reminder to outreach to others.</p>	<p><b>Choir</b></p> <p><b>Video tape</b> the groups collaborating</p> <p>Display chart paper in classroom to celebrate student success.</p>
---	---

**Final Notes**

**At Home Assignment:** Students find an example of Who **I AM**... person or a ‘Chance to Shine’ moment that is evident in the community/province. Students are encouraged to watch the news, read the newspaper, or a story online that demonstrates a person’s gratitude / appreciation for another person. In 5-7 sentences, recap the story and how it demonstrates a Who **I AM** story or a Chance to Shine moment.

**News Bulletin Board:** Create a news bulletin board of articles that demonstrate Who **I AM** moments locally, provincially, nationally and internationally.

**Craft:** create a tiny version of the broom from the text. Take a 2” square of yellow paper and cut fringe along the bottom, up to ½ “ from the top. Take a strip of brown paper 3”x5” and roll up the long side to make a stick. Tape it together. Place the yellow piece 1” from the bottom of the stick and wrap it around the stick. Tape the yellow paper to the stick. Punch a hole in the top of the stick and thread it with string or yarn so that the broom can be hung. Write the following message on the broom, “Who I AM... allows others a chance to shine.” Celebrate your accomplishment – display your broom for others to see.

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](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)

This is my chance to SHINE 😊

This is my chance to SHINE 😊

**Who I AM... Thank You!**

Name \_\_\_\_\_

You can trust that God is with you, even in difficult situations. You can also trust God to lead you to moments when you are needed to help others. One way to trust God is to thank Him often. One way to help others build a positive mental health attitude is to thank them for being who they are - often. Use this handout as a gauge to measure how thankful you are to God and to others.

1. Write the name of ONE friend that you said “thank you” to this past week.

Give yourself 5 points for the name & 10 points if you remember what you thanked them for.

\_\_\_\_\_ Points \_\_\_\_\_

2. Write the name of ONE family member you said “thank you” to this week.

Give yourself 5 points for the name & 10 points if you remember what you thanked them for.

\_\_\_\_\_ Points \_\_\_\_\_

3 Add on 15 points if you wrote a thank you note to someone this week. \_\_\_\_\_

4. Think about last Christmas. List the gifts you received.

\_\_\_\_\_

Give yourself 1 point for each gift you said “Thank you” for and 5 points for each Thank you note you wrote to them. Points \_\_\_\_\_

5. Give yourself 1 point for each thing you thanked God for this week. \_\_\_\_\_

6. When was the last time you said “Thank you” to your teacher? \_\_\_\_\_

20 points if it was today ~ 15 points; yesterday ~ 10 points; this week ~ 1 point; this year!

Now, take a minute to total your points and place the final number of points here \_\_\_\_\_

<p>Less than 30 points ... <b>Think of ways you can be more thankful!</b></p> <p>31 – 40 points ... <b>Keep on THANKING!!!!</b></p> <p>More than 41 ...<b>Don’t stop now! Gratitude is contagious. Spread contagious. Thank You!</b></p>
--

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

### Grade 7 - Lesson 4

<b>Grade 7 Religion Unit 1 Lesson 4 – Who I AM Class Skit</b>	
<b>Who I AM Student Skit</b>	
Who <u>I AM</u> – ‘God of All, the Great <u>I AM</u> ’ “gratitude is contagious”	
<b>Background</b> The focus of this lesson has students creating a skit based on their Who <u>I AM</u> task from the previous day. Using the mentor text – ‘A Chance to Shine’ - as the foundation, students demonstrate their Who <u>I AM</u> acts of unconditional love and unconditional forgiveness in accordance with Learning Goals and Success Criteria. Enjoy the assignment. Celebrate Life!	
<b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b>	
<b>Ontario Catholic School Graduate Expectations</b> <b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values <b>CGE1d:</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good <b>CGE3d:</b> Makes decisions in light of gospel values with an informed moral conscience  <u>Religion Overall Expectations</u> LS2: Focus: Principle of Human Solidarity - a Christian social virtue which promotes the individual & communal sharing of material & spiritual goods, & obligates us to seek individual and communal conversation.  <u>Religion Specific Expectations</u> LS2.2: Describe the forms of solidarity which can effectively address socio-economic problems (i.e. poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversation of society) and respect for the common good.	<b>Learning Goals</b> <ul style="list-style-type: none"><li>• Students will demonstrate unconditional love and unconditional forgiveness through creating a skit performance that promotes both individual and communal sharing of spiritual goods.</li><li>• Through the use of drama, students will demonstrate understanding of how one act of kindness can inspire, help, or change a person’s life and promote social change and respect for common good.</li></ul>

<p><u>Drama</u> B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of dram to communicate feelings, ideas, and multiple responses.</p>		<ul style="list-style-type: none"> <li>Students will demonstrate understanding through the use of technology, as a tool to enhance their learning.</li> </ul>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3 – The story of a conversation between Moses and God through the Burning Bush.</p>	<p><b>Terminology</b> Burning Bush  Pay-it-forward  Gratitude/Appreciation  Positive Mental Health Attitude</p>	<p><b>Resources/Materials</b> iPads or tablets with the appropriate apps included.  Props for skit  Peer assessment \$100</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>In the name of the Father and of the Son and of the Holy Spirit, 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 you give to me. I pray now for the special person in my life who I can say thank you to with my <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b></p> <p>“We have been discussing unconditional love, unconditional forgiveness, justice and positive mental health attitudes. I want to share with you a story I found that connects to our learning.”</p> <p><a href="http://www.moralstories.org/making-relations-special/">http://www.moralstories.org/making-relations-special/</a></p> <p>Making Relationships Special (print form included as attachment)</p> <p>“Would any of you like to share your story of unconditional love or unconditional forgiveness that leads to a positive health attitude?”</p> <p>“How are positive health attitudes connected to Who <u>I AM</u> and ‘a chance to shine’?” (allow time to share)</p>		<p><b><u>Anecdotal Notes</u></b></p> <p><b>Resiliency</b> <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i></p>

Action	Assessment
<p style="text-align: center;"><b>Approximately 40 Minutes</b></p> <p><b>Teacher Voice</b></p> <p>“Using the card selection from yesterday’s task as the basis for today’s lesson you will return to your group of 3. Today’s assignment is to create a skit based on your card selection that you were working on yesterday.”</p> <p>Co construct Success Criteria together:</p> <ul style="list-style-type: none"> <li>• create a short 2-3 minute skit based on the card selection from yesterday</li> <li>• brainstorm ideas for the skit</li> <li>• create the dialogue with a theme of unconditional love and or unconditional forgiveness</li> <li>• Using iPads, students videotape their skit using iMovie (option)</li> <li>• Students add music or effects to enhance the skit (option)</li> </ul>	<p>Ensure the appropriate apps are installed on the iPad.</p> <p>Ensure iPads have been charged and ready for use.</p>
Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 10 Minutes</b></p> <p>Collaboration, creativity, communication</p> <p>Once students have completed their videos, they present their video to the ‘live audience’ of peers.</p> <p>Peers offer feedback/reflection in the form of a POSITIVE comment and a NEXT STEP comment.</p> <p><b>Teacher Voice</b></p> <p>“You have each been given one hundred dollars. You must pay members of your group according to their contribution and performance. You can pay them evenly, or some people may deserve more money but justify your thinking with evidence of their work.”</p> <p><b>One Hundred Dollar Bill Peer Assessment</b></p> <ul style="list-style-type: none"> <li>• Provide each student will a copy of the one hundred dollar bill.</li> <li>• On the back of the paper write the names of each person in the group.</li> </ul> <p>Each member of the group is to assess their peers based on their contribution to the group and their performance.</p>	<p>Teacher conference with student</p> <p>Oral Peer Reflection</p> <p>Peer Assessment.</p> <p>One Hundred Dollar Bill Activity</p> 

## Final Notes

### Extend the lesson:

#### Craft – Doorknob Hanger

Cut a sheet of construction paper 9 x 5 inches. One inch from the top draw a circle about 2 inches wide. From the top of the paper, cut a slit down and cut out the circle. On one side decorate the message “A Chance to Shine” on the other side decorate the message “Who I AM Makes A Difference Because Jesus Loves Me!”

#### Craft – Two Hearts

On a sheet of red construction paper draw two large hearts that slightly overlap. On the top heart write “Who I AM Makes A Difference Because....” on the bottom heart write, “I give others a chance to shine when I...” Celebrate your success by displaying the hearts in a prominent location.

*“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.)

## Making Relations Special



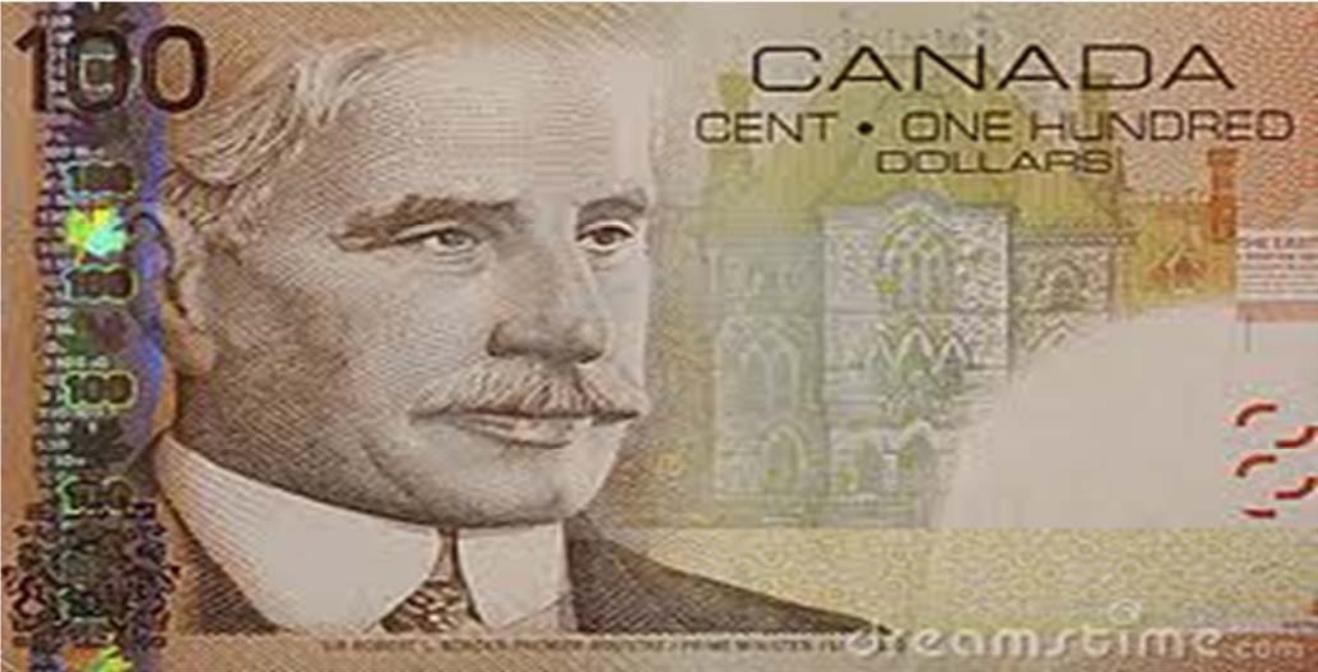
When I was a kid, my Mom liked to make breakfast food for dinner every now and then. And I remember one night in particular when she had made dinner after a long, hard day at work. On that evening so long ago, my Mom placed a plate of eggs, sausage and extremely burned biscuits in front of my dad. I remember waiting to see if anyone noticed! Yet all dad did was reached for his biscuit, smile at my Mom and ask me how my day was at school. I don't remember what I told him that night, but I do remember watching him smear butter and jelly on that biscuit and eat every bite!

When I got up from the table that evening, I remember hearing my Mom apologize to my dad for burning the biscuits. And I'll never forget what he said: "Honey, I love burned biscuits."

Later that night, I went to kiss Daddy good night and I asked him if he really liked his biscuits burned. He wrapped me in his arms and said, "Your Momma put in a hard day at work today and she's real tired. And besides – a little burned biscuit never hurt anyone!"

Moral: Life is full of imperfect things and imperfect people. I'm not the best at hardly anything, and I forget birthdays and anniversaries just like everyone else. But what I've learned over the years is that learning to accept each other's faults – and choosing to celebrate each other's differences – is one of the most important keys to creating a healthy, growing, and lasting relationship.

<http://www.moralstories.org/making-relations-special/>



Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 7 - Lesson 5**

**Grade 7 Who I AM... Lesson 5**

The presentation of Who I AM and ‘the gift of words’.

**Who I AM... The Presentation / The Challenge**

Dedicated to my wonderful children 😊

*\* Prior to this lesson, prepare Who I AM template with gift of words for students*

**Background**

Today you will empower each student through the presentation of a Who I AM shoe. You will need to prepare the message on the Who I AM shoe prior to this class. The affirmation message begins: **“Who you are makes a difference to all of us because... Thank you for being who you are.”**

Prepare enough Who I AM shoes that each student will receive 2 additional Who I AM shoes for their pay- it-forward challenge.

Remind students that this project is titled Who I AM Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’. Read Who I AM Makes A Difference Because Jesus Loves Me! information sheet to students.

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** - Develops attitudes founded on Catholic social teaching

**CGE2c** - Presents information and ideas clearly with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

**Religion Overall Expectations**

LS2: Focus: Principle of Human Solidarity; is a Christian social virtue which promotes the individual & communal sharing of material, spiritual goods, & obligates us to seek individual & communal conversation.

**Religion Specific Expectations**

ML3.3 Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our behaviour toward the performance of good acts in our search for holiness.

**Learning Goals**

- Students will demonstrate unconditional love and unconditional forgiveness for individuals who have made a difference in their life by expressing gratitude and appreciation toward others.

*Success Criteria*

*(suggestion)*

*I will achieve success in demonstrating unconditional love, appreciation and gratitude toward others by participating in the Who I AM... project.*

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3</p> <p>Moses, God, and The Burning Bush</p> <p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p><b>Terminology</b> Resiliency Gratitude / Appreciation Empowerment Unconditional Love Unconditional Forgiveness Celebrate Life! Pay-it-Forward</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> shoe (teacher will photocopy onto cardstock – personalize the back with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward.</li> <li>2. Who <b>I AM</b> Challenge</li> <li>3. Who <b>I AM</b> History</li> <li>4. Who <b>I AM</b> Tree</li> <li>5. Who <b>I AM</b> self-reflection to be completed several days after The Presentation</li> </ol>
Prayer/Scripture Focus		
<p>Feast Day of the Guardian Angels (October 2)</p> <p>Dear Guardian Angel, You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide. Amen</p>		
Minds On	Approximately 10 Minutes	Assessment
<p><u>On the day of presentation of the Gift of Words project:</u> In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my <b>Gift of Words</b>. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen.</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students.</li> <li>2. Discuss the term pay-it-forward in connection to Who <b>I AM</b>...</li> </ol>		<p><b>Anecdotal Observation</b></p> <p><b>Resiliency</b> <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to</i></p>

<p>3. Watch the video ‘Pay-it forward – Are you ready to do the world a favour?’ (3:13)  <a href="http://www.youtube.com/watch?v=gw0Lvr4eK&amp;feature=player_detailpage">http://www.youtube.com/watch?v=gw0Lvr4eK&amp;feature=player_detailpage</a></p> <p>4. Brainstorm the word ‘empower’. How does empower look, sound, feel? Some of the goals to the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving, resiliency, positive word choice, unconditional love and unconditional forgiveness.</p> <p><b>Turn and Talk</b> with your elbow partner          “How can expression of gratitude toward others build their positive mental health attitude? “</p>	<p><i>build resiliency from within. Celebrate your life!</i></p> <p><b>Anecdotal Observations</b>  <b>Pay-it Forward</b>          A response to one person’s kindness by reaching out in kindness to others.  <b>Empower</b>          Make someone stronger and more confident in how they view their life.</p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 40 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Teacher presents a Who <b>I AM</b> shoe [See: <b>Who I AM shoe handout</b>] to each student. The student will receive 2 extra templates that they have to discern who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying “Who you are makes a difference to me because ...” [See: <b>Who I AM presentation information</b>] This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who <b>I AM</b> from them.</p>	
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 10 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Distribute the Who <b>I AM</b> tree to students. On each branch of the tree have students discern and write the name of a person who has made a difference in their life by supporting them on their faith journey and promoting their positive mental health. Students can use this activity as a personal brainstorming session to who will receive a Who <b>I AM</b>... shoe from them. Allow a few days for students to present their Who <b>I AM</b> shoe to others before they complete an anonymous self-reflection.</p>	

**Final Notes**

The beauty of the Who I AM 'gift of words' is it allows a 'safe' opportunity for students and teachers to express thankfulness. When Who I AM Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of kindness, Who I AM refreshes the health and wellness with all of God's children.



## The Challenge!

Who I AM Makes A Difference Because Jesus Loves Me!

Please read this to your class.

Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.

The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us. You are a gift! You are a treasure!

Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others. Who will receive the ‘gift of words’ from you?

Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a Who I AM ‘gift of words’ from you. It’s fun. It’s exciting. It’s a great way of sharing love and feeling forgiveness.

Your challenge is to write a message on 2 Who I AM templates and present these to two individuals who make a difference in your life. Begin your message with the words...**“Who you are makes a difference to me because.....Thank you for being you.”**

Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.

Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.

jmcDonald@rccdsb

## *Who I AM HISTORY*

Dear Teacher

Who I AM Makes A Difference Because Jesus Loves Me!

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any Educational Assistant in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21st century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because... Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

Thank you for being who you are!

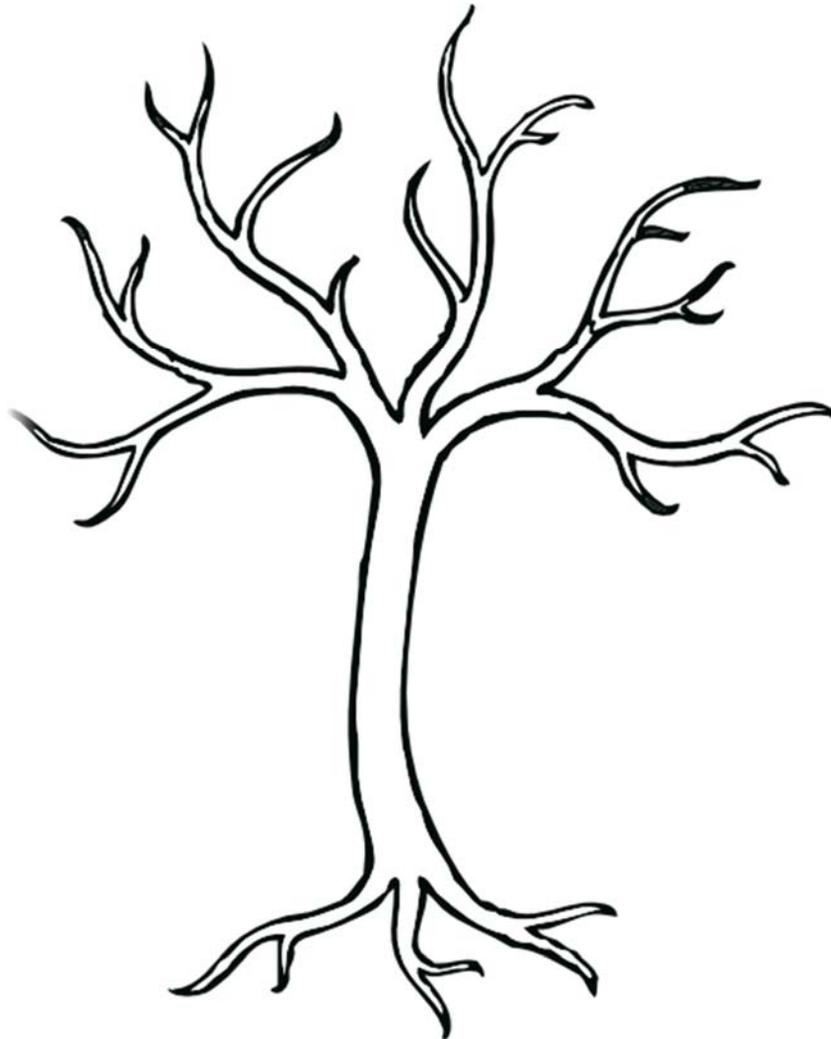
*“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”*

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

Who I AM Makes A Difference Because Jesus Loves Me!

Dear Student,

On each branch of this tree, write a name of someone in your life who has made a difference in who you. They may have helped you become the person you are today by supporting you on your faith journey or your positive mental health attitude. It might be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



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

*\*\* To be completed several days after The Presentation\*\**

Self-Reflection Student Goal – T.O.O (Think Of Others)

Your Grade \_\_\_\_\_ Your School \_\_\_\_\_

\* My teacher believes Who **I AM** Makes A Difference because (what did your teacher say to you when she/he presented you with your ‘gift of words’)

1A. Reason Who **I AM** Makes A Difference was given to FIRST Very Important Person

1B. Response and reaction from FIRST person after receiving Who **I AM** Makes A Difference

2A. Reason Who **I AM** Makes A Difference was given to SECOND Very Important Person

2B. Response and reaction from SECOND person after receiving Who **I AM** Makes A Difference

I enjoyed this assignment because it felt good to think of others. YES NO

My teacher’s words made me feel \_\_\_\_\_

It was easy to think of who would receive the Who **I AM**. YES NO

I know I make a difference to others by \_\_\_\_\_

If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

**Thank you for participating in Who I AM Makes A Difference Because Jesus Loves Me!**

Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

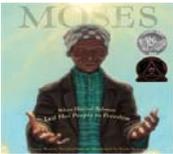
**DON’T FORGET** – several days after the presentation, students complete a self-reflection 😊 The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

**Who I AM Makes a Difference Religion & Positive Mental Health and Wellness**

**Grade 8 - Unit Overview**

Grade 8 - Unit “Who <u>I Am</u> Makes A Difference”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	demonstrate an understanding of various forms of prayer through actively participating in Who <u>I AM</u> Prayer Service	<p><b>15 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>20 minutes</b> Prayer Service in chapel/classroom.  Letter from Moses.</p>	<p><b>10 minutes</b> Three questions for reflection on an EXIT CARD.</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text ‘Moses’</i></p> 	demonstrate an understanding of the virtue of Hope as a community’s trust in God’s Plan.	<p><b>10 minutes</b> Through Turn and Talks, students will engage in sharing of information. Give and Get Activity will connect students to learning.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text  ‘Moses’ using Talking Circle Formation</p>	<p><b>10 minutes</b> Exit Card ‘Cell Phone’  God’s call of Hope</p>
3.	<p><i>Who <u>I AM</u>... Using lyrics to decode messages.</i></p> 	demonstrate an understanding of love, forgiveness and faith as it relates to Who <u>I AM</u> .	<p><b>10 minutes</b> Listen to the song <i>Sweet Honey in the Rock</i>.</p>	<p><b>30 minutes</b> Group skit or interview.  Rubric provided.</p>	<p><b>10 minutes</b> Conversation with God. Creation of prayers in Prayer Journal.</p>
4.	<p><i>Who <u>I AM</u>... A Class Skit</i></p> 	demonstrate an understanding of the need for faith, unconditional love and unconditional forgiveness in the celebration of life.	<p><b>10 minutes</b> Listen to the song ‘Steal Away’.  What does resiliency mean?</p>	<p><b>30 minutes</b> Group skit or interview.  Rubric provided.</p>	<p><b>10 minutes</b> Conversation with God. Creation of prayers in Prayer Journal.</p>
5.	<p><i>Who <u>I AM</u>... The Presentation - Dedicated to my fellow Who <u>I AM</u>... co-writers for all of their support.</i></p> 	demonstrate an appreciation for individuals who have made a difference in their life by expressing gratitude toward others.	<p><b>10 minutes</b> The history of Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!</p>	<p><b>25 minutes</b> The Presentation of the “Gift of Words”.  The Who <u>I AM</u> Challenge!</p>	<p><b>10 minutes</b> The Tree of gratitude.  Who will get my ‘gift of words’?</p>

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

**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 8 – Lesson 1**

**Grade 8 Who I AM... Lesson 1 WHO I AM – Prayer Service**

“Unconditional Love is... Contagious”

**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 God and Moses 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 through positive messages. 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.

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**

**CGE1c:** 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**

**PR2:** Understand how one develops the habits of prayer according to the spirit and example of Jesus Christ.

**Religion Specific Expectations**

**LS3.2:** Outline the basic principles that guide the Church’s social teaching with respect to personal responsibility and participation in public life and give examples of how each promotes the good of individuals and the common good of society.

**Learning Goals**

- Students will demonstrate an understanding of various forms of prayer through actively participating in Who I AM Prayer Service.
- Students will demonstrate an understanding of how the Gospel invites them to grow in faith and wholeness.
- Students will demonstrate an understanding of unconditional love and unconditional forgiveness as instrumental tools in

		<p>building and maintaining positive healthy relationships.</p> <p>Success Criteria <i>(suggestion)</i></p> <p><i>I will achieve success by actively participating in Who <b>I AM</b> Prayer Service through reading the Gospel message, listening attentively and participating with appropriate hand gestures when required.</i></p>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3 <b>Resiliency</b> - The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</p>	<p><b>Terminology</b> Burning Bush Pay-it-forward/Gratitude Unconditional Love Unconditional Forgiveness Celebrate Life</p>	<p><b>Resources/Materials</b> Bibles / Chapel location * Who <b>I AM</b> Prayer Service Moses Letter Prayer Journals /Exit Cards</p>
<b>Prayer/Scripture Focus</b>		
<p><b>Gospel of John 14: 1</b></p> <p>‘Do not let your hearts be troubled. Believe in God, believe also in me.’</p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b> “We are participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! The meaning to the <i>Who <b>I AM</b></i> project is twofold: <i>Who <b>I AM</b></i> is part of the hallmark conversation Moses and God shared in the Old Testament. The <b>I AM</b> in this context acknowledges the importance and value of God within our life. The second meaning to <i>Who <b>I AM</b></i> is individual. <b>I AM</b> important because of how I view myself and others view me. The <b>I AM</b> within me</p>		<p>A brief conversation intended to bring students into new learning</p>

<p>is the blending of others moulding and shaping my character. The two meanings are married in one understanding of unconditional love and unconditional forgiveness. <i>Who <b>I AM</b> makes a difference to God, self and others.</i></p> <p><b>Think – Pair - Share</b></p> <ol style="list-style-type: none"> <li>1. What did Moses do when he noticed that the bush was not burning up?</li> <li>2. What was Moses told about the place of the Burning Bush and what was he to do while he was there?</li> </ol>	<p>Anecdotal notes: observations, listening</p> 
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p><b>Chapel or classroom</b></p> <p>Gather in the classroom, school chapel, or parish for the Who <b>I AM</b> prayer service. Assign students with their reading selection. Students take an active role during the Who <b>I AM</b> Prayer Service by reading a variety of prayers/reflections, listening attentively, and using appropriate hand gestures when required.</p> <p>Prior to the closing prayer in the Who <b>I AM</b> prayer service, teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Moses Letter [See: <b>Moses Letter</b>]</p> <p>With quiet music as a background, allow students time to read the Moses Letter. (10 minutes for quiet reading /reflection/music)</p> <p>Teacher will continue the prayer service by reading the greeting and first sentence of the Moses Letter. Each student will continue the letter by reading 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> <p>Teacher will complete the prayer service and <b>thank students</b> for their respect toward the Who <b>I AM</b> initiative.</p> <p>After the prayer service, students could gather in a circle to further provide an opportunity to develop caring relationships – a key component to positive mental health. Students need to know they can have supportive relationships with school staff and peers, relationships that reflect trust, respect and non-judgement.</p> <p><b>Teacher Voice</b></p> <p>“If we struggle with peer relationships, what might happen? “</p> <p>Students might say things such as become alienated, feel alone, or feel isolated, which in turn could lead to mental health concerns such as alienation. The</p>	<p>Student thinking is probed through purposeful activities.</p> <p><b>Music Selections</b></p> <p>You are I AM (Mercy Me)          I Can Only Imagine (Mercy Me)          The Hurt &amp; Healer (Mercy Me)          Homesick (Mercy Me)          With all I AM (By Hillsong)</p> <p><u>Anecdotal notes based on class discussions.</u></p>

<p>teacher could connect the discussion to positive mental health and how Christian prayer and Catholic community provide a means of developing positive mental health.</p> <p>Teacher could model, promote, and encourage the descriptions given by students ensuring every student’s voice is heard.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Approximately 10 Minutes</b></p> <p>In Prayer Journal or <b>Exit Card</b> reflect on one of the following questions:</p> <p>Why did Moses reveal to you about his character?</p> <p>What is the significance of receiving a letter of unconditional love from Moses?</p> <p>How does Moses model unconditional love and unconditional forgiveness?</p>	<p>Teacher supports students with making connections to the learning goal.</p> <p>Prayer Journal or <b>Exit Card</b></p>
<p><b>Final Notes</b></p>	

## Who I AM Prayer for Intermediate Division (Grade 8)

### 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."

Gospel Reading: A reading from the Gospel of John 14: 1-14

"Do not let your hearts be troubled. You trust in God, trust also in me. <sup>2</sup> In my Father's house there are many places to live in; otherwise I would have told you. I am going now to prepare a place for you, <sup>3</sup> and after I have gone and prepared you a place, I shall return to take you to myself, so that you may be with me where I am. <sup>4</sup> You know the way to the place where I am going. <sup>5</sup> Thomas said, 'Lord, we do not know where you are going, so how can we know the way?' <sup>6</sup> Jesus said: I am the Way; I am Truth and Life. No one can come to the Father except through me. <sup>7</sup> If you know me, you will know my Father too. From this moment you know him and have seen him. <sup>8</sup> Philip said, 'Lord, show us the Father and then we shall be satisfied.' Jesus said to him, <sup>9</sup> 'Have I been with you all this time, Philip, and

you still do not know me? 'Anyone who has seen me has seen the Father, so how can you say, "Show us the Father"?' <sup>10</sup> Do you not believe that I am in the Father and the Father is in me? What I say to you I do not speak of my own accord: it is the Father, living in me, who is doing his works. <sup>11</sup> You must believe me when I say that I am in the Father and the Father is in me; or at least believe it on the evidence of these works. <sup>12</sup> In all truth I tell you, whoever believes in me will perform the same works as I do myself, and will perform even greater works, because I am going to the Father. <sup>13</sup> Whatever you ask in my name I will do, so that the Father may be glorified in the Son. <sup>14</sup> If you ask me anything in my name, I will do it." Amen

Reflection Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

1. What emotions do you think Moses experienced standing before the Burning Bush?
2. How would you have reacted standing before a Burning Bush that did not consume itself?
3. Moses had imperfect speech and lacked confidence. Why do you think choose Moses instead of someone else?

**Intentions:** *Note: prepare students 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, the church and all Christians; that they know that God, the Great I AM, loves them unconditionally,

We pray    Lord, hear our prayer

For all who work in our schools; our school principal, vice-principal, youth workers, 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 ...*names of people...*; that they know that God, the Great I AM, loves them unconditionally and forgives them unconditionally,

We pray

Lord, hear our prayer

**\*Present Letters to STUDENTS\***

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 r lives 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

On the following days:

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 you give to me. 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

On the day of The Presentation of the 'Gift of Words'

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen

## Moses' Letter

*Greetings from Exodus 3:14,*

*How are you? This note may seem strange to you but not as strange as having a burning bush talk to you.*

*That's right - it's me, Moses. I just had to write you a note and let you know how unique you are.*

*When God asked me to follow Him, I thought 'pick someone else'. I didn't think I was special enough for a God Job. I really didn't like my speech - I often stumbled when I tried to put a sentence together. So there is God, saying 'hey dude, you are going to set my people free.'*

*Anyway, the reason I am writing to you is to tell you that if God thinks I am special enough for Him - that's good enough for me! Believe that He thinks you are unique too!*

*He created YOU just as special. He gave YOU cool gifts and talents that are unique to who you are! WOW*

*Use your gifts. Trust your passions. Thank Him for your talents. Who you are makes a difference to everyone!*

*Don't forget to talk to Him. He really enjoys hearing from you. After all, He created you in His image. That's cool 😊*

*Your BFF,*

*Moses*



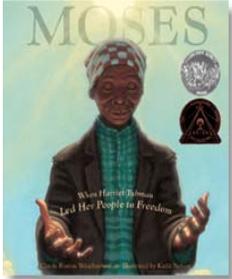
Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

Mentor Text – Moses: When Harriet Tubman Led Her People to Freedom

**Grade 8 - Lesson 2**

<p><b>Grade 8 Religion Unit 1 - Lesson 2 Mentor Text</b>                  Moses: When Harriet Tubman Led Her People to Freedom</p> <p>Who <u>I AM</u> – ‘God of All, the Great <u>I AM</u>’ you blessed me with FREEDOM – Thank you!</p>	
<p><b>Background</b></p> <p>Our God is a God of love. When He promised Moses, “I will be with you” He extended the same promise to all of us. The person beside you, in front of you, or behind you. We all received the promise of God to be with us. Did you ever wonder why God would make that promise? I think it is because He loves us so much, God actually considers us to be His children. How cool is that? Super cool, I think. He even said He loves You without conditions. Through Him, your resiliency is strengthened; your positive mental health attitude is developed. Stop throughout the day and thank God for the blessings you receive. Celebrate your life by loving and forgiving others.</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE1e</b> - speaks the language of life ... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”  <b>CGE1g</b> - 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</p> <p><b><u>Religion Overall Expectations</u></b>                  ML3: Demonstrate an understanding that grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life</p> <p><b><u>Religion Specific Expectations</u></b>                  ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision making.</p> <p><b><u>History Expectations</u></b>                  A2.6 Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences.</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the virtue of Hope as a community’s trust in God’s Plan.</li> <li>• Students will demonstrate the formation of positive mental health and spiritual wellness through recognizing that through our adversities we grow stronger in developing a healthy conscience for moral decision making.</li> </ul>

		<p>Success Criteria <i>(suggestion)</i></p> <p>I will achieve success by listening attentively to the story Moses in order to find the virtue of hope through community trust.</p> <p>I will achieve success recognizing adversities provide opportunities to grow stronger in faith and moral conscience.</p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b></p> <p>Exodus 3:14</p> <p>Moses and the conversation with God through the Burning Bush</p> <p>Underground Railroad</p>	<p><b>Terminology</b></p> <p>Courage / Hope</p> <p>Unconditional Love</p> <p>Faith / Adversity</p> <p>Unconditional Forgiveness</p> <p>Moral Conscience</p> <p>Celebrate Life</p>	<p><b>Resources/Materials</b></p> <p>Mentor text, “Moses, When Harriet Tubman Led Her People to Freedom”</p> <p>Plain white paper</p> <p>Who I AM...Give and Get</p> <p>Who I AM...Cell Phone</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>In the name of the Father and of the Son and of the Holy Spirit,</p> <p>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 you give to me. I pray now for the special person in my life who I can say thank you to with my <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> 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><b>Minds On</b></p>		<p><b>Assessment</b></p>
<p><b>Teacher Voice</b></p> <p>“<b>Turn and Talk</b> to your elbow partner. Share a dream you recently had.” (allow a few minutes of talk)</p> <p>“Now <b>Turn and Talk</b> to the elbow partner about <b>one thing</b> you would take with you if you were going on trip.” (allow time for talk) “What about if you could only take <b>one person</b> on the trip...who would it be?”</p> <p>“Thank you for sharing. I wonder what these moments of sharing have in common. I wonder how they are connected.”</p>		<p>A brief conversation intended to bring students into new learning.</p> <p><u>Anecdotal notes:</u> <u>observations,</u> <u>listening</u></p>

<p>Allow for ‘wondering’ to resonate.</p> <p><u>Give and Get Activity</u> [See: <b>Who I AM...Give and Get</b>]                  Distribute handout to students. Allow a few minutes as they circulate to collect and share information about the Underground Railway.</p>	<p>Give and Get outlined:  <a href="http://www.education.alberta.ca/eng/studentsuccess/thinkliteracy/files/thinkliteracy7-12.pdf">http://www.education.alberta.ca/eng/studentsuccess/thinkliteracy/files/thinkliteracy7-12.pdf</a></p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>                  “For the reading of this mentor text, we are going to gather in a Talking Circle formation. This style of story-telling was used long ago by Aboriginals. Our mentor text today is titled “Moses: When Harriet Tubman Led Her People to Freedom. Predict from the title and the illustration on the cover what this text is going to be about.”</p> <p><b>Teacher Reflection</b>  <i>*Teacher – share a time when you said YES to God &amp; how you felt.</i>  <i>*Teacher – After students have time to share their idea, the teacher could summarize.</i></p> <p><b>Moses - Read aloud</b></p> <ol style="list-style-type: none"> <li>1. Read the forward in order to explain the brief history of slavery in America.</li> <li>2. Before you read further... “Give me thumbs up if you feel it is important to believe in the power of prayer. Thumb to the side if you aren’t sure and thumb down if you don’t believe in prayer. Thank you.”</li> </ol> <p>“Looking at the cover, do you think Harriet Tubman believes in the power of prayer and the power of a positive mental health attitude? What evidence do you have to support your thinking?”</p> <p>Read text but pause along the way to ‘wonder’ about the symbolism. (dark colours illustrate desperate nature of escape, her fortitude – strength, courage, determination – are reflected in extreme close ups, the sunlight is reflective of her closeness to God)</p> <p>After the reading:  <b>Turn and Talk</b>                  Teacher poses a question; students turn knee-knee and reflect on the question sharing their ideas/answers.</p> <ol style="list-style-type: none"> <li>1. What do you think are the personal factors that enable Harriet to become a heroine? Support your answer with evidence from the text and your own ideas.</li> </ol>	<p>Student thinking is probed through purposeful activities</p> <p>Talking Circle  <a href="http://www.education.alberta.ca/eng/aboriginal/Guide_Toolkit2009.pdf">http://www.education.alberta.ca/eng/aboriginal/Guide_Toolkit2009.pdf</a></p>  <p><b>Resiliency</b>                  The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your</p>

<p>2. How can you connect this text to the biblical story of The Burning Bush? Why might that be?</p> <p>3. What do you think enabled Harriet to persevere in the face of difficulties? Support your ideas with evidence from the text.</p>	<p>life!</p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 10 Minutes</b></span> <span style="float: right;"><b>Assessment</b></span></p>	
<p><b>Teacher Voice</b>                  “Harriet’s message begins with God and ends with God. When we have faith in God, all things are possible. There are three lessons to learn from this text and they focus on God. In your prayer journal identify the three lessons and reflect on the value of the three lessons and how you can personally connect to them.</p> <p>Reflection Question:                  1. Explain how you think the virtues of faith, hope, unconditional forgiveness and unconditional love enabled Harriet to accomplish all that she did.</p> <p><b>Exit Card</b>                  “On the cell phone hand out, text message the answer to this question.  <b>What was God’s calling of hope for Harriet?” [See: Who I AM... Cell Phone]</b></p> <p>Play this video as students begin to hand in their Exit Cards.</p> <p><a href="http://www.youtube.com/watch?v=gd1LoH7b1_Y">http://www.youtube.com/watch?v=gd1LoH7b1_Y</a></p> <p><b>Moses: When Harriet Tubman Led Her People Original Music Video</b></p>	<p>Teacher supports students with making connections to the learning goal.</p> <p>Three lessons:                  1. freedom is God given right                  2. God is always with us                  3. we are free to dream</p> <p><b>Prayer journal</b></p> <p><b>Exit Card</b> (cell phone)</p>
<p><b>Final Notes</b></p>	
<p><b>Extend the lesson</b></p> <ol style="list-style-type: none"> <li>Celebrate student work – display cell phones on the class bulletin board</li> <li>Homework – distribute a second cell phone handout to students. “What is God’s call for you?”</li> <li>Venn Diagram – compare Harriet to Moses (Exodus 3:14)</li> <li>Using words and illustrations – share a time when you felt like a slave to a person, thing or place. How did you manage to overcome the feeling of being enslaved?</li> </ol>	

5. [http://www.youtube.com/watch?v=gd1LoH7b1\\_Y](http://www.youtube.com/watch?v=gd1LoH7b1_Y)

**Moses: When Harriet Tubman Led Her People Original Music Video**

How does listening to a music video change the feeling to the text? When do you use music to change your attitude or your feelings in a positive way?

6. Create a TOP TEN WAYS TO LOVE UNCONDITIONALLY. Share with other classes. Post in the hall.
7. Create a TOP TEN WAYS TO FORGIVE UNCONDITIONALLY. Share with other classes. Post in the hall.

*“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.)

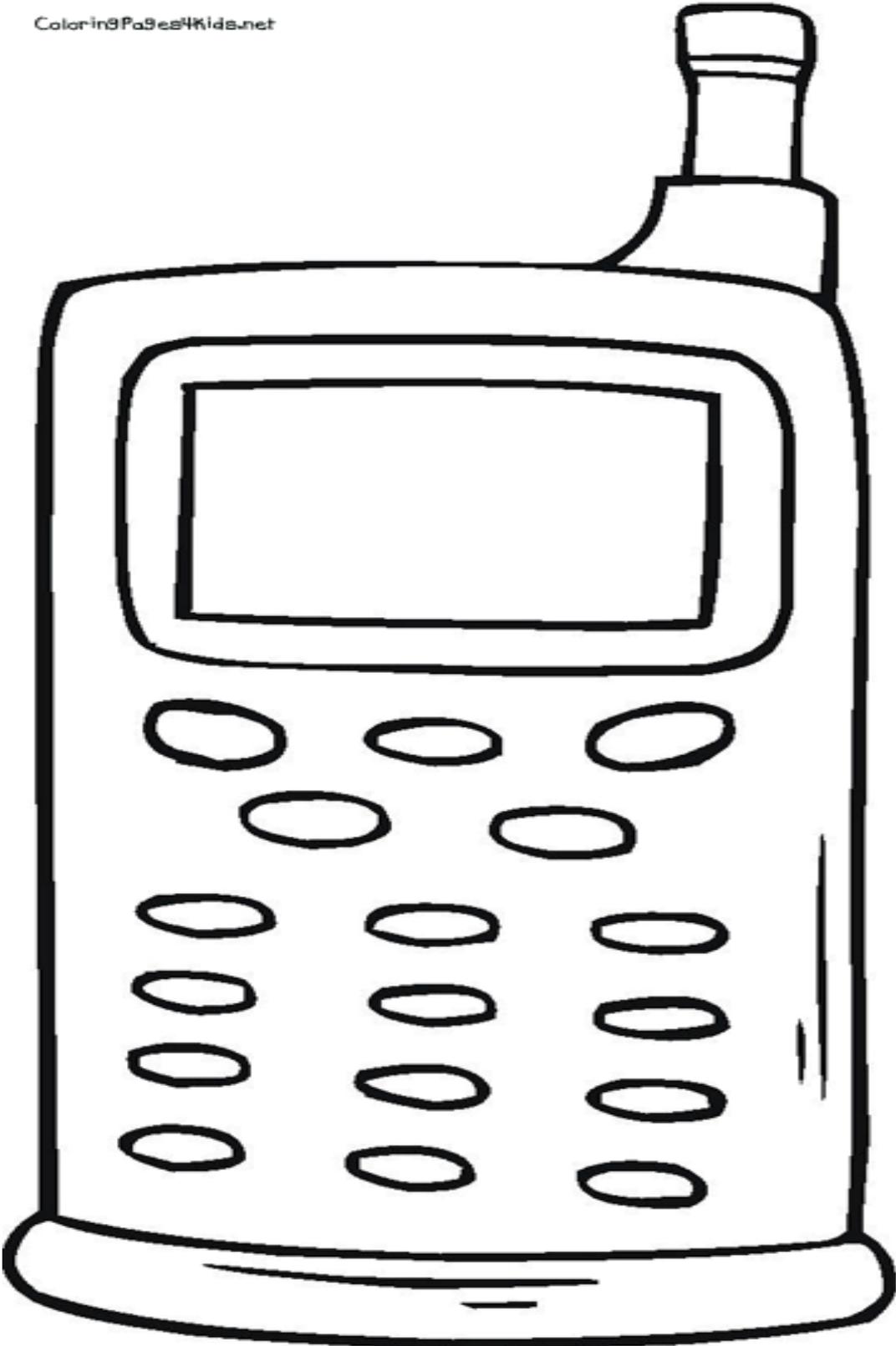
**Who I AM... Give and Get**

INSTRUCTIONS: Record five key ideas about the Underground Railway in the **Give** column. Circulate around the room sharing an idea from your list and obtaining an idea in exchange from five other students. Record ideas that you receive from others in the **Get** column.

GIVE	GET
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Who I AM... A Text Message From God

ColoringPages4Kids.net



Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

MUSIC



Grade 8 - Lesson 3

<p><b>Grade 8 Religion Unit 1 Lesson 3 – MUSIC</b></p> <p><b>Who I AM Makes A Difference Because Jesus Loves ME!</b></p> <p>Who <u>I AM</u> – ‘God of All, the Great <u>I AM</u> ‘</p>	
<p><b>Background</b></p> <p>In this lesson, students are asked to find and decode messages from songs related to the Underground Railroad. Just as Moses and Harriet (the main character from the mentor text) demonstrated courage and faith, students are given the opportunity to find real examples of courage, gratitude and the Who <u>I AM</u> message using music as an instrument to do it.</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><u>Catholic Graduate Expectations</u></p> <p><b>CGE1e</b> - speaks the language of life ... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”</p> <p><b>CGE1g</b> -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</p> <p><u>Religion Overall Expectations</u></p> <p>ML3: Demonstrate an understanding that the grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life</p> <p><u>Religion Specific Expectations</u></p> <p>ML2.4: Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy conscience for moral decision making.</p> <p><u>Music Expectation:</u></p> <p>C2.1 Express analytical, personal responses to musical performances in a variety of ways.</p> <p><u>History Expectation:</u></p> <p>A2.2 Gather/organize information and evidence about perspectives of different groups on some significant events, developments, or issues</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of love, forgiveness and faith as it relates to Who <u>I AM</u>.</li> </ul> <p>Co-construct Success Criteria together with students.</p> <p><b>Resiliency</b></p> <p>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</p>

<p>the affected Canada or Canadians during this period, using a variety of primary resources.</p> <p><u>Language:</u> 1.1 Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts.</p>		
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge</b> Exodus 3:14 Moses and the conversation with God through the Burning Bush. Prior understanding of the Underground Railroad</p>	<p><b>Terminology</b> Courage / Faith Determination Appreciation / Gratitude Resiliency / Positive Mental Health Celebrate Life!</p>	<p><b>Resources/Materials</b> iPads or computer access.  Youtube. “Sweet Honey in the Rock – Wade in the Water”</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <u>I AM</u>, 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 resiliency you have programmed within us. We especially thank you for the love of our family and friends. Thank you for loving us all unconditionally, for forgiving us all unconditionally, and for making each one of us the special priceless gift that we are, amen.</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b> “Today we are going to listen to a song that helped slaves communicate with one another and almost acted as a map to help navigate or find their way when they were lost both physically and spiritually.”</p> <p>Teacher plays the song ‘<a href="https://www.youtube.com/watch?v=RRpzEng14Hs&amp;feature=player_detailpage">Sweet Honey in the Rock – Wade in the Water</a>’ (5:38 minutes) YouTube <a href="https://www.youtube.com/watch?v=RRpzEng14Hs&amp;feature=player_detailpage">http://www.youtube.com/watch?v=RRpzEng14Hs&amp;feature=player_detailpage</a></p> <p>Please provide students with the lyrics to the music to follow along. <a href="http://www.azlyrics.com/lyrics/tedeschitrucksband/wadeinthewater.html">http://www.azlyrics.com/lyrics/tedeschitrucksband/wadeinthewater.html</a></p> <p>Allow students the opportunity to engage in <i>Sweet Honey in the Rock</i> through a <b>Choral Reading</b>.</p> <p><b>Teacher Voice</b> “How can you connect <i>Sweet Honey in the Rock</i> to the following:</p>		<p>Sweet Honey in the Rock In The Morning When I Rise <a href="https://www.youtube.com/watch?v=ZAJBZXIzKcY">https://www.youtube.com/watch?v=ZAJBZXIzKcY</a></p> <p><b>Turn and Talk</b></p> <p><b>Anecdotal Observations</b></p> <p>Resiliency: “The ability to become strong, healthy, or</p>

<p>1. Who <b>I AM</b>                  2. A positive mental health attitude                  3. Resiliency                  4. A gratitude or appreciation experience                  5. Unconditional Love or Unconditional Forgiveness</p> <p><b>Turn and Talk</b> to your elbow partner to share your ideas.”</p> <p>Discuss the term <i>resiliency</i>. Teacher could be explicit in saying that being resilient allows us to bounce back if and when unfortunate things happen to us.</p>	<p>successful again after something bad happens; the ability of something to return to its original shape after it has been pulled, stretched, pressed, bent, etc.”</p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>                  “Songs were used in everyday life by African Slaves. Singing was tradition brought from Africa by the first slaves; sometimes their songs are called spirituals. Harriet Tubman and other slaves used songs as a strategy to communicate with slaves in their struggles for freedom. Coded songs contained words giving directions on how to escape also known as signal songs or where to meet know as map song.”                  (harriet-tubman.org)</p> <p>“Our Christian faith has coded songs as well. ‘The Twelve Days of Christmas’ is a coded song that speaks to the message of our faith.”  <a href="http://www.catholicnewsagency.com/resources/advent/customs-and-traditions/the-history-of-the-twelve-days-of-christmas/">http://www.catholicnewsagency.com/resources/advent/customs-and-traditions/the-history-of-the-twelve-days-of-christmas/</a></p> <p><b>Christian History of the 12 Days of Christmas</b></p> <p>“You will work with a partner for an inquiry session. Using iPads or a computer, your task is to find an example of an Underground Railroad song. Connect it the message of <b>Who I AM</b> ; gratitude, appreciation, positive mental health, resiliency, unconditional love, unconditional forgiveness, faith. “</p> <p>“In collaboration with your partner, find the lyrics to the song and decode the message. Make the connections and be prepared to present your inquiry research.”</p>	<p><b>Peer-to-Peer Learning</b></p> <p><b>Who I AM MUSIC Rubric</b></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Once the initial task of finding a song and the lyrics is completed, students are asked to share their findings with their peers.</p> <p>As a class, students vote on what they think is the best song to reflect the</p>	<p><b>Exit Card</b></p>

message of Who **I AM**.

When the song has been selected, students can extend their learning by participating in a choral reading of their song or leading the class in a choral reading of their song. Boys will be given one verse of the song to either sing or read and the girls will be given the next verse.

**Exit Card**

1. How does your personal Who **I AM** story demonstrate unconditional love and unconditional forgiveness to others?
2. Who has made a difference in who you are, helped you become the person you are today, and supported your positive mental health?

**Final Notes**

**Extend the lesson:**

**Rap It!**

Create a rap that demonstrates students personal Who **I AM** map or Who **I AM** life journey. Students have to express gratitude to at least two people in their rap and why they are grateful for them. Students could also include what they have done to make a difference in others' lives.

**Craft**

Provide each student with a piece of sandpaper. Using a pencil, write the words Who **I AM**... plus one Christian symbol that represents their faith. Add colour by pressing hard with a crayon. The rough texture of the sandpaper represents the adversities – rough times – we face. Our faith navigates our path. Our path navigates our Who **I AM** story.

**Who I AM – Lord of the Rings**

<http://www.catholic.net/index.php?option=dedestaca&id=3456>

Film Makers Say They Contemplated the Faith of Lord of the Rings

“What evidence of unconditional love, unconditional forgiveness and the celebration of life to you see in this article that can be connected to Who **I AM**?”

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](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)

Who I AM... MUSIC RUBRIC

	Level 4	Level 3	Level 2
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <hr/> <p>Name of CGE</p>	<p>Demonstrated considerable understanding of CGE</p> <hr/> <p>Name of CGE</p>	<p>Demonstrated some understanding of CGE</p> <hr/> <p>Name of CGE</p>
<p><b>Understanding -</b> Comprehension of its meaning and significance (understanding)</p>	<p>Student demonstrates a thorough understanding of decoding the Who <b>I AM</b> message within Music.</p>	<p>Student demonstrates considerable understanding of decoding the Who <b>I AM</b> message within Music.</p>	<p>Student demonstrates some understanding of decoding the Who <b>I AM</b> message within Music.</p>
<p><b>Thinking –</b> The use of creative thinking skills</p>	<p>Through an Underground Railroad song, students demonstrate the use of creative thinking with a high degree of effectiveness to clearly show how music can speak words of empowerment to others.</p>	<p>Through an Underground Railroad song, students demonstrate the use of creative thinking with considerable effectiveness to clearly show how music can speak words of empowerment to others.</p>	<p>Through an Underground Railroad song, students demonstrate the use of creative thinking with some effectiveness to clearly show how music can speak words of empowerment to others.</p>
<p><b>Communication -</b> The conveying of meaning through various forms</p>	<p>Students MUSIC clearly expresses how Who <b>I AM</b> affects your life with a high degree of effectiveness.</p>	<p>Students MUSIC clearly expresses how Who <b>I AM</b> affects your life with considerable effectiveness</p>	<p>Students MUSIC clearly expresses how Who <b>I AM</b> affects your life with some effectiveness</p>
<p><b>Application –</b> The use of knowledge and skills to make connections between Religious Education/Mental Health &amp; Wellness and the world outside the school</p>	<p>Students MUSIC shows precise connections between Who <b>I AM</b>, positive health attitude, appreciation/gratitude with a high degree of effectiveness.</p>	<p>Students MUSIC shows precise connections between Who <b>I AM</b>, positive health attitude, appreciation/gratitude with considerable effectiveness.</p>	<p>Students MUSIC shows precise connections between Who <b>I AM</b>, positive health attitude, appreciation/gratitude with some effectiveness.</p>

Teacher comments \_\_\_\_\_

**EXIT CARD**

# Who I AM...

How does your personal Who I AM story demonstrate unconditional love and unconditional forgiveness to others?

Who has made a difference in who you are, helped you become the person you are today, and supported your positive mental health?  
How have they helped you?

Name \_\_\_\_\_

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 8 - Lesson 4**

**Grade 8 Religion Unit 1 Lesson 4 – Small Group Skit**

**Who I AM – ‘God of All, the Great I AM ‘**

**Background**

Prayer is one of the main cornerstones of Who I AM. Prayer feeds our spirit, nourishes our soul and helps to build the positive mental health image that creates our Who I AM story. In the story, “Moses”, Harriet opens her heart by praying to God. In this lesson, students will open their hearts to God through the creation of a prayer with a distinct focus on Who I AM, unconditional love and unconditional forgiveness.

**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 unearned 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

**Religion Overall Expectations**

ML3: Demonstrate an understanding that the grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life

**Religion Specific Expectations**

ML2.4: Link commitment, turning from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision making.

**Music:**

C2.1 Express analytical, personal responses to musical performances in a variety of ways.

**Language:**

1 Generate, gather, and organize ideas and information to write for an intended purpose and audience.

1.3 Identify a variety of listening comprehension strategies and use

**Learning Goals**

- Students will demonstrate an understanding of the need for faith, unconditional love and unconditional forgiveness in the celebration of life.
- Students will demonstrate an understanding of the value of a life focused on prayer.
- Students will demonstrate creativity in worship and prayer by authoring a personal prayer.
- Student will demonstrate an understanding toward

<p>them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex and challenging texts.</p>		<p>appreciating all of God’s goodness by connecting to expressions of thankfulness and gratitude within self and others.</p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3:14 Moses and the conversation with God through the Burning Bush. Prior knowledge to Voice in Write Traits</p>	<p><b>Terminology</b> Hope/Faith Courage / Determination Resiliency Unconditional Love Unconditional Forgiveness</p>	<p><b>Resources/Materials</b> Individual copy of the story, “Moses” Youtube access to the song, ‘Steal Away- Mahalia Jackson and Nat King Cole’ (4:08) Who <b>I AM</b> Skit Rubric</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Reading from the book of Exodus 3</b></p> <p><b>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</b></p> <p>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 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, <b>Who I am</b> 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><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b> “We will start the class by listening to the following song:” <u><a href="http://www.youtube.com/watch?v=-O5hz5KnSdc">‘Steal Away- Mahalia Jackson and Nat King Cole’ (4:08 minutes)</a></u> <u><a href="http://www.youtube.com/watch?v=-O5hz5KnSdc">http://www.youtube.com/watch?v=-O5hz5KnSdc</a></u></p> <p>“This was another coded song about escaping slavery. Can you find a second message within the song?”</p> <p>“What are some of the codes written into this selection of music?”</p> <p>“How can you connect the message within this song, to the message you decoded in your music select?”</p> <p><b>Teacher Voice</b> “Just as there were two voices singing in this version of <i>Steal Away</i>, there are also</p>		<p><b>Anecdotal Observations and Notes</b></p> <p>If time allows, replay... Moses: When Harriet Tubman Led Her People to Freedom <u><a href="https://www.youtube.com/watch?v=gd1LoH7b1_Y&amp;noredirect=1">https://www.youtube.com/watch?v=gd1LoH7b1_Y&amp;noredirect=1</a></u></p>

<p>three distinct voices that were heard in the story ‘Moses’.</p> <p>Turn and Talk with your elbow partner, who are the three distinct voices?”</p> <p>“Whose voice offers expressions of gratitude, appreciation or resiliency in this text?” (Moses, God or Harriet?)</p> <p>“What do you think the term resiliency means? “</p> <p>Teacher explains that being resilient allows us to bounce back if and when unfortunate things happen to us.</p> <p>“<b>Turn and Talk</b> - Share your own personal experience of someone you know, who demonstrated resiliency?”</p>	<p><b>Anecdotal Observations</b></p> <p><b>Resiliency</b>  <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i></p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b></p> <p>“You will each receive three pieces of paper. One red, one yellow and one green. I am going to read our mentor text again. When you hear the voice of Moses – hold up your red paper. When you hear the voice of God – hold up your yellow paper. When you hear the voice of Harriet – hold up your green paper.”</p> <p>Optional - this activity can also be done by listening to the story of Moses... on Youtube so that the teacher can participate.</p> <p>Teacher highlights moments of gratitude/appreciation or strong positive mental health attitudes moments;</p> <ol style="list-style-type: none"> <li>1. Narrator “Harriet’s feet bleed and her gut churns. Under the stars, she draws near to God.”</li> <li>2. Harriet “Thank you, Lord, for watching over me.”</li> <li>3. God “I’m going to see you through, child.”</li> </ol> <p>Divide the class into groups of 3. Each group will write or create a two minute skit. The premise of the skit is that Moses of Exodus 3, will interview the narrator, Harriet, and God to connect their Who I AM story to unconditional love and unconditional forgiveness.</p>	<p>Who <b>I AM</b> Skit Rubric</p> <p>Review rubric together</p> <p>Who <b>I AM</b> Skit Rubric</p>

<p>Students could prepare a list of interview type questions to ask Harriet about the reasons for the journey and how she overcame the obstacles she faces along the way. Students could be introduced to a Q-Chart to assist them in developing higher order thinking questions. Note that the higher order thinking questions are located in the lower right quadrant of the chart. See link below.</p> <p><a href="http://www.lkdsb.net/program/elementary/intermediate/di/files/33Strategies(Q%20Chart).pdf">http://www.lkdsb.net/program/elementary/intermediate/di/files/33Strategies(Q%20Chart).pdf</a> Q-Chart</p> <p>This exercise is intended to help students hear the different voices within the story and the value each voice has toward promoting a positive mental health feeling and spiritual wellness attitude throughout the text.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>          “Just like Harriet, we all have our own individual conversations with God.”</p> <p>Finding a quiet area in the classroom, students are invited to have their own personal conversation with God through recording it in their prayer journal using the PAL format</p> <p><b>PAL Format</b></p> <p>P=praise, give praise for something in their life          A=ask, your prayer request          L=listen, where have you heard the voice of God today (birds, friends, family).</p> <p>Students are asked to create a prayer based on their own personal thoughts, feelings, concerns and gratitude/appreciation.</p> <p>“Dear God, It’s me Jody. Thank you for letting me know you better ....”</p> <p>Teacher may want to help brainstorm ideas for students as to what should /could be included or use a template.</p> <p>These prayers can be done in a prayer journal format, through the use of computer time, or on fancy writing paper.</p> <p>One suggestion to celebrate learning could be by posting their prayers on bulletin boards or having them read during morning announcements. Note, some students might find this intimidating.</p>	<p><b>Template for prayer</b></p> <p>Dear God,</p> <p>It’s me .....</p> <p>Thank you for .....</p> <p>I have an intention .....</p> <p>Your friend,          .....</p> <p><b>Prayer Journal</b></p>

## **Final Notes**

### **Extend the lesson:**

#### **Poetry**

1. Acrostic poem of Dear God – each letter thanking God for a person who makes a difference in their life or something special and unique to them...

D – thank you for my DAD

E – thank you for my sister ELLEN

A – thank you for AUNT ...

R – thank you for RYAN

G - thank you GOD

O - thank you for ORANGES

D - thank you for DAUGHTERS

#### **Craft**

2. Trace your hands ... trace both hands together so that palms are touching and fingers are spread outward. Inside each finger/thumb write the name of someone very special in your life that you are thankful for. Decorate and display on the side of your desk.

#### **Craft**

3. A Bible Bookmark - Cut off one of the corners of an envelope to make a large triangular bookmark that would slip over the page of your book. Use markers to decorate. One side has the message of Moses – I AM WHO I AM. The other side has the message Who I AM Makes A Difference Because Jesus Loves Me! Place the bookmark over the page of your favourite book to remind you of your special uniqueness.

Who I AM... SKIT RUBRIC

	Level 4	Level 3	Level 2
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <p>_____</p> <p>Name of CGE</p>	<p>Demonstrated considerable understanding of CGE</p> <p>_____</p> <p>Name of CGE</p>	<p>Demonstrated some understanding of CGE</p> <p>_____</p> <p>Name of CGE</p>
<p><b>Understanding</b> - Comprehension of its meaning and significance (understanding)</p>	<p>Through an interview skit performance, student demonstrates a thorough understanding of the Who <b>I AM</b> message found in the text MOSES.</p>	<p>Through an interview skit performance, student demonstrates considerable understanding of the Who <b>I AM</b> message found in the text MOSES.</p>	<p>Through an interview skit performance, student demonstrates some understanding of the Who <b>I AM</b> message found in the text MOSES.</p>
<p><b>Thinking</b> - The use of creative thinking skills</p>	<p>Through a scripted skit, students demonstrate the use of creative thinking with a high degree of effectiveness to clearly show how a text can speak words of empowerment to others.</p>	<p>Through a scripted skit, students demonstrate the use of creative thinking with considerable effectiveness to clearly show how a text can speak words of empowerment to others.</p>	<p>Through a scripted skit, students demonstrate the use of creative thinking with some effectiveness to clearly show how a text can speak words of empowerment to others.</p>
<p><b>Communication</b> - The conveying of meaning through various forms</p>	<p>Students' SKIT clearly expresses how Who <b>I AM</b> affects your life with a high degree of effectiveness.</p>	<p>Students' SKIT clearly expresses how Who <b>I AM</b> affects your life with considerable effectiveness</p>	<p>Students' SKIT clearly expresses how Who <b>I AM</b> affects your life with some effectiveness</p>
<p><b>Application</b> - The use of knowledge and skills to make connections between Religious Education/ Mental Health &amp; Wellness and the world outside the school</p>	<p>Students' SKIT shows precise connections between Who <b>I AM</b>, positive health attitude, appreciation/gratitude with a high degree of effectiveness.</p>	<p>Students' SKIT shows precise connections between Who <b>I AM</b>, positive health attitude, appreciation/gratitude with considerable effectiveness.</p>	<p>Students' SKIT shows precise connections between Who <b>I AM</b>, positive health attitude, appreciation/ gratitude with some effectiveness.</p>

Teacher comments \_\_\_\_\_

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**Grade 8 - Lesson 5**

**Grade 8 Who I AM... Lesson 5 - The presentation of Who I AM and the “gift of words”.**

**Dedicated to my fellow Co-Writers for their support.**

*\* Prior to this lesson, prepare Who I AM template with gift of words for students*

**Background**

Today you will empower each student through the presentation of a Who I AM... medal. You will need to prepare the message on the medal prior to this class. The affirmation message begins: “**Who you are makes a difference to all of us because... Thank you for being who you are.**” Prepare enough medals that each student will receive two additional medals for their pay-it-forward challenge.

Remind students that this project is titled Who I AM Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’. Read Who I AM Makes A Difference Because Jesus Loves Me! information sheet to students.

[See: **Who I AM Makes A Difference Because Jesus Loves Me!**]

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** - Develops attitudes founded on Catholic social teaching

**CGE2c** - Presents information and ideas clearly with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

**Religion Overall Expectation**

LC1: Demonstrate an understanding of how the Church community supports one’s life of faith and how our participation in the Church witnesses to God.

**Religion Specific Expectation**

LC2.2 Define the gifts and fruits (perfections/virtues) of the Holy Spirit and explain how they are important in guiding our development as people who strive to live a holy life (e.g. find examples of everyday saints who exemplify the virtues).

**Learning Goals**

- Students will demonstrate an appreciation for individuals who have made a difference in their life by expressing gratitude toward others, modeling unconditional love and expressing unconditional forgiveness as a form of celebrating life.

**Success Criteria**

(suggestion)  
*I will achieve success in demonstrating unconditional love, unconditional forgiveness,*

		<p>appreciation and gratitude toward others by participating in Who I <b>AM</b>... project.</p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  God, Moses, and The Burning Bush                   Exodus 3                   “I AM Who I AM”                  Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p>	<p><b>Terminology</b>                  Pay-it-forward                  Gratitude /Appreciation                  Empowerment                  Unconditional Love                  Unconditional Forgiveness                  Celebrate Life</p> <p><b>Resiliency</b>  <i>The knowledge that you are equipped with the tools needed to handle the adversities that life presents. Leaning on your faith, found within God, assists you to build resiliency from within. Celebrate your life!</i></p> <p><b>Pay-it-Forward</b>                  A response to one person’s kindness by reaching out in kindness to others.</p> <p><b>Empower</b>                  Make someone stronger and more confident in how they view their life</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> medal (teacher will photocopy onto cardstock – personalize the back with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward.</li> <li>2. Who <b>I AM</b> history</li> <li>3. Who <b>I AM</b> tree handout</li> <li>4. Who <b>I AM</b> challenge</li> <li>5. Who <b>I AM</b> self-reflection to be completed several days after The Presentation</li> </ol>
<p><b>Prayer/Scripture Focus</b></p>		
<p>Feast Day of the Guardian Angels (October 2)</p> <p>Dear Guardian Angel,                  You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide.                  Amen</p>		

Minds On	Assessment
<p style="text-align: center;"><b>Approximately 10 Minutes</b></p> <p><u>On the day of presentation of the Gift of Words project:</u> (see handout of prayer) In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my <b>Gift of Words</b>. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen.</p> <ol style="list-style-type: none"> <li>Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>]</li> <li>Discuss the term pay-it-forward in connection to Who <b>I AM</b>...</li> <li>Watch the video ‘Pay – it Forward – Are you ready to do the world a favour?’ (3:13) <a href="http://www.youtube.com/watch?v=gw0Lvr4eK-k&amp;feature=player_detailpage">http://www.youtube.com/watch?v=gw0Lvr4eK-k&amp;feature=player_detailpage</a></li> <li>Brainstorm the word ‘empower’. <b>How does empower look, sound, feel?</b> One of the goals to the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving, resiliency, and positive word choice.</li> </ol> <p><b>Turn and Talk with a partner...</b> <b>How can expressions of gratitude toward others build positive mental health attitude?</b></p>	<p style="text-align: center;"><b>Assessment</b></p> <p><b><u>Anecdotal Observations</u></b></p> <p>Prayer Handout</p>
Action	Assessment
<p style="text-align: center;"><b>Approximately 25 Minutes</b></p> <p>Teacher will present a Who <b>I AM</b> medal [See: <b>Who I AM medal handout</b>] to each student. The student will receive two extra templates that they have to discern who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying “<b>Who you are makes a difference to me because ... Thank you for being who you are.</b>” [See: <b>Who I AM presentation information</b>]</p> <p>This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who <b>I AM</b> from them.</p>	

Consolidation	Assessment
<p>Distribute the Who <b>I AM</b> tree to students.</p> <p>On each branch of the tree have students discern and write the name of a person who has made a difference in their life and promoted their positive mental health.</p> <p>Students can use this activity as a personal brainstorming session to who will receive a Who <b>I AM</b> medal from them. Allow a few days for students to present their Who <b>I AM</b> medal to others before they complete an anonymous self-reflection.</p>	<p><b>Self-Reflective Assessment</b></p> 
<p><b>Final Notes</b></p>	
<p>The beauty of the Who <b>I AM</b> words and gift is it allows a ‘safe’ opportunity for students and teachers to express thankfulness.</p> <p>When Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving.</p> <p>By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who <b>I AM</b> refreshes the health and wellness with all of God’s children.</p> <p><b>Extend the Lesson</b></p> <p><b>Craft – Who I AM..</b> Cornucopia</p> <p>Make a miniature cornucopia (horn of plenty) to give thanks for all the wonderful blessings you have in your life. Take a four or five inch square of brown paper and roll it into a cone. Use a staple or tape to secure the cone. Form fruit and vegetables out of coloured clay or paper mache. Insert the produce into the horn.</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

*Who I AM Medal*

*Who I Am Makes a Difference because Jesus Loves Me!*



## **Who I AM HISTORY**

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21st century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because... Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’.

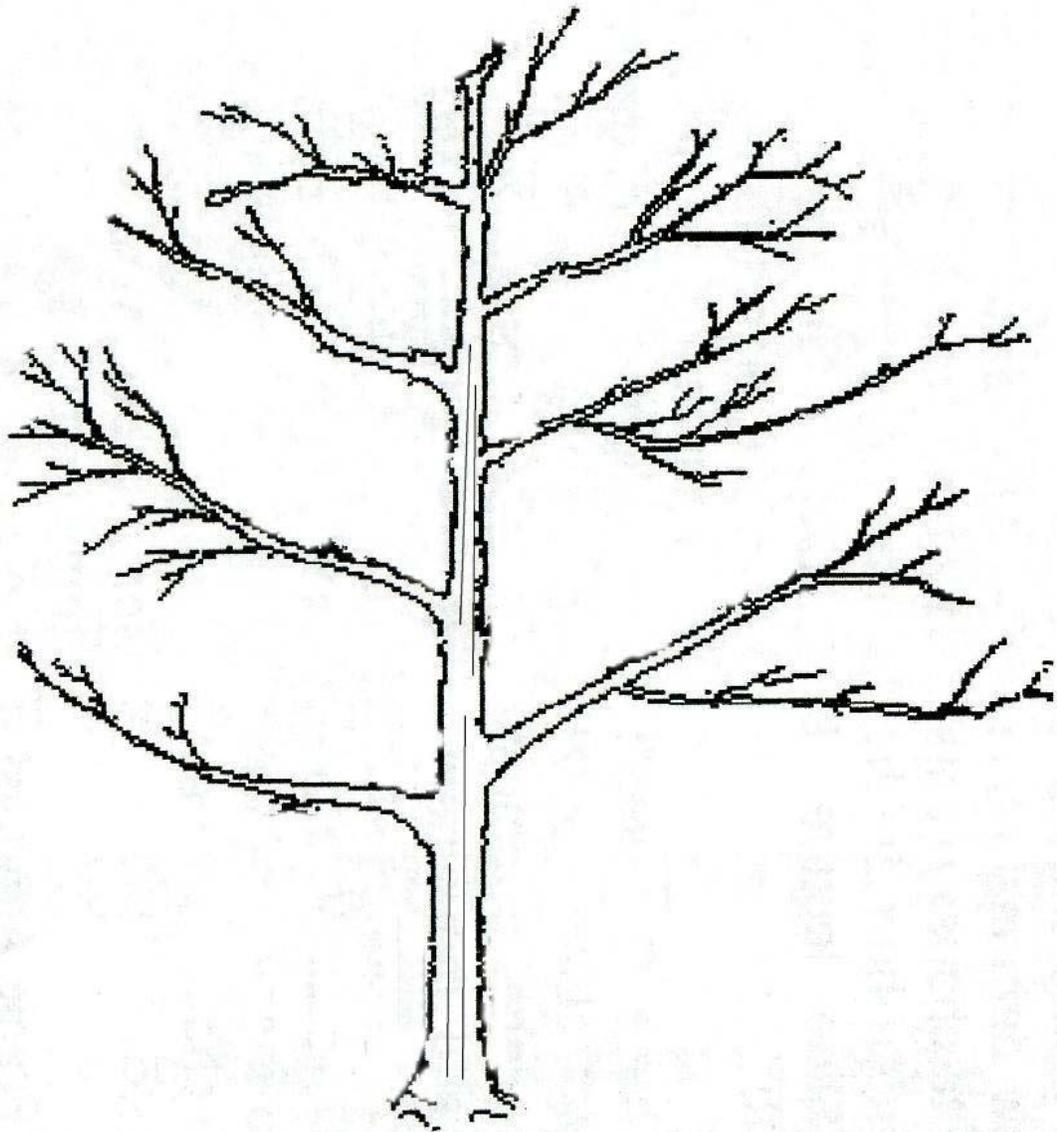
*“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”*

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

**Who I AM Tree**

Dear Student,

On each branch of this tree, write a name of someone in your life who has made a difference in who you are or helped you become the person you are today by supporting your positive mental health. It could be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



## The Challenge!

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

Please read this to your class.

Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied "I AM WHO I AM." The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.

The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us. You are a gift!

Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a 'gift of words' with others.

Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a Who I AM 'gift of words' from you.

Your challenge is to write a message on 2 Who I AM templates and present these to two individuals who make a difference in your life. Begin your message with the words... **"Who you are makes a difference to me because.....Thank you for being you."**

Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.

Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.

jmcDonald@rccdsb

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

*\*\* to be completed several days after The Presentation \*\**

Self-Reflection Student Goal – T.O.O (Think Of Others)

Your Grade \_\_\_\_\_ Your School \_\_\_\_\_

\* My teacher believes Who **I AM** Makes A Difference because (what did your teacher say to you when she/he presented you with your ‘gift of words’)

\_\_\_\_\_

1A. Reason Who **I AM** Makes A Difference was given to FIRST Very Important Person

\_\_\_\_\_

1B. Response and reaction from FIRST person after receiving Who **I AM** Makes A Difference

\_\_\_\_\_

2A. Reason Who **I AM** Makes A Difference was given to SECOND Very Important Person

\_\_\_\_\_

2B. Response and reaction from SECOND person after receiving Who **I AM** Makes A Difference

\_\_\_\_\_

I enjoyed this assignment because it felt good to think of others.  YES  NO

My teacher’s words made me feel \_\_\_\_\_

It was easy to think of who would receive the Who **I AM**  YES  NO

I know I make a difference to others by \_\_\_\_\_

If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

Thank you for participating in Who **I AM** Makes A Difference Because Jesus Loves Me!

Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

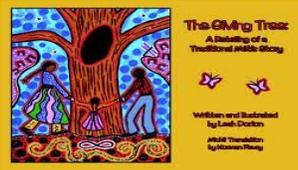
**DON’T FORGET** – several days after the presentation, students complete a self-reflection 😊 The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Who I AM Makes a Difference Religion & Positive Mental Health and Wellness

Grade 9 – Be With Me Unit Overview

Grade 9 - Unit “Be With Me”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p>Who <u>I AM</u>... Prayer Service</p> 	demonstrate an understanding of Sacred Scripture as divinely inspired literature, the word of God expressed in human terms.	<p><b>15 minutes</b> Provide the background to the Who <u>I AM</u>... project. Reflection Questions</p>	<p><b>45 minutes</b> Prayer Service in chapel/ classroom.  Letter from God.</p>	<p><b>10 minutes</b> Three reflective questions to be answered in student’s Prayer Journal</p>
2.	<p>Who <u>I AM</u>... Mentor Text ‘The Giving Tree – A Retelling of a Traditional Métis Story’</p> 	demonstrate an understanding of how to live in a challenging society while keeping your focus on Jesus.	<p><b>15 minutes</b> Understanding how symbols can create positive mental health feelings for individuals.</p>	<p><b>45minutes</b> Read aloud of the Mentor Text  ‘The Giving Tree’.</p>	<p><b>15 minutes</b> EXIT CARD <i>Can music speak the Who <u>I AM</u> message to us? “I can only imagine...”</i></p>
3.	<p>Who <u>I AM</u>... Research Task</p> 	independently learn through Who <u>I AM</u> Choice.	<p><b>15 minutes</b> Who <u>I AM</u>... Rainbow Skit and reflections</p>	<p><b>45minutes</b> Who <u>I AM</u>... Choice with rubric</p>	<p><b>15 minutes</b> EXIT CARD reflection; who makes a difference in your life?</p>

<p>4.</p>	<p><i>Who <b>I AM</b>... Culinary Delight</i></p> 	<p>demonstrate an understanding of locating key scripture passages to complete a culinary task.</p>	<p><b>7 minutes</b> Cookie Challenge and investigation.</p>	<p><b>60 minutes</b> Culinary Delight through Scripture Baking.</p>	<p><b>8 minutes</b> EXIT CARD reflection on positive mental health attitudes</p>
<p>5.</p>	<p><i>Who <b>I AM</b>... The Presentation of the “Gift of Words”</i></p>  <p>Dedicated to the wonderful students whom I am privileged to teach every day.</p>	<p>demonstrate an understanding of the relationship between Ex. 3 &amp; their personal life as they express appreciation for others.</p>	<p><b>25 minutes</b> Ron &amp; Don Skit  The history of <b>Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!</b></p>	<p><b>40 minutes</b> The Presentation of the “Gift of Words”. <b>Who <u>I AM</u>... The Challenge!</b></p>	<p><b>10 minutes</b> The Tree of gratitude and appreciation brainstorming activity.</p>

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pdunne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

**Religious Education & Positive Mental Health and Wellness:** end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

**Who I AM Prayer Service – Be With Me**

**Grade 9 – Lesson 1**

**Grade 9 Who I AM... Lesson 1 WHO I AM – Prayer Service**

**BE WITH ME “Gratitude is Contagious” Building resiliency!**

**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 so that I grow in resiliency and foster a Catholic attitude of maturity. The two meanings are married in one understanding. *Who I AM* makes a difference to self and others.

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**

- CGE1c** - 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 Expectation

Express connections between the relationships described in biblical events and their own life experiences.

Religion Specific Expectation

Demonstrate knowledge of Scripture as the saving history of God’s activity in the life of the people of Israel and of the early Christian community.

**Learning Goals**

- Students will demonstrate an understanding of the virtue of unconditional love.
- Students will demonstrate an understanding of unconditional forgiveness as a strategy for positive health and wellness, building resilient attitudes, and developing Christian maturity.
- Students will demonstrate an understanding of how Sacred Scripture is the Word of God expressed in human terms.

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3:14 Moses and the conversation with God through the Burning Bush.</p>	<p><b>Terminology</b> Pay-it-forward Gratitude / Appreciation Positive Mental Health /Wellness Celebrate Life! <b>Resiliency</b> <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i></p>	<p><b>Resources/Materials</b> Bibles / Chapel location God Letter Prayer Journals Who <b>I AM</b> prayer service A Creed to Live By...</p>
<b>Prayer/Scripture Focus</b>		
<p><b>Reading from the book of Exodus 3</b></p> <p>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.</p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p>Teacher will read the background information to students.</p> <p>“For the next week we will be participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! The meaning to the <i>Who I AM</i> project is twofold: <i>Who I AM</i> is part of the hallmark conversation Moses and God shared in the Old Testament. The <i>I AM</i> in this context acknowledges the importance and value of God within our life. The second meaning to <i>Who I AM</i> is individual. <i>I AM</i> important because of how I view myself and others view me. The <i>I AM</i> within me is the blending of others moulding and shaping my character. The two meanings are married in one understanding. <i>Who I AM</i> makes a difference to self and others.”</p> <p>Distribute the handout <b>A Creed To Live By</b>. Have students each take a turn reading one line.</p> <p><b>Choral Reading</b> Students participate in a choral reading of A Creed To Live By.</p>		<p><b>Anecdotal Observations</b></p> <p>Teacher may want to do a mini-lesson on inference and making connections.</p> <p><b>Handout – A Creed To Live By</b></p> <p><b>Anecdotal Observations</b></p>
<b>Action</b>	<b>Approximately 45 Minutes</b>	<b>Assessment</b>
<p><b>Chapel or classroom</b> Gather in the classroom or school chapel for the Who <b>I AM</b> prayer service. * Assign students with their reading selection. Students take an active role by reading and responding to a variety of prayers/reflections during the Who <b>I AM</b> prayer service celebration.</p>		<p><b>Letter from God –</b> enough copies for each student. Placed in envelope with</p>

<p>Where indicated on the Who <b>I AM</b> prayer service, teacher will pause and present each student with a <b>PERSONALIZED envelope</b> – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the <u>Letter from God</u>. With quiet music as a background, allow students time to read the letter. Allow time for the letter to resonate.</p> <p><b>Pair Share</b> Have students partner up. Each will read the letter to the other. Switch.</p> <p>Allow one minute of silence for the power of the letter to be absorbed before continuing. Teacher will complete the prayer service and <b>thank students</b> for their respect toward the Who <b>I AM</b> initiative.</p> <p>After the prayer service, students could gather in a circle to provide an opportunity to develop caring relationships – a key component to positive mental health. Students need to know they can have supportive relationships with school staff and peers, relationships that reflect trust, respect and non-judgement.</p> <p><b>Teacher Voice</b> “If we strengthen peer relationships, what might happen? “</p> <p>The teacher could connect the discussion to positive mental health, resiliency, Christian prayer and Catholic community provide a means of developing positive mental health attitudes through unconditional love and unconditional forgiveness.</p> <p><b>Extend the lesson</b> Students partner up and create a Who <b>I AM</b> Creed To Live By. Have students present their creed. Post creeds in class to celebrate success.</p>	<p>student’s name</p> <p>WOW Christian Music is amazing!</p> <p><b>Anecdotal notes</b> based on class discussions.</p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>In Prayer Journal reflect on the following questions:</p> <ol style="list-style-type: none"> <li>1. How is Jesus, through His unconditional love and unconditional forgiveness, sent to refresh you?</li> <li>2. How did you respond when you saw that the letter was from your Father?</li> <li>3. Who would you like to share this God letter with? Why?</li> </ol>	<p><b>Prayer Journal</b></p>
<p><b>Final Notes</b></p>	
<p><i>“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.”</i> (from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

Letter

My Dear Precious Child,

This is your Father writing to say how much I care for you. I created you in My image. I am like oxygen - you can't see Me but you need Me.

I want you to know Me better. Are you interested in knowing Me?

The morning sunrise was My gift to you. Did you notice?

Your friends and their friendship with you...that is another gift I have given you. I wanted to do something special, so I blessed you with joy.

How about the cool breeze I sent to refresh you? Did you enjoy it?

I watched over you all day and protected you with My unconditional love. Are you aware of My presence? I am always near to you.

I hope you will talk to Me soon. It's really easy. So much easier to talk to Me than to operate one of those fancy gadget cell phones. With Me the service is always free. You don't have to worry about losing the connection. I never have static or lose service. I am always in range. Prayer is the world's greatest wireless connection ever invented.

My child, you worry too much. You have been blessed with the gift of resiliency - the understanding of how to handle life problems. Never panic - Just PRAY. When you are ready, I will be near. I love you very much. I will be handling all of your problems today...I don't need any help. Thank you for reading this letter! Enjoy YOUR day ☺

Your Friend,

God



## **Who I AM Prayer for Intermediate Division (Grade 9)**

### 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 [adapted and selected verses from Exodus 3 NRSV] 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.”

#### Gospel Reading: A reading from the Gospel of John 14: 1-14

“Do not let your hearts be troubled. You trust in God, trust also in me. <sup>2</sup> In my Father's house there are many places to live in; otherwise I would have told you. I am going now to prepare a place for you, <sup>3</sup> and after I have gone and prepared you a place, I shall return to take you to myself, so that you may be with me where I am. <sup>4</sup> You know the way to the place where I am going. <sup>5</sup> Thomas said, 'Lord, we do not know where you are going, so how can we know the way?' <sup>6</sup> Jesus said: I am the Way; I am Truth and Life. No one can come to the Father except through me. <sup>7</sup> If you know me, you will know my Father too. From this moment you know him and have seen him. <sup>8</sup> Philip said, 'Lord, show us the Father and then we shall be satisfied.' Jesus said to him, <sup>9</sup> 'Have I been with you all this time, Philip, and you still do not know me? 'Anyone who has seen me has seen the Father, so how can you say, "Show us the Father"? <sup>10</sup> Do you not believe that I am in the Father and the Father is in me? What I say to you I do not speak of my own accord: it is the Father, living in me, who is doing his works. <sup>11</sup> You must believe me when I say that I am in the Father and the Father is in me; or at least believe it on the evidence of these works. <sup>12</sup> In all truth I tell you, whoever believes in me will perform the same works as I do myself, and will perform even greater works, because I am going to the Father. <sup>13</sup> Whatever you ask in my name I will do, so that the Father may be glorified in the Son. <sup>14</sup> If you ask me anything in my name, I will do it.” Amen

Reflection Questions:

Write the answers in your journal or on another piece of paper. Be prepared to share your answers.

What did Moses do when he noticed that the bush was not burning up?

How was Moses asked to show reverence for God’s presence in the burning bush and what did God say to call that place?

What is the significance of the name that Moses was given by God and how would it achieve its purpose?

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

We pray Lord, hear our prayer

For all who work in our schools; our school principal, vice-principal, youth workers, ECE’s, 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 we now pause to think of ...*names of people*...; that they know that God, the Great I AM, loves them unconditionally,

We pray Lord, hear our prayer

**\*PRESENT LETTER TO STUDENTS\***

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 my life who we can say thank you to with our words and actions. Help us to be the best person 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

On the following days:

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 you give to me. 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

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen

## **A Creed To Live By....**

Don't undermine your worth by comparing yourself with others.

**It is because we are different that each of us is special.**

Don't set your goals by what other people deem important.

**Only you know what is best for you.**

Don't take for granted things closest to your heart.

**Cling to them as you would your life, for without them life is meaningless.**

Don't let your life slip through your fingers by living in the past or the future.

**By living your life one day at a time, you live all the days of your life.**

Don't give up when you still have something to give.

**Nothing is really over...until the moment you stop trying.**

Don't be afraid to admit that you are less than perfect. It is this fragile thread that binds us to each other.

Don't be afraid to encounter risks. It is by taking chances that we learn how to be brave.

Don't shut love out of your life by saying it's impossible to find.

**The quickest way to receive love is to give love, the fastest way to lose love is to hold it too tightly, and the best way to keep love is to give it wings.**

Don't dismiss your dreams. To be without dreams, is to be without hope; to be without hope is to be without purpose.

Don't run through life so fast that you forget not only where you have been but also where you are going.

**Life is not a race, but a journey to be savoured each step of the way.**

God Bless!

[Nancye Simms 1996]

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**BE WITH ME – Mentor Text** – *The Giving Tree, A Retelling of a Traditional Métis Story*

## Grade 9 – Lesson 2

### Grade 9 Religion Unit 1 Lesson 2 – Mentor Text

*'The Giving Tree, A Retelling of a Traditional Métis Story'*

**BE WITH ME** Who I AM – 'God of All, the Great I AM'

#### Background

'*The Giving Tree*' is a charming story that focuses on the boyhood reminisces of Moushoom as he describes finding the Great Giving Tree with his mother and father. Steeped in Métis culture, this vibrantly-illustrated children's book is a beautiful retelling of a traditional story. It emphasizes Métis core values and beliefs inclusive of many wonderful traits but the most important are unconditional love, celebration of life, and the connection with the Creator and Mother Earth.' Built into this lesson are a number of activities in which students will make connections to resiliency, positive mental health attitude, spiritual wellness, and Who I AM. Enjoy Life! Celebrate Life! Enjoy who you are! Celebrate who you are!

Author Leah Dorion speaking about the mentor text and the illustrations.

<https://m.youtube.com/watch?v=1-FGhbqcYMU>

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

##### Ontario Catholic School Graduate Expectations

**CGE1h** - respects the faith traditions, world religions and the life-journeys of all people of good will

**CGE7f** – respects and affirms the diversity and interdependence of the world's peoples and cultures

##### Religion Overall Expectation Family Life

Explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually, and socially.

##### Religion Specific Expectation Family Life

Recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses.

##### **Learning Goals**

- Students will demonstrate an understanding of how to live in a challenging society while keeping your focus on Jesus.
- Students will demonstrate an understanding the importance of promoting and fostering positive mental health attitude and resiliency when facing adversities.

		<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of how faith is shaped by human experiences inclusive of culture.</li> </ul> <p><i>Success Criteria (suggestion)</i>  <i>Student will achieve success by recognizing the twelve values of the Métis culture and compare them to the cardinal and theological virtues of Catholic Teaching.</i></p>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b>                  Exodus 3:14                  Moses and the conversation with God through the Burning Bush.</p> <p>Grade 8 - Métis Culture</p>	<p><b>Terminology</b>                  Métis Values                  Gratitude /Appreciation                  Unconditional Love                  Unconditional Forgiveness                  Celebrate Life!</p> <p><b>Resiliency</b>  <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i></p>	<p><b>Resources/Materials</b>                  Bible/textbook/CCC                  Mentor Text ‘The Giving Tree: A Retelling of a Traditional Métis Story by Leah Dorion’.                  Scanner /Elmo Projector                  Who <b>I AM</b>... Earth                  Who <b>I AM</b>... Family Tree                  Who <b>I AM</b>... Exit Card</p>
<b>Prayer/Scripture Focus</b>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, 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 unconditionally, forgiving us unconditionally, for allowing us the opportunity to celebrate life, and for making each one of us the special gift that we are, amen.</p>		

Minds On	Assessment
<p style="text-align: center;"><b>Approximately 15 Minutes</b></p> <p><b>Teacher Voice</b>                      “What is the symbol on the Canada flag?                      What is the significance of the Maple Leaf?                      What is one of the symbols for Jesus?                      What is the significance to having symbols to represent Jesus?                      How do these symbols create a positive mental health feeling?”</p> <p>Teacher records various responses to the question, on chart paper.</p> <p><b>Who I AM... Family Tree</b>                      Distribute the Family Tree poem to students. Have each student read a line of the poem. Read together as a class.  <b>‘How does this poem create a positive feeling from beginning to end?’</b></p> <p><b>Taking Care of the Earth Jesus Style</b>                      Arrange students in groups of three. Distribute handout to students. Allow time for each group to complete questions. Invite groups to present their answers. Students sign commitment and have it witnessed by the teacher.</p>	<p><b>Anecdotal Observations and Notes</b></p>
Action	Assessment
<p><b>Prior to lesson</b></p> <ol style="list-style-type: none"> <li>Using the text, Teacher writes the 12 values of Métis Community on a chart paper to be used as an anchor to learning.</li> <li>Teacher writes the Cardinal and Theological Virtues on chart paper to be used as an anchor to learning.</li> <li>Teacher writes each of the 12 Métis Values (see text) on a small piece of paper, folds in half, and places in a basket. In a separate basket, teacher has folded pieces of paper with each of the Cardinal and Theological virtues written. Students are paired with a partner.</li> </ol> <p><b>Teacher Voice</b>                      “You and your partner will receive one of the twelve values that the Métis Community holds with great honour. You will also receive a Catholic Cardinal or a Theological Virtue. Using chart paper, markers, and a positive attitude, your task is to compare your Métis Value with one of the Catholic Cardinal or Theological Virtues. You are invited to use a <b>Venn Diagram</b> to record the similarities and differences. At the bottom of your chart, each of you will write a response to this question:</p> <p><b>“Is this a value and virtue that you have been blessed with? From whom do you attribute receiving those gifts from?”</b></p>	<p>Use <b>iPad</b> to capture student success through recording group presentations. Use this video during <b>student-teacher conference for assessment.</b></p>

<p>Allow time for students to present. Display chart paper to celebrate student success.</p> <p><b>Teacher Voice</b>          “We have discovered the Métis Community honours 12 Values. We know that our Catholic Teaching values Cardinal and Theological Virtues. I am going to share a text with you that highlight the strength and courage of the Métis. You each have a post it. As I read, you can record your ideas to answer this question. <b>What are the important similarities between the Métis Values and the values that Catholics honour?</b>”</p> <p>Teacher reads the story. It would be helpful if the text was scanned or if the teacher used an Elmo to show the story.</p> <p>Provide each student with a post it to record their ideas as they listen to the story.</p> <p>Take time to recognize the ideas recorded on the post it. If time allows, group similar ideas together to see the growth in thinking.</p> <div data-bbox="521 968 878 1125" data-label="Image"> </div> <p><b>Inside/outside</b> circle reflection questions:</p> <ol style="list-style-type: none"> <li>1. How have the Métis people faced adversities while developing a positive mental health attitude?  <i>*have students on the outside of the circle, rotate 3 steps to the right</i></li> <li>2. How does God want us to act in relationship with Him, to each other, and to ourselves?  <i>*have students on the inside of the circle, rotate 1 step to the right.</i></li> <li>3. How is faith shaped by culture?</li> </ol>	<p>Present group videos for class enjoyment.</p> <p><b>Peer reflection</b> – one strength, one next step</p> <p>If possible, <b>video the presentation for assessment</b> and celebration of student success.</p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Watch the video of ‘I Can Only Imagine’ with Wynonna Judd  <a href="http://www.youtube.com/watch?v=8Klrc0YuikM">http://www.youtube.com/watch?v=8Klrc0YuikM</a></p> <p>How does Wynonna’s testimony speak to the message of Who <b>I AM</b>? How has her personal life story, her faith, and her music built her resiliency and positive mental health image? Explain the similarities in courage and strength and those expressed through Moushoom in the text ‘The Giving Tree’?</p>	

## Final Notes

### Extend the lesson:

#### Who I AM....Friends for supper

1. Give each student 5 pieces of paper the size of a recipe card. Ask students to write their name on one of the cards. On the remaining cards they are to write the names of 4 people they would like to have a meal with...could be famous people or not so famous...could be alive or already in heaven – their choice.  
On the back of each of the four people, write down one quality of character that they admire about that person.  
Take the card with their own name on it. Place it in front of them as if they were seated at the head of the table. Carefully reflect on the remaining four people. Pick the two individuals who will sit on either side of you. Then place the others beside them. Check the back of the two cards sitting beside you. Are these character qualities reflective of your own personality? Are these character qualities what you strive to become or develop into? Chances are...they are!
2. The Who **I AM** project blends the I AM message from Moses with the I AM message of Jesus. Watch the video 'Didn't He: Randy Matthews' <http://www.youtube.com/watch?v=ctAAMEv-6MI>  
"How does Jesus' **I AM** message connect to your Who **I AM** life message?"
3. 'Names of God' <http://www.youtube.com/watch?v=T5-6gwssX0Y>  
"Which name resonates most with your understanding of God?"

### At home activity:

1. Have students write the list of 12 values honoured by the Métis. Ask each family member which value they see in **you**. Family members can take turns recognizing the values that they see in each other.
2. Together as a family, write a Dear God, prayer – thanking God for the value that your family feels is your best blessing but acknowledge the value that you feel challenged by and are still polishing.

*"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.)

**Who I AM... Taking Care of God's Earth Jesus Style**

*We have a few major problems facing our Earth. Read each problem carefully. You can do something to help solve this problem by thinking **What Would Jesus Do?** Collaborate in order to complete the sentence. Thank you, love from The Earth.*

*1. The air we breathe is being polluted. It is becoming difficult to breathe, our skies are turning dark with smog due to automobile exhaust, pollutants from smokestacks and other sources.*

I can help solve this problem by

---

---

*2. The ozone layer in our atmosphere protects us from dangerous ultraviolet rays from the sun. That layer is being destroyed by dangerous CRCs (chlorofluorocarbons released from the manufacture of products such as plastic foam containers).*

I can help solve this problem by

---

---

*3. When sulphur dioxide and nitrogen oxides are emitted by cars and coal-burning factories, acid rain or acid snow is created. Trees, flowers, grass, animals are covered with acid rain.*

I can help solve this problem by

---

---

*4. People have used oil, trees, and water with little effort at conservation.*

I can help solve this problem by

---

---

*5. How do you think God feels about these environmental issues? Your Who **I AM** story is about showing gratitude and appreciation to others. What ways can you connect your Who **I AM** story to environmental issues?*

---

---

We are committed to saving the Earth. \_\_\_\_\_ student signatures

Witnessed by \_\_\_\_\_ teacher's signature

**Who I AM... FAMILY TREE**

**(Bible Summary)**

*God made*

*Adam ate*

*Noah built*

*Abraham split*

*Joseph ruled*

*Jacob fooled*

*Bush talked*

*Moses balked*

*Pharaoh plagued*

*People walked*

*Sea divided*

*Tablets guided*

*Land entered*

*Saul freaked*

*David peeked*

*Prophets warned*

*Jesus born*

*God walked*

*Love talked*

*Anger crucified*

*Hope died*

*Jesus rose*

*Spirit flamed*

*Word spread*

*God remained*

**Exit Card**

*Who I AM...*

Name: \_\_\_\_\_

How does Wynonna's testimony speak to the message of Who I AM?

How has Wynonna's personal life story, her faith, and her music built her resiliency and positive mental health image?

What are the similarities between Wynonna's courage/strength and those expressed through Moushoom in the text '*The Giving Tree*'?

**Jesus Loves YOU!**

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

BE WITH ME – Who I AM... Inquiry Choice

Grade 9 – Lesson 3

Grade 9 Religion Unit 1 Lesson 3 – Who I AM... Inquiry

BE WITH ME Who I AM – ‘God of All, the Great I AM’

**Background**

This lesson is designed as independent inquiry for students but allows for choice between music, prayer or skits. The connection between Who I AM, gratitude, and the core values of the Metis culture is blended to unite all of God’s children together...forever. Faith and technology are the backbone to this lesson. Enjoy!

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

**Ontario Catholic School Graduate Expectations**

**CGE1h** – respects the faith traditions, world religions and the life-journeys of all people of good will

**CGE7f** - respects and affirms the diversity and interdependence of the world’s peoples and cultures

**Religion Overall Expectation**

Consider how religious faith is shaped by human experience (i.e. one’s family, one’s culture, one’s temperament).

**Religion Specific Expectation**

Define hope as a virtue which keeps us searching for true happiness and which sustains us in time of abandonment and struggle.

**Learning Goals**

- Students will demonstrate an understanding of religious faith shaped by culture through inquiry based learning.
- Students will demonstrate understanding of religious faith shaped by one’s family.
- Students will demonstrate an understanding of hope as a virtue which brings us true happiness.

\*Co-construct Success Criteria with students

Instructional Components		
<b>Prior Knowledge and/or Skills</b> Exodus 3 A chat between God and Moses	<b>Terminology</b> Resiliency Gratitude/Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life	<b>Resources/Materials</b> Youtube access to ‘Sierra’s Song – Métis Fiddle Music’ Who <b>I AM</b> ...Rainbow Technology Who <b>I AM</b> ...Rubric
Prayer/Scripture Focus		
<b>Reading form the book of Exodus 3</b> <b>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</b> Loving God, the Great <b>I AM</b> , I thank you that you are always with me, helping me, guiding me, keeping me safe, for the unconditional love and the unconditional forgiveness 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, <b>Who I am</b> makes a difference to you. Thank you for allowing me the grace to celebrate life! We pray, in the name of the Father and of the Son and of the Holy Spirit, amen		
Minds On	Approximately 15 Minutes	Assessment
<b>Teacher Voice</b> “ <b>Turn and Talk</b> with a partner about a time that you had a quarrel with someone. What was the quarrel about?” (allow time for sharing)  “I will need 9 volunteers to participate as readers in a short skit about the colours of the rainbow quarrelling.” Students act our Who <b>I AM</b> ...Through the Colours of the Rainbow.  Teacher distributes a piece of the colourful paper to students. “On your paper, answer the following question. You do not need to include your name on this piece of paper. <b>How do you see evidence of Who I AM... (gratitude/appreciation) in the Rainbow skit?</b> (allow a few minutes for responses to be written). Now turn your paper over and write the answer to the following question. <b>If I could pick one colour of the rainbow to represent my positive mental health attitude, the colour I select would be.....</b> ” (Student’s write down the colour). Teacher collects the paper and places inside a container.  <b>Teacher Voice</b> “Randomly, I will pick a few of your reflections. I will read their response and their colour choice. Two people will be chosen to guess the identity of this person.” (select a few of the students reflections)		<b>Prior to Lesson</b> Prepare enough 4x5 pieces of <u>various colours</u> of paper for students to use during the Minds on Activity.  <b>Anecdotal Observations</b>  <b>Resiliency</b> <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i>

Action	Assessment
<p style="text-align: center;"><b>Approximately 45 Minutes</b></p> <p>Teacher Voice                      “We will be listening to music titled Sierra’s Song. It is a short selection of music that ties into yesterday’s lesson on the text ‘The Giving Tree’.</p> <p>‘Sierra’s Song – Metis Fiddle Music’ (2:14 minutes)  <a href="http://www.youtube.com/watch?v=NGtckNUY7b8&amp;feature=player_detailpage">http://www.youtube.com/watch?v=NGtckNUY7b8&amp;feature=player_detailpage</a></p> <p><b>Turn and Talk</b> with your elbow partner:                      “Given the challenges faced by the Metis people, the colours of the rainbow, and your own personal bumps on road how might music tradition and skits reflect faith and bring the virtue of hope to others?”</p> <p><b>Choice Research</b>                      Using a computer lab, or tablet, student s will do a brief research assignment. The focus of the task is for student choice to appear through connecting music, prayer or drama (skit) to their learning goals.                      Please see student handout.</p>	<p>Computers, tablets, ipads</p> <p><b>Rubric</b> attached to handout</p>
Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 15 Minutes</b></p> <p><b>Exit Card</b>                      Who has made a difference in your faith life, helped you become the awesome person you are, and supported your positive mental health by offering you HOPE? Please explain why.</p>	<p><b>Exit Card</b></p>
Final Notes	
<p><b>Extend the lesson</b></p> <ol style="list-style-type: none"> <li>Celebrate student work by inviting other students to a viewing of their success.</li> <li>Share the following video with students. Oprah and Dr. Brene Brown – the topic of the relationship between Gratitude and Joy ... video  <a href="http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&amp;utm_source=newsletter&amp;utm_medium=email&amp;utm_campaign=faithit_newsletter&amp;utm_content=9/2/2014+1:24:55+PM">http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&amp;utm_source=newsletter&amp;utm_medium=email&amp;utm_campaign=faithit_newsletter&amp;utm_content=9/2/2014+1:24:55+PM</a></li> </ol> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

## Who I AM... Through the colours of the Rainbow

Moses - All the colours of the rainbow started to quarrel. Each colour insisted that she was the best, the most important, the most useful and the favourite. This is what took place.

**GREEN** – “Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees and leaves – without me all the animals would die. Look out over the countryside and you will see that who I am is the majority.”

**BLUE** – “You only think about the earth, but consider the sky and the sea. It is water that is the basis for life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without who I am, you would be nothing by busybodies.”

**YELLOW** – “You are all so serious. I bring laughter, gaiety, and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Who I am is fun, fun, fun. Without me...no fun!”

**ORANGE** – “Who I am is the colour of health and strength. I may be scarce but I am present for I serve the Inner needs of human life. I carry all of the important vitamins. Think of carrots and pumpkins, oranges, mangoes. I don’t hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you.”

**RED** – “Who I am is the ruler of you all, blood, life’s blood. I am the colour of danger and bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and of love – the red rose, poinsettia and poppy.”

**PURPLE** – “Who I am is the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am the sign of authority and wisdom. People do not question me – they listen and obey.”

**INDIGO** – “Think of me. Who I am is the colour of silence. You hardly noticed me. Without me you all become superficial. I represent thought, reflection, twilight, and deep waters. You need me for balance and contrast, for prayer and inner peace.”

Then RAIN spoke. “You foolish colours. Fighting like that among yourselves. Each of you trying to dominate the rest. Do you not know that God made you all? Each for a special purpose, unique and different. He loves you all. He wants all of you. Join hands with one another and come with me. God will stretch you across the sky in a great bow of colour, as a reminder that He loves you all, that you can live in peace...a promise that He is with you – a sign of hope for tomorrow. So whenever God has used a good rain to wash the world, He puts the rainbow in the sky and when we see it, let us all remember to be grateful for each other.

**Who I AM...Choice**

Name \_\_\_\_\_

Dear Student, please select one CHOICE - music, prayer or skit. Follow the three steps required of the choice. Be creative in how you will present your information: power point, video?

<b>Music</b>	<b>Prayer</b>	<b>Skit</b>	
<p>1. Print the lyrics to a song that represents the virtue of HOPE. Explain 'the hope'.</p> <p>2. Explain the connection you can make between your song choice and the Who <b>I AM</b> message (gratitude/appreciation) expressed within the song.</p> <p>3. How can this music selection become 'the church' to others?</p> 	<p>1. Find a traditional Catholic prayer that represents the virtue of HOPE. Explain 'the hope'.</p> <p>2. Create an ACROSTIC prayer using the word HOPE that reflects your faith.</p> <p>3. How do both prayers become 'the church' to others?</p> 	<p>1. Write a script for a two minute skit that speaks to the virtue of HOPE with clarity.</p> <p>2. Present your skit to the class. Your format could be interview, comedy, talk show, etc.</p> <p>3. How can this skit be considered 'the church' to others?</p> 	
	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>
<b>Knowledge and Understanding</b> - Comprehension of its meaning & significance	Student's Choice demonstrates thorough understanding of the virtue HOPE in relationship to God.	Student's Choice demonstrates considerable understanding of the virtue HOPE in relation to God.	Student's Choice demonstrates some understanding of the virtue HOPE in relationship to God.
<b>Thinking</b> - The use of creative thinking skills	Student uses creative thinking with a high degree of effectiveness by clearly showing a way to connect to Who <b>I AM</b> .	Student uses creative thinking with considerable degree of effectiveness by clearly showing a way to connect to Who <b>I AM</b> .	Student uses creative thinking skills with some degree of effectiveness by clearly showing a way to connect to Who <b>I AM</b> .
<b>Communication</b> - The conveying of meaning through various forms	The presentation clearly expresses 'the church' as a Christian message with a high degree of effectiveness.	The presentation clearly expresses 'the church' as a Christian message with considerable degree of effectiveness	The presentation clearly expresses 'the church' as a Christian message with some degree of effectiveness.
<b>Application</b> - The use of knowledge to make Connections between Religious Education/ Mental Health & Wellness	Student makes precise connections between self and message with a high degree of effectiveness.	Student makes precise connections between self and message with considerable degree of effectiveness.	Student makes precise connections between message and self with some degree of effectiveness.

**Teacher Comments**

---

**Next Steps**

---

Who I AM... Exit Card

Name \_\_\_\_\_

Who has made a difference in your faith life, helped you become the awesome person you are and supported your positive mental health? Please explain why.

Jesus loves YOU!

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

BE WITH ME Unit 1 – Culinary Delight

Grade 9 – Lesson 4

**Grade 9 Religion Unit 1 Lesson 4 – Culinary Delight**  
**BE WITH ME - Who I AM – ‘God of All, the Great I AM’**

**Background**

With the mentor text ‘The Giving Tree’ and the combination of gratitude/appreciation, students will sprinkle the Who I AM focus into food creation through combining scripture passages with culinary delights. The combination of food, faith, appreciation and Who I AM, nicely helps to culminate this unit.

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

**Ontario Catholic School Graduate Expectations**

- CGE1h** - respects the faith traditions, world religions and the life-journeys of all people of good will
- CGE7f** - respects and affirms the diversity and interdependence of the world’s peoples and cultures
- CGE5a** - works effectively as an interdependent team member

**Religion Overall Expectation**

Students will explain how the message of Scripture informs and challenges society.

**Religion Specific Expectation**

Students will locate key Scriptural passages.

**Learning Goals**

- Students will demonstrate an understanding of locating key scripture passages in order to complete a culinary task.
- Students will demonstrate an understanding of collaboration with others to achieve success as a team.

Co-construct Success Criteria with students

**Instructional Components**

**Prior Knowledge and/or Skills**

Exodus 3  
 Moses and the conversation with God through the Burning Bush.  
 Prior understanding of Métis culture

**Terminology**

Gratitude/Appreciation  
 Collaboration  
 Resiliency  
 Unconditional Love  
 Unconditional Forgiveness  
 Celebrate Life

**Resources/Materials**

Peanut-Free Cookies  
 Audio of ‘The Giving Tree’  
 Kitchen  
 Baking supplies as listed on recipe  
 Scripture Bannock  
 Scripture Muffins

Prayer/Scripture Focus		
<p><b>Reading from the book of Exodus 3</b></p> <p><b>‘God called to Moses out of the bush, “Moses, Moses!” And Moses said, “Here I am.”</b></p> <p>In the name of the Father and of the Son and of the Holy Spirit, 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 you give to me. I pray now for the special person in my life who I can say thank you to with my <b>Gift of Words</b>. Help me to be the best person I can be and to remember that, <b>Who I am</b> makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen</p>		
Minds On	Approximately 7 Minutes	Assessment
<p><b>Teacher Voice</b>                      “To start today’s lesson, each of you will receive a peanut free cookie. Do not eat the cookie but examine it. What are the main ingredients? How was it made? What will it taste like? (allow time, then start to record the student’s responses on the board) You may eat the cookie.”</p>		<p><b>Anecdotal Observations</b></p> <p><b>Resiliency</b>  <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i></p>
Action	Approximately 60 Minutes	Assessment
<p>Teacher will play the audio version of the story, ‘A Giving Tree, A Retelling of a Traditional Métis Story.’(5 minutes)</p> <p><b>Teacher Voice</b> (begin with prayer)                      “Today we are going to use our bible to create culinary delights. Some of you will be making Scripture Bannock while others of you will be creating Scripture Muffins. Together we will sample all recipes. Bannock is similar to the cookie you just enjoyed and is reflective of Métis culture. The challenge is your recipes are coded with scripture passages that you have to decode first in order to find the correct ingredient.”</p> <p>Teacher creates groups of 3 students to work on Scripture baking.</p> <p>The teacher can prepare the classroom or a foods room within the school and</p>		<p>CD Version of the story is located in the back of the book.</p> <p><b>Prayer</b>                      Dear God, Let me recognize my own strength, my own resilience, my own value and my own</p>

<p>provide the students with the following instructions. It is fun to ask a fellow colleague who is on break to join, a Principal, VP etc.</p> <p>While the Scripture recipes are baking. Students complete EXIT CARD.</p>	<p>self-worth. Amen <b><u>Additional Scripture recipes</u></b> Old Scripture Cake <a href="http://www.dltk-kids.com/recipes/old_scripture_cake.htm">http://www.dltk-kids.com/recipes/old_scripture_cake.htm</a></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Exit Card</b></p> <p>How has today’s Culinary lesson helped you to develop positive mental health attitude as well as strengthen YOUR personal Who <b><u>I AM</u></b>... story?</p>	
<p><b>Final Notes</b></p>	
<p>Enjoy! What a wonderful way to incorporate biblical scripture passage with the art of cooking 😊</p>	

## The Giving Tree

Who I AM... Scripture Bannock ~

### Teacher Copy

*Search through His Word to find the ingredients.*

#### Ingredients

- 3 cups **1Kings 4:22, first clause** flour
- 2 tablespoons of **Amos 4:5, first clause** baking soda
- 1 tablespoon of **Jeremiah 6:20** sugar
- ½ teaspoon of **Leviticus 2:13** salt
- ½ cup of **Judges 5:25, last clause** margarine
- ¾ - 1 cup of **Judges 5:25, first clause** milk or water

#### Directions

1. Mix flour, baking soda, sugar and salt.
2. Work in the butter/margarine using your hands until you make a nice crumble.
3. Gradually mix in enough milk to make it soft but not sticky. Knead.
4. Shape into a ball, place on a greased baking sheet, and flatten into a circle 1 inch thick.
5. Bake at 425 degree for 25 minutes or until lightly browned.

#### Teacher Notes

## The Giving Tree

Who I AM... Scripture Bannock ~

*Dear Student, please search through His Word to find the ingredients.*

### Ingredients

- 3 cups **1Kings 4:22, first clause** = \_\_\_\_\_
- 2 tablespoons of **Amos 4:5, first clause** = \_\_\_\_\_
- 1 tablespoon of **Jeremiah 6:20** = \_\_\_\_\_
- ½ teaspoon of **Leviticus 2:13** = \_\_\_\_\_
- ½ cup of **Judges 5:25, last clause** = \_\_\_\_\_
- ¾ - 1 cup of **Judges 5:25, first clause** = \_\_\_\_\_

### Directions

1. Mix flour, baking soda, sugar and salt.
2. Work in the butter/margarine using your hands until you make a nice crumble.
3. Gradually mix in enough milk to make it soft but not sticky. Knead.
4. Shape into a ball, place on a greased baking sheet, and flatten into a circle 1 inch thick.
5. Bake at 425 degree for 25 minutes or until lightly browned.

**The names of students within your group were :**

**The challenges we faced in making Scripture Bannock:**

**The best part of making Scripture Bannock was:**

**Comments:**

# Adam and Eve Muffins

## 'sinful and delicious'

Dear Student, please search through His Word to find the ingredients.

- 2 c. chopped **Song of Solomon 2:3**
- 1/2 c. **1 Samuel 14:25**
- 1 **Jeremiah 17:11**
- 1/4 c. melted **Proverbs 30:33**
- 1 c. **Judges 5:25, first clause**
- 2 c. **1Kings 4:22**
- 1 tsp. **2Chronicles 9:9**
- 1/2 tsp. **Job 6:6**
- 2 tsp. **Amos 4:5**

Bake at 350 degrees for 25-30 minutes. Makes 12 – 18 muffins.

1. Chop **Song of Solomon** and put into a large bowl.
2. Pour **1 Samuel** over them.
3. Melt **Proverbs 30:33**.
4. In a large bowl mix together: **1 Jeremiah, Proverbs, Judges**.
5. Sift together **1 Kings, Amos, Job and 2Chronicles**.
6. Stir together until moistened.
7. Fold in **Song of Solomon**.
8. Enjoy ☺

### Notes

---

---

---

---

# Adam and Eve Muffins teacher copy

‘sinful and delicious’

Search through His Word to find the ingredients.

2 c. chopped <b>Song of Solomon 2:3</b>	unpeeled apples, chopped
1/2 c. <b>1 Samuel 14:25</b>	honey
1 <b>Jeremiah 17:11</b>	egg, beaten
1/4 c. <u><b>melted Proverbs 30:33</b></u>	curds/melted butter
1 c. <b>Judges 5:25, first clause</b>	milk
2 c. <b>1 Kings 4:22</b>	flour
1 tsp. <b>2Chronicles 9:9</b>	spices
1/2 tsp. <b>Job 6:6</b>	salt
2 tsp. <b>Amos 4:5</b>	baking powder

Bake at 350 degrees for 25-30 minutes. Makes 12 – 18 muffins.

1. Chop **Song of Solomon** and put into a large bowl.
2. Pour **1 Samuel** over them.
3. Melt **Proverbs 30:33**.
4. In a large bowl mix together: **1 Jeremiah, Proverbs, Judges**.
5. Sift together **1 Kings, Amos, Job and 2 Chronicles**.
6. Stir together until moistened.
7. Fold in **Song of Solomon**.
8. Enjoy 😊

## Notes

---

---

---

---

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

**BE WITH ME Unit 1 The Presentation / The Challenge**

**Grade 9 - Lesson 5**

**Grade 9 Who I AM... Lesson 5 –The presentation of Who I AM and the gift of words.**

*\* Prior to this lesson, prepare Who I AM template with gift of words for students*

Dedicated to the wonderful students whom I am privileged to teach every day.

**Background**

Today you will empower each student through the presentation of a Who I AM... EARTH. You will need to prepare the message on the EARTH prior to this class. The affirmation message begins: **“Who you are makes a difference to all of us because...Thanks for being you.”** Also, prepare enough EARTH handouts that each student will receive two additional EARTH handouts for their pay-it- forward challenge.

Remind students that this project is titled Who I AM Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’. Read Who I AM Makes A Difference Because Jesus Loves Me! information sheet to students. [See: **Who I AM Makes A Difference Because Jesus Loves Me!**]

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** - Develops attitudes founded on Catholic social teaching

**CGE2c** - Presents information and ideas clearly with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

**Religion Overall Expectation**

Students will express connections between the relationships described in biblical events and their own life experiences.

**Learning Goals**

- Students will demonstrate an understanding of the relationship between Exodus 3 and their own personal life as they express appreciation and gratitude for individuals who have made a difference in their life.

*Success Criteria (suggestion)*

<p><b>Religion Specific Expectation</b> Students will critique contemporary values with the teachings found in the Gospels</p>		<p><i>* I will achieve success in demonstrating unconditional love, appreciation and gratitude toward others by participating in the Who <b>I AM</b>... project.</i></p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3</p> <p>Moses, God, and The Burning Bush</p> <p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p> <p><b><u>PRIOR TO LESSON</u></b> Please have Beatitudes posted in class for easy reference. Thank you 😊</p>	<p><b>Terminology</b> Gratitude/Appreciation Unconditional Love Unconditional Forgiveness Celebrate Life!</p> <p><b><u>Resiliency</u></b> <i>The deep knowledge and understanding that we each are equipped with the necessary tools to handle the minor and major adversities that comes with life.</i></p> <p><b><u>Pay-it Forward</u></b> A response to one person’s kindness by reaching out in kindness to others.</p> <p><b><u>Empower</u></b> Make someone stronger and more confident in how they view their life.</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> EARTH handout (teacher will photocopy onto cardstock – personalize the back with a message specific to individual student). Enough copies so students will each receive 1 from teacher as well as 2 blank templates for students to pay-it-forward.</li> <li>2. Who <b>I AM</b> history</li> <li>3. Who <b>I AM</b> challenge</li> <li>4. Who <b>I AM</b> self-reflection to be completed several days after The Presentation</li> <li>5. Who <b>I AM</b> Ron &amp; Don skit</li> </ol>
<p><b>Prayer/Scripture Focus</b></p>		
<p>Feast Day of the Guardian Angels (October 2)</p> <p>Dear Guardian Angel, You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide. Amen</p>		

Minds On	Assessment
<p style="text-align: center;"><b>Approximately 25 Minutes</b></p> <p><b>Teacher Voice</b>                      “Today we are going to celebrate The Presentation and The Challenge of the Who <b>I AM</b> project. Before we begin, I would like 2 volunteers to participate in the reading of a skit titled Ron and Don. This skit highlights the Who I AM message as well as a lesson on Beatitudes.” (As students look over the script, teacher can read the <b>BOLD</b> section of the handout – everything up to the word SCRIPT.) [See: <b>Ron &amp; Don skit</b>]</p> <p><u>On the day of presentation of the Gift of Words project:</u>                      In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my <b>Gift of Words</b>. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, amen.</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who I AM Makes A Difference Because Jesus Loves Me! project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>]</li> <li>2. Discuss the term pay-it-forward in connection to Who <b>I AM</b>...                             <ol style="list-style-type: none"> <li>2.1 Show the pay-it-forward video  <a href="http://www.youtube.com/watch?v=gw0Lvr4eK-&amp;feature=player_detailpage">http://www.youtube.com/watch?v=gw0Lvr4eK-&amp;feature=player_detailpage</a>                                      Pay it Forward – Are you ready to do the world a favour? (3:13)</li> </ol> </li> <li>3. Brainstorm the word ‘empower’.</li> <li>4. One of the goals to the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving, resiliency, and positive word choice. How can expression of gratitude toward others build their positive mental health attitude?</li> </ol>	<p><b>Anecdotal Observations</b></p>
Action	Assessment
<p style="text-align: center;"><b>Approximately 40 Minutes</b></p> <p>Teacher will present a Who <b>I AM</b>... EARTH [See: <b>Who I AM EARTH</b> handout] to each student. The student will receive two extra templates that they have to discern who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying <b>“Who you are makes a difference to me because ...Thank you for being who you are.”</b></p>	

<p>[See: <b>Who I AM presentation information</b>] This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who <b>I AM</b> from them.</p>	
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Distribute the Who <b>I AM</b> tree to students. On each branch of the tree have student’s discern and write the name of a person who has made a difference in their life by supporting them on their faith journey and promoting their positive mental health.</p> <p>Students can use this activity as a personal brainstorming session to who will receive a Who <b>I AM</b> EARTH from them.</p> <p>Allow a few days for students to present their Who <b>I AM</b> EARTH to others before they complete an anonymous self-reflection.</p>	<p><b>Self-Reflective Assessment</b></p> 
<p><b>Final Notes</b></p>	
<p>Final Notes</p> <p>What is the beauty of the Who <b>I AM</b> ‘gift of words’? It allows a ‘safe’ opportunity for students and teachers to express thankfulness, gratitude, and appreciation. When Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love, unconditional forgiveness, and thanksgiving through small acts of outreach, Who <b>I AM</b> refreshes the positive health and wellness within all of God’s children. Enjoy!</p> <p>Thank you for being Who U R! May God bless you with all of your future endeavours! Celebrate Life ☺</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

Who I Am Makes a Difference because Jesus Loves Me!

**Who I Am Makes a Difference because Jesus Loves Me!**



## Who I AM HISTORY

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others – you are an ANGEL!. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any Educational Assistant that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21st century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because... Thank you for being who you are.”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’. Thank you

*“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.)

[jmcdonald@rccdsb.edu.on.ca](mailto:jmcdonald@rccdsb.edu.on.ca)

## The Challenge!

### Who I AM Makes A Difference Because Jesus Loves Me!

Please read this to your class.

Biblical significance to the words I AM can be found when Moses was having a conversation with God through The Burning Bush. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.

The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important you are to all of us. You are a gift!

Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others in order to express your gratitude.

Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a Who I AM ‘gift of words’ from you.

Your challenge is to write a message on 2 Who I AM templates and present these to two individuals who make a difference in your life. Begin your message with the words...**“Who you are makes a difference to me because.....thank you for being you!”**

Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.

Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.

[jmcdonald@rccdsb](mailto:jmcdonald@rccdsb)

**Self-Reflective Assessment – The Tree**

Dear Student,

On each branch of this tree, write the name of someone in your life who has made a difference in who you are or helped you become the person you are today by supporting you on your faith journey and promoting your positive mental health. It could be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



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

*\*\* to be completed several days after The Presentation \*\**

Self-Reflection Student Goal – T.O.O (Think Of Others)

Your Grade \_\_\_\_\_ Your School \_\_\_\_\_

\* My teacher believes Who **I AM** Makes A Difference because (what did your teacher say to you when she/he presented you with your ‘gift of words’)

\_\_\_\_\_

1A. Reason Who **I AM** Makes A Difference was given to FIRST Very Important Person

\_\_\_\_\_

1B. Response and reaction from FIRST person after receiving Who **I AM** Makes A Difference

\_\_\_\_\_

2A. Reason Who **I AM** Makes A Difference was given to SECOND Very Important Person

\_\_\_\_\_

2B. Response and reaction from SECOND person after receiving Who **I AM** Makes A Difference

\_\_\_\_\_

I enjoyed this assignment because it felt good to think of others. YES  NO

My teacher’s words made me feel \_\_\_\_\_

It was easy to think of who would receive the Who **I AM** YES  NO

I know I make a difference to others by \_\_\_\_\_

If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

Thank you for participating in Who **I AM** Makes A Difference Because Jesus Loves Me!

## Who I AM – Bee-attitudes! Grade 9

**Based On: Exodus 3:14**

**Big Idea: God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan.**

**Background: God used Moses to be a great deliverer to His people and return them to the land that He had promised to Abraham and his descendants.**

**Type of Presentation: Ron and Don deliver a sports caster format of Who I AM information through each episode of Bible Boot Camp. Ron, grounded in a strong traditional faith formation, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often side tracked by his passion for sports broadcasting and comes across as an individual who is easily distracted. Together, Ron and Don's goal is to lead others to the value of faith, forgiveness and unconditional love through Who I AM Makes A Difference Because Jesus Loves Me!**

**Topics Addressed: I AM WHO I AM signifies the wonderful uniqueness of God and the priceless importance of each of us as His children. We all have magnetic energy that attracts others to our thoughts and feelings. You hold within you a powerful magnet to spiritual health and faith-filled mental wellness. Imagine the joy and happiness God's children felt when they were about to receive freedom from slavery. Whatever chains of slavery you hold tightly to, allow His freedom for us to be a priceless gift that sets you free from the heaviness of your troubles. You are a priceless gift! Thank you for being a shepherd among His sheep. When He said "Follow Me!" You replied, "Yes, Lord!"**

### Script

Ron – Welcome to our adventurous show "Bible Boot Camp!" Today we will feature a highlight from the Old Testament and the New Testament of what our attitude toward God should look like. I like to refer to this session as the bee-attitude because...

Don – Now hold on a minute Ron. I don't remember you telling me we were doing a session on bee-attitude. I thought you told me to dress like a bee.

Ron – That explains the yellow pants and striped black and yellow turtle neck...in July.

Don – Really? Well gee Ron. I thought our friendship was better than you making fun of the clothes I wear. Come on. Doesn't matter what I wear, I look pretty handsome.

Ron – For a BEE! Actually Don, your outfit today might be just what we need. You see Don, in the Old Testament we explored how Moses had a conversation with God around a Burning Bush. God told Moses....

Ron – I always found that Burning Bush thing fascinating. Why not a bonfire? At least then you could roast marshmallows while you talked to the Big Guy. Burning Bush never made sense.

Ron – ...God told Moses to identify Him by telling people that God was I AM Who I AM.

Don – The Great I AM Who I AM! I honestly thought that referred to soccer.

Ron – How do you get soccer out of God's name?

Don – Simple. I AM A GREAT soccer player. I went through college on a soccer scholarship.

Ron –This doesn't have anything to do with you or soccer. It has to do with God. In the Old Testament, God tells Moses who He is. We are to have respect toward Him. In the New Testament, God's Son Jesus, tells us about the Beatitudes and how we are to have an attitude ...

Don – An attitude like a bee? That would be strange! I didn't even know that bees had attitudes. Actually, I suppose they would have an attitude - if you tried to hit one and missed.

Ron – NOT an attitude like a BEE! Through God's Son Jesus, we are called to live our life with the 8 BEATITUDES!!!!

Don – So let's get this straight. God gave Moses 10 Commandments and we were to follow them but then God sends down His Son and tells Jesus 'Just give them 8 Beatitudes'. What's going on? Is God soon going to send someone else to deliver 6 Secrets?

Ron – God doesn't work like that. The Beatitudes were attitudes we were to follow and model our lives after. They were a little easier than the Commandments but equally as powerful.

Don – Holy Macaroni! 8 Beatitudes! Powerful? I think I blinked and missed something.

Ron – The Beatitudes became a beautiful blessing that one would receive upon following the new attitude. Not difficult at all. It means putting God before anything else. That is simple.

Don - Does God keep score – like a soccer game – of how many times you lived the Beatitude or does it get scored on a trust account.

Ron – Trust is very important but God doesn't keep score. The more you live the Beatitudes, the more you want to live them.

Don – I love my fancy designer sports jacket. Maybe I will just get my tailor to stitch BEATITUDES to the back of the jacket. I could start a new fashion trend. Buzzzzzz like a bee...

Ron – I'm ignoring you. The Beatitudes are recorded through the Gospel of Matthew and were taught to show people that Jesus was the way of life that promised the eternal Kingdom of Heaven.

Don – Nice story. So we have Moses who promises us a name for God called I AM WHO I AM. We have God's Son who promises us Kingdom of Heaven through living the Beatitudes. Right?

Ron – Perfect Don. You got it! Jesus' teachings were very innovative for His time. The Beatitude taught about humility, charity and brotherly love through a positive message.

Don – Skip the brotherly love thing. I like you as a friend and that's it! The Moses and God relationship was about respect and obedience to God. The Jesus, as the Son of God relationship, was about humility and charity. Pause your thinking Ron for a moment – I just had a mental brain sensation...did you know that Bono from U2 says it's not about charity – it's about Justice. I know that doesn't fit with what you are saying but I just read it on twitter...just thought I would throw it in there to add some excitement. When I get an amazing mental brain sensation I need to act on it immediately.

Ron – Thanks Don. You always keep me on my toes. Can you connect God, Moses, Jesus and the I AM Who I AM with the gratitude project that is sweeping through Catholic schools in Ontario?

Don – I'll try. The Who **I AM**... is a project based on the pay it forward movement. It's all about expressing gratitude toward people who make a difference in your life.

Ron – You make a difference in my life Don. Who you are Don makes a huge difference to everyone who knows you because of your passion to include sports conversation in religious dialogue.

Don – I don't know anyone who was religious that died on a log but if you say so then who am I to argue...thanks for the nice words about me. I felt as if you really cared about me.

Ron – I do care. You make a difference to who I am. When you express gratitude toward others it becomes a contagious action. The feeling is amazing. Your challenge is to pay it forward, Don.

Don – I'll get right on that. I will have to find someone I like first. From the chair of Don...

Ron – You can express gratitude to anyone – you don't have to wait to find someone you like...And the desk of Ron...

Don – I want someone I like...Good night folks!

Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

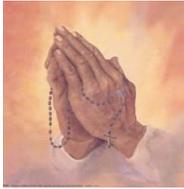
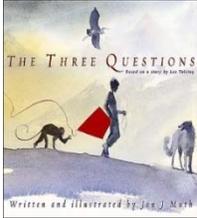
**DON’T FORGET** – several days after the presentation, students complete a self-reflection 😊 The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Christ and Culture Religion & Positive Mental Health and Wellness

Grade 10 Unit Overview

Grade 10 Unit “Christ and Culture”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <b>I AM</b>... Prayer Service</i></p> 	recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple.	<p><b>15 minutes</b> Provide the background to the Who <b>I AM</b>... project.</p>	<p><b>45 minutes</b> Prayer Service in chapel/ classroom. Letter from Jesus.</p>	<p><b>10 minutes</b> Prayer Journal entry or exit card.</p>
2.	<p><i>Who <b>I AM</b>... Mentor Text ~ The Three Questions ~</i></p> 	demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken, created, loved & redeemed by God.	<p><b>15 minutes</b> Who <b>I AM</b> ...My 3 questions. The 3 questions I would ask people who make a difference in who <b>I AM</b>.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text <i>The Three Questions</i> by Jon J Muth</p>	<p><b>20 minutes</b> Reflect on the 3 questions from Minds On. Discuss as a group.</p>
3.	<p><i>Who <b>I AM</b>... A letter from Moses</i></p> 	recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciple.	<p><b>10 minutes</b> Brainstorming ideas about the Letter from Jesus.</p>	<p><b>45 minutes</b> Who <b>I AM</b> ... Tic Tac Toe choice board.</p>	<p><b>15 minutes</b> Dear Friend, Love Moses</p>

<p>4.</p>	<p><i>Who <b>I AM</b>...</i> A Talk with Jesus</p> 	<p>recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciple.</p>	<p><b>15 minutes</b> Ron and Don skit God’s smoke signal!</p>	<p><b>40 minutes</b> A Talk with Jesus writing task.</p>	<p><b>15 minutes</b> Prayer Journal Questions</p>
<p>5.</p>	<p><i>Who <b>I AM</b>...</i> <i>The Presentation of the “Gift of Words”</i></p>  <p><b>Dedicated</b> to my 4 children &amp; my 3 grandchildren – you are the breath I take &amp; the wind beneath my eagle wings.</p>	<p>demonstrate a knowledge of the social teachings of the Church.</p>	<p><b>15 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>40 minutes</b> The Presentation of the Gift of Words. The Challenge!</p>	<p><b>15 minutes</b> The Wagon Wheel of gratitude.</p>
<p>6.</p>	<p><i>Who <b>I AM</b>...</i> Exploring Prayer</p> 	<p>demonstrate a knowledge of the various purposes of prayer.</p>	<p><b>15 minutes</b> Partner brainstorming session.</p>	<p><b>40 minutes</b> Recognizing prayer through Exodus.</p>	<p><b>15 minutes</b> If you want to love your enemies, start to pray for yourself. Discussion.</p>
<p>7.</p>	<p><i>Who <b>I AM</b>...</i> DRAMA</p> 	<p>demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations.</p>	<p><b>10 minutes</b> I AM WHO <b>I AM</b> Skit.</p>	<p><b>40 minutes</b> Who <b>I AM</b> ... questions.</p>	<p><b>20 minutes</b> 10 Questions you would ask Moses.</p>

<p>8.</p>	<p><i>Who I AM...</i> Reflection</p> 	<p>demonstrate a respect for the dignity and mystery of the human person.</p>	<p><b>15 minutes</b> Self-reflection from Who <b>I AM</b> The Presentation and Who <b>I AM</b> The Challenge!</p>	<p><b>40 minutes</b> Reflection of Mentor Text <i>The Three Questions</i>.</p>	<p><b>15 minutes</b> Who <b>I AM</b> Culminating survey...putting it all together.</p>
-----------	--	---	---	--	--

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pduenne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Religion Unit 1 – The Prayer Service

Grade 10 – Lesson 1

**Grade 10 Who I AM... Lesson 1 – The Prayer Service**

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 God and Moses 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 through positive messages. 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, resiliency, 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**

**CGE1c** - 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 Expectation: Scripture**

- recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciples (Scripture #2 nugget)

**Religion Specific Expectation: Scripture**

- demonstrate how the Gospels are the primary source of information and understanding about the person of Jesus (Scripture #1 nugget)

**Learning Goals**

- Student will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow by living as His faithful disciple (Scripture #2 nugget)
- Students will understand how the Old Testament and the New Testament are connected through Moses and Jesus. Through Jesus, unconditional love, forgiveness and celebration of life are modeled to others.
- Students will grow in knowledge of the power

		<p>of prayer, worship and thanksgiving through Scripture</p> <p><b>Success Criteria</b> (<u>possible suggestion</u>)</p> <p><i>I achieve success by taking an active role in Who <b>I AM</b> prayer service through reading, reflecting, listening attentively and responding with appropriate words or gestures.</i></p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b> Moses and the conversation with God through the Burning Bush.</p> <p><b><u>Suggested Teacher Daily Reflection</u></b> Gus Lloyd 60 Second Reflection <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> Burning Bush Pay-it-forward Gratitude Unconditional Love Unconditional Forgiveness Celebrate Life</p>	<p><b>Resources/Materials</b> Bibles Possible Chapel location * Who <b>I AM</b> prayer service Dear Friend, (Jesus) letter Prayer Journals /Exit Cards Dear Jesus, letter</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Gospel of John 14: 1 – 2</b></p> <p>‘Do not let your hearts be troubled. Believe in God, believe also in me. <sup>2</sup>In my Father’s house there are many dwelling-places. If it were not so, would I have told you that I go to prepare a place for you?’</p>		
<p><b>Minds On</b></p>		<p><b>Assessment</b></p>
<p><b>Teacher Voice</b> “We are participating in a pay-it-forward project called Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! The meaning to the <i>Who I AM</i> project is twofold: <i>Who I AM</i> is part of the hallmark conversation God and Moses shared in the Old Testament. The <b>I AM</b> in this context acknowledges the importance and value of God within our life. The second meaning to <i>Who I AM</i> is individual. <b>I AM</b> important because of how I view myself and others view me. The <b>I AM</b> within me is the blending of others moulding and shaping my character. The two meanings</p>		<p>A brief conversation intended to bring students into new learning.</p>

<p>are married in one understanding. <i>Who <b>I AM</b></i> makes a difference to self and others by building on Character Education, Catholic Virtues, Catholic Graduate Expectations, resiliency, and positive mental health including self-worth, self-esteem.”</p> <p><b>Think-Pair-Share</b>                  What do you think are some of the greatest factors that help shape your positive attitude...your character?                  Where did this conversation between Moses and God take place?                  How did God present Himself as a God of Love, Forgiveness and Life?</p>	 <p><b><u>Anecdotal notes:</u></b>  <b><u>observations,</u></b>  <b><u>listening</u></b></p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 45 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p><b>Chapel or classroom</b>                  Gather in the chapel for Who <b>I AM</b> PRAYER SERVICE.                  Assign students their reading selection.                  Students take an active role by reading a variety of prayers/reflections, listening attentively, and responding with appropriate words or gestures during the Who <b>I AM</b> prayer service celebration.</p> <p>Where indicated on the Who <b>I AM</b> prayer service, teacher will pause and present each student with a PERSONALIZED envelope – the student’s name is clearly written on the front of the envelope. The sealed envelope contains the Dear Friend, Love your friend Jesus letter [See: <b>Dear Friend, Love your friend, Jesus</b>]</p> <p>With quiet music as a background, allow students time to read the letter from Jesus. (10 minutes for quiet reading / reflection)</p> <p>Teacher will continue the prayer service by reading the greeting and first sentence of the Dear Friend letter. <b>“Dear Friend, I had to write to tell you how much I love and care for you.”</b>                  Each student will continue the letter by reading one sentence until the letter is complete.  <i>*Allow one minute of silence for the power of the letter to be absorbed before continuing.</i></p> <p>Teacher will complete the closing prayer to the Who <b>I AM</b> Prayer Service and <b>thank students</b> for their respect toward the Who <b>I AM</b> initiative.</p>	<p>Student thinking is probed through purposeful activities.</p> <p>Dear Friend,                  Love Jesus</p> <p><b><u>Anecdotal note:</u></b>  <b><u>observations,</u></b>  <b><u>listening</u></b></p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 10 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>                  “The learning goal of today’s lesson is an invitation to grow as a disciple of Jesus. One way we can accomplish this is to use Scripture in prayer, thanksgiving, and</p>	<p>Teacher supports students with</p>

<p>worship. In your <b>prayer journal</b>, you are writing a letter to yourself from Jesus. Your task is to write to yourself a uniquely individualized letter that highlights your personal gifts, talents and blessings. Include moments when you have shown unconditional love, forgiveness and celebrated life. See yourself the way that God sees you.”</p> <p><b>Exit Card (if time allows)</b>                  Why did Jesus address the letter Dear Friend? What part of Jesus’ letter resonated with you the most? Why?</p>	<p>making connections to the learning goal.</p> <p><b><u>Anecdotal notes based on class discussions.</u></b></p> <p><b><u>Prayer Journal</u></b></p> <p><b><u>Exit Card</u></b></p>
<p><b>Final Notes</b></p>	
<p><b>Extend the Lesson:</b>                  Whose point of view was evident in the Dear Friend letter? How does this point of view authentically represent the author?</p> <p><b>Text Extension:</b>  <i>Moses The Long Road to Freedom</i> by Ann Keay Beneduce</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

### Dear Friend Letter

Dear Friend,

I just had to write to tell you how much I love you and care for you.

Yesterday, I saw you walking and laughing with your friends; I hoped that soon you'd want Me to walk along with you, too. So, I painted you a sunset to close your day and whispered a cool breeze to refresh you. I waited; you never called. I just kept on loving you.

As I watched you fall asleep last night, I wanted so much to touch you. I spilled moonlight onto your face trickling down your cheeks as so many tears have. You didn't even think of me; I wanted so much to comfort you.

The next day I exploded a brilliant sunrise into a glorious morning for you. But you woke up late and rushed off to work-you didn't even notice. My sky became cloudy and My tears were the rain.

I love you! Oh, if you'd only listen. I really love you! I try to say it in the quiet of the green meadow and in the blue sky. The wind whispers My love throughout the treetops and spills it into the vibrant colors of the flowers.

I shout it to you in the thunder of the waterfalls and composed love songs for birds to sing for you. I warm you with the clothing of My sunshine and perfume the air with nature's sweet scent.

My love for you is deeper than the ocean and greater than any need in your heart. If you'd only realize how I care. I died just for you. My Father sends His love. I want you to get to know Him. He cares, too! So please call Me soon. No matter how long it takes, I'll wait because I love you.

Love from your Friend, Jesus

Who I AM... (exit card)

M  
A  
K  
E  
S  
  
A  
  
D  
I  
F  
F  
E  
R  
E  
N  
C  
E

*Because*

**Jesus Loves Me!**

---

Who I AM... (exit card)

M  
A  
K  
E  
S  
  
A  
  
D  
I  
F  
F  
E  
R  
E  
N  
C  
E

*Because*

**Jesus Loves Me!**

**Who I AM Prayer for Senior Division (Grade 10)**

*Note: Give each student a copy of the prayer services.*

Welcome and Introduction:

Opening Prayer:

Let us pray, 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 community, our teachers and for the love of our family and friends and for the gift of our own resilience. 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 [adapted and selected verses from Exodus 3 NRSV] 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: *Pause for a moment for silent reflection.*

Gospel: A reading from the Gospel according to John [14.1-7 NRSV]

Jesus said, "Do not let your hearts be troubled. Believe in God, believe also in me. In my Father's house there are many dwelling-places. If it were not so, would I have told you that I go to prepare a place for you? And if I go and prepare a place for you, I will come again and will take you to myself, so that where I am, there you may be also. And you know the way to the place where I am going." Thomas said to him, "Lord, we do not know where you are going. How can we know the way?" Jesus said to him, "I am the way, and the truth, and the life. No one comes to the Father except through me."

Reflection: *Pause for a moment for silent reflection.*

NRSV New Revised Standard Version of the Bible

pduenne@rccdsb

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (2-3 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

What did Jesus say he would prepare for us and how do we get there?

How is the name/phrase I am / I AM used in the Bible readings?

Through Jesus, we witness unconditional love, unconditional forgiveness and celebration of life. How have you practiced any of the above?

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 ourselves and 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.

**\*PAUSE to distribute letters to students \***

Closing Prayer:

Loving God, the Great I AM, we thank you that you are always with us, helping us, guiding us, leading us, keeping us safe and providing us with resilience to bounce back when we encounter difficulties or adversities. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the following days: [pronouns change to reflect the more personal nature of the *WHO I AM*] 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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

**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 10 - Lesson 2**

<p><b>Grade 10 Who I AM ... Lesson 2 – Mentor Text</b></p> <p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!  <b>Christ and Culture</b> - “gratitude is contagious”</p>	
<p><b>Background</b></p> <p><i>God promised Moses, “I will be with you.” God has made the same promise to each of us because He considers us His children. His loves YOU without conditions. His presence in YOUR life is constant. Through Him, your resiliency is strengthened; your positive mental health attitude is developed. Through His Son Jesus, new blood was offered in the form of an amazing covenant. Unconditional love, unconditional forgiveness and celebration of life are gifts He blesses each of us with. If you were given the opportunity, what are three questions you would ask God?</i></p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE2a</b> - Listens actively and critically to understand and learn in light of gospel values</p> <p><b>CGE3d</b> - Makes decisions in light of gospel values with an informed moral conscience</p> <p><b><u>Religion Overall Expectation: Faith</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken, created, loved and redeemed by God (Faith 2<sup>nd</sup> nugget)</li> </ul> <p><b><u>Religion Specific Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate the Christian meaning of personhood as being created in the image and likeness of God (Faith 2<sup>nd</sup> nugget)</li> </ul>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken, created, loved and redeemed by God (Faith 2<sup>nd</sup> nugget)</li> <li>• Students will grow in understanding mystery of faith, unconditional love, and wonder of forgiveness.</li> </ul> <p><b>Success Criteria (<u>possible suggestions</u>)</b></p> <ul style="list-style-type: none"> <li>• I will achieve success by reflecting on 3 people who have influenced my</li> </ul>

		<p>life and on one question I would ask each person.</p> <ul style="list-style-type: none"> <li>• I will achieve success by connecting how this mentor text relates to Jesus life and my personal life.</li> </ul> <p>I will connect the meaning of unconditional love, forgiveness and celebration of life to God.</p>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b> Leo Tolstoy who was one of Russia’s greatest novelists and most influential MORAL philosophers. He was also an outstanding thinker of the 19<sup>th</sup> century.</p>	<p><b>Terminology</b> Philosopher – a person who offers profound views on ethics Morals – the concern of right/wrong behaviour Unconditional Love / Forgiveness Celebrate Life</p>	<p><b>Resources/Materials</b> Mentor Text ... <i>The Three Questions Based on a story by Leo Tolstoy</i> Post-its Chart paper</p>
<b>Prayer/Scripture Focus</b>		
<p><b>Suggested Teacher Daily Reflections:</b> Gus Lloyd 60 Second Reflections – <a href="http://guslloyd.com">http://guslloyd.com</a></p> <p>John 14:1 Do not let your hearts be troubled...</p>		
<b>Minds On</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p>Distribute three post-it notes to each student. Have a piece of chart paper displayed with the title <b><u>Who I AM... My 3 questions</u></b></p> <p><b>Teacher Voice:</b> “Think about three people that influence ‘who you are’. If you could ask each of them one question, what would the three questions be? Please record one question on each post-it. When you are ready, silently place your post-it on the chart paper but as you place your post-it, try to group similar questions together.”</p> <p>Allow time for students to reflect. Invite students to write down each of their</p>		

<p>three questions – one on each post-it – and to attach their post-it to the chart paper. As they silently attach their post-it to the chart paper, group their post-it with ones of a similar nature. ie...family questions, health questions etc.</p> <p><b>Thank students</b> for their questions. Leave this activity until the end of the lesson.</p>	
<b>Action</b>	<b>Approximately 35 Minutes</b>
<p>Mentor Text ....<b>The Three Questions</b></p> <ul style="list-style-type: none"> <li>• Prepare the mentor text <i>The Three Questions</i>, prior to reading by placing post-it throughout the text following the attached guide. Stop and pause where indicated to pose a question and reflect on student answers. [See: <b>Who I AM The Three Questions</b>]</li> <li>• Biblical connections are included for an additional MORAL teaching.</li> </ul> <p style="text-align: center;"><b>Who I AM...</b> within <i>The Three Questions</i> by Jon J Muth</p> <p>Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified. Thank you.</p> <p style="text-align: center;"><b>The Three Questions</b></p>	

<b>Purpose...</b>	<b>Read...</b>	<b>Thinking... (post-its)</b>	<b>Biblical Connection...</b>
<b>Background knowledge prior to reading...</b>	“This story is based on a true story by Leo Tolstoy.”	Leo Tolstoy who was one of Russia’s greatest novelists and influential MORAL philosophers. He was also an outstanding thinker of the 19 <sup>th</sup> century. Why did he have three questions?	I wonder if the three questions are connected to the Trinity...the Father, the Son and the Holy Spirit?
<b>Dedication</b>	“This text indicates it is dedicated to Nikolai.”	Nikolai sounds like an unusual name. I wonder what culture it is connected to and why the author dedicated the text to this individual?	Christians refer to a baptism as a dedication. Parents dedicate their child to be raised in the teaching of God
<b>Plot</b>	Teacher read to page with clouds, red kite and three questions.	The author introduced the three questions. What are the answers?	
<b>Questioning/Wondering</b>	Continue to read to where the boy meets the turtle digging his garden.	The pages/cover have a red kite illustrated. Is the kite a symbol OR a character in the story?	God teaches us how to reach happiness from a high perspective.
<b>Prediction Question</b>	Continue to read to where Leo is serving the boy a hot beverage.	Why did Leo smile? What is holding Leo back from answering the 3 questions?	
<b>The Big Purpose</b>	Finish reading text.  Ask students to close their eyes and reflect on what you are saying.  Pause	The most important one is the one you are with. (pause) The most important thing to do good for is the one who is standing by your side. How do the people by our side help grow our positive mental health?	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself

Consolidation	Assessment
<p>Return to the chart paper of questions students had recorded prior to reading of the mentor text.</p> <p><b>Teacher Voice</b>                      “Let’s look at how our questions compare to the questions of the boy within the story.”</p> <p>Take time to explore each grouping of questions and reflect on the value of their thinking.</p> <p><b>Teacher Voice</b>                      “Are these easy questions to answer? Picture the person who you turn to when you can’t find the answer to your questions? Even teachers don’t have the answer to every question. That’s where God plays a big role in helping to guide us. Through His Son Jesus, God teaches us about unconditional love, unconditional forgiveness and the need to celebrate life. How can His three messages help me find my personal happiness?”</p> <p>“Why do you think the author chose these three questions for his book?” Allow time to share thoughts with an elbow partner.</p> <p>Students complete The Three Questions-student reflection [See: <b>The Three Questions-student</b>]</p>	
<p><b>Final Notes</b></p>	
<p>A reading of the mentor text <i>The Three Questions</i> can also be found on youtube.  <a href="https://m.youtube.com/watch?v=cxA4-2ylqgc">https://m.youtube.com/watch?v=cxA4-2ylqgc</a></p> <p>Extend the lesson by reading the front and back flaps as well as the Author’s Note.</p>	

**Who I AM... within The Three Questions by Jon J Muth**

Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified. Thank you.

***The Three Questions***

<b><i>Purpose...</i></b>	<b><i>Read...</i></b>	<b><i>Thinking... (post-its)</i></b>	<b><i>Biblical Connection...</i></b>
<b>Background knowledge prior to reading...</b>	“This story is based on a true story by Leo Tolstoy.”	Leo Tolstoy who was one of Russia’s greatest novelists and influential MORAL philosophers. He was also an outstanding thinker of the 19 <sup>th</sup> century. Why did he have three questions?	I wonder if the three questions are connected to the Trinity...the Father, the Son and the Holy Spirit?
<b>Dedication</b>	“This text indicates it is dedicated to Nikolai.”	Nikolai sounds like an unusual name. I wonder what culture it is connected to and why the author dedicated the text to this individual?	Christians refer to a baptism as a dedication. Parents dedicate their child to be raised in the teaching of God.
<b>Plot</b>	Teacher read to page with clouds, red kite and three questions.	The author introduced the three questions. What are the answers?	What are three questions you would ask God?
<b>Questioning/ Wondering</b>	Continue to read to where the boy meets the turtle digging his garden.	The pages/cover have a red kite illustrated. Is the kite a symbol OR a character in the story?	God teaches us how to reach happiness from a high perspective.
<b>Prediction Question</b>	Continue to read to where Leo is serving the boy a hot beverage.	Why did Leo smile? What is holding Leo back from answering the 3 questions?	How would God answer your three questions?
<b>The Big Purpose</b>	Finish reading text.  Ask students to close their eyes and reflect on what you are saying.  Pause for a minute when indicated.	The most important one is the one you are with. (pause) The most important thing to do good for is the one who is standing by your side. (pause)	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself ...without any conditions!

jmcdonald@rccdsb

### The Three Questions – Student Reflection

Use the E.A.S.Y model to answer the following questions:

**E** – use EVIDENCE to support your thinking (“quotes”)

**A** – Always use the word BECAUSE

**S** – use Salsa words (not boring words)

**Y** – YOUR own ideas are always appreciated

1. How do you think the 3 questions in this book relate to the teachings of Jesus and your life?

2. Jesus teaches us to practice unconditional love, unconditional forgiveness and celebration of life. How do you practice each of these teachings?

#### Success Criteria personal checklist:

☺ Have I answered the question?

☺ Have I used 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?

**Religious Education & Positive Mental Health and Wellness:** end of September to Thanksgiving

May be used during Advent or Lent as a Gratitude project.

**Religion Unit 1 – Letter from Moses**

**Grade 10 – Lesson 3**

**Grade 10 Who I AM... Lesson 3 – Letter from Moses**

The Who **I AM** project allows the participant freedom to express the value of God and the value of self through showing gratitude toward others. From visiting Moses in the Old Testament to spending time with Jesus in the New Testament, the student will understand a deeper message to unconditional love, unconditional forgiveness and the celebration of life.

**Background**

In Lesson 1- Who **I AM** Prayer Service, we examined the value of God through a Dear Friend letter from Jesus. Lesson 3 continues to explore the connectedness of self to God through a new Dear Friend letter. The hallmark conversation between Moses and God, shared in the Old Testament, is still a major focus of understanding the positive healthy relationship that will be built through God, His Son and God’s children.

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

**Ontario Catholic School Graduate Expectations**

**CGE1f** - Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship  
**CGE2a** - Listens actively and critically to understand and learn in light of gospel values

**Religion Overall Expectation: Scripture**

Recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciples (Scripture 2<sup>nd</sup> nugget)

**Religion Specific Expectation: Scripture**

Demonstrate how the Gospels are the primary source of information and understanding about the person of Jesus (Scripture 1<sup>st</sup> nugget)

**Learning Goals**

- Students will recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as His faithful disciple. (Scripture 2<sup>nd</sup> nugget)
- Students will grow in understanding God’s unconditional love and His unconditional forgiveness of all of His children.



**Success Criteria** (possible suggestion)

*I will achieve success by demonstrating how the Gospels are a source of understanding Jesus through reflecting on Dear Friend, love Jesus and Dear Friend, love Moses letters.*

*I will achieve success by demonstrating how the Gospels are a source of understanding Jesus and Moses' relationship with God.*

**Instructional Components**

**Prior Knowledge and/or Skills**

Moses and his conversation with God through the Burning Bush.

**Suggested Teacher Daily Scripture**

Gus Lloyd 60 Second Reflection  
<http://guslloyd.com>

**Terminology**

Moses  
 Burning Bush  
 I AM WHO I AM (Moses)

**I AM (Jesus)**

Unconditional Love  
 Unconditional Forgiveness

**Resources/Materials**

Bible  
 Dear Friend, (Moses) letter  
 Who **I AM** Tic Tac Toe choice  
 Who **I AM** Rubric

**Prayer/Scripture Focus**

**Gospel of John 14: 1 – 2**

‘Do not let your hearts be troubled. Believe in God, believe also in me. <sup>2</sup>In my Father’s house there are many dwelling-places. If it were not so, would I have told you that I go to prepare a place for you?’

**Minds On**

**Approximately 10 Minutes**

**Assessment**

<http://www.youtube.com/watch?v=6N7d3A39rls> by Israel Houghton  
 Israel Houghton’s mother was pregnant and unmarried when she was 17. She was white. His father was black. The year was 1971. Her parents encouraged her

A brief conversation about a prior

<p>to abort the pregnancy or leave home. She chose LIFE. She faced many adversities; pregnancy, drug addictions, confusion. A lady spoke to her about God’s unconditional love and His unconditional forgiveness. As she flipped through the pages of the bible, she noticed the repetitive word ISRAEL. She committed her child to the name Israel and to the God who would protect her and her son. She asked God to pass her passion for music onto her son and allow him the opportunity to do great things. Israel Houghton is a passionate worship singer in a band called New Breed (winners of many Grammy Awards). Israel is an answer to a mothers prayer.</p> <p><b>Teacher Voice:</b> Brainstorm ideas to this question          “What emotions did you feel about Jesus revealing Himself to you through the Dear Friend letter? What emotions did you feel through Israel Houghton’s music or his Who <b>I AM</b> story?”</p> <p>“Today you will receive a new Dear Friend letter. You will be given a few minutes at the end of class to reflect on it. We will read it together.”</p>	<p>lesson in order to reactivate prior knowledge and bring students into new learning.</p> <p><b><u>Anecdotal notes</u></b></p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 45 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Present Who <b>I AM</b> Tic Tac Toe Assignment to students. Allow remainder of class to complete. Students are to select one choice under each letter in order to customize their assignment (differentiated instruction). The remainder of the class is a work period. [See: <b>Who I AM Tic Tac Toe</b>]</p>	<p>Students’ thinking is probed through offering a unique form of Choice Board.</p> <p><b><u>Who I AM Rubric</u></b>          Teacher selects the CGE to focus on 😊</p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 15 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Teacher presents each student with Dear Friend, Love from Moses letter [See: <b>Dear Friend, Love your friend, Moses</b>]          Teacher begins reading greeting and first sentence. Students are encouraged to take a sentence and continue reading until the letter is complete.</p> <p><b>Teacher Voice</b>          “What similarities do you recognize between the letter from Jesus and the letter from Moses? ( VENN Diagram)          Why might this be? Use evidence from text to support your ideas. (EASY MODEL)”</p>	<p>Teacher supports students with making connections to the learning goal. Students clarify their thinking in an authentic way</p>

with peers and whole class.

**Use EASY model to assess.**

**E-** evidence from text

**A-** always use BECAUSE

**S-** salsa words not boring words

**Y-** your own ideas

(anchor chart)



**Final Notes**

Assign a due date on Who **I AM** Tic Tac Toe Assignment. Use Who **I AM...** rubric in addition to observations/listening for authentic assessment.

Research the life of Israel Houghton. List the gifts God has blessed Israel Houghton with. How can Israel Houghton be a positive example or role model to others who are searching for truth in their Who **I AM** ... story? Why would Israel Houghton be considered a leader of faith in sharing his positive mental health attitude? Create a 10 slide power point celebrating his life and his Who **I AM...** story.

Have you told someone you love them? Have you offered forgiveness to others without attaching conditions? Have you celebrated your life...the life that God gave you? Provide evidence to support your answer for each of the above mentioned questions.

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](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)

*“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 write to tell you how much I care about YOU and the One whom I call I AM WHO I AM.

Through the presence of the Burning Bush, I stood in awe with the One who created you. He showed me freedom - men, women, children walking away from oppression and into the arms of His unconditional love. I hope that every day you want Him by your side. He is your friend.

For you, God painted a sunset to close your day and whispered a cool breeze upon your face.

For you, God planted music within your soul. It dances in your heart. Music guides you through the mystery of your faith.

For you, He created you very unique, amazingly special, and extremely resilient. You are carved in His image.

For you, He designed brilliant sunrises that bring about glorious mornings and time for conversations between He and you. His presence surrounds you.

For you, He refreshes your lengthy journey of difficulties and adversities by offering you hope. Thank Him.

For you, His precious child, He gave His Son. Just for you!

I am who I am because I was introduced to the love of the great I AM WHO I AM.

Who you are makes a huge difference to others because of His unconditional love for YOU! You are who you are ... a gift beyond measure.

Your Friend,

Moses

**Who I AM - Tic Tac Toe**

A modern day version of Tic Tac Toe – pick one selection under each of the letters to complete your assignment...they don't have to be in row! You have the choice of what your assignment will look like. Be creative in communication. Follow the truth of His Word. Please read Exodus 3

<b>I</b>	<b>A</b>	<b>M</b>
<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Create a written interview script where 10 higher order thinking questions/answers are addressed in connection to I AM WHO I AM</li> </ul>	<p><b>Angel</b></p> <ul style="list-style-type: none"> <li>• Exodus 3:2</li> <li>• Explore the Angel's love and role in the Burning Bush appearance in greater depth</li> </ul>	<p><b>Message of Freedom</b></p> <ul style="list-style-type: none"> <li>• Focus on how freedom and forgiveness are revealed through this interaction/relationship</li> <li>• Use evidence from the bible to support your thinking (quotes)</li> </ul>
<p><b>In-school guest</b></p> <ul style="list-style-type: none"> <li>• Create the motivational speech for a fictional special guest in your school who will 'speak' of connections to love &amp; forgiveness found in the message of I AM WHO I AM</li> <li>• Would this fictional speech take place during an assembly?</li> <li>• Classroom?</li> </ul>	<p><b>A man named Moses</b> <b>A man named Jesus</b></p> <ul style="list-style-type: none"> <li>• God was introduced to Moses as I AM WHO I AM – what were Moses thoughts on God's title?</li> <li>• Jesus used 'I AM' several times in the New Testament – does His voice change the 'I AM'?</li> </ul>	<p><b>Message of Hope</b></p> <ul style="list-style-type: none"> <li>• Focus on how the message of hope, love, resilience, and joy was revealed through this interaction or relationship</li> <li>• Use evidence from the bible to support your thinking (quotes)</li> </ul>
<p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• Using a Facebook or Twitter format create 10 meaningful interactions that show connection to love, forgiveness and life found in I AM WHO I AM</li> </ul>	<p><b>Another Point of View</b></p> <ul style="list-style-type: none"> <li>• The Burning Bush?</li> <li>• Moses' Sandals?</li> <li>• The Mount?</li> <li>• What is their point of view?</li> </ul>	<p><b>Message of Moses</b></p> <ul style="list-style-type: none"> <li>• Focus on Moses message What were his thoughts? How would he use his voice for God's glory?</li> <li>• Use evidence from the bible to support your thinking (quotes)</li> </ul>

Who I AM... RUBRIC

	Level 4	Level 3	Level 2
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <hr/> <p>Name of CGE</p>	<p>Demonstrated considerable understanding of CGE</p> <hr/> <p>Name of CGE</p>	<p>Demonstrated some understanding of CGE</p> <hr/> <p>Name of CGE</p>
<p><b>Knowledge and Understanding</b> - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)</p>	<p>Student demonstrates thorough knowledge of Gospel content in relation to understanding Jesus.</p>	<p>Student demonstrates considerable knowledge of Gospel content in relation to understanding Jesus.</p>	<p>Student demonstrates some knowledge of Gospel content in relation to understanding Jesus.</p>
<p><b>Thinking</b> - The use of critical and creative thinking skills and/or processes</p>	<p>Student uses creative skills in demonstrating a following to Jesus with a high degree of effectiveness</p>	<p>Student uses creative skills in demonstrating a following to Jesus with considerable degree of effectiveness</p>	<p>Student uses creative skills in demonstrating a following to Jesus with some degree of effectiveness</p>
<p><b>Communication</b> - The conveying of meaning through various forms</p>	<p>Student clearly expresses a faithfulness in following Jesus &amp; organizes this information with a high degree of effectiveness</p>	<p>Student clearly expresses a faithfulness in following Jesus and organizes this information with a considerable degree of effectiveness</p>	<p>Student clearly expresses a faithfulness in following Jesus and organizes this information with some degree of effectiveness</p>
<p><b>Application</b> - The use of knowledge and skills to make connections between Religious Education/Mental Health &amp; Wellness and the world outside the school</p>	<p>Student makes precise connections between Gospel and self with a high degree of effectiveness</p>	<p>Student makes precise connections between Gospel and self with considerable degree of effectiveness</p>	<p>Student makes precise connections between Gospel and self with some degree of effectiveness</p>

Teacher comments \_\_\_\_\_

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May be used during Advent or Lent as a Gratitude project.

**Religion Unit 1 – A Talk With Jesus**

**Grade 10 – Lesson 4**

**Grade 10 Who I AM... Lesson 4 – A Talk With Jesus**

Who I AM Makes A Difference Because Jesus Loves Me!

**Christ and Culture** - “gratitude is contagious”

**Background**

This lesson opens with a sports caster skit introducing fictional characters Ron and Don. Ron’s love for the Lord is evident in his words and actions. Don also shares a passion for Christ but is often distracted with sports talk. Together the two bring the audience closer to faith, family and friendship as they promote *Who I AM Makes A Difference Because Jesus Loves Me!*

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

**Ontario Catholic School Graduate Expectations**

**CGE1a** - Illustrates a basic understanding of the saving story of our Christian faith

**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

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

**CGE2b** - Reads, understands and uses written materials effectively

**CGE2c** - Presents information and ideas clearly and honestly and with sensitivity to others

**CGE7e** - Witnesses to Catholic social teaching by promoting ... a just, peaceful and compassionate society

**Religion Overall Expectation: Scripture**

Recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples (Scripture 2<sup>nd</sup> nugget)

**Religion Specific Expectation: Scripture**

Demonstrate a knowledge of the Gospel call to right relationship with God and neighbor as a way to live as disciples of Jesus (Scripture 5<sup>th</sup> nugget)

**Learning Goals**

- Students will recognize the Gospels as testimonies of faith in Jesus and as a personal invitation to grow toward wholeness by living as His faithful disciple (Scripture 2<sup>nd</sup> nugget)
- Students will understand that Jesus is a faithful friend that they can communicate to at all times.



Success Criteria (possible suggestion)

- I will achieve success by demonstrating a positive relationship with God in writing a two paragraph conclusion to *A Talk With Jesus*.

**Instructional Components**

<p><b>Prior Knowledge and/or Skills</b></p> <p>Using the Learning Goal and rubric as a guide, co-construct Success Criteria.</p> <p><b><u>Suggested Teacher Daily Reflection</u></b></p> <p>Gus Lloyd 60 Second Reflections</p> <p><a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b></p> <p>Unconditional love</p> <p>Unconditional forgiveness</p> <p>Celebrate Life</p>	<p><b>Resources/Materials</b></p> <p>Who <b><u>I AM</u></b> Sports Caster skit</p> <p>Who <b><u>I AM</u></b> Talk handout</p> <p>Who <b><u>I AM</u></b> Rubric</p> <p>Who <b><u>I AM</u></b> Exit Card</p> <p>Bibles</p> <p>Prayer Journals</p>
--	--	---

**Prayer/Scripture Focus**

**John 14:9**

“Anyone who has seen Me has seen My Father.”

<b>Minds On</b>	<b>Assessment</b>
-----------------	-------------------

<p>Students will act out the role of Ron and Don. Two fictional characters who love the Lord. The unique qualities that God blessed them with, allow the two to combine faith and sports in order to engage a deeper understanding to Who <b><u>I AM</u></b> Makes A Difference Because Jesus Loves Me! [See: <b>Who <u>I AM</u> Sports Caster Skit</b>]</p>	<p>Approximately 15 Minutes</p> <p>A brief skit to bring students into new learning.</p>
--	--

<p>While students prepare for the skit...</p> <p><b>Teacher Voice:</b>          “Share with your elbow partner, your understanding of the statement <i><b>I am the way and the truth...</b></i>” (1 minute)          Share student’s ideas.  <a href="http://www.youtube.com/watch?v=Dp41duEcng0">http://www.youtube.com/watch?v=Dp41duEcng0</a> by Israel</p>	
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Houghton (Jesus at the Center)</p> <p><b>Teacher Voice</b>          “How can you find Jesus’ message of love, forgiveness and celebration of life in Israel’s music?”</p> <p>Distribute the Who <b>I AM</b> Talk handout to students. Students alternate reading sections of text. Have students independently write two more paragraphs to the story to complete it. Reflective questions are offered to guide students to Higher Order Thinking.</p> <p>Students will present their story-ending to the class at the end of session. [See: <b>Who I AM</b> Talk]</p>	<p>Student’s learning is probed through creating a story ending to a Jesus conversation.</p> <p><b><u>Who I AM rubric.</u></b>          Music Video – Israel Houghton Jesus at the Center</p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Discuss the following questions with an <b>elbow partner</b>. Record any three of your answers in your Prayer Journal.</p> <p><b>Prayer Journal (any three questions)</b></p> <p>People that make a difference in our life...</p> <ol style="list-style-type: none"> <li>1. Who do they look like when they model unconditional love?</li> <li>2. What do they sound like when they speak forgiveness?</li> <li>3. Where do they come from when they celebrate life?</li> <li>4. How do they make a difference in my faith life?</li> <li>5. Why do they make a difference in the positive mental health of Who <b>I AM</b>?</li> </ol> <p><b>Exit Card Question –</b>          Which gospel figures do you think you most resemble in showing unconditional love. Why do you think that?          What is the one question you would ask Jesus about forgiveness?          What is Jesus’ reply?</p>	<p>Support students with making connections to the learning goal. Clarity is offered to their thinking in the form of a self-reflection.</p> <p><b><u>Who I AM Prayer Journal</u></b></p> <p><b><u>Who I AM Exit Card</u></b></p>

## Final Notes

The video “Pay-It-Forward” (2000) introduces students to the concept of unconditional acts of kindness rippling forward. <http://www.youtube.com/watch?v=gw0Lvr4eK-k>

Encourage students to incorporate ‘I AM’ language in their story-ending Jesus’ conversation.

Extend: students form small groups and act out their *Who I AM Talk* through a short skit performance. Students can invite the grade 9 students to view their performances in order to celebrate student success and spread the love of Jesus.



*“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.)

## **Who I AM – God’s smoke signal!**

**Based On: Exodus 3:14**

**Big Idea:** God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan.

**Background:** God used Moses to be a deliverer to His people and return them to the land that He had promised to Abraham and his descendants. Positive mental health attitudes began with God. Through His Son Jesus, God’s children were taught unconditional love, forgiveness and celebration of life.

**Type of Presentation:** Ron and Don deliver a sports caster format of Who I AM information through each episode of Bible Boot Camp. Ron, grounded in a strong traditional faith formation and solid resiliency strategies, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often side tracked by his passion for sports broadcasting and comes across as an individual who is easily distracted. Together, Ron and Don’s goal is to lead others to the value of faith, forgiveness and unconditional love through Who I AM Makes A Difference Because Jesus Loves Me!

**Topics Addressed:** I AM WHO I AM signifies the wonderful uniqueness of God and the priceless importance of each of us as His children. We all have magnetic energy that attracts others to our thoughts, feelings, and positive mental health attitude. You hold within you a powerful magnet to spiritual health and faith-filled positive mental wellness. Imagine the joy and happiness God’s children felt when they were about to receive freedom from slavery. Whatever chains of slavery you hold tightly to, allow His freedom for us to be a priceless gift that sets you free from the heaviness of your troubles. You ARE a priceless gift! Thank you for being a shepherd among His sheep. When He said “Follow Me!” you replied, “Yes, Lord!”

### **Script**

Ron – Welcome to our adventurous show “Bible Boot Camp!”

Don – Now hold on a minute. I don’t remember agreeing to the name Bible Boot Camp. I thought you said this was a Baseball Boot Camp sports show. No mention about bible stuff.

Ron – You didn’t. I decided it would be called Bible Boot Camp. You see Don, there are some things that make sense without a whole lot of discussion. There isn’t as much action in baseball as there is in our Bible Boot Camp show.

Don – Really? Well explain to me, and to the audience, how Bible Boot Camp makes sense.

Ron – I would love the opportunity to share the logic to such a fantastic idea.

Don – FANTASTIC!?! We’ll see who or WHAT is fantastic.

Who **I AM**... *God's Smoke Signal continued...*

Ron – Let me take you back in time to the great Mount....

Don – Are you talking about a baseball mound? I don't recall any great baseball mounds.

Ron – The MOUNT was known as Mount Sinai. It is connected to Bible Boot Camp through Moses and the Burning Bush...

Don – Bone-tingling, gut-twisting adventure! Now I am interested. Moses was the back catcher with the Toronto Blue Jays. He was a short guy from the Ottawa Valley. He made the big leagues because he had relatives in all the right places. He was a smart financial dude. Invested all of his money into Canadian diamonds and made it big both on the baseball diamond and in the diamond stock market! Why didn't you mention this was about Moses? Now your ratings will soar.

Ron – WHAT? Wrong Moses, my friend! This Moses lived before Jesus. Old Testament, Book of Exodus is where you will find this hero. Not on the baseball mound and not in the Ottawa Valley. Moses made a difference in the lives of thousands of individuals...and he continues to still make a difference today. In fact...

Don – sorry to interrupt you Ron but I think if we talk about my Moses the ratings on this show will sky rocket. Just a suggestion...

Ron – In fact ... Moses was an Israelite boy, born in Egypt. The Pharaoh at that time ruled Egypt with a tight fist...

Don – Hard to play ball with a tight fist. I always tell the boys 'keep the hand relaxed, let the ball come to you.' Don't know about this tight fist idea.

Ron - ... he ordered that all Israelite boys be killed...

Don – Holy Macaroni! Now you have gut-crushing adventure. Did Moses survive?

Ron - ...Moses' mother loved him with a protective love that didn't have conditions. She did her best to keep him safe for the first 3 months of his life but it was getting too dangerous to hide him at home. She had to think of a way to set him free. Her idea was innovative, creative and saved Moses' life. His mother wrapped her precious son in a blanket that would identify his heritage and placed him in a wicker basket. She lowered him into the river and set him free.

Don – Talk about a BASKET CASE!!!! We definitely aren't talking about the same Moses. I admit your Bible Boot Camp is fascinating. Keep going.

Who **I AM**... God's Smoke Signal continued...

Ron – The wicker basket was discovered by the Pharaoh's daughter. She had been down by the river and heard a baby crying. She knew she had to protect this child from her father so she raised Moses as if he were her own son. The name Moses means 'drawn from water.'

Don – Nice story. Let's get back to the Burning Bush. So did the Burning Bush take place in her backyard? Like a campfire?

Ron – I will speed things up a little but you have to be patient. You will love the story! Moses grew into a strong man. He left behind his life with the Pharaoh and became a humble farmer who tended the flock of his father-in-law.

Don – I still do not hear the words Burning Bush. My gut tells me that's where the nut and bolts of this story are going to soar the ratings. Any chance we could skip to the Burning Bush? Or the inferno bush, the bush of ashes or the bush that once was...we have taken so long, the bush should be referred to as the bush of no more.

Ron – Patience my friend. We are at the part of the Burning Bush.

Don – Thank You Lord!!!! What happens at the bush ... is it an animated bush or high tech bush?

Ron – Not even close. It is a talking bush but not battery operated or techno infused. The voice came from God through the Bush.

Don – flying catfish...you have to be kidding me. God's voice through a Burning Bush? Why didn't God just text Moses or send him a smoke signal?

Ron – He did send him a smoke signal. Moses obeyed it and listened to God's plan.

Don – How does a person speak to God? Do you just say, 'Hey dude, what's up?' or is there a proper protocol that you have to follow?

Ron – Great questions Don. You really are engaged...

Don – No. I am not engaged. I'm married....have been for 15 years. How could you forget? You were the best man at my wedding.

Ron – I meant you were engaged in the excitement of this Bible Boot Camp story.

Don – Actually, this story is better than I thought it would be.

Ron – Thanks. When Moses stepped before the Burning Bush, God asked him to remove his

Who **I AM**... God's Smoke Signal continued...

sandals because Moses was on Holy ground. Moses did as he was told. Moses asked God who should he tell the Israelites that God was. How would he introduce Him? What would an introduction look like? God was very clear in how He wanted to be addressed. He instructed Moses to tell the people 'I AM WHO I AM' has sent Moses forward to set the captives free from slavery.

Don – I AM WHO I AM? No kidding? I have heard strange names in professional baseball sports but this one takes the cake. Seriously? I AM WHO I AM! That beats MLB player names like Prince Fielder, Josh Outman, or Felix Pie. I AM WHO I AM! wow

Ron – The title of God's name is to be held with reverence. I AM WHO I AM has two messages in one name. The first **I AM** message speaks to God's children about the value and importance of God as the center of our life! We are His children, He is our God. Through the second **I AM** God shows us that our value and importance is connected and interconnected through our relationship with Him and with each other. Our relationship with God and with each other is fully rooted through the message of the Burning Bush. The message is simple. **I AM** - God is important. **I AM** - I am important.

Don – I get what you are saying Ron. But there are some days that I don't feel like I am important to anyone.

Ron – But you are Don...and so am I...we all are important to God and to each other. Who **I AM** - and Who you are – makes a difference because Jesus loves me!

Don – WOW! You fast forwarded too quickly. You traveled from Moses to Jesus in half a second. That's thousands of years of Bible Boot Camp stories you missed.

Ron – I haven't missed anything Don. I'm saving those stories for another day. Today's story shows us that Moses first introduced us to God's unconditional love through introducing God as I AM WHO I AM. Jesus would continue that message when he walked among us.

Don – I'm hooked! When is our next exciting episode? We really should call the program **Bible Boot Camp World Wide Wonder...**

Ron – From the desk of Ron ...

Don – and the chair of Don...Good night folks!

jmcDonald@rccdsb

## 'I AM'...A Talk With Jesus

**Please read John 14: 1 – 14.** *Reflect on the passage with your elbow partner.*

Can you imagine your life with Jesus? Can you imagine that you lived in the time of Jesus on earth? Imagine! One day Jesus visited your city. Many people were gathered to hear this young zealous leader. Everyone wanted to see the motivational man, the gentle teacher, the humble hero ... named Jesus. You are interested in seeing Him too. You follow Him and His disciples.

You overhear a conversation between Jesus and the men who constantly surround Him. You listen closely in order to grow in wisdom but you keep your presence unknown in fear that they will send you away. You hear Jesus speak. "In My Father's house are many rooms..."

You think, 'this is impossible?' The shelters of Jesus' time did not contain many rooms. What is He talking about? You find this news to be disturbing. Before you could gather your thoughts, Thomas has interrupted Jesus by questioning how they would know the way to the place Jesus was going. You want the way. You want to continue to follow Jesus. You listen. You hear. You understand. "**I AM** the way and the truth..."

Jesus shares with his followers a simple message. The message is lost on ears that do not hear and minds that do not believe. The message is truth. You recognize the truth to His message. You are very excited, as if you are keeper of a deep secret.

Philip's words interrupt your thoughts. He asks Jesus to show them His Father. You realize they don't understand the secret. These followers of Jesus do not have the wisdom to His secret. You do! Jesus is very patient in explaining to His followers that He is not of human origin. He further explains that faith includes believing that He and the Father are one. You glow with excitement as you realize you have witnessed a very private conversation that revealed the true and real presence of the Lord. You understand the value of prayer and that your prayer is a pathway directly to the house of the Father. You percolate with excitement.

Jesus turns. He sees you.

**Dear Student,**

**Your task is to continue writing two more paragraphs to the story.**

**Possible suggestions include: What does Jesus say to you about love? How does it feel to be in the presence of Jesus? What advice does Jesus offer in the form of positive mental health attitude and unconditional forgiveness?**

## Who I AM... A Talk With Jesus RUBRIC

	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <hr/> <p>Name of CGE</p>	<p>Demonstrated considerable understanding of CGE</p> <hr/> <p>Name of CGE</p>	<p>Demonstrated some understanding of CGE</p> <hr/> <p>Name of CGE</p>
<p><b>Knowledge and Understanding -</b> Comprehension of its meaning and significance (understanding)</p>	<p>Student's written conclusion to <b>A Talk With Jesus</b> demonstrates thorough understanding of the Gospels as a call to grow in relationship with God.</p>	<p>Student's written conclusion to <b>A Talk With Jesus</b> demonstrates considerable understanding of the Gospels as a call to grow in relationship with God.</p>	<p>Student's written response to <b>A Talk With Jesus</b> demonstrates some understanding of the Gospels as a call to grow in relationship with God.</p>
<p><b>Thinking –</b> The use of creative thinking skills</p>	<p>Through writing a conclusion to <b>A Talk With Jesus</b>, student uses creative thinking with a high degree of effectiveness by clearly showing a way to live as a disciple.</p>	<p>Through writing a conclusion to <b>A Talk With Jesus</b>, student uses creative thinking with considerable degree of effectiveness by clearly showing a way to live as a disciple.</p>	<p>Through writing a conclusion to <b>A Talk With Jesus</b>, student uses creative thinking skills with some degree of effectiveness by clearly showing a way to live as a disciple.</p>
<p><b>Communication –</b> The conveying of meaning through various forms</p>	<p>The conclusion to <b>A Talk With Jesus</b> clearly expresses a Christian message with a high degree of effectiveness.</p>	<p>The conclusion to <b>A Talk With Jesus</b> clearly expresses a Christian message with considerable degree of effectiveness</p>	<p>The conclusion to <b>A Talk With Jesus</b> clearly expresses a Christian message with some degree of effectiveness.</p>
<p><b>Application –</b> The use of knowledge to make Connections between Religious Education/Mental Health &amp; Wellness</p>	<p>Student makes precise connections between Gospel message and self with a high degree of effectiveness</p>	<p>Student makes precise connections between Gospel message and self with considerable degree of effectiveness</p>	<p>Student makes precise connections between Gospel message and self with some degree of effectiveness</p>

Teacher comments \_\_\_\_\_

Next steps \_\_\_\_\_

jmcdonald@rccdsb

**EXIT CARD**

Which Gospel figures do you think you most resemble and why do you think that?

**Who I AM... Exit Card**

**Who I AM... Exit Card**

Which Gospel figures do you think you most resemble and why do you think that?

**Religious Education & Positive Mental Health and Wellness:** it is recommended this lesson takes place on or about **October 2** as this is the Feast Day of Guardian Angels (teachers are Guardian Angels) Advent or Lent are also wonderful seasons for gratitude celebration

**\*The Presentation of Who I AM and the ‘gift of words’\***

**Grade 10 – Lesson 5**

**Grade 10 Who I AM... Lesson 5 – The Presentation**

The presentation of Who **I AM** and the gift of words.

**Christ and Culture** -Prior to this lesson, prepare Who **I AM** template with ‘gift of words’ for students

**Dedicated** to my children and grandchildren – Joel, Julianne, Matt, Mitchel; Ty, Arez and Celeste – you are the breath I take & the wind beneath my wings. Thanks for being my greatest gifts of all! I love you 😊 JAM

**Background**

Today you will empower each student through the presentation of a Who **I AM** postcard. You will need to prepare the message on the postcard prior to this class. The affirmation message begins:

**“Who you are makes a difference to all of us because... Thank you for being who you are!”**

Prepare enough postcards that each student will receive two additional postcards for their pay- it forward challenge.

Remind students that this project is titled *Who **I AM** Makes A Difference Because Jesus Loves Me!* It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’.

Read Who **I AM** Makes A Difference Because Jesus Loves Me! information sheet to students.

[See: **Who I AM Makes A Difference Because Jesus Loves Me!**]

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** - Develops attitudes founded on Catholic social teaching

**CGE2c** - Presents information and ideas clearly with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

**Learning Goals**

- Students will demonstrate a knowledge of the social teachings of the Church (Morals 4<sup>th</sup> nugget)
- Students will develop an appreciation for individuals who have made a difference in their life by expressing gratitude toward others.

<p><b>Religion Overall Expectation: Christian Morals</b>                  Demonstrate a knowledge of the social teachings of the Church (Morals 4<sup>th</sup> nugget)</p> <p><b>Religion Specific Expectation: Christian Morals</b>                  Demonstrate knowledge of the life and teachings of Jesus and the social teachings of the Church and identify their importance for moral decision-making (Morals 1<sup>st</sup> nugget)</p>		<p><i>Success Criteria (possible suggestion)</i></p> <ul style="list-style-type: none"> <li><i>I will achieve success in demonstrating unconditional love, appreciation and gratitude toward others by participating in the Who <b>I AM</b>... project.</i></li> </ul>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p> <p><b>Suggested Teacher Daily Reflection</b>                  Gus Lloyd 60 Second Reflections  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                  Pay-it-forward                  Gratitude                  Empowerment                  Unconditional love                  Unconditional forgiveness                  Celebrate life</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>Copies of Who <b>I AM</b> postcard (teacher will photocopy onto cardstock – personalize the back with a message specific to individual student). Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward.</li> <li>Who <b>I AM</b> history</li> <li>Who <b>I AM</b> wheel handout</li> <li>Who <b>I AM</b> challenge</li> <li>Who <b>I AM</b> self-reflection to be completed several days after The Presentation</li> </ol>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Feast Day of the Guardian Angels (October 2)</b></p> <p>Dear Guardian Angel,                  You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide. Amen</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 15 Minutes</b></p>	<p><b>Assessment</b></p>
<p><u>On the day of presentation of the Gift of Words project:</u>                  In the name of the Father, the Son, and the Holy Spirit. Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me</p>		<p><b>Pay-it-forward</b>                  A response to one person’s</p>

<p>and keeping me safe. Thank you for the unconditional love that you give to me. I pray now for the special people in my life to whom I can say thank you with my <b>Gift of Words</b>. Help me to remember that, <b>who I am</b> makes a difference to others and to You. In the name of the Father, the Son, the Holy Spirit, Amen</p> <ol style="list-style-type: none"> <li>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>] OR show a video of “Pay It Forward” (2000) at <a href="https://www.youtube.com/watch?v=gw0Lvr4eK-k">https://www.youtube.com/watch?v=gw0Lvr4eK-k</a></li> <li>2. Discuss the term pay-it-forward in connection to Who <b>I AM</b>...</li> <li>3. Brainstorm the word ‘empower’. How does empower look, sound, feel? One of the goals to the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving, resiliency, and positive word choice. How can expressions of gratitude toward others build their positive mental health attitude?</li> </ol>	<p><i>kindness by reaching out in kindness to others.</i></p> <p><b>Empower</b> <i>Make someone stronger and more confident in how they view their life.</i></p> 
<p><b>Action</b> <span style="float: right;"><b>Approximately 40 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Teacher will present a Who <b>I AM</b> postcard [See: <b>Who I AM postcard handout</b>] to each student. The student will receive <b>two</b> extra templates that they have to discern (pray/think) who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying “Who you are makes a difference to me because ...” [See: <b>Who I AM presentation information</b>]</p> <p>This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection. They will need to remember the response/reaction from the individuals who receive a Who <b>I AM</b> postcard from them.</p>	
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 15 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Distribute the Who <b>I AM</b> wheel to students. On each spoke of the wheel have students discern (pray/reflect/write) the name of a person who has made a difference in their life and promoted their positive mental health. Students can use this activity as a personal brainstorming session to who will receive a Who <b>I AM</b> postcard from them.</p> <p>Allow a few days for students to present their Who <b>I AM</b> postcard to others before they complete an anonymous self-reflection.</p>	<p><b><u>Self-Reflective assessment</u></b></p> 

### **Final Notes**

The beauty of the Who **I AM** words and gift is it allows a 'safe' opportunity for students and teachers to express thankfulness. When Who **I AM** Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love, unconditional forgiveness, celebration of life, and thanksgiving through small acts of outreach. Who **I AM** refreshes the health and wellness with all of God's children.

*"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.)



## Who I AM HISTORY

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the 'gift of words' to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the 'gift of words' works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the 'gift' you will say ...

**“Who you are makes a difference to us because... Thank you for being you!”**

Present the student with the 'gift of words'. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

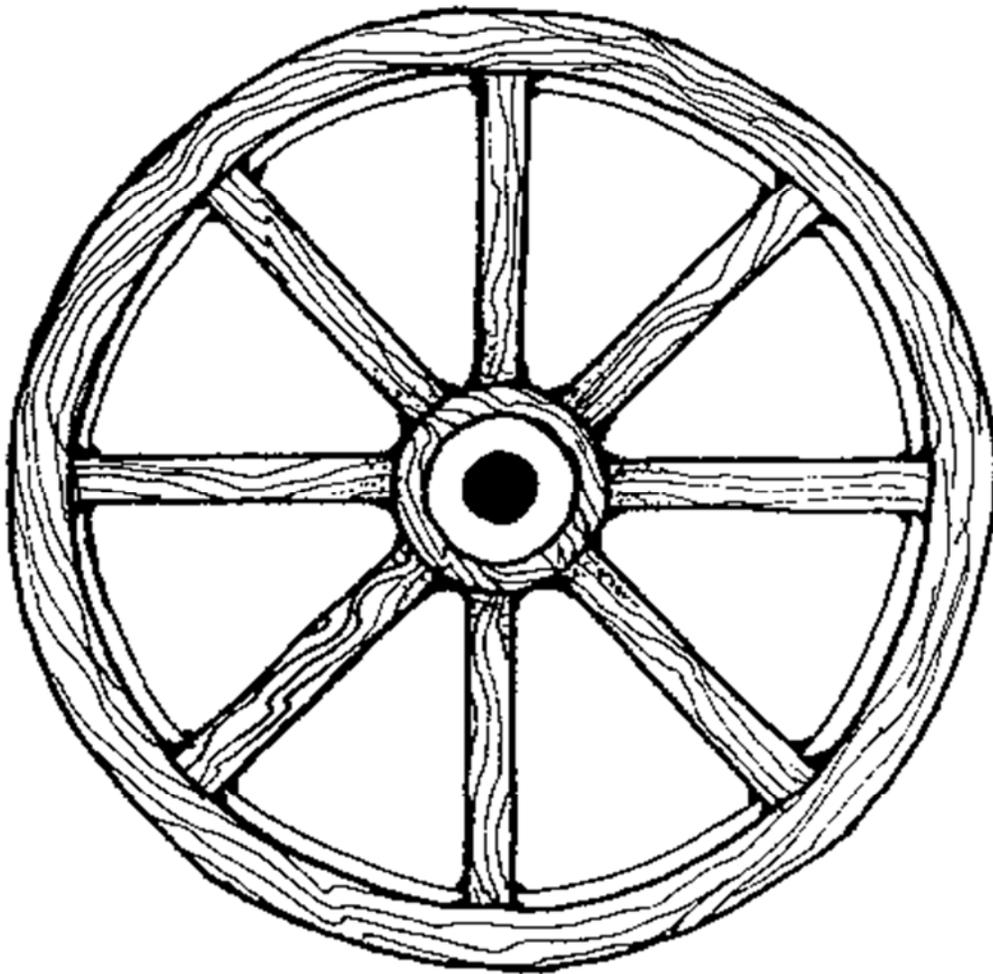
Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a 'gift of words'.

Who I AM Makes A Difference Because Jesus Loves Me!

Dear Student,

On each spoke of this wheel write a name of someone in your life who has made a difference in who you are or helped you become the person you are today by supporting your positive mental health. It could be a parent, grandparent, neighbour, friend, priest, coach... Thank you!



## The Challenge!

### Who I AM Makes A Difference Because Jesus Loves Me!

*Please read this to your class.*

*Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.” The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us. You are a gift!*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... **“Who you are makes a difference to me because.....Thank you for being you.”***

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

*jmcDonald@rccdsb*

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

*\*\* to be completed several days after The Presentation\*\**

**Self-Reflection**

**Student Goal – T.O.O** (Think Of Others)

Your Grade \_\_\_\_\_

Your School \_\_\_\_\_

\* My teacher believes **Who I AM Makes A Difference** because (what did your teacher say to you when she/he presented you with your 'gift of words')

\_\_\_\_\_

1A. Reason **Who I AM Makes A Difference** was given to **FIRST** Very Important Person

\_\_\_\_\_

\_\_\_\_\_

1B. Response and reaction from **FIRST** person after receiving **Who I AM Makes A Difference**

\_\_\_\_\_

\_\_\_\_\_

2A. Reason **Who I AM Makes A Difference** was given to **SECOND** Very Important Person

\_\_\_\_\_

\_\_\_\_\_

2B. Response and reaction from **SECOND** person after receiving **Who I AM Makes A Difference**

\_\_\_\_\_

I enjoyed this assignment because it felt good to think of others. YES  NO

My teacher's words made me feel \_\_\_\_\_

It was easy to think of who would receive the **Who I AM** YES  NO

I know I make a difference to others by \_\_\_\_\_

If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

Thank you for participating in *Who I AM Makes A Difference Because Jesus Loves Me!*

**Religious Education & Positive Mental Health and Wellness:** end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

**Religion Unit 1 – Exploring Prayer**

**Grade 10 – Lesson 6**

**Grade 10 Who I AM... Lesson 6 – EXPLORING PRAYER**

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

**Christ and Culture** - “gratitude is contagious”

**Background**

In Exodus 32, Moses had a little heart-to-heart conversation with God. He asked God to relent from destroying His people. God relented. This is an awesome expression of the power of prayer between self and God. We speak. God listens. This is also a beautiful testament of the unique and special relationship that Moses and God shared. Not until the arrival of Jesus do we witness the spiritual bond present between God and another individual. Moses had a relationship with God that allowed him the freedom to speak to God as you would speak to a friend – face to face, word to word, interaction of hearing and listening.

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

**Ontario Catholic School Graduate Expectations**

- CGE1f** - Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship
- CGE1i** - Integrates faith with life
- CGE3a** - Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges
- CGE4f** - Applies effective communication, decision-making, problem-solving, time and management skills
- CGE5a** - Works effectively as an interdependent team member
- CGE5e** - Respects the rights, responsibilities and contributions of self and others
- CGE6d** - Values and nurtures opportunities for prayer

**Religion Overall Expectation: Prayer**

Demonstrate a knowledge of the various purposes of prayer (Prayer 3<sup>rd</sup> nugget)

**Religion Specific Expectation: Prayer**

Identify and assess the value of both personal and communal prayer for a life of faith (Prayer 8<sup>th</sup> nugget)

**Learning Goals**

- Students will demonstrate a knowledge of the various purposes of prayer (Prayer 3<sup>rd</sup> nugget)



**Success Criteria (possible suggestion)**

- *I will achieve success by recognizing that by participating in various forms of prayer, a life of faith develops.*

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b>                      Various forms of prayer                      Gifts of the Holy Spirit</p> <p><b><u>Suggested Teacher Daily Reflection</u></b>                      Gus Lloyd 60 Second Reflections  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                      Taize Prayer                      Adoration                      Petition                      Thanksgiving</p>	<p><b>Resources/Materials</b>                      Who <b>I AM</b> – prayers</p> <p>Who <b>I AM</b> Exit Card or Prayer Journal</p> <p>Bibles</p>
Prayer/Scripture Focus		
<p>Jesus,                      I first understood the unconditional love of God through the ‘I AM WHO I AM’ that Moses introduced to me. Remind me of Your great love for me. Let me feel Your love so that I can start to love my enemies. I know and trust that I am important to others. My light is of value to all of those who are around me because I offer positive mental health attitude that shines brightly. Let this light guide me in healthy relationships and spiritual wellness. Let me recognize my own strengths, my own resilience, my own value and my own self-worth. Amen.</p>		
Minds On	Approximately 15 Minutes	Assessment
<p><a href="http://www.youtube.com/watch?v=wsKN_ZNT82M">http://www.youtube.com/watch?v=wsKN_ZNT82M</a> Israel Houghton</p> <p><b>Your Presence is home to me!</b></p> <p>Working in pairs, have students brainstorm the following questions:</p> <ol style="list-style-type: none"> <li>1. What are different kinds of prayer? Styles of prayer?</li> <li>2. When are we most likely to use as a form of prayer?</li> <li>3. Why does prayer sometimes happen naturally?</li> <li>4. Who prays for you?</li> <li>5. How often should you pray?</li> </ol>		<p>A brief discussion to bring students into learning.</p> <p>Music Video by Israel Houghton                      Your Presence is home to me!</p> <p><b><u>Different Kinds of Prayer:</u></b></p> <ol style="list-style-type: none"> <li>1. Adoration</li> <li>2. Petition</li> <li>3. Thanksgiving</li> </ol> <p><b><u>Different Styles of Prayer:</u></b></p> <ol style="list-style-type: none"> <li>1. Taize</li> <li>2. Meditation</li> <li>3. Spontaneous</li> </ol>

Action	Assessment
<p style="text-align: center;"><b>Approximately 40 Minutes</b></p> <p>Cut the following statements into strips. Present each pair with one strip. Have each pair of students work together to explain the statement. Use evidence (quotes) from Exodus 3 or Exodus 32 to support their ideas.</p> <ul style="list-style-type: none"> <li>• Prayer is being in the presence of God and in communion with Him, with others and with self.</li> <li>• Prayer is the glorious mystery which we believe in, celebrate, and live our faith as followers of I AM WHO I AM.</li> <li>• Prayer is our response to the call of a loving God – prayer is individual and community based.</li> <li>• Moses was the prayerful mediator between I AM Who I AM and His people ... Jesus is the prayerful mediator between God and humanity</li> <li>• “When we hold a conversation with someone we not only speak, but we also listen. Prayer, therefore, is also listening.” Saint John Paul II</li> <li>• Prayers of petition ask God for things we need but He already knows our needs long before we put words to them.</li> <li>• Approaching God in humility re-establishes our communion with Him and one another – it strengthens our relationship and connectedness.</li> <li>• No one knows what is best for us better than the God who made us in His image and is able to see our present, our past and our future.</li> <li>• Intercessory prayer – praying on behalf of someone else – God sees how our choices, our decisions, our events fit into His big picture.</li> <li>• Prayers of thanksgiving extol God for what He has done and help us to recognize the bounty of our blessings.</li> <li>• Prayers of praise recognize the I AM WHO I AM within all of us while giving God all the glory for the gifts we are granted.</li> <li>• God is always listening, calling us to a closer, more personal relationship with Him.</li> </ul>	<p>Student thinking is revealed through answering questions.</p> <p><b><u>Anecdotal notes: listening, observations</u></b></p>
Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 15 Minutes</b></p> <p>Write the following on the board.  <b><u>If you want to love your enemies then start by praying for yourself.</u></b> (Discuss)</p> <p><b>Teacher Voice</b>          “Not for things like a lottery win or a new house. Ask the Holy Spirit for wisdom and patience; kindness and gentleness; power and self-control....even ask for more of God’s love.”</p> <p>Large group discussion. <b>What are some of your gifts that you love about yourself?</b></p>	<p>Teacher supports students with making connections to the learning goal.</p>



## Who I AM

### Prayers – Conversations with God

In Exodus 32, Moses had a little heart-to-heart conversation with God. He asked God to relent from destroying His people. God relented. This is an awesome expression of the power of prayer between self and God. We speak. God listens. Communication takes place. This is also a beautiful testament of the unique and special relationship that Moses and God shared. Not until the arrival of Jesus do we witness the spiritual bond present between God and another individual. Moses had a relationship with God that allowed him the freedom to speak to God as you would speak to a friend – face to face, word to word, interaction of hearing and listening. When was the last time you spoke to God – friend to friend?

Prior Knowledge;

1. What are different ways to pray?
2. When are we most likely to pray for a positive mental health attitude?
3. In which environment does prayer come most naturally?

Pairs:

Cut the statements into strips. Have each pair of students work together to explain the statement. Use evidence (quotes) from Exodus 3 or Exodus 32 to support their ideas.

Share student responses with class.

Write the following on the board. **If you want to love your enemies then start by praying for yourself.** Not for things like a lottery win or a new house. Ask the Holy Spirit for wisdom and patience; kindness and gentleness; power and self-control....even ask for more of God's love.

**What are some of your gifts that you love about yourself?** Connect to God's love for you. The gifts that you have aren't an accident. He planned for you to have them. When you connect to the gifts that you have, you acknowledge your unique specialness. Now you are connected to spreading the love around to others.

This is the challenge. You have prayed for yourself. You have given thanks for your gifts and talents – now prayer for your enemies. **Why them? Why not another friend or family member? Why does God call us to pray for our enemies? Who are our enemies?**

Closing Prayer

Jesus, through the I AM WHO I AM that Moses introduced to me; I first understood the unconditional love of God. Remind me of Your great love for me. Let me feel Your love and friendship so that I can start to love my enemies. I am important to others. My light is of value to all of those who are around me. Let this light guide me in healthy loving relationships. Amen.

### Healthy Relationships with Others

Prayer is being in the presence of God, in communion with Him, in healthy relationship self and with others.

Prayer is the glorious mystery which we believe in, celebrate, and live our faith as followers of I AM WHO I AM. Who I am makes a difference!

Prayer is our response to the call of a loving God – prayer is individual and community based – it reaches from one heart to another.

Moses was the prayerful mediator between I AM Who I AM and His people ...  
Jesus is the prayerful mediator between God and humanity

“When we hold a conversation with someone we not only speak, but we also listen. Prayer, therefore, is also listening.” Saint John Paul II

Prayers of petition ask God for things we need but He already knows our needs long before we put words to them.

Approaching God in humility re-establishes our communion with Him and one another – it strengthens our relationship and connectedness.

No one knows what is best for us better than the God who made us in His image and is able to see our present, our past and our future.

Intercessory prayer – praying on behalf of someone else – God sees how our healthy choices, decisions, events fit into His big picture.

Prayers of thanksgiving extol God for what He has done and help us to recognize the bounty of our blessings and the value of healthy choices.

Prayers of praise recognize the I AM WHO I AM within all of us while giving God all the glory for the gifts we are granted.

God is always listening, calling us to a closer, more personal, healthy relationship with Him. Healthy relationships with others.

Exit Card

**WHO I AM... EXIT CARD**

What does spreading God's unconditional love look like, sound like, feel like?  
How does spreading God's love promote positive mental health attitudes and forgiveness?

**Who I AM... Exit Card**

What does spreading God's unconditional love look like, sound like, feel like?  
How does spreading God's love promote positive mental health attitudes and forgiveness?

**Religious Education & Positive Mental Health and Wellness:** end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Religion Unit 1 – **DRAMA**

**Grade 10 – Lesson 7**

**Grade 10 Who I AM... Lesson 7 – DRAMA**

**Christ and Culture** - “gratitude is contagious”

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

**Background**

Through *I AM WHO I AM* skit, students will develop a deeper understanding of the events leading up to Exodus 3:14 and how Moses is connected to Jesus through the messages of unconditional love, unconditional forgiveness and celebration of life.

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

**Ontario Catholic School Graduate Expectations**

**CGE1d** – Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

**CGE1h** – Respects the faith traditions, world religions, and the life-journeys of all people of good will

**CGE2d** – Writes and speaks fluently one or both of Canada’s official languages

**CGE3b** – Creates, adapts, evaluates new ideas in light of the common good

**CGE5a** – Works effectively as an interdependent team member

**CGE5e** – Respects the rights, responsibilities and contributions of self and others

**CGE5f** – Exercises Christian leadership in the achievement of individual and group goals

**Religion Overall Expectation: Christian Moral**

Demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations (Morals 1<sup>st</sup> nugget)

**Religion Specific Expectation: Christian Moral**

Demonstrate knowledge of the life and teachings of Jesus and the social teachings of the Church and identify their importance for moral decision-making (Morals 1<sup>st</sup> nugget)

**Learning Goals**

- Students will demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations (Morals 1<sup>st</sup> nugget)

*Success Criteria (possible suggestion)*

*I will achieve success by applying and connecting the teachings of Jesus to my own life through actively participating in guided small group questions and personal self- reflections.*

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3:14</p> <p><b>Suggested Teacher Daily Reflection</b> Gus Lloyd 60 Second Reflections <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> Community Archbishop Unconditional Love Unconditional Forgiveness Celebrate Life</p>	<p><b>Resources/Materials</b> <b>I AM WHO I AM</b> skit Who <b>I AM</b> questions Who <b>I AM</b> reflection</p>
Prayer/Scripture Focus		
<p>Dear Lord,</p> <p>May the words of the late Archbishop Oscar Romero speak within our heart. "A community is a group of men and women who found the truth in Christ and in His Gospel and...join together to follow it more strongly. In the group, each one finds that the brother or sister is a source of strength and that in moments of weakness they help one another, by loving one another and believing, they give light and example."</p>		
Minds On	Approximately 10 Minutes	Assessment
<p>Invite three students to participate in the I AM WHO I AM skit. [See: <b>I AM WHO I AM</b> skit]</p> <p>While they are preparing for the skit, watch music video <a href="http://www.youtube.com/watch?v=wsKN_ZNT82M">http://www.youtube.com/watch?v=wsKN_ZNT82M</a> Israel Houghton</p> <p>Students present skit while class actively participates through listening and responding appropriately.</p>		<p>A brief activity to bring students into learning.</p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• A group of people living in the same place</li> <li>• Sharing fellowship with others</li> </ul> <p><b>Archbishop</b></p> <ul style="list-style-type: none"> <li>• A bishop of the highest rank in a particular area</li> </ul>
Action	Approximately 40 Minutes	Assessment
<p>Place students into pairs or small groups of 3. Read all of the questions to students. Distribute one of each of the following questions, along with chart paper and markers to each group.</p>		<p>Student thinking is revealed through purposeful</p>

<p>Allow 10 – 15 minutes for small group to discuss and answer the question.  <b><u>Be prepared to present.</u></b></p> <p>[See: <b>Who I AM</b> questions]                  Allow students enough time to present their question and answer to whole class</p>	<p>questions.</p> <p><b><u>Digital recording of conversations</u></b></p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 20 Minutes</b></span> <span style="float: right;"><b>Assessment</b></span></p>	
<p>Discuss within your small group 10 questions you would ask Moses if given the opportunity.                  Select the #1 question that the group decides is the most important question to reflect love, forgiveness and/or celebration of life.                  Share with class.                  Ask a classmate, from the audience, how they think Moses would answer the question.                  Continue this format with all of the small groups.                  Write your team’s Moses Question into your prayer journal. Record the response you think Moses would have given you.</p> <p><b>Closing Prayer</b>                  In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the resilience you have provided me with and the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>	<p>Support students’ journey to connecting to the learning goal.</p> <p><b><u>Anecdotal notes: listening, observation</u></b></p> <p><b><u>Prayer journal</u></b></p>
<p><b>Final Notes</b></p>	
<p><b>Extend the Lesson:</b>                  Have students turn their 10 questions into a short skit to present to class.                  Create two acrostic poems: MOSES JESUS</p> <p>Both poems will reflect <b>moral decision making strategies.</b></p> <p>Students complete the Who <b>I AM</b> reflection handout.</p> <div style="text-align: right;">  </div>	

## I AM WHO I AM

### Narrator

Moses probably wasn't much older than your parents when he became fed up with how his people were being treated by Pharaoh. They worked so hard and had little relief or rest. The day that Moses saw an Egyptian beating an Israelite slave, he became so upset that he killed the Egyptian and hid the body. Moses didn't think anyone say his action. Moses didn't want to hang around any longer. He ran away from Egypt and the life he once knew. He didn't know it at the time but by running away from his past he was running right to I AM WHO I AM.

### Moses

So they call this place Midian. I wonder what adventure it will hold here. I am thirsty. I need a drink of water. Where is there water in this dry land? My spirit is parched. I am a man with a deep thirst.

### Narrator

Moses stopped to rest by a well. At the same time, seven sisters stopped to give their father's sheep some water. Shepherds came by and were rude to the sisters. They bullied them and pushed the women aside, telling them to get out of their way because the water was for their use. The shepherds adamantly told the women the water was needed more by them than the women. Women did not have rights and freedoms. They did not understand resiliency or positive mental health attitudes. They stepped aside.

### Moses

These women were here long before you arrived. They need the water just as much as you do – in fact, they need it more than you do! If you have a problem with this water take it up with me and leave the women out of this. If you don't have a problem, wait your turn and leave us alone. The women deserve this water as much as you or I do.

### Narrator

The shepherds listened to Moses. Moses stayed and helped feed the sheep for the seven sisters. When the sisters arrived home later that evening, their father asked them about their day. The sisters were eager to share the adventure that unfolded by the water well. Their father listened intently. He instructed the women to go back to the well and invite Moses to return for supper. The women did as they were instructed. When they found Moses, they realized that he did not have a place to stay for the evening. The father insisted he stay with them. Moses later married one of the sisters whose name was Zipporah. Moses settled into this new land and became a shepherd. He took

*Moses – the Shepherd jmj*

care of many animals. He enjoyed a peaceful life as husband, brother-in-law, son-in-law and father. He took care of the land and tended to all of **I AM's** creatures. He had joy in his heart.

As the years went by, the pharaoh of Egypt eventually died. The Hebrew people were still slaves. They constantly prayed to God for help. God heard their cry and felt bad for them. He knew what needed to be done. God knows all of our needs before we do!

### **Moses**

Today is such a quiet and peaceful day. There isn't much excitement in this field. All day, I tend to the sheep, talk to them a little and enjoy the beautiful sunshine. What??? Wow!!! I can't believe it! Is that bush on FIRE? There seems to be so much smoke but the bush does not burn up. I don't understand. I will investigate the strange burning bush and extinguish the flame that glows brightly in it, around it and above it. What a sight that bush is! I must walk up the mountain and investigate it closer.

### **Burning Bush – I AM WHO I AM**

Moses! Moses! Moses!

### **Moses**

I am here. What do you want of me? You strange burning bush...You know my **name?**

### **Burning Bush - I AM WHO I AM**

Moses, stop where you are! Don't come any closer. Take off your sandals as respect for my presence. You are in the presence of I AM WHO I AM! Who I AM, Moses makes a difference to you...I AM will make a difference to others too.

Who I AM makes a huge difference to everyone because I AM the God of your father, I AM the God of Abraham, I AM the God of Isaac and I AM the God of Jacob. I AM!

### **Moses**

I have heard of these men. They were great men, great leaders. They are far greater than I will ever be. They are considered heroes by all who have heard of them. I believe in their God but I am a humble man. I am a man of fear. I fear that if I look into your face I will die from the brilliance and power of who you are. I am not ready to die. I fear death. If you are I AM, save me. Save me from my many sins. Oh, I AM WHO I AM...please save me from my sins.

*Moses – the Shepherd jmj*

### **Burning Bush - I AM WHO I AM**

I have seen the deep creases of pain carved into the faces of my people in Egypt. I have heard their continuous cry for help and assistance. I want to save the people of Egypt because they are my children. I want to take them to another place where the land is rich and flows of milk and honey. I am their Father, they are my children. This land is a good land. My children will be happy there. Moses, my son, I have chosen you to lead my people out of Egypt and into freedom forever. I am sending you to free the Israelites from the Pharaoh. I have chosen you! Your humble heart pleases me Moses! You will become a great leader. People will always remember who you are.

### **Moses**

Sorry to disappoint you, **I AM**, but I think you have the wrong person. I'm a regular guy. I am a humble guy but just regular. I couldn't possibly convince the Pharaoh to set all the Israelites free. The Pharaoh wouldn't listen to me. He would roll over laughing. I have imperfect speech. I stutter and stumble over my words. No one would ever take me seriously. It is best if you find another man.

### **Burning Bush - I AM WHO I AM**

I will be with you Moses. I will help you. Tell the Israelites that I have sent you. Tell them that **I AM** has heard their prayers and will send them to a better place. Don't worry Moses, they will listen to you. Be patient with them and they will be patient with you. Pharaoh won't listen until he has been convinced by many signs. He will be punished for his disobedience. I will take care of him. After that, he will let you go and set the Israelites free. If you trust in me, it will happen Moses! Trust me! Follow my word.

### **Moses**

What if the Israelites don't believe me? What if they think this is a story that I made up? What if they say I am lying? I trust you but I can't just say **I AM** sent me. They'll laugh. Could you put it in writing or something? Maybe a video of you and I together?

### **Burning Bush – I AM WHO I AM**

Throw your staff on the ground, Moses.

### **Narrator**

Moses quickly did as he was instructed to do. As his staff became a snake Moses jumped out of the way. The snake slithered over his foot and waited.

### **Burning Bush – I AM WHO I AM**

Pick it up by the tail, Moses. Be obedient to my instructions. It will not harm you Moses.

#### **Narrator**

Moses didn't like snakes but he didn't want to be disobedient to God. He picked the snake up by the tail and it turned back into this staff. **I AM** continued to show Moses signs he could demonstrate to the people. Moses would even be able to turn water into blood because **I AM** would do it for him. Even after all these signs Moses still didn't think he could do it. Moses felt his imperfect speech would not convince anyone to do anything. **I AM** was starting to get frustrated with Moses lack of trust. Moses would be able to do anything with God's help but it meant Moses had to believe without any conditions in the power of God.

### **Burning Bush – I AM WHO I AM**

I will send your brother Aaron along with you to help you in this journey. In fact, he is already on his way to see you. I will help both of you. I will give you the words but he will be the one to speak. You will do this Moses. I have asked it of you.

#### **Narrator**

After that encounter, the bush stopped burning. **I AM** was gone. Moses put on his sandals and made sure to take his staff of **I AM**. Moses went to get his wife and children in order to prepare for his journey to free the Israelites. Moses heart was filled with joy. The journey was beginning. Moses would walk in obedience of the one called **I AM**. Will you walk in obedience too?

Who I AM Questions

Who I AM Questions – cut and distribute one question to each small group

Explain how you have questioned God's participation or presence in your life?

What is the connection between I AM WHO I AM and Positive Mental Health?

When God calls you to act in obedience, how do you listen to Him?

How have you regretted **not** following God when He called you to do something in His name?

Who do you consider your family to be? What role does God play in connection to your family?

Is God at the center or on the outside of your family?

What are ten ways God can be drawn closer to your family or to your friends?

Who **I AM** Makes A Difference Because Jesus Loves Me! is a project based on Moses and The Burning Bush. What does this project look like, sound like, feel like to you?

How has the Who **I AM** project changed you appreciation toward others?

**WHO I AM... Personal Reflection**

Please be honest in answering the following questions. This survey is not meant to be all-encompassing nor is it about rating your faith life in comparison to others. This is to help us see the ways in which we can respond to your call to faith and the areas that need the most attention.

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Disagree</b>
1. I regularly attend Mass.	1	2	3
2. I participate fully in Mass on Sunday.	1	2	3
3. I use my gifts and talents for the Glory of God.	1	2	3
4. I am actively involved in the life of the Church.	1	2	3
5. I take advantage of being a positive role model	1	2	3
6. I have a good understanding of the teachings of my faith.	1	2	3
7. I have good knowledge of scripture.	1	2	3
8. I desire to grow deeper in faith.	1	2	3
9. I am the same person at Church as I am at school.	1	2	3
10. I have strong morals that help others to grow strong.	1	2	3
11. I share my time and money with the less fortunate.	1	2	3
12. My friends and family know me as a Christian.	1	2	3
13. God has a plan for my life.	1	2	3
14. I pray and listen to God’s direction.	1	2	3
15. I have the ability to help others get to heaven.	1	2	3
16. My goal is to get to heaven.	1	2	3

**My definition of FAMILY is**

---



---

*Thank you and God Bless ☺*

*jmcdonald@rccdsb.edu.on.ca*

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 10 - Lesson 8**

**Grade 10 Who I AM ... Lesson 8 – REFLECTION**

**Christ and Culture** - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

**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. His loves YOU without conditions. His presence in YOUR life is constant and unchanging. He helps you grow in resiliency and positive mental health by loving you unconditionally and forgiving you freely. He calls you to celebrate life.*

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

**Ontario Catholic School Graduate Expectations**

**CGE4e** - Sets appropriate goals and priorities in school, work and personal life

**CGE5f** - Exercises Christian leadership in the achievement of individual and group goals

**CGE7d** - Promotes the sacredness of life

**CGE7b** - Accepts accountability for one's own actions

**Religion Overall Expectation: Profession of Faith**

Demonstrate a profound respect for the dignity and mystery of the human person (2<sup>nd</sup> nugget)

**Religion Specific Expectation: Profession of Faith**

Demonstrate the Christian meaning of personhood as being created in the image and likeness of God (2<sup>nd</sup> nugget)

**Learning Goals**

- Students will demonstrate a respect for the dignity and mystery of the human person.

*Success Criteria (possible suggestion)*

*I will achieve success by demonstrating active participation in respecting, appreciating and showing gratitude toward those who have made a difference in my life by completing a self-reflection on my involvement with the Who I AM project.*

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b>  <b>Suggested Teacher Reflection</b>                      Gus Lloyd 60 Second Reflection  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                      Morals                      Gratitude                      Appreciation                      Unconditional Love                      Unconditional Forgiveness                      Celebrate Life</p>	<p><b>Resources/Materials</b>                      Who <b>I AM</b> culminating survey                       Who <b>I AM</b> reflection                       Cell phone hand out                      Post-it/Chart paper/markers</p>
Prayer/Scripture Focus		
<p>Ask students to share their personal intentions and the intentions of those who received a Who <b>I AM</b></p> <p>“Lord, we lift all of these intentions along with the intentions of the individuals who have received the post card with our gift of words for your safe keeping. Hear our prayers and the prayers of those we love. Through the unconditional love You modeled and the obedience that Moses modeled may we always seek the truth in healthy relationships and spiritual well-being. Amen”</p>		
Minds On	Approximately 15 Minutes	Assessment
<p>Listen to HOSANNA by Israel Houghton at  <a href="http://www.youtube.com/watch?v=Zuzn4k0vQvU">http://www.youtube.com/watch?v=Zuzn4k0vQvU</a></p> <p>Begin with prayer.                      Students will complete the Who <b>I AM</b>... Self- Reflection sheet highlighting recipients of ‘gift of words’ and their response. Teacher will collect reflections.                      [See: <b>Who I AM Self Reflection sheet</b>]</p>		<p>A brief self-reflection to bring students into learning.  <b><u>Self-reflection sheets</u></b></p>
Action	Approximately 40 Minutes	Assessment
<p>Have three chart papers at different locations in the class. On each chart paper, write one of the following...</p> <ol style="list-style-type: none"> <li>1. WHAT is the best time to love unconditionally?</li> <li>2. WHAT is the right thing to do when we forgive others?</li> <li>3. WHO is the most important person to love and to forgive?</li> </ol> <ul style="list-style-type: none"> <li>• Watch <i>The Three Questions</i>. <a href="https://m.youtube.com/watch?v=cxA4-2ylggc">https://m.youtube.com/watch?v=cxA4-2ylggc</a>                      Remind students that the text was based on Leo Tolstoy who was one of Russia’s greatest novelists and most influential MORAL philosophers. He was also an outstanding thinker of the 19<sup>th</sup> century.</li> <li>• Invite students, as 21<sup>st</sup> century thinkers, to write a reflection on each chart paper and sign their name beside it. Teacher should be the last to add their own personal 21<sup>st</sup> century reflection.</li> </ul>		<p>Student thinking is revealed as students summarize and revisit the mentor text <i>The Three Questions</i>.</p>

<ul style="list-style-type: none"> <li>• As a large class, discuss the various answers.</li> <li>• With a partner discuss the following question. Record your answer on a post-it.</li> </ul> <p>“How has the Who <b>I AM</b> project changed your MORAL thinking about gratitude, appreciation and the value of self/others?”</p> <p><i>(This question can be written on the black board or chart paper)</i></p> <p>Allow students time to share responses or experiences. If you have also participated in the Who <b>I AM</b> project by outreaching to others, share your experience and how your two individuals responded to your ‘gift of words’. Encourage students to highlight some of the presentation moments/memories they experienced when presenting their postcard ‘gift of words’ to others.</p>	<p><b><u>Anecdotal notes and observations</u></b></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Invite students to reflect on Who <b>I AM</b> culminating survey. [See: <b>Who I AM culminating survey</b>] Students will complete survey and hand in.</p> <p>Using the cell phone handout, students ‘text message’ the two ways that they are going to positively change their use of the internet. Decorate as desired. [See: <b>Cell Phone handout</b>]</p> <p><b>Teacher Voice</b></p> <p>“Mental Health and Wellness begins with each of us creating positive change in how we think about ourselves and outreach to others. How can positive change be reflected through the use of internet, social media, and electronics?”</p> <p>The ‘text message’ commitments should be displayed in the class to hold students accountable to their promise of positive change.</p> <ul style="list-style-type: none"> <li>• If time permits, watch the youtube version of <i>The Three Questions</i></li> </ul> <p>Closing Prayer</p> <p>Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and shaping my positive mental health. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to You. Amen</p> <p>Or</p> <p>Use this video as your closing prayer:  <a href="http://www.godtube.com/watch/?v=7PKZG7NX">http://www.godtube.com/watch/?v=7PKZG7NX</a></p>	<p>Teacher support students with making connections to the Who <b>I AM...</b> learning goal.</p> <p><b><u>Self-reflections</u></b></p> 

## Final Notes

Extend the lesson:

Watch the video

[www.youtube.com/watch?v=fj5BcN6Blks](http://www.youtube.com/watch?v=fj5BcN6Blks) (*The Three Questions*)

Who **I AM** Word Search

Provide students with 1/2" grid paper and the following words: MOSES, GOD, I AM WHO I AM, JESUS, LOVE, PEACE, JOY, GRATITUDE, APPRECIATION, PAY IT FORWARD, BURNING BUSH, EXODUS, OLD TESTAMENT, NEW TESTAMENT. Students create their own word search puzzle. Hide the above words on the grid. Fill in any empty spaces with additional letters to hide the words.

**Fun Food Fundraiser:** Provide students with Who **I AM** soup recipe (Chicken Soup). This would be a wonderful activity to do as a class to present to someone special, for students to make at home as a unique gift, or as a Social Justice fundraising idea. Place the ingredients inside a medium size mason jar, in the order listed, and attach the recipe. Yum yum!

**Who I AM ... Reflection!**

*God promised Moses, "I will be with you." God has made the same promise to each of us because He considers us His children. His love is without conditions. His presence is constant.*

Please circle the number that best answers the statement in relation to you.

**◆ I email content that is contrary to my Christian faith or my family values.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I have visited sites that I would be embarrassed if God saw or heard about.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I use the internet to learn more about my Christian faith and spread the gospel.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I text others in order to bring others closer to Jesus through positive messages, words of affirmation or Who I AM moments of gratitude.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I have used time on the internet instead of spending time with family or my friends.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I use texting as a way to gossip about others without them knowing that it's me.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I have used the internet in ways that are contrary to the Who I AM within me.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**◆ I have texted or phoned a friend as a positive coping strategy when I am upset.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

***I will use the internet in positive ways that will help to build the Who I AM within myself and within others. One positive way that I will change my internet use is:***

● \_\_\_\_\_

**Self-Reflection**

**Student Goal – T.O.O (Think Of Others)**

Your Grade \_\_\_\_\_

Your School \_\_\_\_\_

\* My teacher believes **Who I AM Makes A Difference** because (what did your teacher say to you when she/he presented you with your 'gift of words')

\_\_\_\_\_  
1A. Reason **Who I AM Makes A Difference** was given to **FIRST** Very Important Person

\_\_\_\_\_  
\_\_\_\_\_

1B. Response and reaction from **FIRST** person after receiving **Who I AM Makes A Difference**

\_\_\_\_\_  
\_\_\_\_\_

2A. Reason **Who I AM Makes A Difference** was given to **SECOND** Very Important Person

\_\_\_\_\_  
\_\_\_\_\_

2B. Response and reaction from **SECOND** person after receiving **Who I AM Makes A Difference**

\_\_\_\_\_  
\_\_\_\_\_

I enjoyed this assignment because it felt good to think of others. YES  NO

My teacher's words made me feel \_\_\_\_\_

It was easy to think of who would receive the **Who I AM** YES  NO

I know I make a difference to others by \_\_\_\_\_

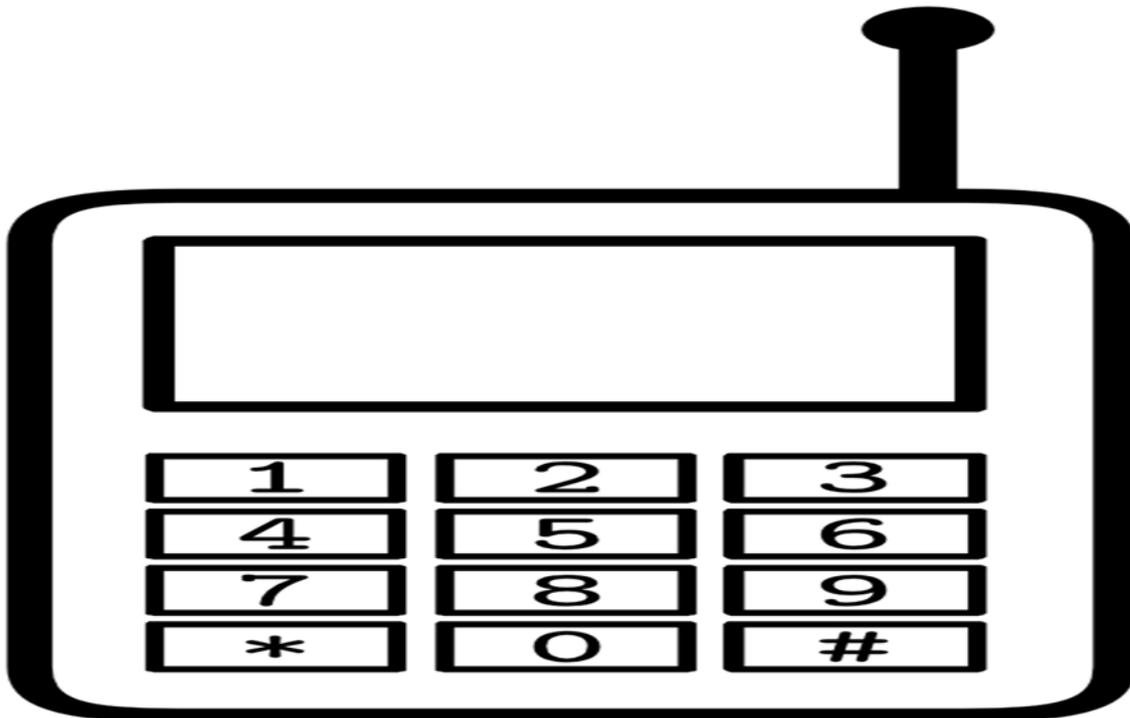
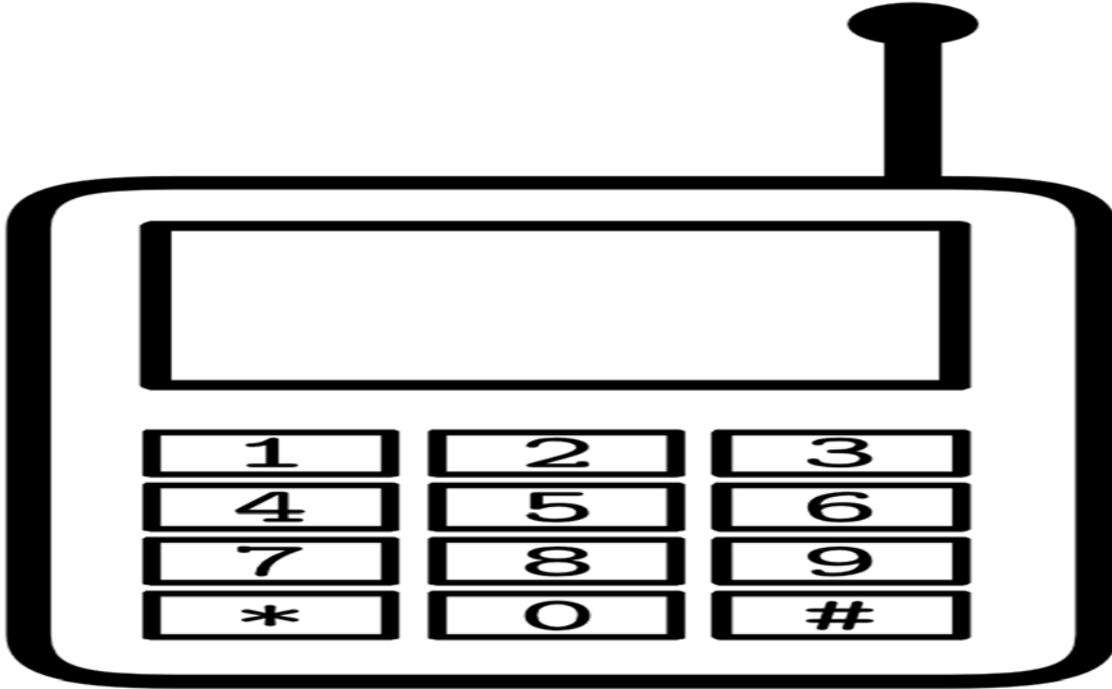
If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

Thank you for participating in *Who I AM Makes A Difference Because Jesus Loves Me!*

Dear student,

Please use the phone screen to write your text message of how you are going to positively change your use of the internet. Thank you.





## Who I AM Makes A Difference Because Jesus Loves ME!

To \_\_\_\_\_ Love \_\_\_\_\_

Who I AM Soup in a Jar 😊 Preparation Time: 35 minutes Servings: 6-8

### INGREDIENTS

*The following ingredients have been layered inside this jar. Use this as a base for amazing Who I AM soup. You are special and make a difference to the lives of many. Enjoy!*

¼ cup Red Lentils

2 TBSP dried onion flakes

1 ½ TBSP chicken bouillon granules

½ tsp dill weed or dill seed

1/8 tsp each of celery seed and garlic powder

1 cup of medium egg noodles or pasta

1 bay leaf ... secret ingredients: unconditional love, peace, joy 😊

### INSTRUCTIONS

*Bring 8 cups of water to a boil in a large saucepan. Stir in jar of soup mix. Cover, reduce heat and simmer for 25 minutes. Discard bay leaf and stir in 1 ½ cup of frozen corn or mixed vegetables and 2 cups of cooked diced chicken or turkey. Simmer for 5 minutes until vegetables are tender and chicken is heated through. **Who U R makes a difference.***



Dear Teachers, Welcome to **“Who I AM Makes A Difference Because Jesus Loves Me!”**

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, **“Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!”** The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

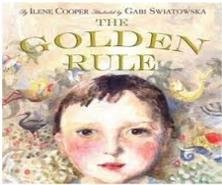
**DON’T FORGET** – several days after the presentation, students complete a self-reflection ☺ The self-reflection is attached to the Day 5 lesson but use it at your convenience.

The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

**Who I AM Makes a Difference World Religion & Positive Mental Health and Wellness**

**Grade 11 - Unit Overview**

Grade 11 - Unit “World Religions”					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	will explain the importance of prayer in a religious worldview	<p><b>10 minutes</b> Provide the background to the Who <u>I AM</u>... project.</p>	<p><b>45 minutes</b> Prayer Service in chapel or classroom.</p>	<p><b>15 minutes</b> Class reflection.</p>
2.	<p><i>Who <u>I AM</u>...Mentor Text ~ The Golden Rule ~</i></p> 	will demonstrate respect for the sacred writings of the world’s major religions	<p><b>10 minutes</b> Who <u>I AM</u> ... Discuss ‘it begins with you’.</p>	<p><b>35 minutes</b> Read aloud of the Mentor Text <i>The Golden Rule</i> by Ilene Cooper.</p>	<p><b>25 minutes</b> Create a ‘billboard’ of Christian and Aboriginal view of the Golden Rule.</p>
3.	<p><i>Who <u>I AM</u>... Choices</i></p> 	will research and recognize the importance of moral teachings in the various world religions	<p><b>15 minutes</b> Character Ethics God/The Creator</p>	<p><b>30 minutes</b> Students are offered ‘Who <u>I AM</u>’ choice board of activities.</p>	<p><b>15 minutes</b> Ron and Don skit God’s Golden Rule!</p>
4.	<p><i>Who <u>I AM</u>... Aboriginal Spirituality</i></p> 	will describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality)	<p><b>10 minutes</b> Jesus was so many things to so many people – movement activity.</p>	<p><b>50 minutes</b> Instant Challenge Short skit Who <u>I AM</u> ... Aboriginal Spirituality.</p>	<p><b>10 minutes</b> Small group work question discussion / reflection.</p>

<p>5.</p>	<p><i>Who <b>I AM</b>... The Presentation of the "Gift of Words"</i></p>  <p><b>Dedicated</b> to Mom, Dad and brother John 10:10. Thank you for sharing your love of the Lord and nurturing my faith. Love you lots ☺ 4 ever!</p>	<p>will explain how faith develops and deepens, recognizing that the person and life of Christ is the primary guide for the spiritual journey</p>	<p><b>15 minutes</b> The history of 'Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!'</p>	<p><b>40 minutes</b> The Presentation of the Gift of Words and Who <b>I AM</b> Challenge.</p>	<p><b>15 minutes</b> The Wagon Wheel of gratitude and expression of appreciation brainstorming.</p>
<p>6.</p>	<p><i>Who <b>I AM</b>... Music</i></p> 	<p>will understand the importance of worship within Christianity and Aboriginal Spirituality.</p>	<p><b>10 minutes</b> Christian and Aboriginal music focused on <b>I AM</b>.</p>	<p><b>55 minutes</b> Finding Who <b>I AM</b> ... in music.</p>	<p><b>5 minutes</b> Who <b>I AM</b> ... Music and God Reflection.</p>
<p>7.</p>	<p><i>Who <b>I AM</b>... Jeopardy style</i></p> 	<p>will understand the role of prayer, worship, and religious symbolism within the world's</p>	<p><b>10 minutes</b> "You have the opportunity to create a jeopardy power point game using a template and your understanding of Christianity and Aboriginal Spirituality."</p>	<p><b>50 minutes</b> Who <b>I AM</b> ... Christianity and Aboriginal Spirituality revealed through a Jeopardy game.</p>	<p><b>10 minutes</b> Class discussion / reflection "What role does prayer, worship, celebrations play in the life of Christian and Aboriginal communities?"</p>

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pduenne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank / Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank / Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

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 11 - Lesson 1

#### Grade 11 Who I AM ... Lesson 1 – PRAYER SERVICE

World Religion - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

#### 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 shapes your resiliency and your positive mental health attitude by loving you without conditions and forgiving you freely. Celebrate life!*

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

##### Ontario Catholic School Graduate Expectations

**CGE1c** - 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 Expectation

Explain the importance of prayer in a religious worldview (Prayer – 1<sup>st</sup> nugget)

##### Religion Specific Expectation

Demonstrate a knowledge of religious worship as a response to sacred reality (Prayer – 1<sup>st</sup> nugget)

##### Learning Goals

- Students will explain the importance of prayer in a religious worldview (Prayer – 1<sup>st</sup> nugget)

Success Criteria (possible suggestion)

*I will achieve success by taking an active role in Who I AM prayer service through reading, reflecting, listening attentively and responding with appropriate words or gestures.*



©Prawny - illustrationsOf.com/78768

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Moses – Burning Bush God – I AM WHO I AM</p> <p><b><u>Suggested Teacher Daily Reflection</u></b> Gus Lloyd 60 Second Reflection <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> Unconditional Love</p> <p><b>Names of God:</b> The Great I AM Most High Almighty I AM WHO I AM I AM</p>	<p><b>Resources/Materials</b> Who <b>I AM</b> prayer service Grade 11 Dear Friend, Forever Creator</p>
Prayer/Scripture Focus		
<p>Who <b>I AM</b> prayer service offers an active focus on Exodus 3:14 that is unique to this grade.</p>		
Minds On	Approximately 10 Minutes	Assessment
<p>“The phrase Who <b>I AM</b> originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who <b>I AM</b> has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of Me.</p> <p>God makes a difference to us. Through His Son Jesus, unconditional love was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who <b>I AM</b> project is a Golden opportunity to express the combination of a Religion project with a Mental Health and Wellness project.”</p> <p>Begin Who <b>I AM</b> prayer service with above welcoming message, opening prayer and first reading.</p> <p>Encourage student participation by inviting students to take an active role</p>		<p>A brief introduction to a prayer service intended to bring students to a new form of learning.</p> <p style="text-align: right;"><b><u>Anecdotal Observations</u></b></p>
Action	Approximately 45 Minutes	Assessment
<p>Continue with prayer service.</p> <p>Distribute a copy of Dear Friend letter to students at the appropriate time as indicated on the Prayer Service. Please fold letter prior to lesson and place into an envelope that is personalized with each student’s name on the outside. Allow students quiet time to read the letter.</p> <p>As a large group, choral read the letter.</p> <p>What is the significance of the signature? Does this surprise you?</p> <p>Encourage student voice to participate in reading Who <b>I AM</b> prayer service.</p>		<p>The main portion of the prayer service will probe students’ thinking through a purposeful activity.</p>

<p>[See: <u>Who I AM Prayer Service grade 11</u>]</p>	<p><u>Anecdotal / observations</u></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>                  “One of the learning goals for the Who <u>I AM</u> prayer service was to help you recognize the importance of prayer and worship for a religious worldview. Share with your elbow partner, how you (we) have achieved success. (Allow a few minutes for conversation)</p> <p>Now I am going to call upon you to share what YOUR PARTNER’S response was to the reflective question.”</p> <p>(Be inclusive of all students. Some students will have ‘forgotten’ what their partner said – allow the whole class 2 minutes to ‘listen’ again to their partner).</p> <p><b>Prayer Journal</b>                  Write a letter of response addressed Dear Creator. Share with the Creator how you live unconditional love, forgiveness and celebrate life.</p> <p><b>Exit Card</b>                  What do the letters NRSV and NIV stand for?</p> <p>Close with: <a href="http://www.godtube.com/watch/?v=7PKZG7NX">http://www.godtube.com/watch/?v=7PKZG7NX</a>                  Names of God video</p> <p>Thank students for their participation and respect toward the service.</p>	<p>Teachers support students with making connections to the learning goal.</p> <p><u>Anecdotal / observations</u></p> <p><b>Prayer Journal</b></p> <p><b>Exit Card</b></p>
<p><b>Final Notes</b></p>	
<p>The more students who actively participate in the Prayer Service, the more valuable the learning experience. Enjoy the moment.</p> <p>Text Extension:  <b>Moses The Long Road to Freedom</b> by Ann Keay Beneduce</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

## Who I AM Prayer for Senior Division (Grade 11)

*Note: Give each student a copy of the prayer services.*

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, 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 community, our teachers and for the love of our family, friends and for the gift of our own resilience. 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 [adapted and selected versed from Exodus 3.15 NRSV] 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: *Pause for a moment for silent reflection.*

Reading: A reading from Psalm 91 (Psalm 91.1-4, 9-11 NIV)

Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty. I will say of the Lord, "He is my refuge and my fortress, my God, in whom I trust." Surely he will save you from the fowler's snare and from the deadly pestilence. He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart. You will not fear the terror of night, nor the arrow that flies by day. ...If you say, "The Lord is my refuge," and you make the Most High your dwelling, no harm will overtake you, no disaster will come near your tent. For he will command his angels concerning you to guard you in all your ways;

Reflection: *Pause for a moment for silent reflection.*

NRSV New Revised Standard Version of the Bible and NIV New International Version of the Bible

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (2-3 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Compare the messages between the two scriptures? Think about the story of what God did through Moses to free the Israelites.

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 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

- **Present letter to students**

Closing Prayer:

Loving God, the Great I AM, we thank you that you are always with us, helping us, guiding us, leading us, keeping us safe, and providing us with resilience to bounce back when we encounter difficulties or adversities . We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the following days: *[pronouns change to reflect the more personal nature of the WHO I AM]*

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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

Dear Friend Letter

pdunne@rccdsb

*Dear Friend,*

***Peace to you!***

***For you the world was created. For you the world was formed.***

***Just for you I carved the mountains. Just for you I painted the sky.***

***With you in mind I let the leaves dance. With you in mind the sun shines.***

***As you sleep the breeze blows. As you wake the birds sing.***

***Forever you are on My mind. Forever you are in My thoughts.***

***I talk to you in your dreams. I whisper to you in your thoughts.***

***I smile when you pray. I laugh out loud when you smile.***

***I comfort you when you cry. I care when you accomplish your goal.***

***I AM Your Creator.***

***I AM who I AM.***

***I AM.***

*Forever your friend,*

***Creator***

Exit Card

What do the letters NRSV and NIV stand for?  
Three ways to forgive....

**Who I AM...** Exit Card

What do the letters NRSV and NIV stand for?  
Three ways to forgive...

**Who I AM...** Exit Card

**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 11 - Lesson 2**

**Grade 11 Who I AM ... Lesson 2 – MENTOR TEXT**

**World Religion - “gratitude is contagious”**

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

**Background [See: Dear Teacher]**

*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. Did you know that His love for you is free of conditions? No conditions at all! That’s cool.*

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

**Ontario Catholic School Graduate Expectations**

**CGE1a** -illustrates a basic understanding of the saving story of our Christian faith

**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

**World Religion Overall Expectation**

Show respect for the sacred writings of the world’s major religions (Scripture 3<sup>rd</sup> nugget)

**World Religion Specific Expectation**

Demonstrate the importance of covenants (Moses) (Scripture 2<sup>nd</sup> nugget)

Evaluate the importance of Sacred Scripture/writing for moral decision-making (The Golden Rule) (Scripture 11<sup>th</sup> nugget)

**Learning Goals**

- Students will demonstrate respect for the sacred writings of the world’s major religions (Scripture 3<sup>rd</sup> nugget)
- Students will view The Golden Rule through the lenses of major religions
- Students will connect the Christian message of The Golden Rule with symbols from Aboriginal Spirituality

*Success Criteria (possible suggestion)*

1. I will achieve success by using Aboriginal Spirituality themes and Jesus’ teaching of the Golden Rule to create a ‘billboard’ that blends

		<p><i>both.</i></p> <p><i>2. I will achieve success by using the billboard to express a Christian opinion with a blending of Aboriginal Spirituality.</i></p> <p><i>3. I will achieve success by using 8x10 white paper, colouring tools, border, message, and 3 symbols unique to Aboriginal Spirituality.</i></p>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b>                  Gospel of Matthew 7:12                  Gospel of Matthew 19:19  <b><u>Suggested Teacher Daily Reflection</u></b>                  Gus Lloyd 60 Second Reflections  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                  Rules                  The Golden Rule</p> <p><b>The Golden Rule can be found:</b>                  Matthew 5:43; 22:39;                  Mark 12:31; Luke 10:27;                  Romans 13:9; Galatians 5:14; and James 2:8</p>	<p><b>Resources/Materials</b>                  Bibles                  Dear Teacher                  Mentor Text – The Golden Rule                  Who <b>I AM</b> Rubric  <a href="http://www.scarboromissions.ca/Golden_rule/">http://www.scarboromissions.ca/Golden_rule/</a></p>
<b>Prayer/Scripture Focus</b>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and shaping my resiliency. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>On blackboard have the words written...<b>IT BEGINS WITH YOU!</b>                  Invite students to come up to the blackboard, one at a time, and write one idea to compliment this statement. Have students print their name beside their statement. Discuss with students the possibilities this statement could be connected to. (positive mental health attitude, academics, family)</p>		

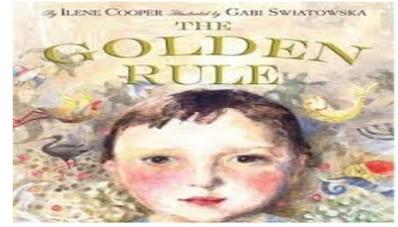
<p><b>Teacher Voice</b>                  “What about The Creator/ God? How could this statement be connected to The Creator/God?”                  (The creation story began with The Creator. Our One God began everything for all of His children...)</p>			
<b>Action</b>		<b>Approximately 35 Minutes</b>	<b>Assessment</b>
<p><b>Mentor Text ....</b> [See: <b>The Golden Rule</b>]  <b>Who I AM...</b> within <b>The Golden Rule</b> by Ilene Cooper                  Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified. Thank you.</p>			
<b>Purpose...</b>	<b>Read...</b>	<b>Thinking... (post-its)</b>	<b>Biblical Connection...</b>
Background knowledge prior to reading... <b>(front cover)</b>	“This story is based on a bible passage found in the Gospel of Matthew 19:19.”	“The cover has pictures of a menorah, fish, turtles, elephant. What do these images serve in connection to The Golden Rule?”	“I wonder if the Golden Rule replaces The Ten Commandments?”
Prediction <b>(front cover)</b>	“We are surrounded by rules, rules, rules. To refer to one rule as golden sets it apart from all others.”	“What is the Christian version of the Golden Rule.”	“The Christian version of the Golden Rule is written in positive language..”
Plot <b>(read first page – grandfather and boy together)</b>	“A billboard with the Golden Rule written on it. I wonder who owns the billboard?”	“What does the message on the billboard mean to you?” <b>(brainstorm ideas)</b>	The Golden Rule is in the Gospel of Matthew. Compare Matthew 7:12 to 19:19.
Questioning/Wondering Continue to read to where the boy meets the next billboard.	“I wonder why the message has a negative tone to it?”	“Answer the little boys question...who is it for?”	Jesus teaches how to reach happiness from a rule that shines so brightly it is golden.
Question/Guidance Continue to read to where the boy is sitting on the park bench.	“As reflective learners we are called to critically think about messages that surround us.”	“If this boy was your younger brother, how would you answer his question about how to start the Golden Rule?”	In Jesus' "rule" you do favorably acts for others.
The Big Purpose STOP when you get to the page with the little girl. Put the book down and instruct the students.	“Using your chart paper, markers, and a partner create a Top Ten list of <b>To Practice the Golden Rule you would...</b> ”	STOP – allow students creative time and presentation time before reading the remainder of the text.	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself.

Consolidation	Approximately 25 Minutes	Assessment
<b>Teacher Voice</b> [See: <b>Who I AM Rubric – CGE Reflective Thinker</b> ]		
<p>“Using your knowledge of Aboriginal Spirituality themes and Jesus’ teaching of the Golden Rule, create a ‘billboard’ using the Christian message and Aboriginal symbols (tree, feather, fish, nature). Your billboard expresses a Christian opinion with a blending of Aboriginal Spirituality. Your supplies include 8x10 white paper and colouring tools. Please include: border, message, and 3 symbols unique to Aboriginal Spirituality.”</p>		
<b>Final Notes</b>		
<p><b>Prior to Consolidation – Snowball Activity</b>            Write Aboriginal Spirituality on separate pieces of paper, with enough pieces of paper so that every student receives one. Ask students to write down one piece of information related to the title, but not to put their names on their papers. Then they wad up the paper and toss the “snowball” (either in a box or to a designated center spot). Then each student in the class gets one of the tossed snowballs. Students then look at the snowball they received and write a new piece of information related to the title. Repeat the process again. After a couple of minutes of play, each students holds onto their paper. Students stand and share one piece of information on their snowball. If other students have the same information as what has been read, they cross it off of their snowball. Continue until all of the statements have been shared.</p> <p><b>Option</b> – instead of creating a billboard, students could create a collage of pictures that demonstrate the truth to The Golden Rule (what it looks like, sounds like, feels like, how it helps to shape our positive mental health attitude).</p> <p><b>Extension</b> – students create a 10 slide PowerPoint blending aspects of Aboriginal Spirituality and Jesus’ Golden Rule in a message of spiritual and mental wellness.”</p> <p><i>“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.”</i></p> <p>(from: Filomena Tassi &amp; Peter Tassi, 500 Prayers for Catholic Schools &amp; Parish Youth Groups, Twenty-third Publications, 2004.)</p>		

Dear Teacher Letter

Dear Teacher

Welcome to Who I AM... Lesson 2 – Mentor text.



The mentor text specifically selected for World Religions is *The Golden Rule*. The backbone to most world religions /cultures is anchored to a version of *The Golden Rule*.

Through the lenses of Aboriginal Spirituality, students recognize the value, wisdom and honour extended to the elders. In this text, a grandfather and his grandson explore a conversation about *The Golden Rule*. Grandfather's wisdom surfaces when he states "it begins with you."

Your possibilities of extending this lesson further into reflective discussions, essay writing or cultural studies are endless. Only the tip of the iceberg is exposed to you. Creativity is awaiting you if you wish to explore *The Golden Rule* further. An attempt was made to shape this mentor text into a one day lesson. Enjoy the opportunities *The Golden Rule* invites you to engage in. Higher Order Thinking.

A possible suggestion is to purchase wooden rulers from a Dollar Store and write the message "We measure our character by *The Golden Rule*"

Create an acrostic poem using the words *The Golden Rule*

Or author a catchy tone... "D-I-G-N-I-T-Y, you've got to share dignity, that's the key. We live by the Golden Rule, at Bishop Smith Secondary"

How does following *The Golden Rule* address mental health& wellness issues? Thank you for participating in Who I AM... God Bless!

**Who I AM... within The Golden Rule by Ilene Cooper**

Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified.

<b><i>Purpose...</i></b>	<b><i>Read...</i></b>	<b><i>Thinking... (post-its)</i></b>	<b><i>Biblical Connection...</i></b>
Background knowledge prior to reading...  <b>(front cover)</b>	“This story is based on a bible passage found in the Gospel of Matthew”	“The cover has pictures of a menorah, fish, turtles. How are these images connected to The Golden Rule?” (various world religions)	“I wonder if the Golden Rule replaces The Ten Commandments?” (think aloud for discussion)
Prediction  <b>(front cover)</b>	“We are surrounded by rules, rules, rules. To refer to one rule as golden sets it apart from all others.”	“What is the Christian version of the Golden Rule?”	“Each faith tradition uses different language to express the Golden Rule.”
Plot  <b>(read first page – grandfather and boy together)</b>	“A billboard with the Golden Rule written on it. I wonder who owns the billboard?”	“What does the message on the billboard mean to you?” <b>(brainstorm ideas)</b>	The Golden Rule is in the Gospel of Matthew. Compare Matthew 7:12 to 19:19.
Questioning/Wondering  <b>(Continue to read to where the boy meets the next billboard).</b>	“I wonder why the message has a negative tone to it?”	“Answer the little boys question...who is it for?”	Jesus teaches how to reach happiness from a rule that shines so brightly it is golden.
Question/Guidance  <b>(Continue to read to where the boy is sitting on the park bench).</b>	“As reflective learners we are called to critically think about messages that surround us.”	“If this boy was your younger brother, how would you answer his question about how to start the Golden Rule?”	In Jesus' "rule" you do favourably acts for others.
The Big Purpose  <b>STOP when you get to the page with the little girl. Put the book down and instruct the students.</b>	“Using your chart paper, markers, and a partner create a Top Ten list of <b>To Practice the Golden Rule you would...</b> ”	STOP – allow students creative time and presentation time before reading the remainder of the text.  <b>FINISH READING TEXT</b>	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself.

## Who I AM... RUBRIC

*The Golden Rule – bulletin board*

	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <p>Reflective Thinker Notes:</p>	<p>Demonstrated considerable understanding of CGE</p> <p>Reflective Thinker Notes:</p>	<p>Demonstrated some understanding of CGE</p> <p>Reflective Thinker Notes:</p>
<p><b>Knowledge and Understanding</b> - Subject-specific content acquired. Comprehension of its meaning and significance.</p>	<p>The billboard demonstrates thorough knowledge and understanding of the relationship between Golden Rule as Gospel content of God’s Word and Aboriginal Spirituality.</p>	<p>The billboard demonstrates considerable knowledge and understanding of the relationship between Golden Rule as Gospel content of God’s Word and Aboriginal spirituality.</p>	<p>The billboard demonstrates some knowledge and understanding of the relationship between Golden Rule as Gospel content of God’s Word and Aboriginal Spirituality.</p>
<p><b>Thinking</b> - The use of critical and creative thinking skills and/or processes</p>	<p>The billboard demonstrates the use of creative thinking skills with a high degree of effectiveness to clearly show the relationship between Aboriginal Spirituality and Jesus’ teaching of the Golden Rule.</p>	<p>The billboard demonstrates the use of creative thinking skills with considerable degree of effectiveness to clearly show the relationship between Aboriginal Spirituality and Jesus’ teaching of the Golden Rule.</p>	<p>The billboard demonstrates the use of creative thinking skills with some degree of effectiveness to clearly show the relationship between Aboriginal Spirituality and Jesus’ teaching of the Golden Rule.</p>
<p><b>Communication</b> - The conveying of meaning through various forms</p>	<p>The billboard clearly expresses a Christian opinion and organizes 4 ideas of the Golden Rule &amp; Aboriginal symbols with a high degree of effectiveness</p>	<p>The billboard clearly expresses a Christian opinion and organizes 3 ideas of the Golden Rule and Aboriginal symbols with considerable degree of effectiveness</p>	<p>The billboard clearly expresses a Christian opinion and organizes 2 ideas of the Golden Rule and Aboriginal Spirituality with some degree of effectiveness</p>
<p><b>Application</b> - The use of skills to make connections between Religious Education/Mental Health &amp; Wellness and the world</p>	<p>The billboard shows precise connections between Christianity and Aboriginal Spirituality understanding of the Golden Rule and positive mental health and wellness with a high degree of effectiveness.</p>	<p>Makes connections between the relationship of the Golden Rule, Aboriginal Spirituality, and positive mental health.</p>	<p>Makes connections between the relationship of the Golden Rule, Aboriginal Spirituality, and positive mental health.</p>

Teacher comments \_\_\_\_\_

**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 11 - Lesson 3**

<p><b>Grade 11 Who I AM ... Lesson 3 - CHOICES</b></p> <p><b>World Religions</b> “gratitude is contagious”</p> <p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! ‘gift of words’</p>	
<p><b>Background</b>  <i>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. With Him by your side, resiliency and positive mental health blossom. The growth of your character is connected to your unconditional love of others and your ability to offer forgiveness. Celebrate life! Celebrate faith!</i></p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE4e</b> - Sets appropriate goals and priorities in school, work and personal life  <b>CGE5f</b> - Exercises Christian leadership in the achievement of individual and group goals  <b>CGE7d</b> - Promotes the sacredness of life  <b>CGE7b</b> - Accepts accountability for one's own actions</p> <p><b><u>Religion Overall Expectation</u></b>                  Research the moral teachings of the various world religions (Morals 4<sup>th</sup> nugget)</p> <p><b><u>Religion Specific Expectation</u></b>                  Examine and evaluate the role moral codes play in shaping the worldview of people of faith (Morals 5<sup>th</sup> nugget)</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will research and recognize the importance of moral teachings in the various world religions. ( Morals 4<sup>st</sup> nugget)</li> </ul> <p><i>Success Criteria (possible suggestion)</i></p> <p><i>I will achieve success by using my CHOICE to express my VOICE in demonstrating understanding of how The Golden Rule affects my life. I will research The Golden Rule to discover the importance of moral teaching found within it.</i></p>

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Using the rubric as a guide, co-construct Success Criteria</p> <p><b><u>Suggested Teacher Daily Reflection</u></b> Gus Lloyd 60 Second Reflections <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> Character Ethics Unconditional Love Golden Rule Unconditional Forgiveness Celebrate Life</p>	<p><b>Resources/Materials</b> Who <b><u>I AM</u></b> – The Golden Rule Who <b><u>I AM</u></b> – choice Who <b><u>I AM</u></b> – rubric Clay, paper, markers</p>
Prayer/Scripture Focus		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b><u>I AM</u></b>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
Minds On	Approximately 15 Minutes	Assessment
<p>[See: <b><u>Who I AM God’s Golden Rule</u></b>] Ask for two student volunteers to play the role of Ron and Don in the Who <b><u>I AM</u></b> – God’s Golden Rule skit. As the students take a few minutes to read over their script, ask the students...</p> <p><b>Teacher Voice</b> (select one or more) “What does Character Ethics mean to you?” “How do you see Character Ethics and The Golden Rule interwoven?” “How do people cultivate character traits – through Aboriginal Spirituality or through Christianity?” “Is God or The Creator an important factor in cultivating positive character traits?” “How do positive character traits foster positive mental health?”</p> <p><b><u>Present Who I AM – God’s Golden Rule skit.</u></b></p>		<p>A brief discussion/short skit intended to bring students into the learning environment.</p> <p><b>Character Ethics</b> Generally, a normative stance that gives priority to cultivation of character traits such as honesty, compassion, faithfulness, courage and The Golden Rule.</p>

Action	Assessment
<p style="text-align: center;"><b>Approximately 45 Minutes</b></p> <p>[See: <b>Who I AM</b> choice board]</p> <p>Teacher will present each student with a Who <b>I AM</b> choice board for students to select their Who <b>I AM</b> assignment. This activity can be completed as an individual task or a partner task. Students will be offered the remainder of the class to work on completing this task. A customized rubric is attached for assessment purposes.</p> <p>Teacher circulates to offer guidance and direction. [See: Who <b>I AM</b> rubric]</p>	<p>The main portion of the lesson involves a Choice Board to reveal student thinking through a purposeful activity.</p> <p><b>Golden Rule</b> Treat others the way you want to be treated.</p>
Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 15 Minutes</b></p> <p>Teacher will introduce the skits by reading the BOLD typed sections.  <b>“ Based On: Exodus 3:14 and Matthew 7:12</b>  <b>Big Idea: In the Old Testament God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan. In the New Testament God calls Jesus to deliver a new message to His people – a message about the importance of moral truth through the unconditional and accepting love found within The Golden Rule.</b>  <b>Background: God used Moses to be a great deliverer to His people and return them to the land that He had promised to Abraham and his descendants. God uses His Son, Jesus, to teach others about inclusion, respect, acceptance, dignity, love, peace and joy.</b>  <b>Type of Presentation: Ron and Don deliver a sports caster format of information. Ron, grounded in a strong traditional faith formation, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often distracted by his passion for sports broadcasting and comes across as an absent minded individual. Together, their goal is to lead others through the value of Who I AM Makes A Difference Because Jesus Loves Me!</b>  <b>Topics Addressed: I AM WHO I AM signifying the wonderful uniqueness of God and the priceless importance of each of us as His children. The Golden Rule compliments the infamous conversation between God and Moses and draws the audience into a deeper relationship with His Son Jesus. We continue to view our energy as a magnetic force that attracts others to our thoughts and feelings. You hold within you a powerful magnet to spiritual health and faith-filled mental wellness. Imagine the joy and happiness God’s children felt when they were about to receive freedom. Imagine the joy and happiness God felt when He presented His Son, Jesus, to His Children as a priceless gift of love.”</b></p>	<p>Support is provided by making connections to the learning goal. Students bring clarity to their in an authentic way.</p> <p><b><u>Who I AM rubric</u></b></p> <p><b><u>Anecdotal notes: listening, observations</u></b></p> 

### Final Notes

1. If possible, video tape or take pictures of the performance with Ron and Don in order to support student learning.
2. When students have completed their Who **I AM** choices, arrange to display them in the school library, local library or another appropriate location within the school/community. Celebrate student success!
3. Share the following video with students. 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](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)

*“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.)

## **Who I AM – God’s Golden Rule!**

**Based On: Exodus 3:14 and Matthew 7:12**

**Big Idea: In the Old Testament God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan. In the New Testament God calls Jesus to deliver a new message to His people – a message about the importance of moral truth through the unconditional and accepting love found within The Golden Rule.**

**Background: God used Moses to be a great deliverer to His people and return them to the land that He had promised to Abraham and his descendants. God uses His Son, Jesus, to teach others about inclusion, respect, acceptance, dignity, love, peace and joy.**

**Type of Presentation: Ron and Don deliver a sports caster format of information. Ron, grounded in a strong traditional faith formation, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often distracted by his passion for sports broadcasting and comes across as an absent minded individual. Together, their goal is to lead others through the value of Who I AM Makes A Difference Because Jesus Loves Me!**

**Topics Addressed: I AM WHO I AM signifying the wonderful uniqueness of God and the priceless importance of each of us as His children. The Golden Rule compliments the infamous conversation between God and Moses and draws the audience into a deeper relationship with His Son Jesus. We continue to view our energy as a magnetic force that attracts others to our thoughts and feelings. You hold within you a powerful magnet to spiritual health and faith-filled mental wellness. Imagine the joy and happiness God’s children felt when they were about to receive freedom. Imagine the joy and happiness God felt when He presented His Son, Jesus, to His Children as a priceless gift of love.**

## Script

Ron – Welcome to another exciting episode of Bible Boot Camp. I am Ron, your host for this evening, along with my co-host Don. Today’s discussion is about The Golden Rule and how it plays out in your life.

Don – Fantastic! I was hoping we could squeeze some golf talk into today’s episode. OK folks...the golf golden rule is all about....

Ron – Hold on a minute Don. I didn’t mention anything about golf. We are talking about the message Jesus taught God’s children. It is found in the Gospel of Matthew 7:12.

Don – The golf golden rule is a message that needs to be taught as well. I don’t know about Matthew ... I found the golf golden rule in Gould and Wilkinson’s book titled ***Golf’s Golden Rule***.

Ron – Not the same thing at all, Don. The Golden Rule was delivered during Jesus’ time.

Don – My golf golden rule was delivered to me last week by Canada Post. Cost \$21.00 for the service and another \$36.95 for the purchase. Crying shame! What’s this about Jesus? Gould and Wilkinson published the golf golden rule in 2012. Jesus wasn’t around then.

Ron – I have been trying to tell you Don that we are talking about two different things. The Golden Rule that I refer to is connected to many World Religions. Christianity has a positive version of The Golden Rule recorded in the Gospels of Matthew 5:43; 22:39; Mark 12:31; Luke 10:27.

Don – So your Golden Rule doesn’t have anything to do with the golf impact zone as a measurement of a few feet before the ball and a few feet after? That’s what my golf golden rule says good golf is all about.

Ron - The Golden Rule – treat others as you would like to be treated – is at the heart of Christian religious tradition. It has absolutely nothing to do with the game of golf...

Don – I beg to differ, Ron. If you are saying this rule, that you call golden, is about treating others the way you want to be treated than jumpin-catfish I want my golf partners to treat me like a pro. This rule of gold you are talking about could be a golden opportunity for me. Everyone would treat me and see me as being more special.

Ron – Everyone already sees you as special Don.

Don – Thanks Ron. You too! But on a serious note, The Golden Rule that you are talking about has nothing to do with golf?

Ron – It has to do with positive relationships and the interactions among people.

Who **I AM**...The Golden Rule cont'd *jmj*

Don – Would this Golden Rule work at home? What about at work?

Ron – It would work anywhere. That's the ripple effect of The Golden Rule.

Don - Hey Ron! Speaking about a ripple. I had some kid come up to me the other day and tell me that I made a huge difference in his life...said something about a ripple causing a tsunami somewhere...I couldn't follow him...but he told me that Jesus loves me. Weirdest thing I ever experienced cause it really made me feel great inside, even though I couldn't follow what he

was saying. I didn't know the kid but he says he follows our show and our Bible Boot Camp helps make him a better person. Do you think that was The Golden Rule and I missed it?

Ron – Not exactly The Golden Rule, Don. That kid was sharing with you a project that was inspired by a conversation between Moses and God in the book of Exodus. When God spoke to Moses through a Burning Bush, He told Moses His identity was I AM WHO I AM...

Don – Hey Ron, I just remembered...this kid said his name was Moses. Do you think he was a relative or something?

Ron - ...The Who **I AM** Makes A Difference Because Jesus Loves Me! is a pay it forward project founded on the love of God. No, he is not a relative of the Moses found in Exodus. Did this kid give you a small gift when he told you that you made a difference?

Don – No. No gifts. Just this feather. It says 'Who **I AM** Makes A Difference Because Jesus Loves Me!' Hey Ron, this is what you are talking about! How come there is going to be a tsunami? Are we on high enough ground?

Ron – The tsunami is not going to affect us that way. The pay it forward outreach is compared to a tsunami because it will spread far and change the lives of many people but in a positive way. The Who **I AM** project will mend broken relationships, heal inner wounds and draw people closer to love of self and love of others.

Don – This all started with Moses? Like the old man Moses not the kid Moses who talked to me.

Ron – Not directly. He had the conversation with God. God revealed to Moses His identity. A principal and a teacher from the Ottawa Valley recognized that the title I AM WHO I AM has two messages in one name. They started the project by explaining to others that the first **I AM** message speaks about the value and importance of God as the center of our life! We are His

*Who **I AM**...The Golden Rule cont'd jmj*

children, He is our God. Through the second **I AM**, God shows us that our value and importance is connected and interconnected through our relationship with Him and with each other. The message is simple. **I AM** - God is important. **I AM** - I am important.

Don – Did this principal and teacher know anything about the golf golden rule?

Ron – We aren't going there Don! Stay focused. The Golden Rule and the Who **I AM** project are similar because they work at building connectedness within relationships that promote self-worth, love of self/others, appreciation and gratitude. In fact, the Who **I AM** project recognizes that gratitude is contagious and people enjoy sharing kind words of thankfulness with others who make a difference in their life.

Don – That kid, Moses, kind of got to me now that I know the story behind Jesus loving me.

Ron – Treat everyone the way that you want to be treated. It's a hard thing to do but you feel incredible each time you do it. Spread gratitude. You don't need a feather or gift like little Moses gave to you. Start from the heart and thank people who have made a difference in your life. Thankfulness and healthy mental attitude go a long way in your life journey.

Don – Nothing wrong with my mental attitude. I had the Doctor give me a physical just the other day and he says my mental attitude hasn't changed in years!

Ron – I think we could both work on practicing The Golden Rule and exercising Who **I AM** Makes A Difference Because Jesus Loves Me!

Don – The only exercise I need is with a golf club in my hand.

Ron – From the desk of Ron

Don – and the chair of Don, good night folks!



## Who I AM... RUBRIC

### *The Golden Rule – Choice activity*

	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>
<b>Catholic Graduate Expectations:</b> 1. Discerning believer 2. Effective communicator 3. Reflective, creative & holistic thinker 4. Self-directed, lifelong learner 5. Collaborative contributor 6. Caring family member 7. Responsible citizen	Demonstrated thorough understanding of CGE  <hr/> Name of CGE	Demonstrated considerable understanding of CGE  <hr/> Name of CGE	Demonstrated some understanding of CGE  <hr/> Name of CGE
<b>Understanding -</b> Comprehension of its meaning and significance (understanding)	Student demonstrates a thorough understanding of the moral teaching within The Golden Rule.	Student demonstrates considerable understanding of the moral teaching within The Golden Rule.	Student demonstrates some understanding of moral teaching within The Golden Rule.
<b>Thinking –</b> The use of creative thinking skills	Student’s CHOICE demonstrates the use of creative thinking with a high degree of effectiveness to clearly show how the power of The Golden Rule can change society.	Student’s CHOICE demonstrates the use of creative thinking with considerable effectiveness to clearly show how the power of The Golden Rule can change society.	Student’s CHOICE demonstrates the use of creative thinking with some effectiveness to clearly show how the power of The Golden Rule can change society.
<b>Communication -</b> The conveying of meaning through various forms	Student’s CHOICE clearly expresses how The Golden Rule affects your life with a high degree of effectiveness.	Student’s CHOICE clearly expresses how The Golden Rule affects your life with considerable effectiveness.	Student’s CHOICE clearly expresses how The Golden Rule affects your life with some effectiveness.
<b>Application -</b> The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness and the world outside the school	Student’s CHOICE shows precise connections between The Golden Rule, Mental Health and self with a high degree of effectiveness.	Student’s CHOICE shows connections between The Golden Rule, Mental Health and self with considerable effectiveness.	Student’s CHOICE shows connections between The Golden Rule, Mental Health and self with some effectiveness.

Teacher comments \_\_\_\_\_

**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 11 - Lesson 4

#### Grade 11 Who I AM ... Lesson 4 – ABORIGINAL

**World Religions** - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

#### **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. With God by your side, resiliency and positive mental health attitudes grow. With God by your side unconditional love blossoms. With God by your side forgiveness is given freely.*

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

#### **Ontario Catholic School Graduate Expectations**

**CGE1h** - respects the faith traditions , world religions and the life-journeys of all people of good will

**CGE1i** - integrates faith with life

**CGE2c** - presents information and ideas clearly and honestly and with sensitivity to others

**CGE3c** - thinks reflectively and creatively to evaluate situations and solve problems

#### **World Religion Overall Expectation**

Describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality) (Morals 1<sup>st</sup> nugget)

#### **World Religion Specific Expectation**

Students will learn how to examine and evaluate the role moral codes play in shaping the worldview of people of faith (Morals 5<sup>th</sup> nugget)

#### **Learning Goals**

- Student’s will describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality) (Morals 1<sup>st</sup> nugget)

#### **Success Criteria (possible suggestion)**

*I will achieve success by questioning a classmate on Aboriginal Spirituality and Christianity and providing my classmate with the correct answer.*

*I will achieve success by participating in creating a short skit based on Aboriginal Spirituality.*

*I will achieve success by managing 15 minutes of planning and creating time for my short skit.*

Instructional Components		
<p><b>Prior Knowledge and/or Skills</b> Use the rubric/learning goal to co-construct Success Criteria.</p> <p><b><u>Suggested Teacher Daily Reflection</u></b> Gus Lloyd 60 Second Reflections <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> The Creator Communicate Collaborate Creativity Critical Thinking</p>	<p><b>Resources/Materials</b> 1. Jesus was many things... 2. The Golden Rule handout 3. Who <b>I AM</b>...Aboriginal Spirituality handout 4. Course textbook Who <b>I AM</b> Soup in a Jar</p>
Prayer/Scripture Focus		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
Minds On	Approximately 10 Minutes	Assessment
<p>Follow the directions for the Jesus / The Creator exercise. This is a stand-up/sit down movement activity for students that will engage them in the teaching and appreciation of faith, forgiveness and love. A great visual for students to witness how they connect with Jesus. See handout. [See: <b>Jesus was many things to many people...</b>]</p>		<p>A brief movement activity that is intended to bring students into the learning of today's lesson.</p>
Action	Approximately 50 Minutes	Assessment
<p><b>Questions to a classmate</b> Have each student write 3 Aboriginal Spirituality questions on material they have learned (they will need to know the correct answer). Partner up with a fellow classmate and ask their partner the 3 questions. Switch back and forth - taking turns.</p> <p><b>Instant Challenge (7 small groups)</b> Students will create a short skit based on information provided through an Aboriginal Spirituality scenario. They will demonstrate their thinking by incorporating the answer to their question through student – student interaction of a skit performance.</p>		<p>Student's thinking is probed through using their creativity to collaborate, communicate and exercise critical thinking skills to produce a short skit of their knowledge.</p>

<p>This Instant Challenge provides 15 minutes to communicate, collaborate, be creative, and use critical thinking to plan. Groups will perform their skit to the entire class.                  [See: <b>Who I AM...Aboriginal Spirituality Instant Challenge</b>]</p>	 <p><b><u>Who I AM rubric</u></b></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Approximately 10 Minutes</b></p> <p><b>Make seven groups. Save the 8<sup>th</sup> section to complete as a class.</b></p> <p>Collaborating within their group answer the question assigned to them using chart paper and markers to record their thinking. Each student’s voice should be heard and recorded on the paper. Students will present their answers to the class.</p> <p>Upon completion, teacher will read section each as a reflection. Allow students the opportunity to share and discuss their thoughts and feelings.                  [See: <b>The Golden Rule</b>]</p>	<p>Support is offered as students connect knowledge and understanding to the learning goal. Students will articulate their thinking in an authentic way with peers and whole class.</p> <p><b><u>Anecdotal/observation</u></b></p>
<p><b>Final Notes</b></p>	
<p>Extend the consolidation by videotaping the presentation and playing it for students to reflection on.</p> <p>Ask for student feedback on Instant Challenge short skits. Extend learning by having students create suggestions for their own version of a World Religion Instant Challenge that focuses on positive mental health attitude and resiliency within teens.</p> <ul style="list-style-type: none"> <li>Fully rely on Learning Goal and Success Criteria to navigate student’s understanding.</li> </ul> <p><b>Extension</b>                  Read “<i>Knots on a Counting Rope</i>” by Bill Martin Jr.</p> <p><i>FYI – learning in a 21<sup>st</sup> century classroom involves: collaboration, communication, creativity, critical thinking.</i></p>	



©Prawny - IllustrationsOf.com/78768

### **Fun Food Extension**

Provide students with Who **I AM** soup recipe. This would be a wonderful activity to do as a class to present to someone special, for students to make at home as a unique gift, or as a Social Justice fundraising idea. Place the ingredients inside a medium size (2 cup) mason jar and attach the recipe. See attachment at end of 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.)

### **Activity**

Jesus was many things to many people. How does He fit into your life?

*\*Student's stand-up if the statement applies to them and sit down after. It's a great visual to understand the dynamics of their friend Jesus and how they are already connected to Him and to The Creator.*

*If you have ever taken an English course, please stand up.*

Jesus taught English...He used parables, The Creator understood every tongue and knows our words.

*If you have ever taken a Science or Math course, please stand up.*

Jesus taught both Science and Math. The Creator loves Science and Math because He was the Master of the Laws of Nature.

*If you have ever taken Business or Law, please stand up.*

Jesus taught both...for He was Justice – especially when dealing with the Pharisees.

*If you have ever taken Drama or Art, please stand up.*

Jesus was the Lord of the Dance! The Creator is the Light of the World. From the earliest days of Christianity people have used the arts to express their faith in Jesus.

*If you have ever taken a carpentry class, please stand up.*

Jesus was a carpenter. His father Joseph was also a carpenter. A small family business!

*If you have ever taken Geography, please stand up.*

Jesus' history is geography. He traveled the land spreading The Word with The Creator's light.

*If you have ever taken a Physical Education class, please stand up.*

Jesus was the Master Teacher for Phys. Ed. as He had endless strength and endurance.

*If you have ever taken a Family Study course, please stand up.*

Jesus lived the value of family – In relationship with Mary and Joseph, He was The Holy Family! The Creator loves families. The Holy Trinity is a form of relationship. The Creator loves families.

*If you have ever loved someone ... or ever had to forgive someone ... please stand up.*

**Jesus taught unconditional love and unconditional forgiveness ...**

## **The Golden Rule**

*'I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.'* **John 13:34-35**

The Golden Rule is common with everyone the world over. It is the highest and finest rule of life. The Golden Rule helps to sustain our positive mental health attitude.

*1. If the Golden Rule is so popular with world religions, why is it so difficult for people to follow?*

---

We witnessed the Golden Rule through the lenses of Aboriginal Spirituality through to Sikhism. Many religions – from earliest to current – have adapted a form of the Golden Rule.

*2. What are three challenges to following the Golden Rule?*

---

We are all responsible. Responsible for how we treat God, how we treat others, how we treat ourselves, and how we treat our elders. Building healthy relationships and spiritual wellness is our responsibility. Resiliency within self is our goal.

*3. What does responsibility mean to teenagers today?*

---

The Jewish people didn't need a new commandment or another commandment. They already had the Ten Commandments that God gave to Moses. In addition, they had thousands of other laws that they created. They believed that in order to be a good Jew, all the laws had to be followed. As a result, they were so focused on the rules that they neglected what was truly desired by God. They lost sight of the original commandment and the spirit in which it was delivered.

*4. How can you connect with the Jewish people and their 'little laws'?*

---

Along came Jesus. He reminded them what was really important. Jesus reminded each of us the most important gift we can give each other is to love each other unconditionally, to shape our resiliency and promote positive mental health attitudes.

*5. Think back to your elementary days before High School. What is one of the first teachings you remember about Jesus?*

---

*The Golden Rule Student Handout contd.*

There are many different ways to love others. In its simplest form, love means making a difference in the lives of others. As young mature teens, YOU make a difference in the lives of others. Your world is made up of family, school, church, and community. We all need you – your ideas, your compassion, your spiritual view. The cool thing about you, is the best gift you give to others is the gift straight from your heart – it's your unconditional love of life, your unconditional love of others, your unconditional love of the world in which you live and your unconditional positive mental health attitude.

6. *What is a recent act of kindness or unconditional love that you demonstrated to another individual – family or friend?*

---

You can make a difference because you are the reason for the Great Commandment. It was written with you in mind. It was written with you in heart. It was written because you – one person – can change the lives of many. You can do a lot with love, complete trust in God, resiliency, and a positive mental health attitude rooted in joy, peace and charity.

7. *If it is often difficult to trust others. You can always Fully Rely On God (FROG). What is one way to rely on God?*

---

- *Together as a large group...reflect on this!*

By treating others the way we would like to be treated, we're encouraging positive mental health in other people as well as ourselves. Think about how you want to treat others. Think about how you want others to treat you.

Say or do things that are motivated by unconditional love...and watch the love flow. If you mess up and forget to treat others with love – forgive – forgive yourself first and move on. Forgive others. Enjoy living the Golden Rule and putting Jesus' commandment into good works. Watch your positive mental health attitude grow!

8. *Here is your homework. Put the Golden Rule (Matthew 7:12) and Jesus' Greatest Commandment (John 13: 34-35) into practice every moment of every day – start today.*

*Watch the love grow...What is holding you back? God Bless ☺*

## **Who I AM...Aboriginal Spirituality \* Instant Challenge \***

Many stories are orally taught by Elders. Responsibility, life lessons, resiliency, character ethics were shared through story telling sessions. Students will role play learning valuable lessons about Who **I AM** through an encounter with an 'Elder'.

Purpose: Christian Ethic and Moral Development

Theme: Create a skit of information based on a scenario

Time: 15 minutes to plan skit

Expectation: examine and evaluate the role moral codes play in shaping the worldview of people of faith

Present: groups will present their skit to class

### **1. Who **I AM** prepares to speak to an **Elder****

Jody and John are tasked with an assignment to explore an Aboriginal creation story further. They need help in a desperate way. Jody suggests that John calls his hockey coach to see if he can guide them toward speaking to an Elder with dignity and respect for their cultural faith. The coach focuses on preparing Jody and John for the presence of an Elder by addressing this question:

How is learning from an Elder different from learning in a 21<sup>st</sup> century classroom?

*In a paragraph form, write what you think the response would be to this question? Use a Venn diagram as a pre-writing strategy to organize your teams ideas.*

### **2. Who **I AM** respects **Sensitivity****

By just hanging out and listening to 'old' people, Jody and John could learn a lot. Different people have different stories to share. Stories and story-telling carry a great deal of responsibility. Sensitivity toward the forest land, the earth, and the water prevail as the story teller balances the gift of knowledge that all creatures must live in harmony together.

From the perspective of the forest land, the earth, or the water what would their story be? What would their Who **I AM** voice sound like (how are they of value)?

*Select forest land, earth, or water and share their perspective – their story – as to their value through Aboriginal lenses and 21<sup>st</sup> century student lenses. A Venn diagram may assist you in organizing your ideas and presenting your thoughts.*

Who **I AM**...Aboriginal cont'd

### 3. Who **I AM** understands **Wisdom**

There are many misunderstandings around Aboriginal people, their culture, their fears, their understanding of prayer and rituals as well as their reintroduction to their old ways of tradition and heritage. Self-determination is a trait that rests within the heart of our Aboriginal friends.

Through the lenses of mental health, resiliency, spiritual wellness, and friendship research the impact how self-determination, as modeled by Aboriginals, can help further the development of the Who **I AM** (self-value, self-esteem, self-confidence) within each of us.

*In a Thank You note format, describe how we learn appreciation and gratitude from Aboriginal people.*

### 4. Who **I AM** has a **Voice**

The sacred teachings around the origin of Aboriginal Peoples are an intricate detail to their tapestry or cultural landscape. The understanding of Aboriginal language is a treasure they preserve and cherish. The power of their voice is told through stories and teachings around creation and life lessons.

*Use your voice to present a story or life lesson centered on Aboriginal youth as they struggle to develop a maturity with Character Ethics and Morals.*

### 5. Who **I AM** enjoys **Family**

Aboriginal Elders are natural story tellers that are held in respect by family and community. They address issues of how young people can learn and grow in spiritual wellness. Stories are shared within their community. Communities treasure stories and preserve its perspective to this form of learning. Traditional teaching of morals and ethics that you may experience differ from Aboriginal storytelling of morals and ethics.

*Use your creativity to demonstrate a traditional teaching and a storytelling teaching of youth morals and ethics.*

### 6. Who **I AM** is a **Life-long learner**

There are many misunderstandings around Aboriginal people, their culture, their fears, their understanding of rituals as well as their reintroduction to their old ways of tradition and heritage. Many Aboriginals believe it is important to learn both the traditional ways and the news ways taught in schools.

*Compare and contrast the traditional ways of Aboriginal learning to the new ways taught in schools.*

### 7. Who **I AM** is **inclusive of all**

Christian or Aboriginal faiths have strong moral codes with which they follow carefully. Examine the moral code of Christianity and the moral code of Aboriginal people. Evaluate the role morals play in shaping the worldview of both of these faith practices. Present in a skit format.



## Who I AM Makes A Difference Because Jesus Loves Me!



### Who I AM Soup in a Jar 😊

PREPARATION TIME = ONE HOUR    SERVINGS = 8 - 10

**INGREDIENTS** – the following ingredients are layered into a 2 cup (Mason) jar.

- ¼ cup of dry split peas
- 1/6 cup of beef bouillon granules
- ¼ cup pearl barley
- 1/8 cup minced onion flakes
- 1 tsp. Italian seasoning
- ¼ cup long grain rice
- ¼ cup of red lentils    SECRET INGREDIENTS = unconditional love, peace, joy

Also, ¼ cup of alphabet pasta. Place in a small ziplock bag and rest it on top of the other dry ingredients to be removed before starting soup...

### **COOKING INSTRUCTIONS**

Additional ingredients required are ½ pound of ground beef, 1 ½ quarts of water, 1-19oz can of diced tomatoes. REMOVE pasta from jar. In a large saucepan, brown beef and drain. Add water, tomatoes, contents of soup mix. Boil. Reduce heat, cover and simmer for 45 minutes. Add pasta. Cover and simmer for additional 15 minutes. If this is too thick, add more beef broth. Enjoy. Who you are makes a huge difference to others! Thank you 😊



©Prawny \* illustrationsOf.com/78768

**Religious Education & Positive Mental Health and Wellness:** it is recommended this lesson takes place on or about **October 2** as this is the Feast Day of Guardian Angels (teachers are Guardian Angels) Advent or Lent are also wonderful seasons for gratitude celebration

**Grade 11 - Lesson 5**

<p><b>Grade 11 Who <u>I AM</u>... Lesson 5 – THE PRESENTATION</b></p> <p>The presentation of Who <u>I AM</u> and the gift of words. <b>World Religions</b>  <i>Prior to today’s lesson, prepare Who <u>I AM</u> template with an affirmation message for each student (referred to as the ‘gift of words’)</i></p> <p><b>Dedicated</b> to Mom, Dad (Sharon &amp; Joe McDonald) and brother John (Jn 10:10). Thank you for sharing your love of the Lord, feeding my soul/spirit, nurturing my faith, and holding the ladder while I climbed to the stars. Love you lots and forever because of who U R. ☺ JAM  <b>*The Presentation of Who I AM and the ‘gift of words’*</b></p>	
<p><b>Background</b></p> <p>Today you will empower each student through the presentation of a Who <u>I AM</u> FEATHER. You will need to prepare the message on the FEATHER prior to this class. The affirmation message (gift of words) begins:  <b>“Who you are makes a difference to all of us because... Thank you for being you.”</b> Prepare enough FEATHERS that each student will receive two additional FEATHERS for their pay- it forward challenge. Remind students that this project is titled Who <u>I AM</u> Makes A Difference Because Jesus Loves Me! It is based on a pay-it-forward movement that demonstrates ‘gratitude is contagious’.</p> <p>Read Who <u>I AM</u> Makes A Difference Because Jesus Loves Me! information sheet to students.</p> <p>[See: <b>Who <u>I AM</u> Makes A Difference Because Jesus Loves Me!</b>]</p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE1d</b> - Develops attitudes &amp; values founded on Catholic social teaching  <b>CGE2c</b> - Presents ideas clearly and honestly  <b>CGE3a</b> - Recognizes there is more grace in our world than sin and that hope is essential in facing challenges  <b>CGE4a</b> - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others  <b>CGE5e</b> - Respects the rights of self and others  <b>CGE6e</b> - Ministers to the family, school, parish, and wider community through service  <b><u>Religion Overall Expectation: Family</u></b>                  explain how faith develops and deepens, recognizing that the person</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Student’s will explain how faith develops and deepens, recognizing that the person and life of Christ is the primary guide for the spiritual journey. (Family Life 1<sup>st</sup> nugget)</li> </ul> <p><i>Success Criteria (possible suggestion)</i></p>

<p>and life of Christ is the primary guide for the spiritual journey. (Family Life 1<sup>st</sup> nugget)  <b>Religion Specific Expectation: Family</b>                  analyse the impact of family on the individual (Family Life 4<sup>th</sup> nugget)</p>		<p><i>I will achieve success in demonstrating unconditional love, appreciation and gratitude toward others by participating in the Who <b>I AM</b>... project</i></p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project</p> <p><b>Suggested Teacher Daily Reflection</b>                  Gus Lloyd 60 Second Reflections  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                  Pay-it-forward                  Gratitude                  Empowerment                  Unconditional love                  Unconditional forgiveness                  Celebrate life!</p>	<p><b>Resources/Materials</b></p> <ol style="list-style-type: none"> <li>1. Copies of Who <b>I AM</b> FEATHER (teacher will photocopy onto cardstock and write a personal message to each student) Enough copies so students will each receive one from teacher as well as 2 blank templates for students to pay-it-forward to others.</li> <li>2. Who <b>I AM</b> history</li> <li>3. Who <b>I AM</b> wheel handout</li> <li>4. Who <b>I AM</b> challenge</li> <li>5. Who <b>I AM</b> Self Reflection</li> </ol>
<p><b>Prayer/Scripture Focus</b></p>		
<p><b>Feast Day of the Guardian Angels (October 2)</b></p> <p>Dear Guardian Angel,                  You help me to face each day with faith in God and hope that I am all that I am meant to be. You help me to face each day with love of others and love of self. Angel of God, my Guardian dear, God’s love for me has sent you here. Ever this day be at my side, to light and guard, to rule and guide.                  Amen</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 15 Minutes</b></p>	<p><b>Assessment</b></p>
<p>1. Share the history of the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project with students. [See: <b>Who I AM Makes A Difference Because Jesus Loves Me!</b>]                  2. Describe the term pay-it-forward.</p> <p><b>Teacher Voice</b>                  “The concept of pay-it-forward is a part of the success to the Who I AM project. One act of kindness or words of gratitude from you can ripple outward and touch</p>		<p><b>Pay-it-forward</b>  <i>A response to one person’s kindness by reaching out in kindness to others.</i></p>

<p>many people. Gratitude then becomes contagious because it is a wave of appreciation.”</p> <p>3. Brainstorm the word ‘empower’. Describe what it looks like, feels like or sounds like.</p> <p><b>Teacher Voice</b>          “One of the goals to the Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project is to empower others through the use of gratitude, appreciation, thanksgiving and positive word choice.”</p>	<p>“Pay It Forward” (2000)  <a href="https://www.youtube.com/watch?v=gwOLvr4eK-k">https://www.youtube.com/watch?v=gwOLvr4eK-k</a></p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Teacher will present a Who <b>I AM</b> FEATHER [See: Who <b>I AM</b> FEATHER handout] to each student. The student will receive <b>two</b> extra templates that they have to pray/think who will receive them outside of the classroom. Students will present their ‘gift of words’ to an individual saying <b>“Who you are makes a difference to me because ...Thank you for being you.”</b> [See: Who <b>I AM</b> presentation information]</p> <p>This is the ‘gift of words’ that becomes the expression of gratitude. Remind students that they will be completing a self-reflection in a few day. They will need to remember the response/reaction from the individuals who receive a Who I <b>AM</b> postcard from them.</p>	<p><b>Empower</b>  <i>Make someone stronger and more confident in how they view their life.</i></p> <p><b>Thank you teachers for being who you are!</b></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Distribute the Who <b>I AM</b> wheel to students. On each spoke of the wheel and have students pray/reflect/write the name of a person who has made a difference in their life and promoted their positive mental health. Students can use this activity as a personal brainstorming session to who will receive a Who <b>I AM</b> FEATHER from them.</p> <p>Allow a few days for students to present their Who <b>I AM</b> postcard to others before they complete an anonymous self-reflection.</p> <p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, building my resiliency and developing my positive mental health attitude. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my <b>Gift of Words</b>. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>	 <p><b><u>Self-Reflective assessment</u></b></p> 

### **Final Notes**

The beauty of the Who **I AM** words and gift is it allows a 'safe' opportunity for students and teachers to express thankfulness. When Who **I AM** Makes A Difference Because Jesus Loves Me! is celebrated the week leading up to Thanksgiving, the project takes on a profound meaning. It becomes a thanksgiving within a Thanksgiving. By reaching out to others during a time that Christian faith calls us to spread unconditional love and thanksgiving through small acts of outreach, Who **I AM** refreshes the health and wellness with all of God's children.

You may wish to laminate the FEATHERS you will present to your students once you have written their message on the back. This makes a wonderful keepsake for students to value.

"Pay It Forward" (2000) <https://www.youtube.com/watch?v=gw0Lvr4eK-k>



Who I AM HISTORY

Dear Teacher

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

This project is intended to be inclusive of all in the classroom. We believe you are a valued gift to others. Thank you for all that you do.

We ask that you present the ‘gift of words’ to any EA that assists in your class prior to presenting the gift of words to your students. This modeling will set the stage for students to understand how the ‘gift of words’ works and what gratitude or appreciation looks like in the 21<sup>st</sup> century classroom.

Next, you will call each student up individually. Presenting the student with the ‘gift’ you will say ...

**“Who you are makes a difference to us because...  
Thank you for being who you are!”**

Present the student with the ‘gift of words’. Each grade has a uniquely crafted resource themed for that age group. Please write your message on the template so students can treasure this moment forever. Continue with entire class.

Discuss how they felt upon receiving the kind words.

Brainstorm with your students who they would give a ‘gift of words’

**Wheel of Gratitude**

Who I AM Makes A Difference Because Jesus Loves Me!

Dear Student,

On each spoke of this wheel write a name of someone in your life who has made a difference in who you are, helped you become the person you are today and supported your positive mental health development. It could be a parent, grandparent, neighbour, friend, priest, coach.

**WHO I AM MAKES A DIFFERENCE BECAUSE JESUS LOVES ME!!!**



## The Challenge!

### Who I AM Makes A Difference Because Jesus Loves Me!

Please read this to your class.

*Biblical significance to the words I AM can be found when Moses was having a conversation with God on Mount Sinai. Moses asked God who should he tell the people God was. God replied “I AM WHO I AM.”*

*The I AM in this conversation presents the value and importance of God within our life. The I AM has a double meaning.*

*The I AM in our personal context also represents the value of each of us to ourselves and to others. Your teacher, your classmates, your friends and family all recognize you as a precious gift. This assignment is a small reminder of how important each of you are to all of us.*

*Each student is a V.I.P – Very Important Person. We have developed into V.I.P by the actions of others within our life – parents, priests, grandparents, teachers, extended family, and friends. Now it is your turn to share a ‘gift of words’ with others.*

*Think of 2 Very Important People in your life who have helped you develop into the amazing person you are today. Think outside of the classroom and into your own personal life. Those two people can receive a **Who I AM** ‘gift of words’ from you.*

*Your challenge is to write a message on 2 **Who I AM** templates and present these to two individuals who make a difference in your life. Begin your message with the words... **“Who you are makes a difference to me because.....Thank you for being you!”***

*Our goal is to Think Of Others by expressing our appreciation toward others and thanking them for being a special person in our life.*

*Please remember how they reacted and the words they said. We will be sharing this information through a student reflection.*

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

\*\* to be completed several days after The Presentation\*\*

**Self-Reflection**

**Student Goal – T.O.O (Think Of Others)**

Your Grade \_\_\_\_\_

Your School \_\_\_\_\_

\* My teacher believes **Who I AM Makes A Difference** because (what did your teacher say to you when she/he presented you with your ‘gift of words’)

\_\_\_\_\_

1A. Reason **Who I AM Makes A Difference** was given to **FIRST** Very Important Person

\_\_\_\_\_

\_\_\_\_\_

1B. Response and reaction from **FIRST** person after receiving **Who I AM Makes A Difference**

\_\_\_\_\_

\_\_\_\_\_

2A. Reason **Who I AM Makes A Difference** was given to **SECOND** Very Important Person

\_\_\_\_\_

\_\_\_\_\_

2B. Response and reaction from **SECOND** person after receiving **Who I AM Makes A Difference**

\_\_\_\_\_

\_\_\_\_\_

I enjoyed this assignment because it felt good to think of others. YES  NO

My teacher’s words made me feel \_\_\_\_\_

It was easy to think of who would receive the **Who I AM** YES  NO

I know I make a difference to others by \_\_\_\_\_

If I could change the world, I would \_\_\_\_\_

If I could ask God one question, it would be \_\_\_\_\_

Thank you for participating in *Who I AM Makes A Difference Because Jesus Loves Me!*

**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 11 - Lesson 6

#### Grade 11 Who I AM ... Lesson 6 - MUSIC

**World Religions** - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

#### **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. God stands by your side to guide you toward a stronger positive mental health attitude by teaching unconditional love, forgiveness and a life that needs to be celebrated.*

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

#### **Ontario Catholic School Graduate Expectations**

**CGE1h** - respects the faith traditions , world religions and the life-journeys of all people of good will

**CGE3e** - adopts a holistic approach to life by integrating learning from various subject areas and experience

**CGE7f** - respects and affirms the diversity and interdependence of the world’s peoples and cultures

#### **Religion Overall Expectation**

Understand the importance of worship within Christianity and Aboriginal Spirituality (Prayer 3<sup>rd</sup> nugget)

#### **Religion Specific Expectation**

Demonstrates a knowledge of religious worship as a human response to the presence of a sacred reality (Prayer 1<sup>st</sup> nugget)

#### **Learning Goals**

- Students will understand the importance of worship within Christianity and Aboriginal Spirituality (Prayer 3<sup>rd</sup> nugget)
- Students will understand that worship and prayer can be found in various types of music.

*Success Criteria (possible suggestions)*

*I will achieve success by recognizing that music is a prayer and a tool in developing a positive mental health attitude.  
I will achieve success by connecting music to the value of myself and the value of my One God.*

Instructional Components		
<b>Prior Knowledge and/or Skills</b> Exodus 3:14	<b>Terminology</b> - youtube 1. Crowder – I AM <a href="http://www.youtube.com/watch?v=JRIImfOy1SJ4">http://www.youtube.com/watch?v=JRIImfOy1SJ4</a> <a href="http://www.youtube.com/watch?v=cH_LLGiE0f0">http://www.youtube.com/watch?v=cH_LLGiE0f0</a> 2. Eddie James – I AM <a href="http://www.youtube.com/watch?v=eHz2_HLw7fg&amp;feature=kp">http://www.youtube.com/watch?v=eHz2_HLw7fg&amp;feature=kp</a> 3. Mark Schultz – I AM <a href="http://www.youtube.com/watch?v=hILaSh78yHQ">http://www.youtube.com/watch?v=hILaSh78yHQ</a> 4. North American Aboriginal Worship <a href="https://www.youtube.com/watch?v=XPpox7OYteU&amp;noredirect=1">https://www.youtube.com/watch?v=XPpox7OYteU&amp;noredirect=1</a>	<b>Resources/Materials</b> Internet/computers Research period connecting music to worship. Students will need access to internet. If YouTube is not available, search for lyrics to songs. Who <b>I AM</b> Music Assignment Who <b>I AM</b> Music Reflection
Prayer/Scripture Focus		
In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b> , I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen		
Minds On	Approximately 10 Minutes	Assessment
Watch the Youtube video of Crowder. The first video explains how the song was written. The second video compliments the music/song.  Crowder – I AM  <a href="http://www.youtube.com/watch?v=JRIImfOy1SJ4">http://www.youtube.com/watch?v=JRIImfOy1SJ4</a> <a href="http://www.youtube.com/watch?v=cH_LLGiE0f0">http://www.youtube.com/watch?v=cH_LLGiE0f0</a>		A brief visual presentation intended to bring students into the learning.

<p><b>Teacher Voice</b>                  “How can music be considered both a prayer and a tool in developing a positive mental health attitude? Please discuss this with your elbow partner.”</p>	<p><u><b>Anecdotal / observations</b></u></p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 55 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>[See: <b>Who I AM Music Assignment</b>]</p>	<p>Student thinking is revealed through music and connections to God.</p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 7 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>[See: <b>Who I AM Music Reflection</b>]</p> <p>Students will self-assess through an anonymous reflection that will aid them in connecting to their inner spiritual wellness.</p>	<p>Students are supported with making connections to the learning goal.  <u><b>Anecdotal / observations</b></u></p>
<p><b>Final Notes</b></p>	
<p><b>Extend the lesson:</b></p> <p>Read the lyrics to both songs and dig deep for the message of Who <b>I AM</b>..., the value of self and the love of God. Is God only in Christian music? Can we find God around us in our daily music?</p> <p>Or use the following song/lyrics to find the deep meaning to Who <b>I AM</b>...</p> <p><a href="https://www.youtube.com/watch?v=Cmwvnl8zS9I">https://www.youtube.com/watch?v=Cmwvnl8zS9I</a> (<i>I still haven't found what I'm looking for</i> – Bono and Bruce Springsteen)</p> <p><a href="http://www.youtube.com/watch?v=Je_24df8BZs">http://www.youtube.com/watch?v=Je_24df8BZs</a> (<i>Who I am with you</i> – Chris Young )</p> <p><a href="http://www.youtube.com/watch?v=Jd9zYKLepCw">http://www.youtube.com/watch?v=Jd9zYKLepCw</a> (<i>Who I am</i> – Jessica Andrews)</p> <div data-bbox="1117 1602 1481 1885" data-label="Image"> </div>	

Who I AM... MUSIC Assignment

Name \_\_\_\_\_ Due Date \_\_\_\_\_

We all have our own understanding of Who **I AM**, who God is, what I am capable of doing and what God is capable of doing. Who I AM Makes A Difference Because Jesus Loves Me! project looked for positive qualities in others by acknowledging the difference others make in your life. By showing gratitude to others, relationship bonds are strengthened. The relationship we have with our self is extremely important. By acknowledging the gifts of others, your own personal growth will develop.

For this assignment you will use music to complete the phrase Who **I AM** is like.... And provide a visual representation of the statement in a 8x11 poster format.

To complete the phrase, look to MUSIC to assist you. For example, Who **I AM** is like Johnny Reid’s “Change the World” because God repairs hearts, mends broken relationships and changes the world. The rest of the poster is to be decorated with imagery (pictures) appropriate to the message of the MUSIC you have selected.

Complete a written explanation for your poster. Explain your understanding of Who **I AM** and God through your music. Please bring your MUSIC selection to class so we can listen to it.

**Checklist:** I have asked my teacher if my music is appropriate, I have created a poster with words and visuals that clearly state Who **I AM**, I have a written explanation that I have edited to ensure clarity of connecting my value and the value of God through music.

	Level 4	Level 3	Level 2
<b>Knowledge and Understanding</b> - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)	Student’s choice of music demonstrates thorough knowledge and understanding of worship and prayer as a healthy relationship between Aboriginal Spirituality and Christianity.	Student’s choice of music demonstrates considerable knowledge and understanding of worship and prayer as a healthy relationship between Aboriginal Spirituality and Christianity.	Student’s choice of music demonstrates some knowledge and understanding of worship and prayer as a healthy relationship between Aboriginal Spirituality and Christianity.
<b>Thinking</b> - The use of critical and creative thinking skills and/or processes	The student’s choice of music demonstrates creative thinking skills and processing skills with a high degree of effectiveness	The student’s choice of music demonstrates creative thinking skills and processing skills with considerable degree of effectiveness	The student’s choice of music demonstrates creative thinking skills and processing skills with some degree of effectiveness
<b>Communication</b> - The conveying of meaning through various forms of worship in music	The student clearly communicates a Who I AM message through their choice of music with a high degree of effectiveness	The student clearly communicates a Who I AM message through their choice of music with considerable degree of effectiveness	The student clearly communicates a Who I AM message through their choice of music with some degree of effectiveness
<b>Application</b> - The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness through music	The student’s choice of music connects Christianity, Who I AM... and Aboriginal Spirituality with a high degree of effectiveness	The student’s choice of music connects Christianity, Who I AM, and Aboriginal Spirituality with considerable degree of effectiveness	The student’s choice of music connects Christianity, Who I AM, and Aboriginal Spirituality with some degree of effectiveness

Teacher comments \_\_\_\_\_

**Who I AM ... MUSIC Reflection!**

*God promised Moses, "I will be with you." God has made the same promise to each of us because He considers us His children. His love is without conditions. His presence is constant.*

Please circle the number that best answers the statement in relation to you.

**I listen to music that is contrary to my Christian faith or my family values.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**I have watched music videos that I would be embarrassed if God saw.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**I use music to worship my Christian faith and spread the gospel.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**I use music as a positive coping strategy when I'm feeling upset.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**I use music instead of fulfilling my responsibilities within my family dynamics.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

**I sometimes choose to listen to or play music rather than interact with others.**

1. Never    2. Rarely    3. Weekly    4. Several times a week    5. Daily

*Three positive ways that I can use my music to build the Who **I AM** within myself and within others are:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**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 11 - Lesson 7**

**Grade 11 Who I AM ... Lesson 7 – Who I AM... JEOPARDY**

**World Religions - “gratitude is contagious”**

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

*\*\* This lesson could be stretched over a period of two days to allow students time for full engagement\*\**

Loving God, the Great **I AM**, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the resiliency and unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father, the Son and of the Holy Spirit

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

**Ontario Catholic School Graduate Expectations**

**CGE1a** - illustrates a basic understanding of the saving story of our Christian faith

**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

**CGE3e** - adopts a holistic approach to life by integrating learning from various subject areas and experience

**Religion Overall Expectation**

Understand the role of prayer, worship, and religious symbolism within the world’s major religious traditions (Prayer 3<sup>rd</sup> nugget)

**Religion Specific Expectation**

Understand the importance of religious symbols, celebration, and ritual in the formation of religious communities (Prayer 2<sup>nd</sup> nugget)

**Learning Goals**

- Students will understand the role of prayer, worship, and religious symbolism within the world’s major religious traditions. (Prayer 3<sup>rd</sup> nugget)
- Students will engage in learning through game format

*Success Criteria (possible suggestion)*

*I will achieve success by creating a Jeopardy style game that demonstrates my knowledge of World Religions (Aboriginal / Christianity).*

		<i>I will achieve success by effectively communicating my ideas, collaborating with others and offering 6 categories related to World Religions.</i>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b> Game show Jeopardy</p> <p>Teacher and Student co-construct Success Criteria</p> <p><b><u>Suggested Teacher Daily Reflection</u></b></p> <p>Gus Lloyd 60 Second Reflection <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> Sacraments Aboriginal symbols Christian symbols Christian prayer Aboriginal prayer Christian celebrations Aboriginal celebrations Unconditional love Unconditional forgiveness Celebrate life!</p>	<p><b>Resources/Materials</b> Computer/internet Teacher may wish to create a short jeopardy game to model to students.</p> <p><a href="http://www.superteachertool.net/jeopardyx/">www.superteachertool.net/jeopardyx/</a> <a href="http://www.edtechnetwork.com/powerpoint.html">www.edtechnetwork.com/powerpoint.html</a></p>
<b>Prayer/Scripture Focus</b>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <u>I AM</u>, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and building my resiliency. I also thank you for the resiliency and unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit.</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Begin with reflective prayer focus.</b> <b>Teacher Voice</b> “Jeopardy has been a popular television game show for years. Today you are going to have the opportunity to create your own jeopardy power point game using a template and your understanding of Christianity and Aboriginal Spirituality. Small groups will work together to collaborate and create a unique Jeopardy game that will reflect your learning and quiz others on their knowledge. Communicate together as to who will work on research, questions, technology. Enjoy.” <i>(teacher may wish to model Jeopardy by showing own creation first)</i></p>		<p>A brief conversation and activity to bring the students into an opportunity for new learning.</p>

<p><b>6 Categories include:</b>                  Forms of Prayer (Christian and Aboriginal)                  Symbols (Christian and Aboriginal)                  Who I AM (Virtues, Fruits, Commandments, Beatitudes)                  Exodus (Burning Bush, I AM WHO I AM, Moses, God)                  Links between The Golden Rule and Positive Mental Health                  FYI (a potpourri of information)</p> <p><i>Don't forget Double Jeopardy!</i></p>	 <p><b><u>Anecdotal notes</u></b></p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 50 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>                  “Using the internet and a jeopardy computer template, your small group (3 students) will create a power point jeopardy game that will be used in the class to test the knowledge of others. Today is a work period and tomorrow we will present.”</p> <p>Jeopardy template sites  <a href="http://www.superteachertool.net/jeopardyx/">www.superteachertool.net/jeopardyx/</a>                  or  <a href="http://www.edtechnetwork.com/powerpoint.html">www.edtechnetwork.com/powerpoint.html</a></p>	<p>Student thinking is revealed through a fun game show format.</p> <p><b><u>Who I AM rubric</u></b>                  Co-construct a rubric together with students</p> <p><b><u>Self- Assessment</u></b>                  3 personal strengths and 2 next steps.</p> <p><b><u>Peer Assessment</u></b> –                  peer’s offer one strength and one next step.</p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 10 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>                  “What role does prayer, worship, celebrations play in the life of Christian and Aboriginal communities?”</p> <p>“How does treating others the way you would like to be treated promote not only positive mental health in others, but in ourselves as well?”</p>	<p>Teachers support students with making connections to the learning goal.</p>

<p>“Are there similarities between Christian forms of worship and Aboriginal forms of worship? Why might this be?”</p> <p>Remind students that tomorrow (unless you have decided to make this a 2 day lesson) will be a presentation day of the Jeopardy games they have created.</p>	<p><b><u>Anecdotal Notes</u></b></p> <p>Use the Success Criteria that was co-constructed to guide this journey.</p>
<p><b>Final Notes</b></p>	
<p>Jeopardy games can also be created with Bristol Board as the background – divided into the sections.</p> <p>Use post-it to create the Q/A templates with the top portion of the post-it revealing the point value.</p> <p>This is a fast and easy variation to the computer version and works well when internet or computers are not available for use. Enjoy.</p>	

Dear Teachers, Welcome to “**Who I AM Makes A Difference Because Jesus Loves Me!**”

Who **I AM**...is a unique Catholic outreach that touches on faith formation, Religion curriculum, Positive Mental Health, Resiliency, and Spiritual Wellness. The goal of Who **I AM**... is to affirm with each of your students that they have a valid and valuable role in our community. They are our 21<sup>st</sup> century ‘schools’, our ‘church’ and our ‘family’. They are a precious child of God and from God.

The phrase Who **I AM** originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who **I AM** has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and to others. I AM = value of Me.

God makes a difference to us. Through His Son Jesus, unconditional love and unconditional forgiveness was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts. The Who **I AM** project is a golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.

Day 1 – a beautiful prayer service has been crafted specifically for this grade. It is the anchor to this Who **I AM**... mini-unit. The Old Testament focus will feature Exodus 3:14 while the New Testament highlights ‘I AM’ message from Jesus. From our scars He creates brilliant shining stars!

Day 2 – a mentor text will add a literary component to Who **I AM**... This selection of text is only to be used with this grade as the lesson is unique to the learning within. Day 3 and Day 4 will scaffold in Who **I AM** experience by building on the resiliency God has blessed upon us.

Day 5 – is referred as The Presentation / The Challenge. A template is attached to this lesson for you to write kind words of affirmation about each of your students. This is referred to as the ‘gift of words’. Use the words, “**Who you are makes a difference to all of us because... (humour, love, smile, joy). Thank you for being who you are!**” The entire class witnesses this presentation so classmates can appreciate each other’s uniqueness. Day 5 consolidates learning, knowledge, understanding of the value within God and self while recognizing healthy mental awareness and spiritual well-being.

**DON’T FORGET** – several days after the presentation, students complete a self-reflection 😊 The self-reflection is attached to the Day 5 lesson but use it at your convenience.

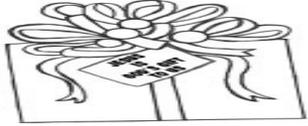
The Who **I AM**... CHALLENGE is based on the pay-it-forward movement. It involves each student receiving two ‘gift of word’ templates that they write a message on and present to two people in their life who make a difference to who they are. It could be a friend, coach, or priest. Allow a few days for students to outreach. This action acknowledges the connectedness and interconnectedness of relationships. The ripple of gratitude becomes a tsunami of unconditional love. Student reflections have stated “gratitude becomes contagious.”

Teachers are angels who walk among us...thank you for being who you are!

Church and Culture Religion & Positive Mental Health and Wellness

Grade 12 - Unit Overview

Grade 12 - Unit "Church and Culture"					
Lesson and Title		Learning Goal	Approximate Length of Lesson and Type of Activity		
		By the end of this lesson students will...	Minds On	Action	Consolidation
1.	<p><i>Who <u>I AM</u>... Prayer Service</i></p> 	identify ways that prayer can sustain life and promote moral living.	<p><b>10 minutes</b> Provide the background to the Who <u>I AM</u> project.</p>	<p><b>45 minutes</b> Who <u>I AM</u>... Prayer Service in chapel or classroom.</p>	<p><b>15 minutes</b> Prayer Journal or Exit Card. Reflective question.</p>
2.	<p><i>Who <u>I AM</u>... Mentor Text ~Forever Young~</i></p> 	will identify the role of Scripture in ethical and moral decision-making.	<p><b>10 minutes</b> Who I AM... Character Ethics. Where does your personal Who <u>I AM</u>... story stand?</p>	<p><b>40 minutes</b> Read aloud of the Mentor Text <i>Forever Young</i> by Bob Dylan.</p>	<p><b>20 minutes</b> How does <b>MUSIC</b> help shape Who <u>I AM</u>... Character Ethics that rests within each of us?</p>
3.	<p><i>Who <u>I AM</u>... B True 2 U</i></p> 	will examine the human search for meaning and purpose.	<p><b>10 minutes</b> Ron and Don skit Who <u>I AM</u>... Modern Day Saints.</p>	<p><b>50 minutes</b> Who <u>I AM</u>... Moral formation Inquiry/ research Groups of 2-3 21<sup>st</sup> century learning / language.</p>	<p><b>10 minutes</b> Exit Card How can strong morals = strong mental health and wellness?</p>
4.	<p><i>Who <u>I AM</u>... Music</i></p>  <p>Saint Pope John Paul II - Blessed Mother Teresa</p>	will demonstrate understanding to the Catholic definition of happiness and analyze the challenges people	<p><b>10 minutes</b> Song by U2 titled Grace, reflects Blessed Mother Teresa's Who <u>I AM</u> story and the love she shared with others.</p>	<p><b>45 minutes</b> Through music, find the Who <u>I AM</u>... story of one of the following role models. Saint Pope John</p>	<p><b>15 minutes</b> What challenges or adversities did Blessed Mother Teresa face in her pursuit to finding happiness within the</p>

		face in finding happiness.		Paul II Pope Francis Dorothy Day Blessed Mother Teresa Jean Vanier or YOU!	Church?
5.	<p><i>Who <b>I AM</b>... The Presentation of the "Gift of Words"</i></p>  <p>Dedicated to Mr. Clint Young, Principal Bishop Smith CH, Pembroke Ontario - Thank you for believing in who I am &amp; Who <b>I AM</b>... Who U R is a gift!</p>	will describe how Scripture and the Catholic Tradition inform conscience and moral decision-making.	<b>15 minutes</b> The history of Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!	<b>45 minutes</b> The Presentation of the Gift of Words.  The Challenge!	<b>10 minutes</b> The Wagon Wheel of gratitude.
6.	<p><i>Who <b>I AM</b>... Dig in Deep, I AM</i></p> 	will apply Church teaching to ethical and moral issues	<b>10 minutes</b> How would you introduce yourself to God? God knows our heart, He has carved us on the palm on His hand but what are three things about Who You Are that you want to bring to God's attention?	<b>50 minutes</b> Dig in deep and reveal the meaning and message of Jesus' <b>I AM</b> through the New Testament teaching.	<b>10 minutes</b> How do the teachings of Jesus create our Catholic morals and our healthy mental attitude?
7.	<p><i>Who <b>I AM</b>- Makes a \$ Difference</i></p> 	will demonstrate the basic principles of Catholic moral teaching	<b>10 minutes</b> Who <b>I AM</b> ... Bank Account and This or That activity.	<b>45 minutes</b> Recognizing the financial and spiritual value to Scripture.	<b>15 minutes</b> What Christian charity would you donate to? Catholic Women's League, Soup Kitchen, Food Bank, Right to Life etc.
8.	<p><i>Who <b>I AM</b>... The Prodigal Son</i></p> 	will demonstrate how Scripture can be used in analyzing and critiquing personal and social student situations	<b>10 minutes</b> What would a Prodigal Son or Daughter look like or sound like in today's society?	<b>40 minutes</b> Inquiry Learning Rembrandt's Prodigal Son, the parable and the Who <b>I AM</b> ... story.	<b>20 minutes</b> What did you learn about yourself through the Who <b>I AM</b> ... journey?

DON'T FORGET – several days after The Presentation / The Challenge, students will complete a self-reflection!

## Who I AM Staff Prayer Service

*Note: give a copy to each person*

### Welcome and Introduction:

Opening Prayer: Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen.

pduenne@rccdsb

## Who I AM School Council Prayer Service

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, you revealed yourself to Moses from a bush that burned but was not consumed. You showed your power and love to Moses and the Israelites with their deliverance from slavery in Egypt. When Moses asked what the people should call you, you replied, "I AM WHO I AM." Reveal yourself to us we pray, Amen.

#### Reading: A reading from the book of Exodus [adapted 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: *pause for a moment of silent reflection*

#### Closing Prayer:

Let us pray, in the name of the Father and of the Son and of the Holy Spirit, God of All, the Great I AM, we thank you that you are always with us. With great love you gave us Jesus, your Son, to save us from our sins. In faithfulness you give us the Holy Spirit to be with us and guide us always. Help us through the Holy Spirit to recognize that the people in our lives are gifts to us. May we have the courage to share with them that who they are makes a difference to us because Jesus loves us all, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen.

pdunne@rccdsb

Dear Teacher

**Food Bank/ Soup Kitchen Collection**

Welcome to Who **I AM** Makes A Difference Because Jesus Loves Me!

Who **I AM**... is a unique Catholic initiative that outreaches in gratitude and thanksgiving to others. We invite you to participate in a creative and innovative way to collect food for your local Food Bank/ Soup Kitchen.

Rooted in biblical significance the Who **I AM** Food Drive focuses on collecting staple food found within biblical passages. Beginning with Genesis (Kindergarten) to Revelation (Grade 12) each grade will have a specific bible passage and food item to collect. Extend this project by inviting your School Board / Trustees to collect food as well. Enjoy this fun way to spread God's message while spiritually and physically feeding His Children. Thank you for participating ☺

*Who **I AM** ... Food Bank Collection*

<b>Kindergarten</b>	Genesis 25:34	"Then Jacob gave Esau bread and lentil stew..."	Crackers, stew, lentils
<b>Grade 1</b>	Exodus 12:20	"...you shall eat unleavened bread."	Crackers, cookies
<b>Grade 2</b>	Exodus 33:3	"...land flowing with milk and honey..."	Honey
<b>Grade 3</b>	Numbers 6:3	"...any grape juice or eat grapes, fresh or dried..."	Raisins, grape juice
<b>Grade 4</b>	Numbers 11:5	"We remember the fish..."	Fish (salmon, tuna)
<b>Grade 5</b>	2 Samuel 17:28	"...wheat, barley, grain, beans, and lentils."	Beans, barley, flour, lentils
<b>Grade 6</b>	1 King 17:12	"...meal in a jar and a little oil in a jug..."	Oil, flour
<b>Grade 7</b>	1 Chronicles 16:3	"...a loaf of bread...a cake of raisins"	Raisins, dates, crackers cake mixes, cookies
<b>Grade 8</b>	Ezra 6:9	"...wheat, salt...oil"	Salt, oil, flour
<b>Grade 9</b>	Ezekiel 4:9	"And you will take wheat, and barley, beans and lentils..."	Flour, barley, beans, lentils
<b>Grade 10</b>	Matthews 15:36	"...he took the seven loaves and the fish..."	Crackers, fish
<b>Grade 11</b>	John 21:11-13	"...full of large fish...took the bread and gave it to them..."	Crackers, fish
<b>Grade 12</b>	Revelations 22:1	"Then the angel showed me the river of water of life..."	Beverages
<b>School Board Challenge</b>	Genesis 25:34 & Revelations 22:1	<b>Jesus loves YOU!</b>	Crackers, cookies, stew, lentils, beverages

Thank you for being who you are ☺

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

**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 12 - Lesson 1**

**Grade 12 Who I AM ... Lesson 1 – The PRAYER SERVICE**

**CHURCH AND CULTURE** - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

**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. Through God, the circle of compassion is unconditional love, unconditional forgiveness and the celebration of life.*

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

**Ontario Catholic School Graduate Expectations**

**CGE1c** - 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**

Use various forms of prayer to express the spiritual implications of striving to live a moral life

**Religion Specific Expectations**

Participate in various forms of theological reflection and prayer

**Learning Goals**

- Students will identify ways in which prayer service can sustain an ethical stance in life and promote personal moral living.
- Students will demonstrate an understanding of the Theological Virtue of Love as being the core virtue of God.

*Success Criteria (possible suggestion)*

*I achieve success by taking an active role in Who I AM prayer service through reading, reflecting, listening attentively and responding with appropriate words or*

		<i>gestures in order to fully understand significance of moral living and the value to the virtue of love.</i>
<b>Instructional Components</b>		
<b>Prior Knowledge and/or Skills</b> Who <b>I AM</b> Makes A Difference Because Jesus Loves Me! project	<b>Terminology</b> Theological Virtue of Love	<b>Resources/Materials</b> Who <b>I AM</b> Prayer Service for Grade 12  <a href="http://www.godtube.com/watch/?v=7PKZG7NX">http://www.godtube.com/watch/?v=7PKZG7NX</a>
<b>Suggested Teacher Daily Reflection</b>  Gus Lloyd 60 Second Reflections <a href="http://guslloyd.com">http://guslloyd.com</a>		
<b>Prayer/Scripture Focus</b>		
Scripture focus will be rooted in Exodus 3:14 but the Gospel of Matthew will compliment understanding.		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Please distribute a copy of prayer service to each student.</p> <p>The phase Who <b>I AM</b> originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who <b>I AM</b> has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of Me.</p> <p>God makes a difference to us. Through His Son Jesus, unconditional love was offered to all. Who you are makes a difference to others because God blessed you with resiliency, talents and gifts. The Who <b>I AM</b> project is a Golden opportunity to express the combination of a Religion project with a Positive Mental Health and Wellness project.</p> <p><u>Welcome and Introduction:</u> <u>Opening Prayer:</u> Let us pray, in the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, we thank you for all of the good things that you have given us; for the beauty of your creation, for our school community, our teachers, our own resiliency, 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.</p>		<p>A brief introduction to a Prayer Service intended to bring students to a new form of learning.</p> <p><b><u>Anecdotal /observations</u></b></p> 

Continue to follow the Prayer Service script.		
<b>Action</b>	<b>Approximately 45 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b></p> <p>One of the learning goals for the Who <b>I AM</b> prayer service was to understand the Theological Virtue of Love as being the core virtue of God. Share with your elbow partner, how you (we) have achieved success. (Allow a few minutes for conversation)</p> <p>Now I am going to call upon you to share what YOUR PARTNER’S response was to the reflective question.” (Be inclusive of all students. Some students will have ‘forgotten’ what their partner said – allow the whole class 2 minutes to ‘listen’ again to their partner).</p>		<p>The main portion of the prayer service will probe students’ thinking through a purposeful activity.</p> <p><b><u>Anecdotal / observations</u></b></p>
<b>Consolidation</b>	<b>Approximately 15 Minutes</b>	<b>Assessment</b>
<p>Close with: <a href="http://www.godtube.com/watch/?v=7PKZG7NX">http://www.godtube.com/watch/?v=7PKZG7NX</a></p> <p>Names of God Inspirational Video</p> <div data-bbox="483 940 914 1213" data-label="Image"> <p>Alpha &amp; Omega (The First &amp; Last The Beginning &amp; End)          Jehovah (Lord) Yahweh Adonai Prince of Peace King of kings          Lord of lords Messiah Holy Trinity Elohim El Shaddai God          Almighty Jehovah-Jireh (The Lord will provide)          Jehovah-Rapha (The Lord who heals) Jehovah-Missi (The          Lord our Banner) Jehovah-Shalom (The Lord of Peace)          Jehovah-M'Ra'achah (The Lord who Sanctifies)          Jehovah-Tsidkenu (The Lord our Righteousness) Jehovah-Rohi          (The Lord our Shepherd) Jehovah-Shammah (The Lord is there)          Jehovah-Sabaoth (The Lord of Hosts) El-Elyon (Most High)          Abir (Mighty One) Adonai (Holy One) Shaphat (Judge) El Roi          (God of Seeing) Yanna (Zealous) Palet (Deliverer) Gaol          (Redeemer) Magen (Shield) Stone Yeshua (Jesus) Eyaluth          (Strength) Tsaddiq (Righteous One) El-Elam (Everlasting God)          El-Berith (God of the Covenant) El-Gibhor (Mighty God) Tsur          (God our Rock) Melekh (King) Father Emmanuel</p> </div>		<p>Teachers support students with making connections to the learning goal.</p> <p><b><u>Anecdotal / observations</u></b></p>
<b>Final Notes</b>		
<p>Prayer service is inclusive of all. Invite students to actively participate by sharing a reading role, listening, or using appropriate hand gestures when required to do so.</p> <p>Allow time for elbow partner sharing. This is a great listening activity.</p> <p>Capture student involvement by taking pictures. Display pictures to celebrate Who <b>I AM</b>.</p> <p>Ask students to share the many names of God found in the prayer service. What are additional names of God that are not listed in the prayer service?</p> <p><b>Powerful Extension:</b></p> <p>At the end of the prayer service hand each student a personally addressed envelope that contains a copy of the DESIDERATA. <a href="http://www.cs.columbia.edu/~gongsu/desiderata_textonly.html">http://www.cs.columbia.edu/~gongsu/desiderata_textonly.html</a> Allow time for students to read it quietly. Use choral reading to read together as a large group. Discuss</p>		

where God’s voice is in the poem. How can the Desiderata be connected to a positive mental health attitude?

Or listen to the DESIDERATA at <https://www.youtube.com/watch?v=HDHoflDhAOo>

This is a powerful poem that allows for deep self-reflection.

**Text Extension:**

**Moses** *The Long Road to Freedom* by Ann Keay Beneduce

*“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.)



## Who I AM Prayer for Senior Division (Grade 12)

*Note: Give each student a copy of the prayer services.*

### Welcome and Introduction:

#### Opening Prayer:

Let us pray, 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 community, our teachers, our own resiliency, 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 [adapted and selected verses from Exodus 3.15 NRSV] 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: *Pause for a moment for silent reflection.*

Reading: A reading from The Gospel according to Matthew [7.7-12 NRSV] Jesus said to them, "Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds, and for everyone who knocks, the door will be opened. Is there anyone among you who, if your child asks for bread, will give a stone? Or if the child asks for a fish, will give a snake? If you then, who are evil, know how to give good gifts to your children, how much more will your Father in

heaven give good things to those who ask him! 'In everything do to others as you would have them do to you; for this is the law and the prophets.'

Reflection: *Pause for a moment for silent reflection.*

NRSV *New Revised Standard Version of the Bible*

Reflection Questions: Write your answers on the back of this sheet. Be prepared to share your answers with a small group (4-6 students).

Whose voice was heard from the burning bush and what was it that God first asked of Moses?

What was the name that Moses was given to identify the voice within the burning bush?

Name two similarities between the scriptures? Think about the story of what God did through Moses to free the Israelites.

Reread the Gospel verse. Which verse stands out to you? Why did you feel drawn to that verse? What does it mean to you?

What very famous verse is contained within this Gospel reading?

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 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, leading us, keeping us safe, and providing us with resilience to bounce back when we encounter difficulties. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others and to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the following days: *[pronouns change to reflect the more personal nature of the WHO I AM]*

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, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

On the day of presentation of the Gift of Words project:

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, leading me and keeping me safe. I also thank you for the unconditional love that you give to me. I pray now for the two special people in my life to whom I can say thank you with my **Gift of Words**. Please give me the courage to speak to them and tell them what they mean to me. Help me to remember that, **who I am** makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen

pdunne@rccdsb

**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 12 - Lesson 2**

**Grade 12 Who I AM ... Lesson 2 – MENTOR TEXT - *Forever Young* (Bob Dylan)**

**CHURCH AND CULTURE** - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

**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. His loves YOU without conditions. His presence in YOUR life is constant. God knows our heart. He knows your gift of resiliency. Lean on Him when you need too.*

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

**Ontario Catholic School Graduate Expectations**

- CGE1a** -illustrates a basic understanding of the saving story of our Christian faith;
- 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 Expectation:**

Identify the role of Scripture in ethical and moral decision-making (Scripture - 3<sup>rd</sup> nugget)

**Religion Specific Expectation:**

Research the social, political and ethical impact of the Gospel (Scripture - 9<sup>th</sup> nugget)

**Learning Goals**

- Students will identify the role of Scripture in ethical and moral decision-making (Scripture - 3<sup>rd</sup> nugget)
- Students will demonstrate knowledge of the Theological Virtue of Hope as a community of trust in God’s Plan.

*Success Criteria (possible suggestions)*

*I will achieve success by actively participating in group discussions connected to my personal Who I AM story in order identify the role Scripture plays in my decision making process.  
I will achieve success by*

		<p><i>reflecting on how music can help shape my character ethics and develop my virtue of hope in trusting God’s Plan.</i></p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>• Internet research skills</li> <li>• Choral Reading</li> </ul> <p><b>Suggested Teacher Daily Reflection</b></p> <p>Gus Lloyd 60 Second Reflections  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b></p> <p>Blessed Mother Teresa                  Bob Dylan                  U2                  Bruce Springsteen                  Nelson Mandela</p>	<p><b>Resources/Materials</b></p> <p>Who <b>I AM</b> = Character Ethics                  Who <b>I AM</b> mentor text                  Forever Young (Bob Dylan)                  Who <b>I AM</b> Exit Card</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, keeping me safe, and building my resiliency. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p><a href="https://www.youtube.com/watch?v=Ds8levHRPGM&amp;noredirect=1">https://www.youtube.com/watch?v=Ds8levHRPGM&amp;noredirect=1</a>                  Watch the above video to hook students on <i>Forever Young</i> lesson.</p> <p><b>Teacher Voice</b>                  “The Pope standing with Bob Dylan is known as Saint Pope John Paul II. When he was alive he actively encouraged youth to return to their faith and find a friend in Jesus. Do you recognize the President with Bob Dylan?”</p> <p>Introduce the class to this lesson by sharing the <b>Who I AM</b> = Character Ethics handout [See: <b>Who I AM</b> = Character Ethics]</p> <p><b>Teacher Voice</b>                  “What surprised you about Character Ethics?”                  Follow the script for the Mentor Text – <i>Forever Young</i> by Bob Dylan</p>		<p>A brief conversation intended to bring students into new learning.</p> <p><b><u>Anecdotal / observations</u></b></p>

Action	Approximately 40 Minutes	Assessment
<p>[See: <b>Who I AM Forever Young</b> by Bob Dylan]</p> <p>Use the attached template to create your read aloud for Bob Dylan’s <i>Forever Young</i>. Place the post-it as indicated to prompt discussion throughout the reading.</p>		<p>Students’ thinking is probed through questioning a mentor text.</p> <p><b>Choral Reading</b> Print the lyrics to Bob Dylan’s <i>Forever Young</i> song. Distribute to students and have them read the lyrics as a choral reading.</p>
Consolidation	Approximately 20 Minutes	Assessment
<p>Watch the following video: <a href="https://www.youtube.com/watch?v=plhfJbR7Gxk">https://www.youtube.com/watch?v=plhfJbR7Gxk</a> (Bob Dylan and Bruce Springsteen)</p> <p><b>Teacher Voice</b> “Turn and talk to the person beside you in order to answer these questions.” (Post questions for visual)</p> <ol style="list-style-type: none"> <li>1. How does <b>MUSIC</b> help to shape the Who <b>I AM</b>... Character Ethics that rests within each of us?</li> <li>2. How does <b>MUSIC</b> balance positive mental health and spiritual wellness?</li> <li>3. How does positive mental health and spiritual wellness blend into the Who <b>I AM</b> project?</li> </ol> <p><b>Prayer Journal</b> “What part of who you are, do you desire to seek God’s help in developing further toward a more positive trait?”</p> <p><b>Exit Card</b> Explain how you think your character has changed over time and what has influenced that development. [See: <b>Who I AM Exit Card</b>]</p>		<p>Teacher supports student with making connections to the learning goal.</p> <p>Bruce Springsteen and Bob Dylan’s duo of <i>Forever Young</i> is an amazing look at the culture of the people and the style of music. What is the Scripture message in <i>Forever Young</i>?</p> <p><b>Exit Card</b> Express an opinion</p>

## Final Notes

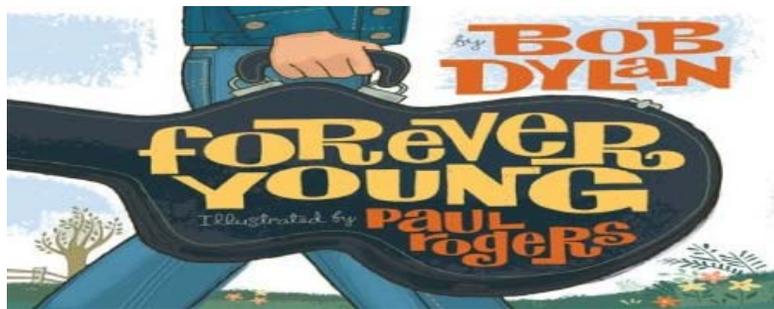
Extend the lesson by listening/watching Bob Dylan's *Forever Young* on youtube.

<https://www.youtube.com/watch?v=Ds8levHRPGM&noredirect=1> (Bob Dylan)

<https://www.youtube.com/watch?v=plhfJbR7Gxk> (Bob Dylan and Bruce Springsteen)

### Extend the lesson:

1. Read the lyrics to Bob Dylan's *Forever Young* as a choral reading.
2. Use the letters **FOREVER YOUNG** to write an acrostic poem that demonstrates Social Justice ideas/concern
3. Allow student's time to research other songs by Bob Dylan, Bruce Springsteen or Bono/U2 to find the Gospel message of Jesus.
4. Compare **U2 – Always** to **Bob Dylan – Forever Young**. Provide evidence of positive mental health attitude in both songs. Where do you see unconditional love, forgiveness and celebration of life? How do both songs speak to the audience, **Who I AM** Makes A Difference Because Jesus Loves Me?
  - *Teachers, this lesson could be stretched into two classes.*



*“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.)

**Who I AM = Character Ethics - Would you believe it?**

***What if today's generation of high school students reported this?***

**81%** lying to a parent about something significant      Would you believe it?

**62%** lying to a teacher about something significant      Would you believe it?

**33%** copying an Internet document to turn in as a school assignment

**60%** cheating during a test at school      Would you believe it?

**28%** stealing something from a store      Would you believe it?

**42%** believing that "A person has to lie in order to succeed"

***Would you believe most high school students if they said, "I am satisfied with my own ethics, morals, character, and mental health attitude"?***

***What if today's generation of high school students reported this?***

**67%** submitted assignments that were authentically their work

**40%** completed a test without cheating

**58%** believe the truth is the path to success

**72%** pay for their purchases because they work for their money

**100%** were born with a positive mental health attitude

**100%** were created in the image of God      Would you believe it?

**100%** are loved with His unconditional love      Would you believe it?

**100%** are forgiven by His unconditional forgiveness      Would you believe it?

**100%** are called His children      Would you believe it?

***Would you believe most high school students if they said...***

***"I want a closer relationship with Jesus. I want to know Him better"?***

***What surprised you about Character Ethics?***

**Who I AM...Forever Young by Bob Dylan**

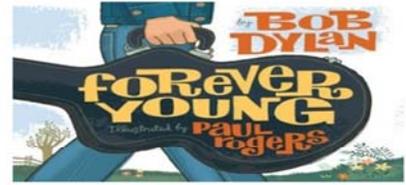
Prepare the text before reading by writing the following questions on a post-it and securing the post-it to the page identified. Thank you. Using the Illustrator’s notes at the back of the text, write on post-it the various points of interest to share as you read the text. Place the post it on appropriate pages.

**Forever Young**

Purpose...	Read...	Thinking... (post-its)	Biblical Connection...
<b>Background knowledge</b> prior to reading...	“This story is based on a song titled <i>Forever Young</i> by Bob Dylan. It was released on an album in 1974 titled Planet Waves.”	“My first thought is ‘what is <b>an album</b> ?’ followed by ‘Who is Bob Dylan?’ and finally why does he want to stay forever young?”	We are called to come to Jesus as a child (Matt 18:3) but not to stay a child rather to grow spiritually mature.
<b>Front/Back Cover</b> Open the text so the front/back cover is completely in view. Read the Dylan message on the back cover	“This text is about one of the greatest loved songwriters of all time. His brand of music was popular in 1960 during cultural unrest.”	First page...small picture of Dylan with a sign that says ‘Dig yourself’ “Dylan built character ethics into his songs. How does music build ethics and positive mental health?”	“One way to build character ethics is to acknowledge the differences people make in your life.” Read Matt. 7:12
<b>Theme</b> Picture of guitar being passed to a youth.	“Dylan introduces his theme quickly. What blessing is he extending to others? How does he do this?”	The Who <b>I AM</b> in Dylan offers 2 blessings – the gift of words and the guitar. Who is receiving the gift of the guitar?	Explore the following bible passage: Numbers 6: 24-26 Connection?
<b>Questioning/Wondering</b> Continue reading to picture of boy staring at stars.	“How do you hope to achieve a forever young attitude?” “Who can you lean on when your attitude stumbles?”	“What are struggles that you anticipate will derail you from achieving a forever young attitude?”	God teaches us happiness from a high perspective. His love guides us to a forever young spiritual wellness.
<b>Prediction Question</b> Continue to read but STOP at the page that has a poster saying <b>Save the Planet</b> .	“The time was 1960. How were the youth planning on saving the planet?”	“How do we save the planet today? Being a steward of the planet brings responsibility. What are you responsible for?”	Catholic Graduate Expectation  A responsible citizen
<b>The Big Purpose</b> Finish reading the text.  Ask students to close their eyes and reflect on what you are saying.	“How has Dylan used this song to connect with Who <b>I AM</b> outreach of showing gratitude and appreciation to others?”	Using the Illustrators notes from the back of the text, revisit the text highlighting each page and the meaning within. Take time to explore the <i>Forever Young</i> message.	God has a purpose for all of His Children: to love Him the way He loves you and to love others as you love yourself.

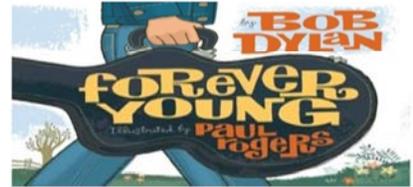
Who I AM Exit Card

Who I AM... Exit Card



Explain how you think your character has changed over time and what has influenced that development.

Who I AM... Exit Card



Explain how you think your character has changed over time and what has influenced that development

**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 12 - Lesson 3**

**Grade 12 Who I AM ... Lesson 3 – B true 2 U**

**CHURCH AND CULTURE** - “gratitude is contagious”

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

**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 desires you to be true to who you are, through your resiliency and positive mental attitude. Love unconditionally, forgive freely, and celebrate life.*

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

**Ontario Catholic School Graduate Expectations**

**CGE4e** - Sets appropriate goals and priorities in school, work and personal life

**CGE5f** - Exercises Christian leadership in the achievement of individual and group goals

**CGE7d** - Promotes the sacredness of life

**CGE7b** - Accepts accountability for one's own actions

**Religion Overall Expectation**

Examine the human search for meaning and purpose (Morals – 1<sup>st</sup> nugget)

**Religion Specific Expectation**

Describe how Scripture and the Catholic Teaching inform conscience and moral decision making (Morals - 6<sup>th</sup> nugget)

**Learning Goals**

- Students will demonstrate an understanding of the human search for meaning and purpose (Morals – 1<sup>st</sup> nugget)
- Students will demonstrate an understanding of the Cardinal Virtue of Justice as they seek that which is good in every situation.

*Success Criteria (possible suggestions)*

*I will achieve success during small group activities by collaborating and communicating my thoughts/ ideas toward understanding the meaning and purpose of my life.*

		<i>I will achieve success by using critical thinking to address the task presented to the group.</i>
<b>Instructional Components</b>		
<b>Prior Knowledge and/or Skills</b> 10 Commandments <b>Exodus 3:14</b> <b>Suggested Teacher Daily Reflection</b> Gus Lloyd 60 Second Reflections <a href="http://guslloyd.com">http://guslloyd.com</a>	<b>Terminology</b> Covenant Moses Freedom Character / Morals	<b>Resources/Materials</b> Who <b>I AM</b> God’s Modern Day Saints skit Who <b>I AM</b> Moral Formation Who <b>I AM</b> rubric
<b>Prayer/Scripture Focus</b>		
Create a class environment of quotes from some of your favourite Saints (Saint Pope John Paul II, Blessed Mother Teresa, St. Francis, St. Anthony, St. Maximilian Kobe etc.). Also have quotes from famous people who have lived like modern day saints (Nelson Mandela, Pope Francis, Dorothy Day, Jean Vanier, Bono)  <b>Music - U2 – Grace – Blessed Mother Teresa</b> <a href="http://www.youtube.com/watch?v=VAOn1PNAsCg">http://www.youtube.com/watch?v=VAOn1PNAsCg</a>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
Invite two students to role play the skit Ron and Don. As they prepare to present, co-construct success criteria for today’s lesson based on the learning goal provided. [See: <b>Who I AM God’s Modern Day Saints</b> ]		A brief skit intended to bring students into new learning of Church and Culture. <b><i>Anecdotal Notes</i></b>
<b>Action</b>	<b>Approximately 50 Minutes</b>	<b>Assessment</b>
Use the following <b>U2 – Ordinary Love</b> youtube video to introduce Love and Morals. <a href="http://m.youtube.com/watch?v=XC3ahd6Di3M">http://m.youtube.com/watch?v=XC3ahd6Di3M</a> Describe MORALS/LOVE. <b>“What does the word MORALS mean to you?” “What does the word LOVE (unconditional) mean to you?”</b>  <u>Turn and Talk</u> with a partner - share the name of a famous person who models strong moral formation and your reason for picking that person.		Student thinking is evoked and revealed through an inquiry / research session of purposeful learning.

<p><u>Turn and Talk</u> with a new partner – share the name of a famous person who models strong ‘ordinary love’. What is your reasoning?</p> <p><b>Teacher Voice</b>  <b>“What do strong morals, unconditional love and positive mental health, look like, sound like, feel like?”</b></p> <p>Divide students into nine small groups. Present each group with their assignment. Students will research to develop a deeper understanding of morals and how morals are formed. Students use 21<sup>st</sup> century language: collaboration, critical thinking, communication, creativity. [See: <b>Moral Formation</b>]</p>	<p><u><b>Who I AM rubric</b></u></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>          “Each group has a different role model to research. Form an Inside Outside Circle for sharing.”</p> <p><b>“What connections can you make between your moral compass and your research role model’s moral compass?”</b> (time for sharing)</p> <p>*Inside circle students move 3 spaces to the right. New partner. Share.*  <b>“Do you feel that moral formation is DNA related or Jesus related? “</b>  <b>“Describe the sounds within your perfect beautiful day?”</b></p> <div data-bbox="803 1234 1136 1417" data-label="Image"> </div>	<p>Teacher supports students with making connections to the learning goal.</p> <p><u><b>Anecdotal Notes</b></u></p> <p>Inside Outside Circle</p> <p>Close class with YouTube video by <b>U2 - Beautiful Day</b>  <a href="https://www.youtube.com/watch?v=gVJdIQ2IHQk">https://www.youtube.com/watch?v=gVJdIQ2IHQk</a></p>
<p><b>Final Notes</b></p>	
<p>Oprah and Dr. Brene Brown – Joy video  <a href="http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&amp;utm_source=newsletter&amp;utm_medium=email&amp;utm_campaign=faithit_newsletter&amp;utm_content=9/2/2014+1:24:55+PM">http://www.faithit.com/she-studied-shame-12-years-about-drop-knowledge-bomb-thatll-change-way-you-think/?c=news&amp;utm_source=newsletter&amp;utm_medium=email&amp;utm_campaign=faithit_newsletter&amp;utm_content=9/2/2014+1:24:55+PM</a></p>	

## **Who I AM – God’s Modern Day Saints!**

**Based On:** Exodus 3:14, Revelation 8:3-4, Romans 12:12, Proverbs 2:1-8

**Big Idea:** In the Old Testament God called Moses to free His people. Through a Burning Bush, I AM WHO I AM gave Moses the blueprint to His freedom plan. God uses His Son Jesus, through His ‘I AM’ message of the New Testament to teach about unconditional love, unconditional forgiveness and the celebration of life. In the real world, God provides us with modern day saints to deliver a new message to His people – living a life of service toward others as was modeled by His Son Jesus.

**Background:** God used Moses to be a great deliverer to His people and return them to the land that He had promised to Abraham and his descendants. God uses His Son, Jesus, to teach others about service, sacrifice, inclusion, respect, unconditional love, unconditional forgiveness and celebrating life.

**Type of Presentation:** Ron and Don deliver a sports caster format of Who I AM information through each episode of Bible Boot Camp. Ron, grounded in a strong traditional faith formation, often challenges Don to think past professional sports and into the world of Jesus. Don loves the Lord but is often side tracked by his passion for sports broadcasting and comes across as an individual who is easily distracted. Together, Ron and Don’s goal is to lead others to the value and significance of Who I AM Makes A Difference Because Jesus Loves Me!

**Topics Addressed:** I AM WHO I AM signifying the wonderful uniqueness of God and the priceless importance of each of us as His children. The Golden Rule compliments the infamous conversation between God and Moses and draws the audience into a deeper relationship with His Son Jesus. We continue to view our energy as a magnetic force that attracts others to our thoughts and feelings. You hold within you a powerful magnet to spiritual health and faith-filled mental wellness. Imagine the joy and happiness God’s children felt when they were about to receive freedom. Imagine the joy and happiness God felt when He presented His Son, Jesus, to His Children as a priceless gift of love. God extended that gift when He gave us holy men and women – we call them saints.

### **Script**

Ron – Welcome to a sensational episode of Bible Boot Camp. I am Ron, your host for tonight’s show. My co-host Don is stuck in traffic. He will be arriving shortly. For tonight’s session we will be addressing holy men and women...modern day saints. Nelson Mandela offered one of my favourite realistic quotes about saints when he stated, “I am not a saint, unless you think of a saint as a sinner who keeps on trying.” Many would classify Mandela into the spiritual company of great saints who passed before him. Mandela’s drive and passion for justice could be compared to the words spoken by St. Augustine. "Pray as though everything depended on God. Work as though everything depended on you." Today’s society is in need of a strong role ...

Don – Wait! Wait! I’m here! *Oh when the saints...oh when the saints...oh when the saints come marching in...I wanna be in that number, oh when the saints come marching in.* Sorry Ron.

Who **I AM**...Saints *jmj*

When I heard what today's episode was going to be about saints, I couldn't resist sharing that song. I remember, before each hockey practice when I was in Timbits, there would always be one mother...she was a real saint...who would gather us kids around and make us sing that song as we marched out onto the ice. Man, did that ever empower us to do the best skating ever.

Ron – Welcome to the show Don. That was quite an entrance. Bruce Springsteen did a better job with that performance when he sang it in 2006.

Don – Well, you know me Ron. I don't like a lot of attention on myself – it's all about the ratings for the show. Remember when we went to the Louisiana Superdome for my birthday on September 25, 2006? Green Day and U2 performed together at a New Orleans Saints football team pregame. A live version of the song they performed was recorded that day.

Ron – I know you appreciate the music of U2 and the social justice work they do, but this show is about saints, not U2. Stay focused.

Don – Hey. Hold up there buddy. I'm making a connection.

Ron – I apologize. Please go ahead. I love a good connection to U2.

Don – Smartie pants! The title of the song was called *The Saints Are Coming*. Betcha didn't think I would know that one. The song doesn't have anything to do with Catholic saints like Augustine, Pope John Paul II, Anthony or Francis. When artists sing about saints, I take notice.

Ron – Thank you for the musical connections to saints. You mentioned one of the new saints who have been added to our list of spiritual faith-filled heroes. Saint Pope John Paul II was once known and loved as Pope John Paul II. He is my favourite saint. His outreach to the youth and his desire to draw them closer to the Lord was outstanding. I met him once in an airport at Uplands Base in Ottawa. Do you have a favourite saint, Don?

Don – yah! I like the guy you pray to when you lose something. He's always been my favourite. I seem to have lost his name though. You know who I mean. There is a real catchy song about him. Seem to have lost that too! I hate it when I feel lost.

Ron – Would it be St. Anthony? The song is "Tony, Tony, turn around, what's been lost, must now be found." St. Anthony is the patron saint of lost items.

Don – Jumping catfish!!! That's the one. St. Anthony? Not only has he helped me find lost items but he helped me find my way on many occasions when I was lost in my life journey. I wonder how he became the saint of lost items?

*Who **I AM**...Saints jmj*

Ron – A lot of saints are used as models of heroes for today’s youth. They look up to them for inspiration and direction. Did you know you have to be dead before you can become formally canonized as a saint?

Don – Tough job...die first, then get the promotion. They must have a hard time with insurance.

Ron – I don’t think any saint has ever thought of it quite like that. It’s more like they lived their life in service to God, Jesus and others. That was natural for them. The saint part was the icing on the cupcake.

Don – Speaking of cupcakes. Anne in advertising gave me a cupcake. Actually she gave me two cupcakes. One was for you but I ate both. She had them decorated with a message that said “Who **I AM**...Jesus Loves Me!” They were delicious! Too bad you didn’t try one.

Ron – I would have loved to try one.

Don – Tough call! Anyway, this cupcake had a message. Who **I AM** message. She gave me a cupcake as a gift and then said some nice words about how you and I make a difference to others and that Jesus loves us. Anne is a sweetie. That cupcake was delicious. I think Anne is a modern day saint. Her words and actions were an example of how Jesus wants us to serve others. She makes a difference! I am sure that Jesus loves ME but she is His favourite.

Ron – The inspiration for the Who **I AM** Makes A Difference Because Jesus Loves Me was rooted through the bible...right?

Don – So you are testing the old guy to see how much attention I pay to our show. I remember. I also remember that I can connect the Who **I AM** project to this episode on saints because we, just like they, are called to live a life of celebration, forgiveness, peace, and joy all under the umbrella of God’s unconditional love and Jesus’ sacrifice for us. Saints sacrificed a lot for their faith. I sacrifice a Saturday morning sleep-in so I can lace up and hit the ice with the guys.

Ron – Only in your world does that count Don. In God’s world, sacrificing a sleep-in for ice time doesn’t add up. What about people like Jean Vanier or Dorothy Day? How do you rate them in the list of saints?

Don – Doris Day? Why, she was an amazing actress but I am not familiar with anything that she did for the Lord.

Ron – Not Doris Day...Dorothy Day!!! She was an American journalist, social activist and devout Catholic convert. She considered herself to be a servant of the Lord. Although many considered her a live saint, she quickly ignored the idea by stating "Don't call me a saint. I don't want to be

*Who **I AM**...Saints jmj*

dismissed so easily." When Dorothy Day was no longer able to travel, visitors came to her. Included in that list was Mother Teresa of Calcutta. She once placed on Dorothy's dress the crucifix normally worn only by fully professed members of the Missionary Sisters of Charity. My favourite quote by Dorothy is "If I have achieved anything in my life, it is because I have not been embarrassed to talk about God." Too often we shy away from talking about God because we don't want to insult people. Our voice should speak His Word. Jean Vanier used his voice to speak about God. He is a Canadian Catholic philosopher turned theologian. He is noted for his quote, "All of us have a secret desire to be seen as saints, heroes, martyrs. We are afraid to be children, to be ourselves."

Don – My favourite modern day saint is still living. He is former NHL Ottawa Senator Mike Fisher. Did you know that Mike Fisher loves the Lord? On his hockey sticks he has Romans 12:12 written. "Rejoice in hope, be patient in suffering, persevere in prayer." He's not afraid to talk about God.

Ron – Back to the question I asked you earlier about Who **I AM**... What do you remember?

Don – I love Who **I AM**! It builds stronger relationships with people and forms united communities. Like a hockey community! That reminds me, I should tell my Saturday morning hockey guys that I appreciate them getting me out of my cozy bed each Saturday morning to hit the cold frigid ice. For them I sacrifice a warm sleep-in.

Ron – You are dodging the question. What do you remember about Who **I AM**?

Don – Ok. I remember. Old Testament. Exodus 3:14. Guy named Moses. Guy named God. Burning Bush. Shoes off because of Holy ground. God revealed His identity. I AM WHO I AM. God's identity has two messages in one name. The first **I AM** message speaks about the value and importance of God as the center of our life! We are His children, He is our God. Through the second **I AM**, God shows us that our value and importance is connected and interconnected through our relationship with Him and with each other. The message is simple. First **I AM** = God is important. Second **I AM** = I am important. How did I do? Did I pass the test, SIR?

Ron – Amazing. Absolutely amazing! Now tie it all into the message of the saints and I will pay for your ice time and your Gatorade this Saturday!!!!

Don – From the chair of Saint Don...

Ron – and the desk of Saint Ron...good night folks!

## Who I AM... Moral Formation

### **Group 1 Reflection:**

1. What does it mean to be a moral person? What does it mean to have mental health and wellness?
2. How do your Who **I AM** “actions speak louder than words” when it comes to moral principles?
3. Who in your life has been a strong example of a moral person that has helped create the Who **I AM** within you? How?

### **Did you know...**

- When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God’s image. God affirms our dignity by giving us free will

### **The Ten Commandments**

- Basic guideline for the rules of a Christian life
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart that transform the heart and reconnect us with our Who **I AM**

### **Inquiry / Research**

Nelson Mandela was born July 18, 1918. He was a great moral role model. He was a great moral hero to many. What qualities of character ethics did Nelson Mandela have that made him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Nelson Mandela quote that reflects his personal WHO **I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 2 Reflection:**

1. What does it mean to be a moral person? What do you think the connection is between one's moral code and positive mental health?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- Freedom of ‘free will’ is recognized when it is used to do what is good and right
- With this freedom comes responsibility

### **The Ten Commandments**

- Basic guideline for the rules of a Catholic life
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart that transform our heart and lead us to our Who I AM...

### **Inquiry / Research**

Blessed Mother Teresa was born in 1910. She was a great moral role model. She was a great moral hero to many. What qualities of character ethics did Blessed Mother Teresa have that made her so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Blessed Mother Teresa quote that reflects her personal WHO **I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 3 Reflection:**

1. What does it mean to be a moral person? What do you think the connection is between one's moral code and positive mental health?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- Beatitudes guide our moral compass
- Christ promises blessings to those who live lives of charity and humility

### **The Ten Commandments**

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart

### **Inquiry / Research**

Dorothy Day was born in 1897. She was a great moral role model. She was a great moral hero to many. What qualities of character ethics did Dorothy Day have that made her so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Dorothy Day quote that reflects her personal WHO **I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 4 Reflection:**

1. What does it mean to be a moral person? Who is the best example of resiliency?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- He promises the kingdom of heaven, inheritance of earth, and the title “sons of God”
- We form our conscience through study of God’s Word and the teachings of the Church, aided by the guidance of the Holy Spirit and the advice of brothers / sisters in Christ

### **The Ten Commandments**

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart

### **Inquiry / Research**

Saint Augustine was born in 354. He was a great moral role model. He was a great moral hero to many. What qualities of character ethics did Saint Augustine have that made him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Saint Augustine quote that reflects his personal WHO **I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 5 Reflection:**

1. What does it mean to be a moral person? Why bother with positive mental health attitudes?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### Did you know...

- Scripture points to four virtues – prudence, justice, fortitude, temperance
- Prudence – to see the good in everything

### The Ten Commandments

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart

### Inquiry / Research

Saint Pope John Paul II was born in 1920. He was a great moral role model. He was a great moral hero to many. What qualities of character ethics did Saint Pope John Paul II have that made him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Saint Pope John Paul II quote that reflects his personal WHO I AM story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who I AM... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 6 Reflection:**

1. What does it mean to be a moral person? Do moral people live resiliency?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- When we live moral lives, we testify to the dignity we have been given by virtue of the fact that we are created in God’s image
- God affirms our dignity by giving us free will

### **The Ten Commandments**

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart

### **Inquiry / Research**

Pope Francis was born in 1936. He is a great moral role model. He is a great moral hero to many. What qualities of character ethics does Pope Francis have that make him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Pope Francis quote that reflects his personal **I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 7 Reflection:**

1. What does it mean to be a moral person? How can you connect resiliency to morals?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- Freedom of ‘free will’ is recognized when it is used to do what is good and right
- With this freedom comes responsibility

### **The Ten Commandments**

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart

### **Inquiry / Research**

Jean Vanier was born in 1928. He is a great moral role model. He is a great moral hero to many. What qualities of character ethics does Jean Vanier have that made him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Jean Vanier quote that reflects his personal **WHO I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 8 Reflection:**

1. What does it mean to be a moral person? Does mental health affect morals?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- Beatitudes guide our moral compass
- Christ promises blessings to those who live lives of charity and humility

### **The Ten Commandments**

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Fourth to Tenth commandments relate to loving others
- Attitudes of the heart

### **Inquiry / Research**

Saint Maxmillian Kobe was born in 1894. He was a great moral role model. He was a great moral hero to many. What qualities of character ethics did Saint Maxmillian Kobe have that made him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Saint Maxmillian Kobe quote that reflects his personal WHO I AM story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who I AM... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

## Who I AM... Moral Formation

### **Group 9 Reflection:**

1. What does it mean to be a moral person? Does resiliency affect morals?
2. How do our “actions speak louder than words” when it comes to moral principles?
3. Who in my life has been a strong example of a moral person?

### **Did you know...**

- He promises the kingdom of heaven, inheritance of earth, and the title “sons of God”
- We form our conscience through study of God’s Word and the teachings of the Church, aided by the guidance of the Holy Spirit and the advice of brothers / sisters in Christ

### **The Ten Commandments**

- Basic guideline for the rules of godly living
- Love of God and love of others
- First three commandments relate to loving God
- Forth to tenth commandments relate to loving others
- Attitudes of the heart

### **Inquiry / Research**

Saint Francis of Assisi was born in 1181. He was a great moral role model. He was a great moral hero to many. What qualities of character ethics did Saint Francis of Assisi have that made him so unique and worthy in the eyes of countless? How can these qualities be connected to your moral compass and positive mental health? What is the best Saint Francis of Assisi quote that reflects his personal WHO **I AM** story?

Dear Students,

Your assignment is to be creative in displaying your understanding of moral formation, by answering the questions and connecting your knowledge to the Who **I AM**... project. Your creativity can shine through in poetry, essay, skit, poster form, moviemaker, power point, bitstrips instant comics...etc. Discuss your presentation idea with your teacher. Collaborate with your group. Communicate effectively your ideas for this project. Let your critical thinking skills surface as you connect your learning back to your Learning Goal and Success Criteria. God Bless!

Who I AM... RUBRIC



	Level 4	Level 3	Level 2
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <hr/> <p>Notes:</p>	<p>Demonstrated considerable understanding of CGE</p> <hr/> <p>Notes:</p>	<p>Demonstrated some understanding of CGE</p> <hr/> <p>Notes:</p>
<p><b>Knowledge and Understanding</b> - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)</p>	<p>The student’s research demonstrates thorough knowledge and understanding of free will and discernment of right and wrong.</p>	<p>The student’s research demonstrates considerable knowledge and understanding of free will and discernment of right and wrong.</p>	<p>The student’s research demonstrates some knowledge and understanding of free will and discernment of right and wrong.</p>
<p><b>Thinking</b> - The use of critical and creative thinking skills and/or processes</p>	<p>The student’s inquiry demonstrates the use of critical/creative thinking and processing skills with a high degree of effectiveness</p>	<p>The student’s inquiry demonstrates the use of critical/creative thinking and processing skills with considerable degree of effectiveness</p>	<p>The student’s inquiry demonstrates the use of critical/creative thinking and processing skills with some degree of effectiveness</p>
<p><b>Communication</b> - The conveying of meaning through various forms</p>	<p>The student’s presentation clearly expresses and organizes ideas and information with a high degree of effectiveness</p>	<p>The student’s presentation clearly expresses and organizes ideas and information with considerable degree of effectiveness</p>	<p>The student’s presentation clearly expresses and organizes ideas and information with some degree of effectiveness</p>
<p><b>Application</b> - The use of knowledge and skills to make connections between Religious Education/Mental Health &amp; Wellness and the world outside the school</p>	<p>The student’s presentation shows precise connections between Who <b>I AM</b> and the human search for purpose and meaning with a high degree of effectiveness.</p>	<p>The student’s presentation shows precise connections between Who <b>I AM</b> and the human search for purpose and meaning with considerable effectiveness.</p>	<p>The student’s presentation shows precise connections between Who <b>I AM</b> and the human search for purpose and meaning with some degree of effectiveness.</p>

Teacher comments \_\_\_\_\_

## **Saint Pope John Paul II**

On May 1, 2011, Pope John Paul II was beatified. The ceremony occurred only five years after his death. Pope Benedict waived the normal five year waiting period before the Congregation for the Causes of Saints could begin its investigation into his life.

The Vatican began planning the pope's beatification after Pope Benedict XVI approved a miracle attributed to his predecessor. May 1 was chosen for the ceremony because in 2011 it was Divine Mercy Sunday, a feast which held special significance for John Paul.

In order for Blessed John Paul to be canonized another miracle was needed.

- Did you know Pope John Paul II was named an "honourary Harlem Globetrotter" in 2000
- Did you know the Popemobile – the pope's car – are donated to the church by the manufacturers. There are 20 scattered around the world. Prior to the armoured Popemobiles, popes were transported in carriages and automobiles. Several of these are on display in the Vatican Carriage Museum. The popemobile's license plate number is SCV 1...this means "Stato della Citta del Vaticano" (Vatican City State) in Italian. Some Romans joke that it is an acronym for "Se Cristo Vedesse" – if only Christ could see this!
- Did you know that the Pope is the leader of our Catholic Church. New Popes are elected on the death or retirement of a current Pope. St Peter the Apostle is traditionally considered to be the first Pope because of his appointment by Jesus and his role in organizing the Church. Since then, there have been 265 Popes of the Roman Catholic Church, 78 who are now Saints.
- Did you know that according to the Roman Catholic tradition, when a new Roman Catholic pope is elected, he is given a ring which shows Saint Peter fishing from a boat? Around this image is the Pope's Latin name in raised letters. It is called the Fisherman's Ring. When the Pope dies, the ring and papal seal are smashed. This tradition began as a precaution against forgery but it is now merely a symbol of the end of a Pope's reign.
- Did you know that the Sistine Chapel is in the Palace of the Vatican, the official home of our Pope. It was built between 1475 and 1483. It is known worldwide for being the hall in which confidential or secret meetings take place as well as other official ceremonies. The Sistine Chapel was decorated by one of the world's most famous artist – Michelangelo. In 1508 Michelangelo was asked to paint the vault, or ceiling of the chapel. It took him until 1512 to finish! Although he was to paint only the 12 figures of the Apostles, when the work was finished there were more than 300! His figures showed the Creation, Adam and Eve in the Garden of Eden and The Great Flood.

## Pope Francis – 267<sup>th</sup> Pope

“Miserando atque eligendo” (“Pitiable but chose”) motto

Cardinal Bergoglio of Argentina – 76 years old

Pope Francis leads 1.2 billion Roman Catholics. He is the first non-European pontiff in nearly 1,300 years. He is a humble man who travelled by public transport, cooks his own meals and lived in a small apartment outside Buenos Aires.

Pope Francis is the first Pope who is a Jesuit, who is named Francis and who is from the Americas (Southern Hemisphere)

### **What are the Jesuits?**

- Society of Jesus is a religious order of the Roman Catholic Church
- Largest male religious order in the world, 19,000 members
- Take vows of poverty, chastity, obedience IHS – comes from the first three letters of the Greek name for Jesus: Iota-eta-sigma

### **Who is he?**

- Full name – Jorge Mario Bergoglio                      Born – December 17, 1936 in Buenos Aires
- Master’s degree in chemistry from University of Buenos Aires
- Taught Literature and psychology in Santa Fe and Buenos Aires
- Lost a lung as a teen due to respiratory illness - Speaks fluent Spanish, Italian, German
- Known for being humble and living with simple means

The name FRANCIS symbolizes “poverty,” humility, simplicity, and rebuilding of the Catholic Church.

### **What he stands for...**

- Believes church should have a missionary role
- Supports use of contraception to prevent spread of disease
- Teaches that homosexuals must be accepted with respect and compassion
- Believes extreme poverty is violation of human rights and social debt is “immoral, unjust, and illegitimate”

**“Let this great journey begin...” Pope Francis**                      Wednesday March 13, 2013

**“My brothers went to the ends of the world to get him (Pope)” Pope Francis**                      March 13, 2013

## Blessed Mother Teresa Quotes

1910 – 1997

### Quotes ON POVERTY

*"I see God in every human being. When I wash the leper's wounds, I feel I am nursing the Lord himself. Is it not a beautiful experience?" (1974 interview)*

*"When I see waste here, I feel angry on the inside. I don't approve of myself getting angry. But it's something you can't help after seeing Ethiopia." (1984 Washington Post)*

### Quotes ON ABORTION

*"Abortion "is murder in the womb...A child is a gift of God. If you do not want him, give him to me."*

*"The greatest destroyer of peace is abortion because if a mother can kill her own child, what is left for me to kill you and you to kill me? There is nothing between."*

*"It is a poverty to decide that a child must die so that you may live as you wish."*

### Quotes ON LOVE

*"If you judge people, you have no time to love them."*

*"I try to give to the poor people for love what the rich could get money. No, I wouldn't touch a leper for a thousand pounds, yet I willingly cure him for the love of God."*

### Quotes ON SERVING GOD

*"Each one of them is Jesus in disguise."*

*"Keep close to Jesus, He loves YOU."*

### Quotes ON SAINTHOOD

*"If I ever become a Saint, I will surely be one of 'darkness'. I will continually be absent from heaven – to light the light of those in darkness on earth."*

### Music connection

U2 – Grace – Blessed Mother Teresa

<http://www.youtube.com/watch?v=VAOn1PNAsCg>



## Saint Pope John Paul II Quotes

### World Youth Day 2002

1. “*People are made for happiness*. Rightly, then, you thirst for happiness. *Christ has the answer* to this desire of yours. But he asks you to trust him. *True joy is a victory*, something which cannot be obtained without *a long and difficult struggle*. Christ holds the secret of this victory.”
2. “The joy promised by the Beatitudes is the very joy of Jesus himself: a joy sought and found in *obedience to the Father* and in *the gift of self to others*. ...*By looking at Jesus* you will learn *what it means* to be poor in spirit, meek and merciful; what it means to seek justice, to be pure in heart, to be peacemakers.”
3. “To believe in Jesus is to accept what he says, even when it runs contrary to what others are saying. It means rejecting the lure of sin, however attractive it may be, in order to set out on the difficult path of the Gospel virtues.”
4. “*Christ alone is the cornerstone* on which it is possible solidly to build one’s existence. Only Christ – known, contemplated and loved – is the faithful friend who never lets us down, who becomes our travelling companion, and whose words warm our hearts (cf. *Lk 24:13-35*).”
5. “The future is in your hearts and in your hands. God is entrusting to you the task, at once difficult and uplifting, of working with him in the building of the *civilization of love*.”
6. “Dear young people, let yourselves be taken over by the light of Christ, and spread that light wherever you are.”
7. “Why have you come together from all parts of the world? To say in your hearts: “*Lord, to whom shall we go?*” Who has the words of eternal life? “*You have the words of eternal life*” (Jn 6,68). Jesus – the intimate friend of every young person – has the words of life.”
8. “The world you are inheriting is a world which desperately needs a new sense of brotherhood and human solidarity. It is a world which needs to be touched and healed by the beauty and richness of God’s love.”
9. “There are many priests, seminarians and consecrated persons here today; be close to them and support them! And if, in the depths of your hearts, you feel the same call to the priesthood or consecrated life, do not be afraid to follow Christ on the royal road of the Cross!”
10. “*We are not the sum of our weaknesses and failures*; we are the sum of the Father’s love for us and our real capacity to become the image of his Son.”

## Pope Francis Quotes

"The Lord never tires of forgiving. It is we who tire of asking for forgiveness."

"This is precisely the reason for the dissatisfaction of some, who end up sad -- sad priests -- in some sense becoming collectors of antiques or novelties, instead of being shepherds living with 'the odor of the sheep.' This I ask you: Be shepherds, with the 'odor of the sheep,' make it real, as shepherds among your flock, fishers of men."

"Ask yourselves this question: How often is Jesus inside and knocking at the door to be let out, to come out? And we do not let him out because of our own need for security, because so often we are locked into ephemeral structures that serve solely to make us slaves and not free children of God." (*Pentecost vigil, May 18, 2013*)

"Men and women are sacrificed to the idols of profit and consumption: it is the 'culture of waste.' If a computer breaks it is a tragedy, but poverty, the needs and dramas of so many people end up being considered normal. ... When the stock market drops 10 points in some cities, it constitutes a tragedy. Someone who dies is not news, but lowering income by 10 points is a tragedy! In this way people are thrown aside as if they were trash." (*General audience, June 5, 2013*)

"Faith is not a light which scatters all our darkness, but a lamp which guides our steps in the night and suffices for the journey. To those who suffer, God does not provide arguments which explain everything; rather, his response is that of an accompanying presence, a history of goodness which touches every story of suffering and opens up a ray of light." ("*Lumen Fidei*," *June 29, 2013*)

"If someone is gay and is searching for the Lord and has good will, then who am I to judge him? ... The problem is not having this tendency, no, we must be brothers and sisters to one another. The problem is in making a lobby of this tendency: a lobby of misers, a lobby of politicians, a lobby of masons, so many lobbies."

"An evangelizer must never look like someone who has just come back from a funeral."

"Gossip can also kill, because it kills the reputation of the person! It is so terrible to gossip! At first it may seem like a nice thing, even amusing, like enjoying a candy. But in the end, it fills the heart with bitterness, and even poisons us." (*Angelus, Feb. 16, 2014*)

-- "The perfect family doesn't exist, nor is there a perfect husband or a perfect wife, and let's not talk about the perfect mother-in-law! It's just us sinners." A healthy family life requires frequent use of three phrases: "May I? Thank you, and I'm sorry" and "never, never, never end the day without making peace." (*Meeting with engaged couples, Feb. 14, 2014*)

### Nelson Mandela Quotes

- 1) "Difficulties break some men but make others. No axe is sharp enough to cut the soul of a sinner who keeps on trying, one armed with the hope that he will rise even in the end."
- 2) "It always seems impossible until it's done."
- 3) "If I had my time over I would do the same again. So would any man who dares call himself a man."
- 4) "I like friends who have independent minds because they tend to make you see problems from all angles."
- 5) "Real leaders must be ready to sacrifice all for the freedom of their people."
- 6) "A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of."
- 7) "Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."
- 8) "Education is the most powerful weapon which you can use to change the world."
- 9) "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."
- 10) "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."
- 11) "Resentment is like drinking poison and then hoping it will kill your enemies."
- 12) "Lead from the back — and let others believe they are in front."
- 13) "Do not judge me by my successes, judge me by how many times I fell down and got back up again."
- 14) "I hate race discrimination most intensely and in all its manifestations. I have fought it all during my life; I fight it now, and will do so until the end of my days."
- 15) "A good head and a good heart are always a formidable combination."

## **Bono – U2 Quotes**

“My understanding of the Scriptures has been made simple by the person of Christ.”

“Christ teaches that God is love. What does that mean? What it means for me: a study of the life of Christ. Love here describes itself as a child born in straw poverty, the most vulnerable situation of all, without honor.”

“I don't let my religious world get too complicated. I just kind of go: Well, I think I know what God is. God is love, and as much as I respond [*sighs*] in allowing myself to be transformed by that love and acting in that love, that's my religion. Where things get complicated for me, is when I try to live this love. Now that's not so easy.”

“There's nothing hippie about my picture of Christ.”

“The Gospels paint a picture of a very demanding, sometimes divisive love, but love it is.”

“I accept the Old Testament as more of an action movie: blood, car chases, evacuations, a lot of special effects, seas dividing, mass murder, adultery. The children of God are running amok, wayward. Maybe that's why they're so relatable. But the way we would see it, those of us who are trying to figure out our Christian conundrum, is that the God of the Old Testament is like the journey from stern father to friend. When you're a child, you need clear directions and some strict rules. But with Christ, we have access in a one-to-one relationship, for, as in the Old Testament, it was more one of worship and awe, a vertical relationship. The New Testament, on the other hand, we look across at a Jesus who looks familiar, horizontal. The combination is what makes the Cross.”

“Let's not get too hard on the Holy Roman Church here. The Church has its problems, but the older I get, the more comfort I find there. The physical experience of being in a crowd of largely humble people, heads bowed, murmuring prayers, stories told in stained-glass windows ...”

“I'm holding out that Jesus took my sins onto the Cross, because I know who I am, and I hope I don't have to depend on my own religiosity.”

“I love the idea of the Sacrificial Lamb. I love the idea that God says: *Look, you cretins, there are certain results to the way we are, to selfishness, and there's a mortality as part of your very sinful nature, and, let's face it, you're not living a very good life, are you? There are consequences to actions.* The point of the death of Christ is that Christ took on the sins of the world, so that what we put out did not come back to us, and that our sinful nature does not reap the obvious death. That's the point. It should keep us humbled... . It's not our own good works that get us through the gates of heaven.”

Look, the secular response to the Christ story always goes like this: he was a great prophet, obviously a very interesting guy, had a lot to say along the lines of other great prophets, be they Elijah, Muhammad, Buddha, or Confucius. But actually Christ doesn't allow you that. He doesn't let you off that hook. Christ says: *No. I'm not saying I'm a teacher, don't call me teacher. I'm not saying I'm a prophet. I'm saying: "I'm the Messiah." I'm saying: "I am God incarnate."*

**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 12 - Lesson 4**

**Grade 12 Who I AM ... Lesson 4 - MUSIC**

**CHURCH AND CULTURE** - ``gratitude is contagious’’

Who I AM Makes A Difference Because Jesus Loves Me!

**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. His loves YOU without conditions. His presence in YOUR life is constant. The presence of God surrounds you; the voice of a friend, the sound of music. Enjoy life!*

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

**Ontario Catholic School Graduate Expectations**

- CGE1d** - Develops attitudes & values founded on Catholic social teaching and acts to promote social responsibility
- CGE2c** - Presents information and ideas clearly and honestly and with sensitivity to others
- CGE3a** - Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges
- CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- CGE5e** - Respects the rights, responsibilities and contributions of self and others
- CGE6e** - Ministers to the family, school, parish, and wider community through service
- CGE7c** - Seeks and grants forgiveness

**Religion Overall Expectation**

Describe the role of the Church as an institution empowered by the Holy Spirit and charged with the responsibility of the moral and ethical formation of her people (Faith 1<sup>st</sup> nugget)

**Religion Specific Expectation**

Define Catholic understanding of happiness and analyze the challenges in contemporary society to both personal and societal happiness (Faith 1<sup>st</sup> nugget)

**Learning Goals**

- Students will demonstrate understanding to the Catholic definition of happiness and analyze the challenges people face in finding this happiness.
- Students will demonstrate understanding of the Cardinal Virtue Fortitude as a moral strength to face difficulties or adversities.

*Success Criteria (possible suggestions)*

*I will achieve success by selecting appropriate music to highlight the challenges people face in finding their happiness and*

		<p><i>in discovering their Who <b>I AM</b> story.</i></p> <p><i>I will achieve success by using this music to help me explain the Who <b>I AM</b> story of my chosen role model, their moral strength, and their definition of happiness while connecting their story to my personal story.</i></p> <p><i>I will achieve success by explaining how music and my chosen role model become the church to others &amp; helps to develop positive mental health image in others.</i></p>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b> Exodus 3</p> <p><b>Suggested Teacher Daily Reflection</b> Gus Lloyd 60 Second Reflection <a href="http://guslloyd">http://guslloyd</a></p>	<p><b>Terminology</b> ‘the church’</p> <p><b>Who I AM</b> Makes A Difference Because Jesus Loves Me!</p>	<p><b>Resources/Materials</b> Internet/computers Textbooks, Bibles, CCC Dear Student,</p>
<b>Prayer/Scripture Focus</b>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
<b>Minds On</b>		<b>Assessment</b>
<p>Begin lesson watching/listening to <b>U2 – Ordinary Love</b> on YouTube at <a href="http://m.youtube.com/watch?v=iGidZX-pK7s">http://m.youtube.com/watch?v=iGidZX-pK7s</a></p>		<p>A brief music activity intended to bring</p>

<p><b>Teacher Voice</b></p> <p>“The phrase <b>Who I AM</b> originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of <b>Who I AM</b> has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of Me. God makes a difference to us. Through His Son Jesus, unconditional love was offered to all. Who you are makes a difference to others because God blessed you with talents and gifts.”</p> <p>“Today you are going to demonstrate your knowledge of <b>Who I AM</b> through music. A song by U2 titled <i>Grace</i>, reflects Blessed Mother Teresa and the love she shared with others.” <a href="http://www.youtube.com/watch?v=VAOn1PNAsCg">http://www.youtube.com/watch?v=VAOn1PNAsCg</a></p> <p>“<u>Turn and Talk</u> to a classmate closest to you, your knowledge of Blessed Mother Teresa.” “How does Blessed Mother Teresa model ‘ordinary love’ as spoken in the U2 video?” (allow sharing time)</p> <p>“Blessed Mother Teresa’s <b>Who I AM</b> story is ... she made a difference to all of us because of her unconditional surrender of love, forgiveness and charity to those who suffered in silence through disease, sickness or poverty. Blessed Mother Teresa has changed attitudes through her authentic character by being the church to those in need.”</p>	<p>students into the learning.</p> <p><b><u>Anecdotal notes/observations</u></b></p> <p><a href="http://www.youtube.com/watch?v=VAOn1PNAsCg">http://www.youtube.com/watch?v=VAOn1PNAsCg</a></p> <p><i>U2 – Grace – Blessed Mother Teresa</i></p>						
<p><b>Action</b> <span style="margin-left: 200px;"><b>Approximately 45 Minutes</b></span> <span style="float: right;"><b>Assessment</b></span></p>							
<p>Select an appropriate song – Christian or modern – that best describes the <b>Who I AM</b>... story of one of the following role models.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Saint Pope John Paul II</td> <td style="width: 33%;">Pope Francis</td> <td style="width: 33%;">Dorothy Day</td> </tr> <tr> <td>Blessed Mother Teresa</td> <td>Jean Vanier</td> <td>or YOU!!!!</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Print the lyrics to the song.</li> <li>2. Explain the <b>Who I AM</b> story of one of the above.</li> <li>3. Connect their <b>Who I AM</b> to the lyrics of the song using quotes as evidence to support their ideas.</li> <li>4. How does this music or this role model become ‘the church’ to others?</li> <li>5. How does this role model depict positive mental health and spiritual wellness? [See: <b>Dear Student</b>]</li> </ol>	Saint Pope John Paul II	Pope Francis	Dorothy Day	Blessed Mother Teresa	Jean Vanier	or YOU!!!!	<p>The main portion of the lesson where student thinking is probed and revealed through a music research purposeful activity.</p> <p><b><u>Who I AM rubric</u></b></p>
Saint Pope John Paul II	Pope Francis	Dorothy Day					
Blessed Mother Teresa	Jean Vanier	or YOU!!!!					

Consolidation	Assessment
<p style="text-align: center;"><b>Approximately 15 Minutes</b></p> <p><a href="http://www.youtube.com/watch?v=VAOn1PNAsCg">http://www.youtube.com/watch?v=VAOn1PNAsCg</a>                      Play <b>U2 – Grace</b> song to bring class back together.</p> <p><b>Exit Card</b>                      What challenges or adversities did Blessed Mother Teresa face in her pursuit to finding happiness within the Church?</p> <p><b>Teacher Voice</b>                      “One song that reflects our collective efforts in the Who <b>I AM</b> project can be heard through a Canadian artist. He is ‘the church’ to others by committing to change the world. Tomorrow we will listen to your selections, hear your words, and your connections.                      We will close class by listening to this artist highlight what we have accomplished through participating in Who <b>I AM</b>...”</p> <p><b>Johnny Reid – Change the World</b>  <a href="http://www.youtube.com/watch?v=T2ACmJPhz3Q">http://www.youtube.com/watch?v=T2ACmJPhz3Q</a></p> <p>Closing Prayer ~ Hey God, Help me to remember that, <b>who I am</b> makes a difference to others and to you because I model unconditional love, forgiveness and celebration of life. Amen</p>	<p>Teacher supports students with making connections to the learning goal.</p> <p style="text-align: center;"><b><u>Exit Card</u></b></p>
<p><b>Final Notes</b></p>	
<p>Teacher may wish to model their own personal Who <b>I AM</b> to music choice in order to guide students.</p> <p>If YouTube is not available, the lyrics can be found at <a href="http://www.azlyrics.com">www.azlyrics.com</a></p> <p>Chords are available at <a href="http://www.ultimateguitar.com">www.ultimateguitar.com</a></p>	

## Activity

Dear Student,

Who I AM originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who I AM has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of Me.

Through MUSIC, you are going to demonstrate your knowledge of Who I AM Makes A Difference Because Jesus Loves Me!

1. Select an appropriate song that best describes the **Who I AM**... story of one of the following role models:

**Saint Pope John Paul II**

**Dorothy Day**

**Pope Francis**

**Blessed Mother Teresa**

**Jean Vanier**

**YOU!!!!**

2. Print the lyrics to the song.
3. Explain the Who I AM... story of one of the above. (why they make a difference to others)
4. Connect their Who I AM... story to the lyrics of the song using quotes as evidence to support your ideas. Show unconditional love, forgiveness, and celebration of life.
5. How does this music and this role model become 'the church' to others?
6. How does this music and this role model encourage or promote mental health and wellness in others?
7. You will present this package of information in a letter format addressed 'Dear Teacher'. Please place the letter into an 8x10 envelope addressed to me. Don't forget to attach the music lyrics.
8. Enjoy your project! Grow in understanding as you discover, we are 'the church'. Happiness is found first in God and second in self. Lean on Him. Lean on each other.

Who I AM... RUBRIC



	Level 4	Level 3	Level 2
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <p>Notes: _____</p>	<p>Demonstrated considerable understanding of CGE</p> <p>Notes: _____</p>	<p>Demonstrated some understanding of CGE</p> <p>Notes: _____</p>
<p><b>Knowledge and Understanding</b> - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)</p>	<p>Student’s choice of music demonstrates thorough knowledge and understanding of the Who <b>I AM</b> story in relation to their role model.</p>	<p>Student’s choice of music demonstrates considerable knowledge and understanding of the Who <b>I AM</b> story in relation to their role model.</p>	<p>Student’s choice of music demonstrates some knowledge and understanding of the Who <b>I AM</b> story in relation to their role model.</p>
<p><b>Thinking</b> - The use of critical and creative thinking skills and/or processes</p>	<p>The student’s music choice and explanation demonstrates creative thinking skills with a high degree of effectiveness</p>	<p>The student’s music choice and explanation demonstrates creative thinking with considerable degree of effectiveness.</p>	<p>The student’s music choice and explanation demonstrates creative thinking skills with some degree of effectiveness.</p>
<p><b>Communication</b> - The conveying of meaning through various forms</p>	<p>Student clearly expresses and organizes ideas with Who <b>I AM</b> information to a high degree of effectiveness</p>	<p>Student clearly expresses and organizes ideas with Who <b>I AM</b> information to a considerable degree of effectiveness</p>	<p>Student clearly expresses and organizes ideas with Who <b>I AM</b> information to some degree of effectiveness</p>
<p><b>Application</b> - The use of knowledge and skills to make connections between Religious Education/Mental Health &amp; Wellness and the world outside the school</p>	<p>Student’s presentation shows precise connections between role model, music and Who <b>I AM</b> with a high degree of effectiveness.</p>	<p>Student’s presentation shows precise connections between role model, music and Who <b>I AM</b> with considerable effectiveness.</p>	<p>Student’s presentation shows precise connections between role model, music and Who <b>I AM</b> with some degree of effectiveness.</p>

Teacher comments \_\_\_\_\_

Who I AM – Exit Card

**WHO I AM... EXIT CARD**

Compare the challenges Blessed Mother Teresa faced in her pursuit to finding happiness with the challenges YOU face in your pursuit of finding happiness in the Church?



**Who I AM... Exit Card**

Compare the challenges Blessed Mother Teresa faced in her pursuit to finding happiness with the challenges YOU face in your pursuit of finding happiness in the Church?



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 12 - Lesson 6

### Grade 12 Who I AM ... Lesson 6 – Dig in Deep, I AM!

**CHURCH AND CULTURE** - “I AM WHO I AM” Exodus 3:14

Who I AM Makes A Difference Because Jesus Loves Me!

#### 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. Are you a constant presence in God’s life? When was the **first time** you prayed to God? When was the **last time** you had a chat with Jesus? W.W.J.D? What Would Jesus Do? He would have connected with His Father long ago... What is stopping you? Celebrate life 😊*

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

##### Ontario Catholic School Graduate Expectations

**CGE1d** - Develops attitudes & values founded on Catholic social teaching and acts to promote social responsibility

**CGE2c** - Presents information and ideas clearly and honestly and with sensitivity to others

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

**CGE4a** - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

**CGE5e** - Respects the rights, responsibilities and contributions of self and others

**CGE6e** - Ministers to the family, school, parish, and wider community through service

**CGE7c** - Seeks and grants forgiveness

##### Religion Overall Expectation

Apply Church teaching to contemporary ethical and moral issues (Morals 5<sup>th</sup> nugget)

##### Religion Specific Expectation

Describe how Scripture and Catholic Teaching inform conscience and moral decision-making (Morals 6<sup>th</sup> nugget)

##### Learning Goals

- Students will apply Church teaching to contemporary ethical and moral issues (Morals 5<sup>th</sup> nugget)
- Students will understand the Cardinal Virtue of Fortitude as being a moral strength or courage to face difficulties and adversities.
- Students will recognize the Theological Virtue of Love as the core virtue of God.

*Success Criteria (possible suggestion)*

*I will achieve success by communicating the*

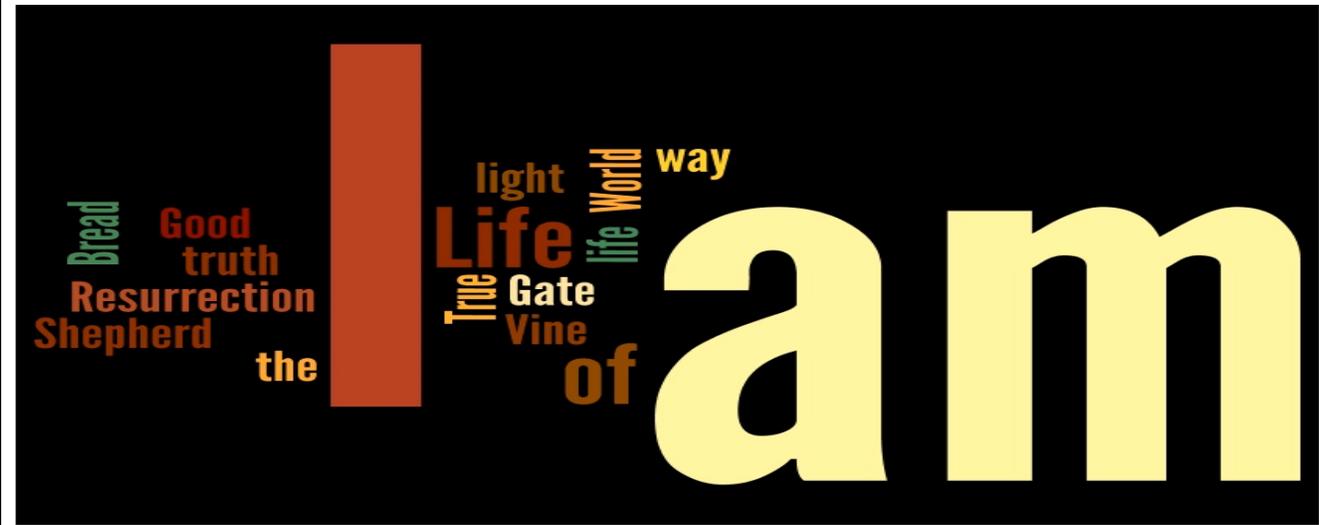
		<p><i>connection of Jesus to the Who <b>I AM</b> message through reflecting on Who, Where, When, Why and How Jesus' I AM is mentioned.</i></p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b> Co-construct Success Criteria based on Learning Goal <b>Suggested Teacher Daily Reflection</b> Gus Lloyd 60 Second Reflection <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b> I AM – God I AM – Jesus I AM – ME!!!</p>	<p><b>Resources/Materials</b> Computers/internet Bibles / CCC /Textbooks Dig in Deep 'I AM' Who <b>I AM</b> rubric Who <b>I AM</b> Exit Card</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p><b>Teacher Voice</b> “The phase Who <b>I AM</b> originated in a conversation between God and Moses...on a Mount...through a Burning Bush. The value of Who <b>I AM</b> has two meanings. The first meaning speaks to the importance of God as being the center of our life. I AM = value of God. The second meaning speaks to the priceless gift we are to self and others. I AM = value of Me. The inferred message is unconditional love, forgiveness and celebration of life.  Through Exodus 3:14 we are first introduced to God and the relationship He desires to have with us. This relationship continues through His Son, Jesus. The I AM WHO I AM that we meet in Exodus 3:14 is reintroduced through the New Testament as <b>I AM</b>. The voice attached to the New Testament <b>I AM</b> is Jesus. He models unconditional love, forgiveness, and celebration of life.  God introduced us to the Ten Commandments through His chosen one, Moses.</p>		<p>A brief conversation to bring students into learning about the magnitude and value of the I AM within scripture.  <b><u>Anecdotal notes/ observations</u></b></p>

<p>God introduced us to the Beatitudes, a new attitude to live by, through His Son, Jesus.”</p> <p>“Form an inside / outside circle. The question you will ask each other is: <b>‘How would you introduce yourself to God?’</b>” (allow time for answer)</p> <p>“God knows our heart. He has carved us on the palm on His hand. Outside circle move 3 spaces to the right. Share with your new partner: <b>What are three things about Who You Are that you want to bring to God’s attention?</b> ” (allow time for sharing)</p> <p><b>I AM...</b> [See: <b>Dig in Deep ‘I AM’</b>]</p>	 <p>Inside / Outside circle</p>
<p><b>Action</b> <span style="float: right;"><b>Approximately 50 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p>Students are presented with their <b>I AM</b> partner assignment. This is a work session which allows them the opportunity to dig in deep and reveal the meaning and message of Jesus’ <b>I AM</b> through the New Testament teaching. Allow time and guidance for students to freely explore the many opportunities for <b>‘I AM’</b> learning.</p> <p>The underlining message to the <b>‘I AM’</b> is that each of us is uniquely crafted, sculpted, and formed. Our inner beauty and our outer beauty is testament to our own personal <b>‘I AM’</b> story. We are a priceless gift to others.</p> <p>Through God first introducing us to His <b>‘I AM’</b> and Jesus continuing the story, our <b>‘I AM’</b> becomes our positive mental health and wellness personal story of freedom from the chains that weigh us down in our daily life.</p>	<p>Student thinking is probed and revealed through a research session on ‘I AM’.</p> <p><b><i>Who I AM rubric</i></b></p> <p><b><u>I AM... Possible Suggestions:</u></b>          John 6:31, John 8:12, John 8:23, John 10:9, John 10:11, John 10:36, John 11:25, John 14:6, John 15:1, John 19:2, Acts 7:32, Acts 9:5, (there are many more....)</p>
<p><b>Consolidation</b> <span style="float: right;"><b>Approximately 5 Minutes</b></span></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b></p> <p>“Please answer <b>one</b> of the following questions on an Exit Card.</p> <p>1. What positive mental health attitude message does Jesus offer us through His <b>‘I AM’</b>?</p>	<p>Teacher supports students with making connections to</p>

<p>2. What promise does Jesus commit to through His '<u>I AM</u>'?</p> <p>3. How does Jesus' '<u>I AM</u>' model resiliency?</p> <p>Thank you for your participation in today's lesson"</p>	<p>the learning goal.</p> <p><u>Exit Card</u></p>
---	---

**Final Notes**

Flexibility is woven into how students can present their Talk Show performance. This lesson may require extra class time to 'dig in deep'. Enjoy the journey!



*“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.)

## Dig in Deep... 'I AM'

Dear Student,

In Exodus 3:14, God introduced Himself as 'I AM WHO I AM'. His 'I AM' held a message of freedom to countless of His children. His 'I AM' held a promise of protection for generations to come. His 'I AM' was a personal trademark that was tattooed to His Word, His deed, His actions. He was, He is, He will always be...the Great **I AM**.

Along came His Son; a cool guy, liked by many, followed by a group of 12. The Son of the Great I AM. Through the word of Jesus, new breath was infused into the 'I AM' message. New power was energized within the 'I AM' meaning. New significance shine brightly when 'I AM' was lived.

1. Your task is to dig in deep and research the meaning and significance of the 'I AM' within the New Testament by revealing the answers to the following questions:

**Where** did Jesus use the 'I AM' message?

**Why** did Jesus use the 'I AM' message?

**When** did Jesus use the 'I AM' message?

**Who** did Jesus use the 'I AM' message with?

**How** did Jesus use the 'I AM' message?

2. **Compare and contrast** the 'I AM' that you have researched from the New Testament to the 'I AM' of Exodus 3:14. Use a Venn diagram to help you organize and show your thinking.

3. Demonstrate creativity, communication, collaboration and critical thinking skills through a 'talk show skit performance' that you and your partner will present to the class. Be sure to include how Jesus' I AM outreached in resiliency and positive mental health. Your presentation can be in the form of a pre-taped video or live in front of the class audience.

4. Enjoy discovering 'I AM' in relation to unconditional love, unconditional forgiveness and celebration of life.



Who I AM... RUBRIC



	Level 4	Level 3	Level 2
<p><b>Catholic Graduate Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Discerning believer</li> <li>2. Effective communicator</li> <li>3. Reflective, creative &amp; holistic thinker</li> <li>4. Self-directed, lifelong learner</li> <li>5. Collaborative contributor</li> <li>6. Caring family member</li> <li>7. Responsible citizen</li> </ol>	<p>Demonstrated thorough understanding of CGE</p> <hr/> <p>CGE Notes:</p>	<p>Demonstrated considerable understanding of CGE</p> <hr/> <p>CGE Notes:</p>	<p>Demonstrated some understanding of CGE</p> <hr/> <p>CGE Notes:</p>
<p><b>Knowledge and Understanding -</b> Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)</p>	<p>The student's skit of Jesus' I AM demonstrates thorough knowledge and understanding of how Jesus' I AM reached out in resiliency and positive mental health.</p>	<p>The student's skit of Jesus' I AM demonstrates considerable knowledge and understanding of how Jesus' I AM reached out in resiliency and positive mental health.</p>	<p>The student's skit of Jesus' I AM demonstrates some knowledge and understanding of how Jesus' I AM reached out in resiliency and positive mental health.</p>
<p><b>Thinking -</b> The use of critical and creative thinking skills and/or processes</p>	<p>The student's skit demonstrates creative thinking and processing skills with a high degree of effectiveness.</p>	<p>The student's skit demonstrates creative thinking and processing skills with considerable effectiveness.</p>	<p>The student's skit demonstrates creative thinking and processing skills with some degree of effectiveness.</p>
<p><b>Communication -</b> The conveying of meaning through various forms</p>	<p>The skit clearly expresses Jesus' I AM message with a high degree of effectiveness.</p>	<p>The skit clearly expresses Jesus' I AM message with considerable effectiveness.</p>	<p>The skit clearly expresses Jesus' I AM message with some degree of effectiveness.</p>
<p><b>Application -</b> The use of knowledge and skills to make connections between Religious Education/Mental Health &amp; Wellness and the world outside the school</p>	<p>The skit shows precise connections between Jesus' I AM, resiliency and positive mental health wellness with a high degree of effectiveness.</p>	<p>The skit shows precise connections between Jesus' I AM, resiliency and positive mental health wellness with considerable degree of effectiveness.</p>	<p>The skit shows precise connections between Jesus' I AM, resiliency and positive mental health wellness with some degree of effectiveness.</p>

Teacher comments \_\_\_\_\_

Who I Am – Exit Card

**Who I AM...** Exit Card



**Who I AM...** Exit Card



**Religious Education & Positive Mental Health and Wellness:** end of September to Thanksgiving

May be used during Advent or Lent as a Gratitude project.

**Grade 12 - Lesson 7**

**Grade 12 Who I AM ... Lesson 7 – Make A \$ Difference!**

**CHURCH AND CULTURE** - “gratitude is contagious”

Who I AM Makes A Difference Because Jesus Loves Me!

**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. His loves YOU without conditions. His presence in YOUR life is constant. With God by your side, your trials will be light, your resiliency will be strong. Why did God carve me in His image? His image seems so distant. How can I draw Him closer to my world?*

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

**Ontario Catholic School Graduate Expectations**

**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

**CGE3d** - makes decisions in light of gospel values with an informed moral conscience

**CGE5e** - respects the rights, responsibilities and contributions of self and others

**Religion Overall Expectation**

Apply Church teaching to contemporary moral issues (Morals - 5<sup>th</sup> nugget)

**Religion Specific Expectation**

Describe how Scripture and the Catholic Tradition inform conscience and moral decision-making (Morals – 6<sup>th</sup> nugget)

**Learning Goals**

- Students will demonstrate understanding of the basic principles of Catholic moral teaching (Morals – 9<sup>th</sup> nugget)
- Students will demonstrate understanding of the Cardinal Virtue of Justice as seeking that which is good in every situation.
- Students will demonstrate Theological Virtue of Hope through community of trust in God’s Divine Plan.

*Success Criteria (possible suggestions)*

		<i>I will achieve success through using Exodus 3:14 as a tool to recognize financial value. I will use this information to understand moral decision making and support social justice issues.</i>
<b>Instructional Components</b>		
<p><b>Prior Knowledge and/or Skills</b>                  Financial Literacy                  Exodus 3:14                  Co-construct Success Criteria based on learning goal.</p> <p><b>Suggested Teacher Daily Reflection</b>                  Gus Lloyd 60 Second Reflection  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                  Common good                  Community service</p>	<p><b>Resources/Materials</b>                  Who <b>I AM</b> ....Bank Account                  Who <b>I AM</b> This or That (3pg)                  Who <b>I AM</b>... Makes a \$ Difference!                  Who <b>I AM</b> ... Soup in a Jar</p>
<b>Prayer/Scripture Focus</b>		
<p>In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <b>I AM</b>, I thank you that you are always with me, helping me, guiding me, leading me, and keeping me safe. I also thank you for the unconditional love that you give to me. Bring to my mind two people in my life who I am grateful for, people who have helped me, guided me or loved me in a special way. I pray now for those two special people. Help me to remember that, <b>who I am</b> makes a difference to others and to you, I pray, in the name of the Father and of the Son and of the Holy Spirit, Amen</p>		
<b>Minds On</b>	<b>Approximately 10 Minutes</b>	<b>Assessment</b>
<p>Open lesson with <b>Bruce Springsteen and Bono</b> YouTube video, <i>I still haven't found what I'm looking for</i> <a href="http://www.youtube.com/watch?v=U8tWrWHgbw">http://www.youtube.com/watch?v=U8tWrWHgbw</a></p> <p><b>Teacher Voice</b>                  “How can a bank account be a form of liberation?”                  Share with students Who <b>I AM</b>...Bank Account. [See: Who <b>I AM</b>...Bank Account]</p> <p><b>Teacher Voice</b>                  “What surprised you about this writing?”  <u>Turn and Talk</u> with a partner:                  “How does this writing connect to the Who <b>I AM</b> project?”</p>		<p>This brief energizer activity is intended to bring students into new learning.</p> <p style="text-align: right;"><b><u>Anecdotal notes</u></b></p>

<p>Who <b>I AM</b> ... This or That activity [See: <b>Who I AM...This or That</b>]</p> <p><b>Purpose</b>  <i>This activity allows for students to find commonality within the class by comparing and discussing decisions in religion content. It also serves to strengthen a mental health and wellness attitude. Students have the opportunity to understand the possible positive and negative outcomes for their decisions while in a safe environment.</i></p> <p><b>Instructions</b>  <i>Cut statements into strips. Place into a bag or bowl so students can select at random. Students form a circle and randomly select one strip from the bag. Each person reads their selection to the class, answers their question and explains their reasoning. Allow time for responses. Work around the group until each person has participated.</i></p>	<p><b><u>Anecdotal Notes</u></b></p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Who <b>I AM</b>...Makes a \$ Difference engages students in financial literacy under the umbrella of religion. [See: Who <b>I AM</b> Makes A \$ Difference]</p> <p>Student determines what financial value each letter of the alphabet holds and records the amount in the appropriate letter box. Once the dollar value is used, it cannot be repeated.</p> <p>The students read Exodus 3:14 and write the message on the line indicated. Extend their learning by finding the financial value to Exodus 3:14 by adding up all of the appropriate \$ amounts – enjoy!</p> <p>Extension – select one of the following <b>I AM</b> statements from the New Testament and play again.</p> <p>John 6:31, John 8:12, John 8:23, John 10:9, John 10:11, John 10:36, John 11:25, John 14:6, John 15:1, John 19:2, Acts 7:32, Acts 9:5</p>	<p>Students’ thinking is probed through purposeful activities.</p> <p>This activity was created as an individual activity but could be used as a partner task.</p> 
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p>Discuss:</p> <ol style="list-style-type: none"> <li>Who had the greater dollar value for Exodus 3:14?</li> <li>Who had the least dollar value for Exodus 3:14?</li> </ol> <p><b>Teacher Voice</b>          “You have just been informed by your principal that he will give you 7x7 times the</p>	<p>Teachers support student with making connections to the learning goal.</p>

<p>amount of money your Exodus message is worth. The stipulation is it must be donated to a Catholic charity.</p> <p>In your <b>Prayer Journal</b>, your principal wants to know:</p> <ol style="list-style-type: none"> <li>1. What is the 7x7 value of your Exodus 3:14 message?</li> <li>2. What Christian charity will you donate it to? Why?</li> <li>3. How will your personal Who <b>I AM...</b> action ripple outward?"</li> <li>4. How can you use your donation toward promoting positive mental health awareness in your community?</li> </ol>	<p><b><u>Catholic Charities</u></b> Catholic Women’s League, Soup Kitchen, Food Bank, Right to Life...</p> <p><b><u>Prayer Journal</u></b> Post the Prayer Journal questions for students to reference.</p>
<p><b>Final Notes</b></p>	
<p><b><u>Extend:</u></b> Who <b>I AM</b> Word Search</p> <p>Provide students with ½ ” grid paper and the following words: MOSES, GOD, I AM WHO I AM, JESUS, LOVE, PEACE, JOY, GRATITUDE, APPRECIATION, PAY IT FORWARD, BURNING BUSH, EXODUS, OLD TESTAMENT, NEW TESTAMENT. Students create their own word search puzzle. Hide the above words on the grid. Fill in any empty spaces with additional letters to hide the words. Teacher can copy the word searches and share with other religion classes. <a href="http://www.printfreegraphpaper.com/">http://www.printfreegraphpaper.com/</a></p> <p><b>Cartoon Strip</b> Draw a 6 frame cartoon strip that illustrates you donating your Exodus 3:14 money to the charity of your choice. How do they react? What does the ‘ripple’ of gratitude/appreciation look like?</p> <p><b>Game Board</b> Create a Who <b>I AM</b> game board that incorporates Exodus 3:14 and financial literacy. Who is your target audience? How will your audience be engaged in the blending of biblical information and money sense?</p> <p><b>Rap</b> Invite students to create a RAP that speaks of Moses, Jesus and their ideals of finances (smart spending, smart saving). Target your audience to the grade 9 students. Invite the grade 9 class to your class to hear the message. Celebrate your student success!</p>	

**Fun Food Fundraiser** – Who **I AM** Soup in a Jar (Minestrone Soup)

Provide students with Who **I AM** soup recipe. This would be a wonderful activity to do as a class to present to someone special, for students to make at home as a unique gift, or as a Social Justice fundraising idea. Place the ingredients inside a medium size (2 cup) mason jar and attach the recipe.



See attachment at end of 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.)

### Who I AM Makes A Difference Because Jesus Loves Me! Bank Account

Imagine that each morning your bank deposits \$86,400 in your private account for your use. What are the rules?

1. Everything that you didn't spend during each day would be taken away from you.
2. You may not simply transfer money into some other account.
3. You may only spend it.
4. Each morning upon awakening, the bank opens your account with another \$86,400 for that day.
5. The bank can end the game without warning and close the account. You won't receive a new one.

What would YOU do? You would buy anything and everything you wanted for all the people you love and care for because you couldn't possibly spend it all on yourself. You would try to spend every penny, and use it all, because you knew it would be replenished in the morning.

ACTUALLY, This GAME is REAL .... Each of us is already a winner of this \*PRIZE\*. We just can't see it. The PRIZE is \*TIME\*

1. Each morning we awaken to receive 86,400 seconds as a GIFT of life.
2. And when we go to sleep at night, any remaining time is NOT credited to us.
3. What we haven't used up that day is forever lost.
4. Yesterday is forever gone.
5. Each morning the account is refilled, but the bank can dissolve your account at any time WITHOUT WARNING...

What will YOU do with your 86,400 seconds? Those seconds are worth more than the same amount in dollars.

Remember to enjoy every second of your life. Time races by so much quicker than you think.

Take care of yourself, be happy, love deeply and enjoy life!

Start "spending".

**Who I AM... This or That**

Would you rather be able to read everyone's mind or be a forgiving person?

Would you rather be rich and ugly or poor and good looking?

Would you rather be 2 or 22 years old?

Would you rather be the smartest or most popular person you know?

Would you rather have one wish granted today or three wished granted in ten years?

Would you rather love and never be loved back or be loved but not love back?

Would you rather greet someone with warmth and love or greet them with a \$100 bill?

Would you rather be generous with your time or generous with your money?

Would you rather lie to the boss and join the party or work extra hours and miss the party?

Would you rather sing in the shower or sing in the rain?

Would you rather enter a hot dog eating contest or write a book report?

Would you rather lean on Jesus or lean on a friend?

Would you rather have knowledge of the bible or have knowledge of your boy/girl friend?

Would you rather be Jesus' mother Mary or Jesus' father Joseph?

Would you rather go back in time to Jesus' birth or 2013 years into the future?

Would you rather find the love of Christ or find 10 million dollars?

Would you rather end hunger or hatred?

Would you rather forgive or be forgiven?

Would you rather understand the 10 Commandments or be able to live the Beatitudes?

Would you rather get even with someone or get over someone?

Would you rather receive a message from an angel or a Disciple?

Would you rather be born in a manger or in a mall?

Would you rather be a character from the Old Testament or from the New Testament?

Would you rather travel anywhere in the world alone or have a family holiday?

Would you rather go to an amusement park or a family reunion?

Would you rather tell your friend a lie or tell your family a truth?

Would you rather pray as a family or holiday alone in Jasper?

Would you rather have a Dad that loved the Lord or a Dad who worked a lot of overtime?

Would you rather have a Mom who baked cookies or a Mom who volunteered at church?

Would you rather have 1 sister or 7 dogs?

Would you rather have a family that loved you or a family that had money?

Would you rather have a family meal together or a large screen t.v.?

Would you rather have the love of grandparents or the peace of solitude?

Would you rather have good friends or a good family?

Would you rather have a bedtime 'I love you' or a bedtime snack?

**Who I AM... Make a \$ Difference**

Beside each letter assign a financial dollar value from .01 – \$10.00

**\*DO NOT repeat financial values once they have been listed\***

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y/Z

Money is a magnetic energy. People are naturally drawn to it. You are a magnetic energy. Through your thoughts, feelings, resiliency and positive mental health attitude, you are emitting magnetic attraction that people are drawn too. The emotions of joy and happiness are powerful money magnets. Use joy and happiness to form your personal Who I AM story.

Write the bible passage **Exodus 3:14** on the lines.

---



---



---

Find the financial value to the entire bible passage. Use the back of this sheet for calculations. Be prepared to share your financial value with the class.

## Who I AM Makes A Difference Because Jesus Loves ME! SOUP

Who **I AM** Soup in a Jar 😊 PREPARATION TIME = 60 MINUTES      SERVINGS = 6–8

### INGREDIENTS

¼ cup red lentils

¼ cup split green peas

¼ cup barley

1/3 cup of beef bouillon powder

2 TBSP parsley flakes

3 TBSP onion flakes

1/3 tsp thyme and pepper

1 tsp basil

¼ cup alphabet pasta SECRET INGREDIENT = unconditional love, peace, joy

Gift Instructions – place all of the ingredients into the jar in the order provided so you have a layer effect. See picture provided. Create a personal label with the Cooking Instructions and the title – Who **I AM** Soup in a Jar

### Who I AM Soup in a Jar ~ COOKING INSTRUCTIONS

In a very large saucepan combine 8 – 10 cups of water, a 28 oz can of crushed tomatoes and soup mix. Add 2 chopped carrots, and 2 or 4 potatoes chopped.

Optional – add 2 cups of shredded cabbage. Bring to a boil, reduce heat, cover and simmer for one hour until peas are tender. Enjoy! *Thank you for being you!*



**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 12 - Lesson 8**

<p><b>Grade 12 Who I AM ... Lesson 8 The PRODIGAL SON</b></p> <p><b>CHURCH AND CULTURE</b> - “gratitude is contagious”</p> <p>Who <b>I AM</b> Makes A Difference Because Jesus Loves Me!</p>	
<p><b>Background</b>  <i>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. The beauty of our One God is His encouragement to celebrate life through unconditional forgiveness...blanketed by His unconditional love 😊</i></p>	
<p><b>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</b></p>	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b>  <b>CGE4e</b> - Sets appropriate goals and priorities in school, work and personal life  <b>CGE5f</b> - Exercises Christian leadership in the achievement of individual and group goals  <b>CGE7d</b> - Promotes the sacredness of life  <b>CGE7b</b> - Accepts accountability for one's own actions</p> <p><b><u>Religion Overall Expectation</u></b>                  Explain how Scripture can be used in analyzing and critiquing personal and social situations (Scripture 4<sup>th</sup> nugget)</p> <p><b><u>Religion Specific Expectation</u></b>                  Explain how the Scripture is God’s offer to transform lives (Scripture 4<sup>th</sup> nugget)</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of how Scripture can be used in analyzing and critiquing personal and social situations (Scripture 4<sup>th</sup> nugget)</li> <li>• Students will understand forgiveness through forgiving others and being forgiven.</li> <li>• Students will demonstrate an understanding of the Theological Virtue of Love as the core virtue of God.</li> </ul> <p><i>Success Criteria (possible suggestion)</i></p>

		<p><i>I will achieve success by demonstrating an understanding of love, forgiveness and using Scripture in personal or social situations through examining the characters of the parable of The Prodigal Son to witness the unique role each played in modeling love and forgiveness within a social situation.</i></p>
<p><b>Instructional Components</b></p>		
<p><b>Prior Knowledge and/or Skills</b>                  Forgiveness                  Luke 15:1-32</p> <p><b>Suggested Teacher Daily Reflection</b>                  Gus Lloyd 60 Second Reflections  <a href="http://guslloyd.com">http://guslloyd.com</a></p>	<p><b>Terminology</b>                  Prodigal                  Father / father</p> <p>Co-construct Success Criteria</p>	<p><b>Resources/Materials</b>                  Bibles/computers                  Prodigal Son Information                  Prodigal Son Teacher Notes                  Who <b>I AM</b> Exit Card                  Who <b>I AM</b> Conference Notes                  Who <b>I AM</b> The <b>U</b> in Jes<b>U</b>s</p>
<p><b>Prayer/Scripture Focus</b></p>		
<p>Loving God, the Great <b>I AM</b>, we thank you that you are always with us, helping us, guiding us, leading us and keeping us safe. We also thank you for the unconditional love that you give to us. We ask you to show us the special people in our lives to whom we should show our gratitude with our words and actions. Help us to be the best person we can be and to remember that, who we are makes a difference to others.</p>		
<p><b>Minds On</b></p>	<p><b>Approximately 10 Minutes</b></p>	<p><b>Assessment</b></p>
<p>Brainstorm the meaning to ‘prodigal’. Describe what a Prodigal Son or Daughter would look like or sound like in today’s modern society.</p> <p>As a class read Luke 15: 1-32 or watch the LEGO video of The Prodigal Son.  <a href="http://www.youtube.com/watch?v=F_FUlo3WngI">http://www.youtube.com/watch?v=F_FUlo3WngI</a></p> <p><b>Teacher Voice</b>                  “If you could be the father, the oldest son or the youngest son which would you be? Describe the Who <b>I AM</b> within your choice to your <b>elbow partner</b>. Does that</p>		<p>A brief conversation /question brings students to deeper learning of Who <b>I AM</b>...</p> <p>Project the image of</p>

<p>Who <b>I AM</b> description sound like you?"</p>	<p>Rembrandt's The Prodigal Son: <a href="http://www.rembrandtpainting.net/rembrandt's_prodigal_son.html">www.rembrandtpainting.net/rembrandt's_prodigal_son.html</a></p>
<p><b>Action</b></p>	<p><b>Assessment</b></p>
<p>Inquiry Learning – independent</p> <p><b>Teacher Voice</b>          “Rembrandt’s artwork connected to the parable of The Prodigal Son is deep in spiritual significance and faith meaning. From the size of the father’s hands to the darkness surrounding the older son, there is value and mystery in how Rembrandt portrayed the characters. Explore Rembrandt’s artwork connected to this parable further to reveal his interpretation of this infamous art. Pose a ‘wondering’ question and research the answer. Begin by re-reading the passage in Luke 15:1-32. Next search for images of Rembrandt’s The Prodigal Son. Examine his art closely. Research your question.” [See: <b>Teacher Notes</b>]</p>	<p>This lesson takes students to a higher level of thinking in connection to their personal Who <b>I AM</b> in relation to parable Who <b>I AM</b>.</p> <p>What is a parable?          A parable reveals and conceals a message or lesson.</p> <p><b><u>Oral Presentation:</u></b>  <b><u>anecdotal notes</u></b>  <b><u>digital recording (ipad)</u></b>  <b><u>Teacher/Student conference</u></b></p>
<p><b>Consolidation</b></p>	<p><b>Assessment</b></p>
<p><b>Teacher Voice</b>          “What is the Who <b>I AM</b> story in The Prodigal Son?”</p> <p>“How does the parable of The Prodigal Son connect to the Who <b>I AM</b>... message ‘gratitude is contagious’?”</p>	<p>Students connect to learning goal through Exit Card question</p>

“How were you treated or welcomed back during your Prodigal Son or Daughter moment?”

“How can positive mental health, spiritual wellness and the parable of The Prodigal Son be connected?”

Share the [See: **Who I AM Prodigal Son**] with students. Read together. Share student’s inquiry learning through oral presentation. Ask students in the audience for constructive criticism (1 positive comment followed 1 next step on post it).

**Exit Card**

What did you learn about yourself through the Who **I AM**... journey?

- Play this video while students reflect.  
<http://www.godtube.com/watch/?v=7PKZG7NX>

**THE BLESSING**

The Blessing is a powerful experience if you partner students together and they take turns reading Numbers 6:24-26 to each other OR listen & watch the video <http://www.youtube.com/watch?v=OyXA9Rf-p3Y>

Thank students for participating in the Who **I AM** Makes A Difference Because Jesus Loves Me! project.

Question Creation Chart

	What (event)	Where/When (situation)	Which (choice)	is
is (present)				
did/does (past)	<b>Remembering and Understanding</b>			
can (possibility)				
could (probability)	<b>Applying, Analyzing &amp; Creating</b>			
will/would (predictability)				
might (imagination)				

Use the Q-Chart to help with question starters. (above)



*The Return of the Prodigal Son*  
**Exit Card**

**Final Notes**

Extend the learning...

**1. The morning after the welcome home party? Luke 15:1-32**

What happens the morning after the party? Continue the story....

*The younger son awakes and notices that he is home, the ring is on his finger, and all is back to normal. Before he gets out of bed, his father enters with a friendly “Good Morning my son”. The younger son shakes his head to try to remember the details of how he got there. The father reminds his son of the party and the welcome home celebration. He continues by explaining how the younger son had sold the property his father had given him. The father then reveals that he had sent a man with his own money to buy back the property. The father gives the land deed back to the son, completing the cycle of unconditional love, forgiveness and celebration of love.*

Paying attention to four A’s: Admit, Apologize, Amend and Absolve, write an ending to the parable of the Prodigal Son that reflects the next morning and the interaction between father and both of his sons.

2. Watch the video of the Desiderata <https://www.youtube.com/watch?v=HDHoflDhAOo>  
How can the powerful message of the Desiderata be connected to the passionate message of 'gratitude is contagious' found in the Who **I AM** Makes A Difference Because Jesus Loves Me! project?
3. Choral Read the poem *Who I AM... Through The U IN JESUS* [See: **Who I AM...Through The U In Jesus**]
4. Watch the YouTube video of '*Stand By Me*' Bono/Bruce Springsteen. How are we called to stand by each other through our Christian faith? Where can you see the 'stand by me' thinking in the Parable Story?

## The Prodigal Son Luke 15:1-32

### **Background**

The prodigal son's request for his share of inheritance was a statement that he wished his father dead. Early Jewish law stated that the firstborn son would inherit twice as much as any other heir. A father was expected to retain total control of his property as long as he was alive. For the father in Luke's Gospel to give his younger son an early inheritance was an act of extreme generosity. If a father did decide to give his property and money to a son prior to his death, Jewish law also forbade the son from selling the property while his father was still alive.

### **Rembrandt's Prodigal Son**

One of the best known renditions of the Gospel story of the Prodigal Son is the painting by Dutch artist, Rembrandt van Rijn. He was the son of a Dutch Reformed father and a Catholic mother. Religious themes constitute nearly a third of his work. Rembrandt created *The Return of the Prodigal Son* near the end of his life, at a time when he was living near poverty. The painting became the inspiration for a book by Dutch theologian, Fr. Henri Nouwen.

### **Inspiration**

In the parable of the Prodigal Son, it's all about what the father did. He loved his child. He loved him even while he was far away. He loved him even while he was straying in a sinful lifestyle. The father's unconditional love was his gift to the son - initially the son rejected it. Upon the son's return, the gift he gave his father was an open heart to receive the unconditional love that had always been available.

When we don't use our gifts or talents that God has blessed us with, we are like the son who ran away and wasted all his money. We are like the older son when we are envious of how God treats other people. God is the father in this story. He lets the younger son make his own choices. He loves him regardless of his actions or his choices. God desires for His son to return home and be sorry. He patiently waits ready to forgive.

## Rembrandt's *The Return of the Prodigal Son* ~ Teacher Notes

1. The yellow brownish colour of the son's clothing in contrast to the rich vibrant red of his father's garments (the son's rags represent the great misery he has seen)
2. Compassionate embrace (inner brokenness, surrounded by outward compassion)
3. The younger son (represents the rebellious nature within each of us)
4. The father touching the son (everlasting blessing, unconditional love, eternal forgiveness)
5. The son resting his head against his father's chest / heart (everlasting peace)
6. Leaving home (ignoring the truth)
7. The son's head is shaven (he is a prisoner)
8. Cloak of the father (represents dignity, status)
9. Son's left foot is scarred, right foot broken sandal (suffering, misery)
10. The son's short sword (one last piece of dignity, his badge of nobility)
11. Seated man (represents sinners)
12. Tall standing man (the older brother)
13. Light on the tall standing man - elder son - is cold, light on the father is luminous warmth
14. Father and son (God / humanity, compassion / misery, complete circle of love)
15. Father's face (represents both mother and father)
16. The father's hands (one stronger, larger and open represents the strength of the father, the other hand represents the compassion, gentleness of a motherly love)
17. The father's open red cloak (inviting a warm welcoming place to rest)

**Who I AM – Exit Card**

What did you learn about yourself through the Who I AM... journey?

**Who I AM... Exit Card**

What did you learn about yourself through the Who I AM... journey?

**Who I AM... Exit Card**

**The Prodigal Son Inquiry Learning**

Three blessings of your presentation:

- 1.
- 2.
- 3.

One talent to develop for the next time:

A.

**Who I AM...** Teacher/Student Conference

**The Prodigal Son Inquiry Learning**

Three blessings of your presentation:

- 1.
- 2.
- 3.

One talent to develop for the next time:

A.

**Who I AM...** Teacher/Student Conference

## Who I AM...Through The U in JesUs

Before U were thought of or time had begun,  
God stuck U in the name of His Son.  
Each time U pray, you'll see it is true,  
You can't spell out JesUs and not include U.  
You're a pretty big part of His wonderful name,  
For U, He was born; that's why He came.  
His great love for U is the reason He died.  
It even takes U to spell crUcified.  
Isn't it thrilling and splendidly grand  
He rose from the dead, with U in His plan?  
The stones split away, the gold trumpet blew,  
and this word resurrection is spelled with a U.  
When JesUs left earth at His upward ascension,  
He felt there was one thing He just had to mention.  
"Go into the world and tell them it's true  
That I love them all – Just like I love U."  
So many great people are spelled with a U,  
They have a right to know JesUs too.