

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 3rd nugget)

Religion Specific Expectation

Demonstrates a knowledge of religious worship as a human response to the presence of a sacred reality (Prayer 1st nugget)


Learning Goals

- Students will understand the importance of worship within Christianity and Aboriginal Spirituality (Prayer 3rd 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		
Prior Knowledge and/or Skills Exodus 3:14	Terminology - youtube 1. Crowder – I AM http://www.youtube.com/watch?v=JRImfOy1SJ4 http://www.youtube.com/watch?v=cH_LLGiE0f0 2. Eddie James – I AM http://www.youtube.com/watch?v=eHz2_HLw7fg&feature=kp 3. Mark Schultz – I AM http://www.youtube.com/watch?v=hILaSh78yHQ 4. North American Aboriginal Worship https://www.youtube.com/watch?v=XPpox70YteU&noredirect=1	Resources/Materials 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 I AM Music Assignment Who I AM Music Reflection
Prayer/Scripture Focus		
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		
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 http://www.youtube.com/watch?v=JRImfOy1SJ4 http://www.youtube.com/watch?v=cH_LLGiE0f0		A brief visual presentation intended to bring students into the learning.

Teacher Voice “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.”	<u>Anecdotal / observations</u>
Action	Assessment
[See: Who I AM Music Assignment]	Student thinking is revealed through music and connections to God.
Consolidation	Assessment
[See: Who I AM Music Reflection] Students will self-assess through an anonymous reflection that will aid them in connecting to their inner spiritual wellness.	Students are supported with making connections to the learning goal. <u>Anecdotal / observations</u>
Final Notes	
<p>Extend the lesson:</p> <p>Read the lyrics to both songs and dig deep for the message of Who I AM..., 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 I AM...</p> <p>https://www.youtube.com/watch?v=CmwvnL8zS9I (<i>I still haven't found what I'm looking for</i> – Bono and Bruce Springsteen)</p> <p>http://www.youtube.com/watch?v=Je_24df8BZs (<i>Who I am with you</i> – Chris Young)</p> <p>http://www.youtube.com/watch?v=Jd9zYKLepCw (<i>Who I am</i> – Jessica Andrews)</p> <div data-bbox="1117 1600 1481 1885">  </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
Knowledge and Understanding - 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.
Thinking - 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
Communication - 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
Application - 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:*

- _____
- _____
- _____