

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 5th nugget)

Religion Specific Expectation

Describe how Scripture and Catholic Teaching inform conscience and moral decision-making (Morals 6th nugget)


Learning Goals

- Students will apply Church teaching to contemporary ethical and moral issues (Morals 5th 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

		connection of Jesus to the Who I AM message through reflecting on Who, Where, When, Why and How Jesus' I AM is mentioned.
Instructional Components		
Prior Knowledge and/or Skills Co-construct Success Criteria based on Learning Goal Suggested Teacher Daily Reflection Gus Lloyd 60 Second Reflection http://guslloyd.com	Terminology I AM – God I AM – Jesus I AM – ME!!!	Resources/Materials Computers/internet Bibles / CCC /Textbooks Dig in Deep 'I AM' Who I AM rubric Who I AM Exit Card
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
Teacher Voice “The phase 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. 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 I AM . The voice attached to the New Testament I AM is Jesus. He models unconditional love, forgiveness, and celebration of life. God introduced us to the Ten Commandments through His chosen one, Moses.		A brief conversation to bring students into learning about the magnitude and value of the I AM within scripture. <u>Anecdotal notes/ observations</u>

<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: ‘How would you introduce yourself to God?’” (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: What are three things about Who You Are that you want to bring to God’s attention? ” (allow time for sharing)</p> <p><u>I AM</u>... [See: Dig in Deep ‘I AM’]</p>	 <p>Inside / Outside circle</p>
Action	Assessment
<p>Students are presented with their <u>I AM</u> partner assignment. This is a work session which allows them the opportunity to dig in deep and reveal the meaning and message of Jesus’ <u>I AM</u> through the New Testament teaching. Allow time and guidance for students to freely explore the many opportunities for <u>‘I AM’</u> learning.</p> <p>The underlining message to the <u>‘I AM’</u> is that each of us is uniquely crafted, sculpted, and formed. Our inner beauty and our outer beauty is testament to our own personal <u>‘I AM’</u> story. We are a priceless gift to others.</p> <p>Through God first introducing us to His <u>‘I AM’</u> and Jesus continuing the story, our <u>‘I AM’</u> 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><u>Who I AM rubric</u></p> <p><u>I AM... Possible Suggestions:</u> 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>
Consolidation	Assessment
<p>Teacher Voice</p> <p>“Please answer one of the following questions on an Exit Card.</p> <p>1. What positive mental health attitude message does Jesus offer us through His <u>‘I AM’</u>?</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	
<p>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!</p> <div data-bbox="175 732 1481 1255"></div> <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 & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)</p>	

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 outreach 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
Catholic Graduate Expectations: 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 CGE Notes:	Demonstrated considerable understanding of CGE CGE Notes:	Demonstrated some understanding of CGE CGE Notes:
Knowledge and Understanding - Subject-specific content acquired (knowledge), Comprehension of its meaning and significance (understanding)	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.	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.	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.
Thinking - The use of critical and creative thinking skills and/or processes	The student's skit demonstrates creative thinking and processing skills with a high degree of effectiveness.	The student's skit demonstrates creative thinking and processing skills with considerable effectiveness.	The student's skit demonstrates creative thinking and processing skills with some degree of effectiveness.
Communication - The conveying of meaning through various forms	The skit clearly expresses Jesus' I AM message with a high degree of effectiveness.	The skit clearly expresses Jesus' I AM message with considerable effectiveness.	The skit clearly expresses Jesus' I AM message with some degree of effectiveness.
Application - The use of knowledge and skills to make connections between Religious Education/Mental Health & Wellness and the world outside the school	The skit shows precise connections between Jesus' I AM, resiliency and positive mental health wellness with a high degree of effectiveness.	The skit shows precise connections between Jesus' I AM, resiliency and positive mental health wellness with considerable degree of effectiveness.	The skit shows precise connections between Jesus' I AM, resiliency and positive mental health wellness with some degree of effectiveness.

Teacher comments _____

Who I Am – Exit Card

Who I AM... Exit Card



Who I AM... Exit Card

