


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	
<p>Background:</p> <p>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.</p>	
	
Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><u>Ontario Catholic School Graduate Expectations</u></p> <p>CGE1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>CGE1j: 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 redemption.</p> <p><u>Religion Overall Expectations</u></p> <p>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.</p> <p>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.</p> <p><u>Religion Specific Expectations</u></p> <p>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.</p>	<p>Learning Goal:</p> <ul style="list-style-type: none"> • Students will learn how media texts are created. • Students will learn how to create their own media text in the form of a billboard promoting an exciting new product. • Students will understand that God wants us to love one another and forgive those who may hurt our feelings.

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		
Prior Knowledge The ideas presented in the text are the basis for the product the students will be creating and promoting.	Terminology Media Audience Target Product Slogan Tag line	Resources/Materials - Mentor Text: <u>You Are Special</u> - BLM “Who Am I? Memory Match” - BLM “Billboard examples” - BLM “Zest Ad” - BLM “Media triangle for Zest” - BLM “Billboard Tips” - BLM “Media triangle for À Dieu” - BLM “Billboard” template - BLM “Success Criteria for Billboard” - BLM “Feedback and Feed Forward” - Colouring pencils
Prayer/Scripture Focus		
Ephesians 2:10 For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.		
Minds on	Approximately 5 Minutes	Assessment
It is advisable that the memory match cards used for this minds on activity be ready to go prior to this lesson. 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.		

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 <u>À Dieu</u>. 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>


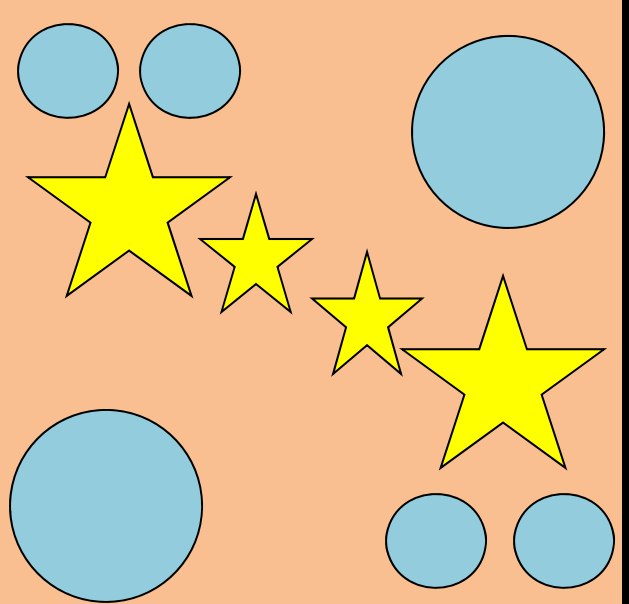

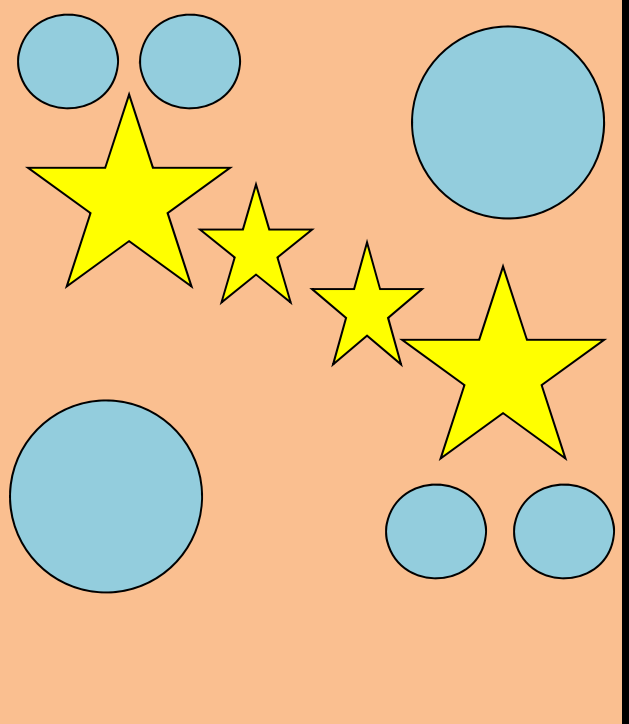
<p>“The quicker picker-upper” for Bounty paper towel</p> <p>“Just Do It” for Nike</p> <p>“Betcha can’t just eat one” for Lays potato chips</p> <p>“Got milk?” for milk</p> <p>“Let’s examine the billboard for the perfume company Zest.”</p> <p>Complete the media triangle on the Smart board or on chart paper. Start with the text. “What words are used to sell the product? (You’re not fully clean unless you’re Zestfully clean!)” Scribe the answer under the text section. Next, look at the production. “Where might this ad have appeared?” Write the word “billboard” under the production section. Last, examine the audience. “Who might buy this product? Who are the makers of this product trying to sell this perfume to?” Write the age group under the audience section.</p> <p>Pass one copy of the BLM Media Triangle to each student. Instruct them to fill out all three sections of the handout for the planning of their billboard ad. Review the billboard design tips and the success criteria for this project. Ensure the sample, the tips and the success criteria are posted for them to refer to.</p> <p>“You have become makers of a special soap that you must now promote. Remember to use a catchy tag line to grab your audience’s attention. Who do you think your audience will be? What colours might you use to make your billboard get noticed?”</p> <p>Provide the students some feedback and feed forward using BLM “Feedback and Feed Forward” so they may know what their strength was and that they may garner some concrete ways to improve their media literacy assignment.</p>	
<p>Consolidation</p> <p>Approximately 5 Minutes</p>	<p>Assessment</p>
<p>Come together to share the billboards that were created. Gather their thoughts on how they imagine the Wemmick’s world now that everyone is washing with “À Dieu”. “What might the Wemmicks be saying to one another? Who might benefit from the change? What might Eli say if he saw the change in his people? Would God say something similar?”</p>	

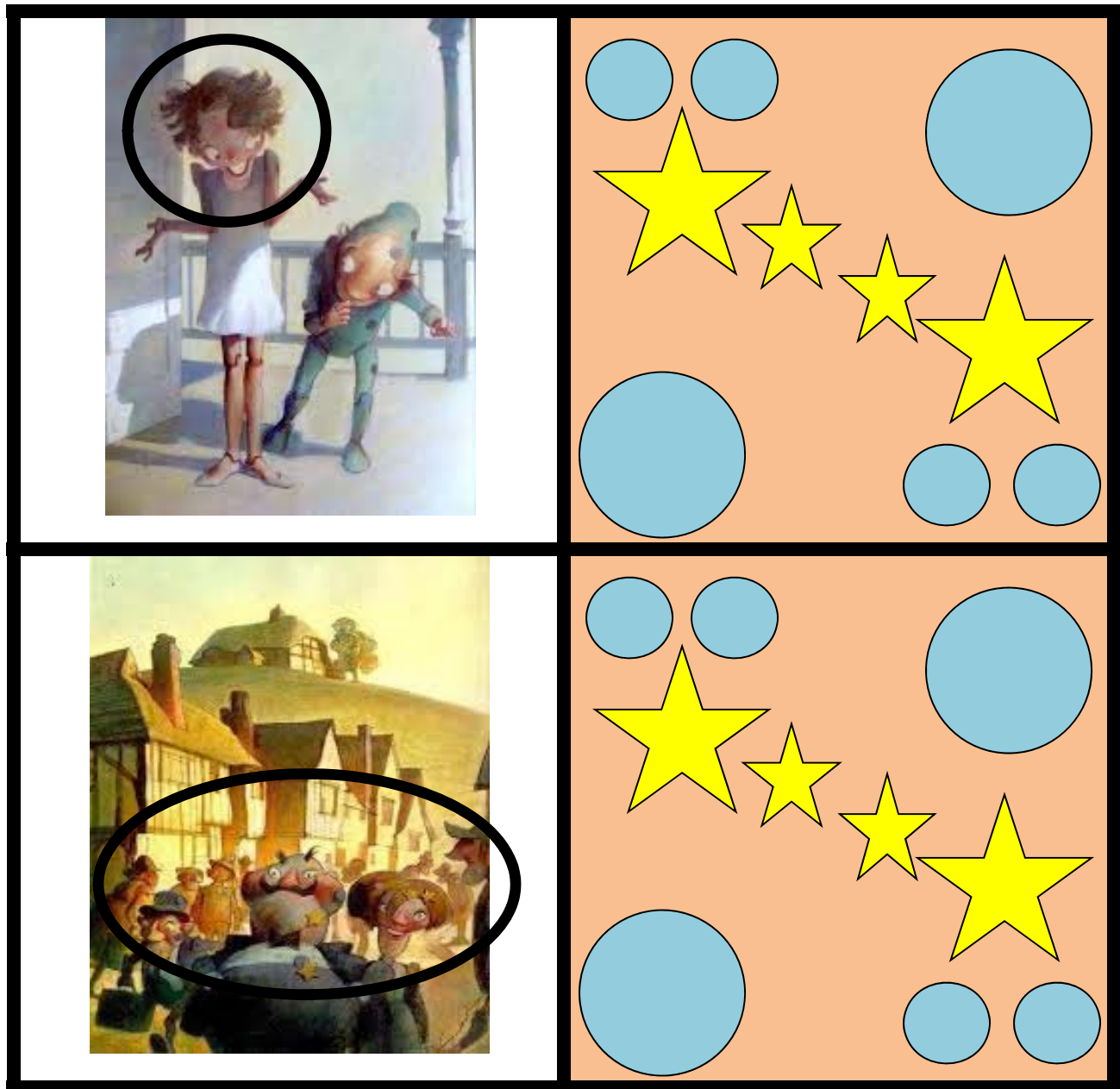
Final Notes

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.

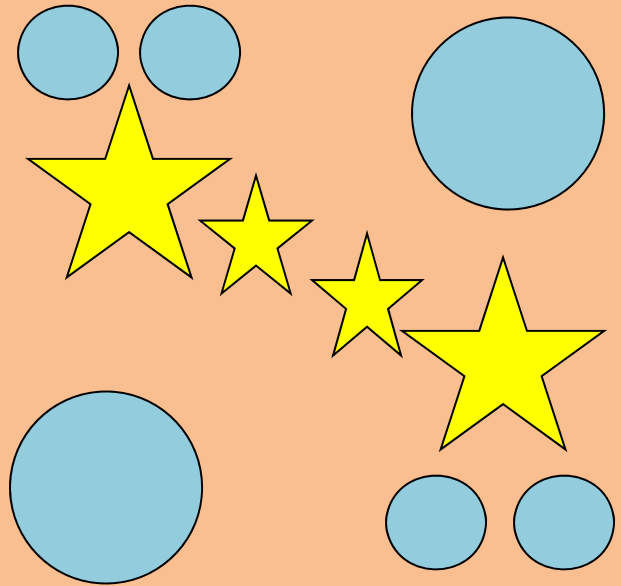
Math Extension: A price could be added to the product and students could practice making change and figuring out the amount for multiple purchases.

"Who Am I?" Memory Match

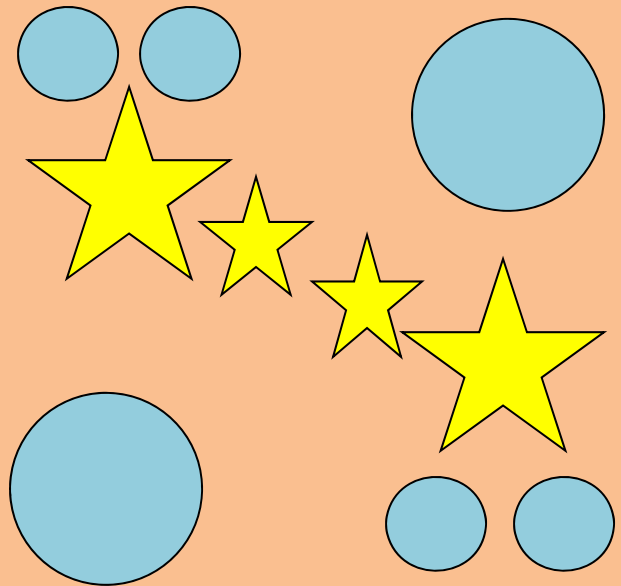
	
	



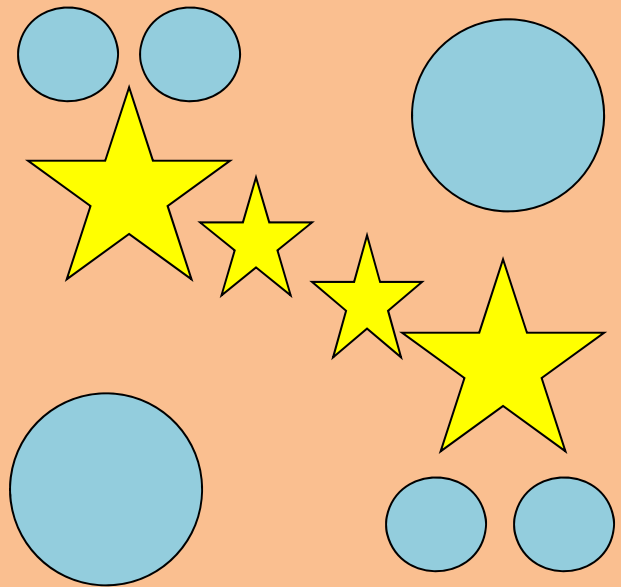
I got rid of
all my dots by believing
that I am special. I forgave
the other
Wemmicks.



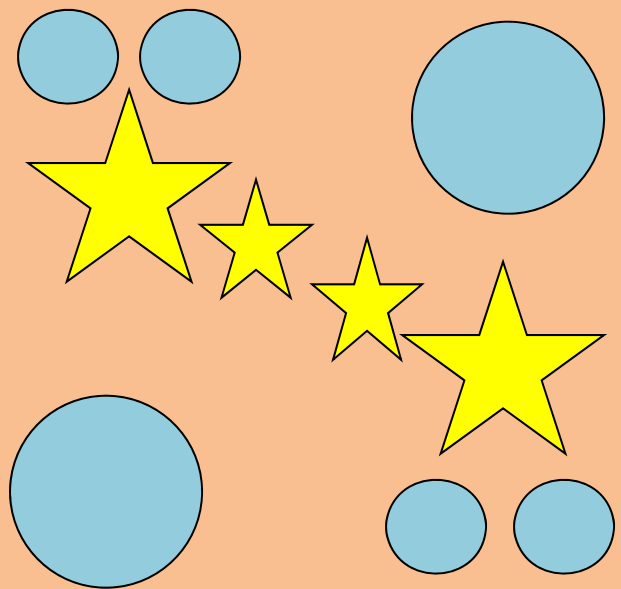
I became Punchinello's
friend
because I think he's
neat. I help guide other
Wemmicks toward
the Maker.



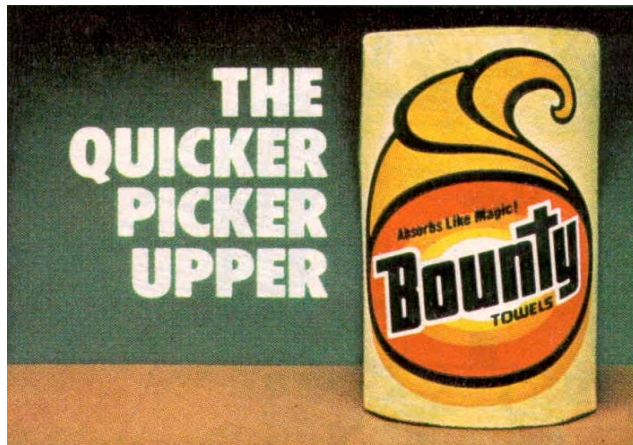
I continue to make
beautiful creations.
My wish is that they
are happy and love
one another.



We follow God's law of Love.
We celebrate our uniqueness
and we make
sure everyone feels
special.



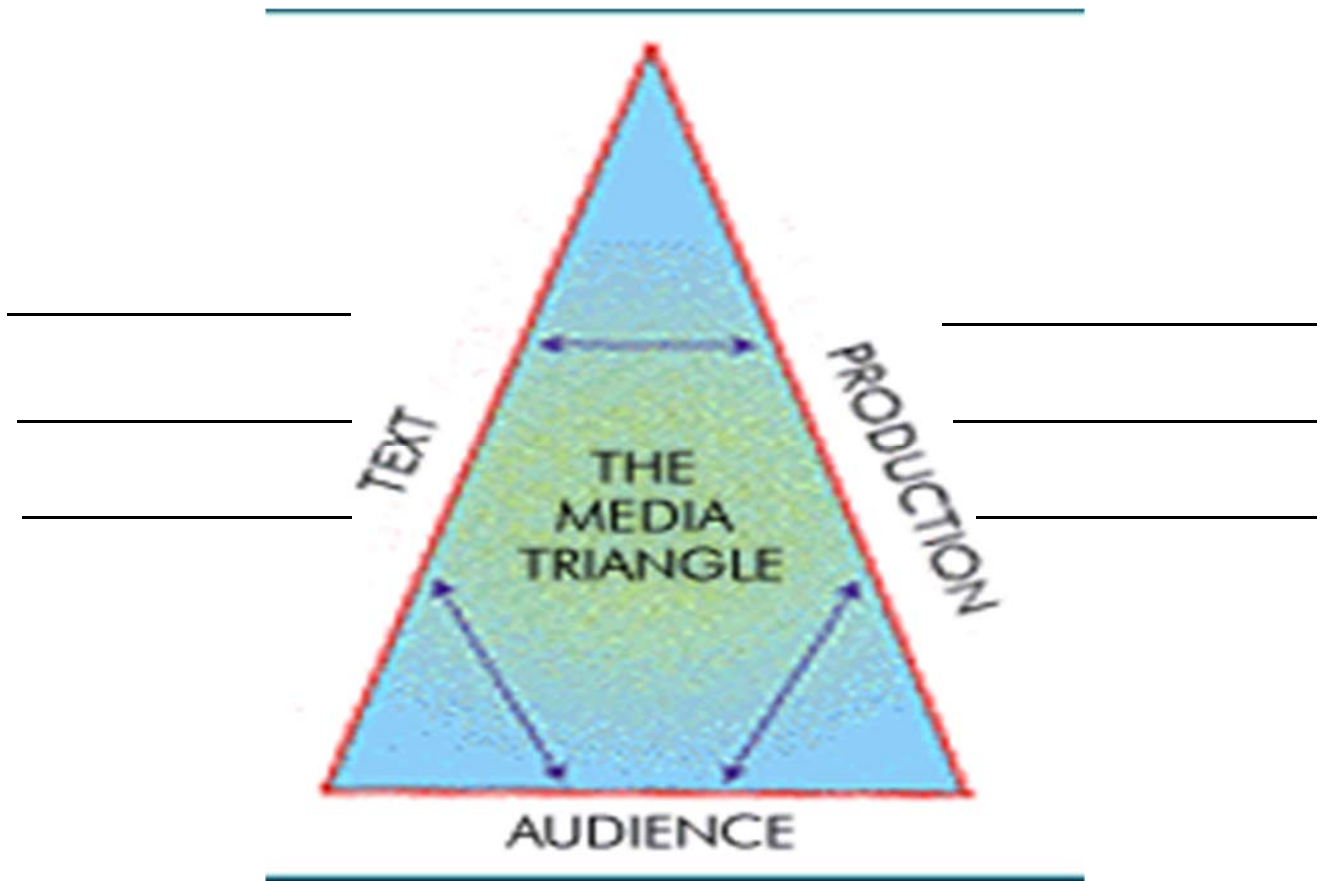
“Billboard Examples”



"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.

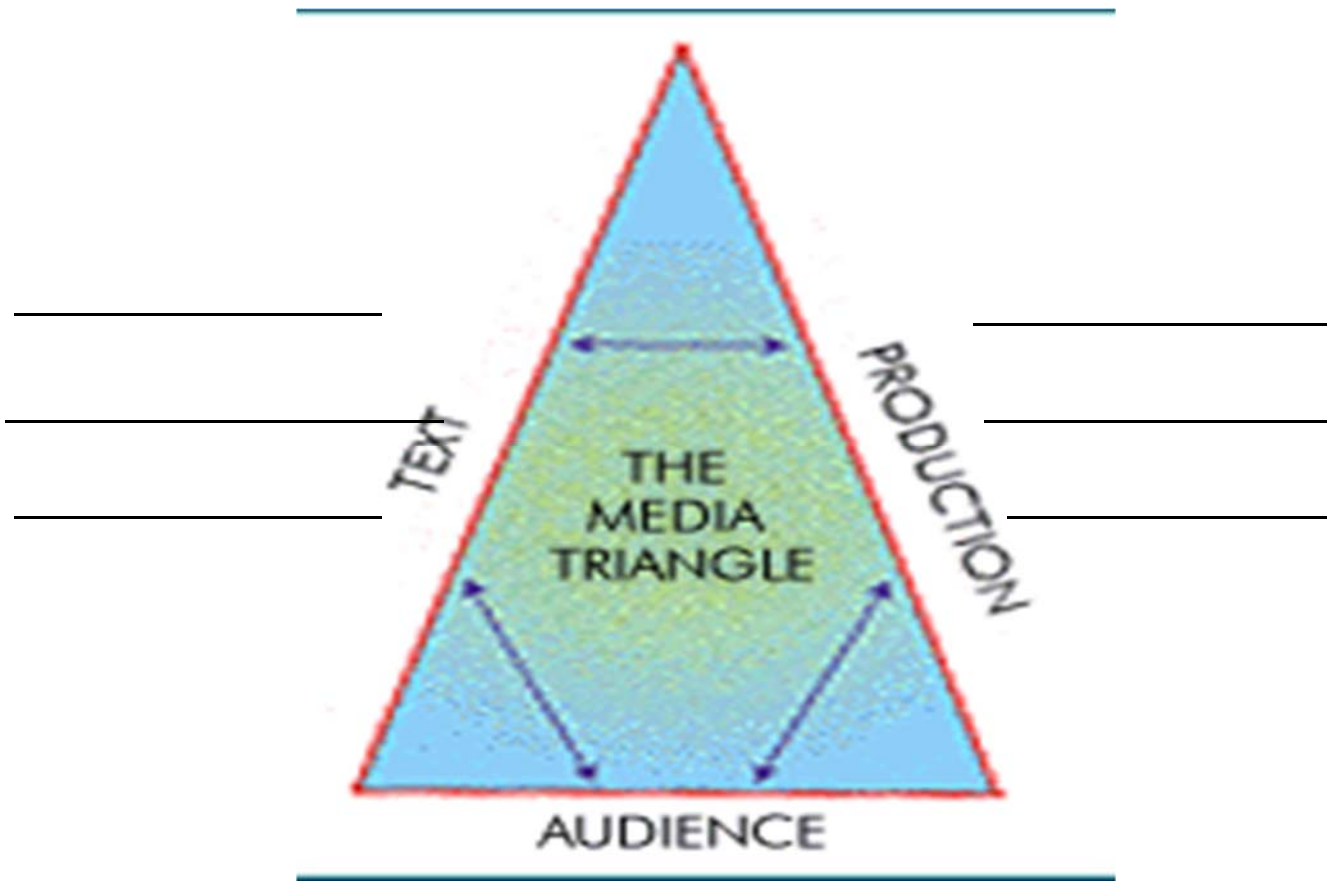
3. Simple and Easy to Read Writing

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.

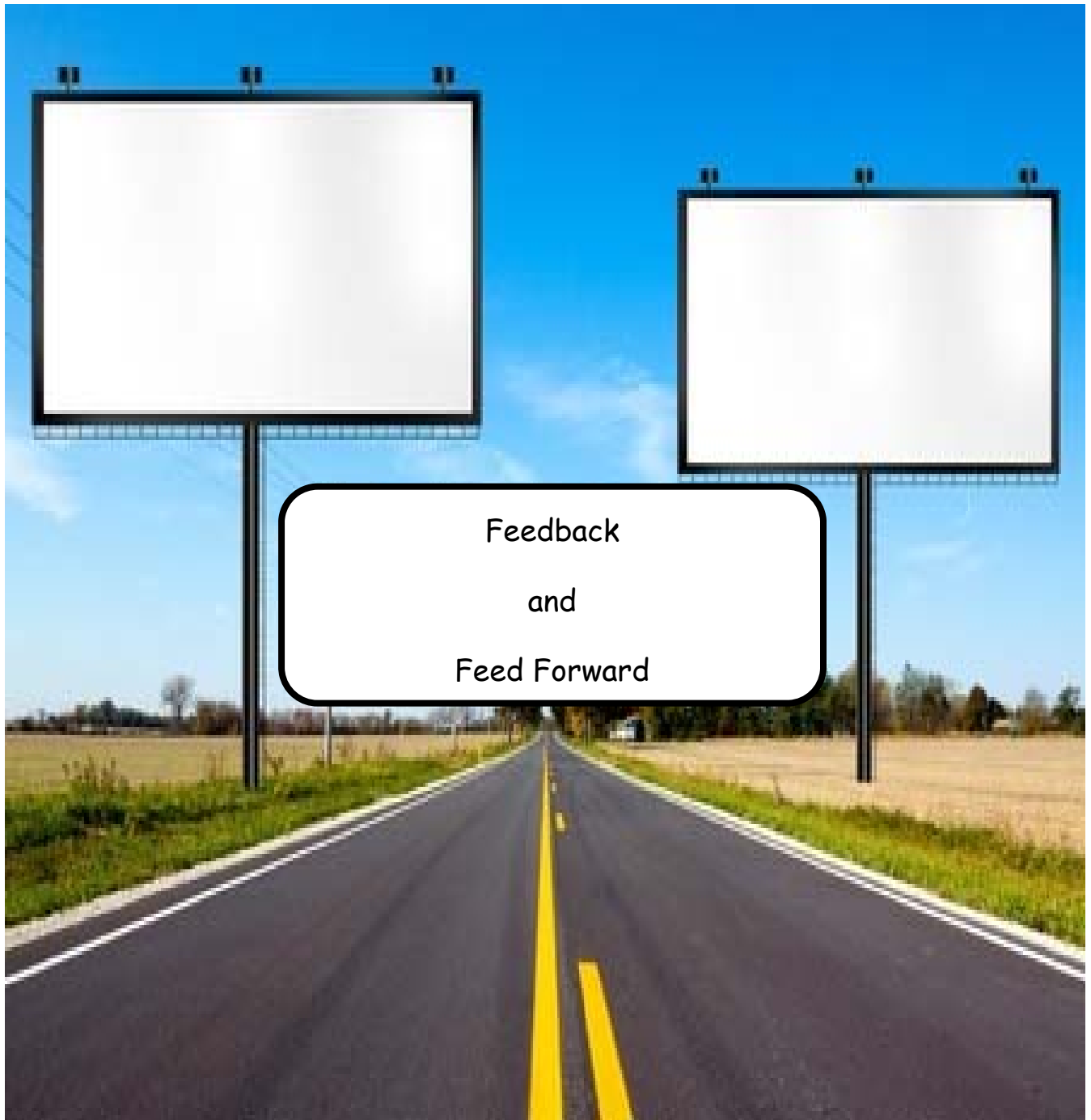
“Media Triangle for À Dieu”



“Billboard Template”



“Feedback and Feed forward”



"Success Criteria for Billboard"

