


**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	
<p><b>Background:</b></p> <p><i>You Are Special</i> 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!</p>	
	
Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><b>Ontario Catholic School Graduate Expectations</b></p> <p><b>CGE1d:</b> Develops attitudes and values founded on Catholic <b>social teaching</b> and acts to promote social responsibility, human solidarity and the common good.</p> <p><b>CGE1e:</b> Speaks the <b>language of life</b>..."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>CGE4a:</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p><u>Religion Overall Expectation</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><u>Religion Specific Expectations</u></p> <p>CL1.3: Identify ways we encounter the presence of God (<i>i.e. in the created world, in other human beings and in Jesus Christ</i>) and explain what these encounters teach us about how we experience and share in God's love (<i>i.e. healing, forgiveness, strength</i>).</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</p>	<p><b>Learning Goal:</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 special gift to share with the world.</li> </ul>

<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><b>1.</b> 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><b>1.6</b> 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><b>1.5</b> 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>		
<p><b>Instructional Components</b></p>		
<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</p> <p>Unique</p> <p>Pride</p> <p>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>
<b>Prayer/Scripture Focus</b>		
<p><b>Psalm 139:13-14</b></p> <p>“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.”</p>		
<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></p> <p>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?”</p> <p>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>Approximately 5 Minutes</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!"

