

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 1st 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 5th nugget)

Learning Goals

- Student’s will describe the moral codes and key moral precepts in various world religions (Christianity and Aboriginal Spirituality) (Morals 1st 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		
Prior Knowledge and/or Skills Use the rubric/learning goal to co-construct Success Criteria. <u>Suggested Teacher Daily Reflection</u> Gus Lloyd 60 Second Reflections http://guslloyd.com	Terminology The Creator Communicate Collaborate Creativity Critical Thinking	Resources/Materials 1. Jesus was many things... 2. The Golden Rule handout 3. Who <u>I AM</u> ...Aboriginal Spirituality handout 4. Course textbook Who <u>I AM</u> Soup in a Jar
Prayer/Scripture Focus		
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, 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
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: Jesus was many things to many people...]		A brief movement activity that is intended to bring students into the learning of today's lesson.
Action	Approximately 50 Minutes	Assessment
Questions to a classmate 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. Instant Challenge (7 small groups) 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.		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>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.</p> <p>[See: Who I AM...Aboriginal Spirituality Instant Challenge]</p>	 <p><u>Who I AM rubric</u></p>
Consolidation	Assessment
<p>Approximately 10 Minutes</p> <p>Make seven groups. Save the 8th section to complete as a class.</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.</p> <p>[See: The Golden Rule]</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><u>Anecdotal/observation</u></p>
Final Notes	
<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"> Fully rely on Learning Goal and Success Criteria to navigate student's understanding. <p>Extension</p> <p>Read "Knots on a Counting Rope" by Bill Martin Jr.</p> <p><i>FYI – learning in a 21st century classroom involves: collaboration, communication, creativity, critical thinking.</i></p>	



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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 21st 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 21st 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 new 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 😊



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