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| **FYDP I**  **Module 16** | **C:\DOCUME~1\RODILI~1\LOCALS~1\Temp\msohtmlclip1\01\clip_image001.gif** | **WHO AM I?**  **The Four Basic Truths**  Friday, April 29, 2011  9:03 PM |

**PERFORMANCE OBJECTIVES:**

For the students to:

1. Gain a vantage point on their being the Imago Dei (God–image), on their giftedness, and to see themselves deeply and embrace the truth of who they really are.
2. Identify guideposts and landmarks as they respond to the call to become their truest or authentic self.

**GROWTH INDICATORS:**

At the end of the session the students are expected to have:

1. articulated the different images that they have formed for themselves.
2. shared their feelings and insights in the challenges for authenticity: “becoming my true self.”
3. explained who they really are in light of the four basic truths.

**GOAL:**

1. **Gain a vantage point on their being the Imago Dei (God–image), on their giftedness,**

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| UNIT | TOPIC | Learning Intent  (objectives) | Learning Episode  (Strats/Actv) | Learning Experience  (Assessment) |
| M16 | **WHO AM I?**  **The Four Basic Truths** | * 1. articulate the different images that they have formed for themselves by labeling thought balloons. | * 1. **Act A: Song Analysis** (Reflection) |  |
|  |  |  | * 1. **Act B1: Thought Balloons** | Rubric on Thought Balloon Activity |
|  |  |  | * 1. Small group sharing (3-5) |  |
|  |  |  | * 1. Input about the sharing of the students on Act B. |  |
|  |  | * 1. share their feelings and insights in the challenges for authenticity: “becoming my true self” by synthesizing small group’s discussion. | * **Act B1: Big group sharing**   (1 rep per group) | Checklist on feelings and insights. |

1. **Relate themselves deeply as they embrace the truth of who they really are.**

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| UNIT | TOPIC | Learning Intent  (objectives) | Learning Episode  (Strats/Actv) | Learning Experience  (Assessment) |
| M16 | **WHO AM I?**  **The Four Basic Truths** | 1. Write a reflection about who they really are by using his or her images/ideas/labels discovered in the previous activity in light of the four basic truths. | * 1. Input: The 4 Basic Truths   2. **Act C: Sorting the Thought Balloons** | Rubric on the 4 Basic Truth |
|  |  |  | * 1. Synthesis: 2 or 3 students volunteer their insights and the guide wraps up the session.   2. Closing prayer/song |  |

ACTIVITY B1:

I am…

Fill the thought balloons with words that describe you as a person.

I am…

I am…

I am…

I am…

I am…

I am…

I am…

I am…

I am…

I am…

I am…

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| **Title :** | **Activity B1 THOUGHT BALLOON Rubric** |
| **Description** : |  |
| **Instructions** : |  |
| **Type of Assessment** : |  |
| **Total pts:** | **8** |

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| PART I: Thought Balloon Labeling | | | | |
| **Items\Scores** | **4** | **3** | **2** | **1** |
| Labels or characteristics | Labeled 9-10 thought balloons | Labeled 7-8 thought balloons | Labeled 4-6 thought balloons | Labeled 1-3 thought balloons |
| PART II: Journal Entry | | | | |
| **Items\Scores** | **4** | **3** | **2** | **1** |
| Components:   1. images 2. Origin of images 3. Realization 4. discovery | Presented all 4 components | Presented 3 out of 4 components | Presented 2 out of 4 components | Presented 1 out of 4 components |

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| **Title :** | **Activity B2 (Big Group Sharing) Checklist** |
| **Description** : | A checklist used by teachers to assess students as they share their feelings and insights as a group in the challenges for authenticity: “becoming my true self” by synthesizing small group’s discussion. |
| **Instructions** : | Use this checklist to observe and record students’ critical thinking skills and oral presentation in expressing their feelings and insights to the class. The group must choose one representative to present to the class the summary of the group members’ feelings and insights. The group must come up with at least 2 feelings and 2 insights. |
| **Type of Assessment** : | Critical thinking and Oral Presentation |
| **Total pts.** | 3 |

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| **Criteria** | **Observed** | **Not Observed** | **Comment** |
| **Critical Thinking** |  |  |  |
| * 1. The group explains 2 feelings in detail. (1 pts) |  |  |  |
| 1. The group shares 2 insights in detail. (1 pts) |  |  |  |
| **Oral Presentation** |  |  |  |
| * 1. The presenter speaks clearly and concisely. (1 pts) |  |  |  |

**ACTIVITY C SORTING Activity Sheet**

1. Sort your thought balloons according to the four basic truths.

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| 1. **God’s Image** | 1. **God wants us to enjoy life** | 1. **God ‘s desires & plans for us** | 1. **The truth** | 1. **Opportunity for growth** |
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1. Write two reflection points about what you have discovered in the sorting activity.

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| **Title :** | **Activity C: (Sorting the Thought Balloon) Rubric (see activity sheet)** |
| **Description** : | A Rubric used by teachers to assess students as they sort their thought balloons according to the 4 Basic Truths. |
| **Instructions** : | Use this Rubric to observe and record students’ critical thinking skills as they sort their thought balloons according to the 4 Basic Truths. The checklist will also help the teacher rate the content of the student’s reflection about what they have discovered in the sorting activity. |
| **Type of Assessment** : | Critical thinking |
| **Total pts.** | 4 |

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| **Criteria** | **2 pts** | **1 pt** | **0 pt** |
| 1. The Student is able to sort his/her thought balloons according to the 4 basic truths | The student **completely sorted** all his/her thought balloons | The student partially sorted all his/her thought balloons | The student did not sort all his/her thought balloons |
| 1. Content of the Reflection | The student was able to **cite** at least two refection points | The student was able to cite at least one refection point | The student did not cite any refection point |

SUMMARY OF ACTIVITIES:

**Activity B1 THOUGHT BALLOON Rubric 8 pts**

**Activity B2 (Big Group Sharing) Checklist 3 pts.**

**Activity C: (Sorting the Thought Balloon) Rubric 4 pts**

**Total 15 pts.**