

**Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

**CR8.1**

View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).

- (a) View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

**CP8.10**

Create visual artworks that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

Use inquiry in visual art to express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability):

- Generate key questions to guide inquiry (e.g., How could we represent through visual art the devastating effects of poverty or racism?).
- Collaborate with other students to develop a plan to guide inquiry.
- Collaborate with other students to determine how to document the creative process.

**Key Understandings: ('I Can' statements)**

- I can explain the significance of the term good news in the Christian faith and understand why it is linked to feelings of joy
- I can analyze the biblical story of the shepherds and explain how it contributes to the themes of joy and hope in the Christian faith.

**Essential or Key Questions:**

- What is the significance of the term "good news," and why is it often associated with joy in the context of the Christian faith?
- How does the biblical story of the shepherds receiving the news of Jesus' birth contribute to the overall theme of joy and hope?
- What elements of the Nativity story resonate with you, and why did you choose a particular scene for your visual representation?
- In what ways can the message of the Good News of Great Joy be relevant in today's world, and how might it inspire positive actions and attitudes?

<ul style="list-style-type: none"> <li>- I can identify and discuss the elements of the Nativity story that resonate with me, and I can explain my artistic choices in representing a specific scene</li> <li>- I can articulate ways in which the message of the Good News of Great Joy remains relevant today, and I can explore how it might inspire positive actions and attitudes.</li> </ul>	
<p><b>Prerequisite Learning:</b></p> <ul style="list-style-type: none"> <li>- Know the meaning of joy</li> <li>- Explain what it feels like to receive great news</li> </ul>	
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>- Think-Pair-Share: After introducing the concept of "good news" and the biblical passage story, ask students to think individually about what the term means to them. Then, have them pair up to discuss their thoughts before sharing with the whole class. This encourages reflection and peer discussion.</li> <li>- Partner reading</li> <li>-</li> </ul>	
<p><b>Stage 2: Determine Evidence for Assessing Learning</b></p>	
<p>Formative assessment: Acting the 3 parts of the story in their group and then reflecting by what receiving good news means to them by creating a word cloud</p>	
<p><b>Stage 3: Build Learning Plan</b></p>	

**Set (Engagement):      Length of Time: 15 minutes**

I will start the lesson by having a class discussion thinking about what good news is, how do we feel when we receive good news. Have volunteers share some of their stories when they have received good news and how they feel.

**Development                      Length of Time: 30 minutes**

After discussion, the class will be told to get the Growing In Faith, Growing In Christ book, I will have students read the selected Bible passage in pairs. After all pairs have finished reading the short story, I will lead a class discussion on the key elements of the story, emphasizing the angel's message, the shepherds' reaction, and the significance of the birth of Jesus. Encourage students to ask questions and share their thoughts on why this event is considered good news. I will then ask volunteers to summarize the story in parts ( Beginning) (middle) and (conclusion). After the 3 parts of the story are summarized I am going to put the class into 6 groups of 5 people and if all students are there that day then 2 groups would have 2 extra people. The groups are in charge of re-creating the short story in the 3 different scenes. There will be a timer set for 15 minutes for groups to prepare their skit by acting it out with no talking. Each group will get the chance to present their skit to the class. The students will be sent to a place where they can practise their skit.

**Learning Closure:                      Length of Time: 15**

When all groups are done presenting I will hand out a blank piece of paper and the students are going to just have to create a word cloud by choosing words of what receiving good news looks like to them visually, meaning love or bright, family etc.

**Materials/Resources:**

**Management Strategies:**

Materials:

- Growing In Faith, Growing In Christ
- Worksheets
- Colouring utensils

**Safety Considerations:**

- Miss. R and Miss. S will be supervising the duty of the hall to make sure students are staying on task.

#### **Stage 4: Reflection**

*(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)*