

**Stage 1: Identify Desired Results**

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

**Religion 8.3 - I can demonstrate a growing sense of responsibility for the dignity of a person, body, mind, and soul and stewardship of the earth while connecting this to Jesus' responses to violence.**

**English CR 8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.**

- a) Demonstrate the behaviors of an effective and active viewer including formulating questions before viewing; viewing attentively; relating the text to self, text to other texts, and text to the world; recognizing main ideas and underlying messages and values; recognizing how images and other elements (e.g., data displays) are capturing and holding attention; identifying the impact the text is having on self; reflecting and reviewing in light of purpose.
- b) Demonstrate ability to navigate and process information when viewing websites, films, videos, and presentations.

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

- Students will develop a growing sense of responsibility for the dignity of a person, encompassing the body, mind, and soul.
- The teachings of Jesus, specifically his responses to violence, serve as a guiding framework for understanding and embodying these responsibilities. They will learn to locate and interpret key messages and details within these texts.
- Students will develop conclusions, opinions, and understanding based on critical viewing is emphasized.
- They will view attentively, making connections between the

**Essential or Key Questions:**

- How can we define and understand the concept of responsibility for the dignity of a person, considering the dimensions of body, mind, and soul?
- In what ways can individuals actively demonstrate responsibility toward the dignity of others?
- How do personal actions and choices impact the well-being and dignity of others?
- In what practical ways can we embody Jesus' teachings in our daily lives, particularly in responding to violence or conflict?
- How does critical viewing contribute to the development of well-founded conclusions and opinions?
- In what ways can critical viewing enhance our overall understanding of a subject or issue?
- How might the process of forming conclusions based on critical viewing contribute to personal growth and informed decision-making?

<p>text and their own experiences, other texts, and the broader world.</p> <ul style="list-style-type: none"> <li>- Recognition of main ideas, underlying messages, and values within visual and multimedia texts is a key skill.</li> </ul>	<ul style="list-style-type: none"> <li>- What habits or strategies support attentive viewing of visual and multimedia texts?</li> </ul>
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<p><b>Prerequisite Learning:</b></p> <ul style="list-style-type: none"> <li>- Students should have a basic understanding of fundamental religious concepts, particularly those related to Christianity and the teachings of Jesus.</li> <li>- Students should be familiar with discussions around moral and ethical responsibilities, as the lesson involves exploring responsibility for the dignity of a person.</li> <li>- Basic critical thinking skills are essential for engaging with the teachings of Jesus and analyzing responses to violence. Students should be able to evaluate and reflect on moral and ethical situations.</li> <li>- A foundational understanding of media literacy is crucial for the critical viewing component. Students should know how to navigate and interpret visual and multimedia texts.</li> <li>- Students should have the ability to formulate thoughtful questions, particularly before viewing visual and multimedia texts. This skill will aid in active engagement and comprehension.</li> </ul>
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<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>- Think-pair-share</li> <li>- Scenarios</li> <li>- Group discussion</li> <li>- 3-2-1 journal</li> <li>- Handout</li> </ul>
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**Stage 2: Determine Evidence for Assessing Learning**

<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Group work handout</li> <li>- 3-2-1 journal</li> </ul>
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**Stage 3: Build Learning Plan**

**Set (Engagement):****Length of Time: 10 minutes**

I will start the lesson by asking “does anyone here have a nickname that their family calls them?”

Call on volunteers and follow up by asking “Do you mind sharing it with us? Or is it embarrassing? If students are comfortable sharing it, have them do so. So what if a random person started calling you this name? I would then call on volunteers to respond. If necessary, clarify that it depends on how the person feels about it. It might be okay, or it might not. Then I would say, what about if I change the nickname up a little? Let's say I add a funny adjective to it. Would that be OK? If you feel comfortable, give an example by adding a relatively harmless adjective to one of your students' nicknames. Alternatively, you can use the example "Sassy Sam" for an imaginary student whose nickname is "Sam." I would then call on volunteers to respond again then I would ask What about if I choose a negative adjective, like "snarky, Snarky Sam"? Would that be okay to call someone? Okay, now what if I take that name and share it all over social media would that be okay?

**Development****Length of Time: 20 minutes**

Then I would go on slide two and explain what is cyberbullying. Then slide three all students will read the questions off the board turn to their desk partners and answer them together. After giving students three minutes to share with their desk partners I will go to slide six and discuss how In all those situations, we talked about how one person's actions might make another person feel. What we were doing was called empathizing, or showing empathy. Empathy is when you imagine the feelings that someone else is experiencing, I would ask the students Why do you think it might be important to try to empathize with others? I would then explain and talk a little bit about the difference between an upstander and an Ally. I would then hand the scenario and as a class, I would go over directions and divide the students into groups of four, groups will start by reading the scenario and then dividing the characters to each group member and answering the questions, students will have 15 minutes to fill in their boxes and then share with their group.

**Materials/Resources:**

- Journal entry 3-2-1
- slideshow
- Handout

**Management Strategies:**

- Establish Clear Expectations
- Class discussion
- Use a Signal for Attention
- Response Journal Check-Ins with students
- Clear Transitions

**Safety Considerations:**

- Privacy concerns
- Inclusive Environment
- Inclusive Language
- cultural Sensitivity
- Adaptability

**Learning Closure:**

**Length of Time: 20 minutes**

When all groups are done answering the questions we will come back as a class and ask the students Is what Joe did in this scenario okay? Why, or why not? As well I would ask students to provide possible actions, and follow up by asking, Why might that action have been difficult for the person to do? Is there something else they could've done instead?

After we discuss as a class students will take out there 3-2-1 and fill in for the lesson.

**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)*