

Pathways: Grade 4 — Lesson 3

Curriculum Focus: Religion and Family Life

Learning Goal: Students will be able to recognize how keeping commitments helps us to achieve goals.

Curriculum Links D2.1 Explain the meaning of commitment. D2.2 Recognize the need for thought before making a commitment. D3.1 Identify some of their commitments.	Materials Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Paper and writing utensil.
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Minds On (Classroom)

1. Initiate a discussion with your class by stating: “A wedding vow is a promise that is made during a wedding ceremony. With the person beside you, talk about what you think some of promises a couple makes to one another during their wedding.
2. After providing some time for discussion between partners, ask the class to share some of their thoughts about possible vows. List the ideas on the board. Once a list is created, teacher can highlight the suggestions that are most closely linked to actual vows.
3. Ask the class: “Do you think that these promises or vows are easy to keep?” (Ideally, some yes and some no). “Do you think people who make their wedding vows have put a lot of time and thought into getting married?” (yes) “Why?” (It is forever, you want stick with it, we make a promise to God when we say them, marriage is a big commitment). If students do not mention the word commitment help lead them to the understanding of how marriage vows are a commitment. In the case of marriage God asks us to fulfill our commitment forever. Our commitment to God and our spouse helps us to be successful with our marriage.
4. “With the person beside you discuss other areas of your life where being committed to something helps you to be successful.” (sports, school, dance, etc.) “How do we show that we are committed to these things?” (practice, play on teams, train, tutors, do homework, etc.) “Does being committed to something help us to achieve our goals?” (Yes) Summarize by explaining that when we have goals that we want to achieve, commitment to accomplishing those goals is important.
5. Ask students: “What does it mean when we call something a short term goal?” (Discuss with class leading the students to an understanding of short term being a goal accomplished over days, weeks, or even a month).
6. Have the students respond to the following in writing: a) Choose 1 short term goal for something in your life that you are committed to become better at doing. b) Use 1-3 jot notes to explain how you will accomplish your short term goal. (It would be helpful for the teacher to model an example of this activity on the board for students).

Action (Computer Lab)

** Students will need to bring their written response from the Minds On section with them to the lab.

1. Have students login to the *All About Me (AAM)* planner.
2. Click on 'Add Box'.
3. Click on 'My Goals' icon and click continue.
4. Click on 'Short Term' icon and click continue.
5. Students will type in their short term goal from the Minds On activity completed above.
When done, click continue. The 'My Goals' box will appear on their AAM wall.
6. Have students click on the reflection button at the bottom of the 'My Goals' box and type in their 3 jot notes from the Minds On activity.

Consolidation (Suggested)

1. Have students write brief reflection about a time when their commitment to something helped them to be successful.