



Learning Intention
Hey, why this lesson?

TO COMPREHEND THE SIGNIFICANCE OF THE THREE WORDS 'GOOD, BETTER, BEST' IN RELATION TO IMPROVEMENT AND GROWTH



Often we hear 'God is good'. Via dialogue we will discover what this actually means and how it can relate to you and your lives. Learning to ask the question 'What's good and/or Important for You?' and answering it honestly — this is a unique skill.

To get the students and teacher to explore feedback from Mission Australia's annual teenage survey.

Hint: Tie the students' thoughts in with the annual Mission Australia survey results so that they can see where they stand compared to other teenagers throughout Australia.

Scripture

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

– Matthew 5:16

Ask the students to look at this famous C. S. Lewis quote below. Discuss and then journal how they feel this quote and the scripture reading are similar.

'Don't shine so others can see you. Shine so that through you, others can see Him.'

ACARA Connection

RE Key Understanding

Connect to your own State/Territory's key understandings of Religious Education e.g. Christian Living, Religion and Society

Humanities and social sciences / Year 7 / Inquiry and skills / Evaluating and reflecting

Curriculum content descriptions

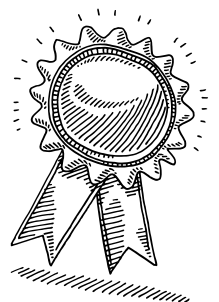
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162).

<https://www.australiancurriculum.edu.au/Search/?q=ACHASSI162>

Virtues

- **commitment** – being dedicated and devoted, having faith
- **determination** – having a strong mind and intent/sense of purpose
- **optimism** – have much hope, cheerful, positive outlook

Being committed is similar to being passionate about something — ask the students to share with someone else what they are passionate about e.g. music, sport, their life dream. Also ask them to discuss and journal what part the other two virtues, determination and optimism, can play in achieving your goals/dreams. What about in the Christian faith journey?





Warm Up Activity

1. Go to the Mission Australia home page and explore the 'What we do' section that is divided into a number of areas with further arrows and then explanations.
2. Choose one of these areas and write a brief summary in your journal to share with the class.

Mission Australia

Area Chosen _____

Brief Summary of what they do _____ (3-4 lines)

What do they hope to achieve in this area?



Main Activity

1. Discuss the differences between fixed and growth mindset.
 - i) Language/actions that they use?
 - ii) Ask the students to research two to three sentences that fixed mindset people say compared to growth mindset people.
 - iii) Add them to the list on page 66.
2. Get the students to visit the latest Mission Australia Youth survey (e.g. 2018) and jot down the top three issues with the percentages
 - i) watch the shortened version of the results and
 - ii) write the results in your journal. Discuss if the students agree with these results.
3. Ask the students to revisit the mindset sentences on page 66 and choose one that appeals to them and write it in large letters on page 68 but then add a comment why they chose this sentence.

Spiritual Connection

Connection Activity

CONNECTING is a huge issue for young people i.e. Instagram, Facebook etc. Ask the students 'How do we stay connected to Jesus?'

Prayer/Reflection

Dear Jesus,

Please give me the strength to think of others who are struggling. When I am having worries and anxieties, remind me to turn to you for inspiration and help. Remind me to take time to reflect more on my actions, negative words and thoughts so that I can either improve more or rectify my mistakes.

I ask this through Christ Our Lord

Amen

Reflection Questions



Reflection Activity

Page 66 discusses the concept of 'growth mindset'. Maybe read more about this and look at Dweck's studies. How does this fit in with the habit of saying 'I can't do that YET', rather than just saying 'I can't do that'. Discuss this with the students especially finding examples in their lives where they recently said the latter statement e.g. maths, relationships, music practice etc.

Success Criteria

Students will be able to ...

1. explain what is important to them and other teenagers by analysing the Mission Australia survey report.
2. write about the main areas identified in the Mission Australia survey report and how it gels with their significant areas.
3. identify the stages of 'Good, Better, Best' in areas of their lives and explain how they were pushed to achieve 'Best'.

Take Away Bag



Suggest the students name ONE thing that they are going to take away after completing this topic.

Extensions

Extension Ideas

1. Discuss with students whether best is actually a good term. Why? Why not?
2. Discuss perfectionism versus striving for excellence and explore the negatives of perfectionism ie nothing is or can be perfect except for God.
3. Interview one person in your class with the following questions:
 - i) If you had the chance to put money and time into a project that would help the marginalised in Australia what would it be? Maybe get hints from Mission Australia website.
 - ii) What would you hope to see as the major benefits of your project? ie how would it improve things in the future?
 - iii) Why are you passionate about this? If you had this opportunity to 'be good' how would you feel?
 - iv) Can you 'be good' on another level?

Reflect about this quote on page 65 as you fill in your answers.

Relatable Quote

Good, better, best. Never let it rest. 'Til your good is better and your better is best!

– St Jerome