

## **Week 2 Connected Leader Learning Engagement #3**

**\*\*My reflection is highlighted to differentiate between my own ideas and the AI generated information**

**For this assignment, I decided that instead of creating a PLC and reflecting on it and then sharing a digital tool, I would use a digital tool to create the PLC for me. The instructions I gave ChatGPT were:**

**"Create a PLC framework to guide teachers through learning more about Catholic faith development using simple bible stories and play-based learning activities"**

**Here is the response that I received:**

PLC Framework: Catholic Faith Development through Bible Stories and Play-Based Learning Activities

Phase 1: Understanding the Foundations

1. Orientation and Familiarization:
  - Introduce the purpose of the PLC framework and its benefits.
  - Explain the significance of using Bible stories and play-based learning activities for Catholic faith development.
2. Biblical Foundation:
  - Provide an overview of key Bible stories that are suitable for different age groups.
  - Explore the theological concepts and moral values within each story.
3. Play-Based Learning:
  - Highlight the importance of play-based learning for children's spiritual and cognitive development.
  - Discuss different types of play-based activities and their potential to reinforce Catholic teachings.

Phase 2: Designing Learning Experiences

1. Assessing Learners:
  - Explore methods for assessing students' current knowledge and understanding of Catholic faith.
  - Identify individual learning needs and preferences.
2. Selecting Bible Stories:
  - Choose age-appropriate Bible stories that align with the desired learning outcomes.

- Consider stories that highlight important Catholic values, virtues, and teachings.
- 3. Creating Play-Based Learning Activities:
  - Develop a range of play-based learning activities that complement each selected Bible story.
  - Incorporate interactive elements such as role-playing, crafts, games, and storytelling.

### Phase 3: Implementation and Reflection

1. Implementing Learning Experiences:
  - Provide guidelines for delivering the selected Bible stories and play-based activities.
  - Encourage creativity and flexibility while adhering to Catholic teachings.
2. Facilitating Reflection and Discussion:
  - Create opportunities for learners to reflect on the lessons and their personal experiences.
  - Promote open dialogue and respectful discussion around the Catholic faith.
3. Monitoring Progress:
  - Suggest methods to monitor students' progress and assess the effectiveness of the PLC framework.
  - Use observations, informal assessments, and student feedback to make necessary adjustments.

### Phase 4: Collaboration and Support

1. Peer Collaboration:
  - Encourage teachers to collaborate within the PLC to share ideas, challenges, and successes.
  - Foster a supportive environment for peer feedback and resource sharing.
2. Professional Development:
  - Provide ongoing professional development opportunities focused on Catholic faith development.
  - Offer workshops, seminars, or guest speakers to deepen teachers' knowledge and skills.
3. Parent and Community Involvement:
  - Promote parental involvement and engagement in the faith development process.
  - Organize events or workshops to educate parents about the PLC framework and involve them in supporting their child's faith journey.
4. Resource Management:
  - Compile and curate a variety of resources, including books, videos, websites, and materials for Bible stories and play-based learning activities.

- Ensure resources are easily accessible and updated regularly.

Remember, this PLC framework is designed as a guide, and teachers should adapt it to meet the unique needs of their students and school community. Regular evaluation and adjustment of the framework will help optimize its effectiveness in promoting Catholic faith development.

As a next step, I gave Chat GPT the Bible story of the “Mustard Seed” to tie in what Sophie shared this past week:

“Create a play-based lesson plan for Kindergarten students about the Bible story Matthew 13:31-32 that includes an introduction from the teacher and a consolidation activity for the whole class”

Title: The Mustard Seed Parable - Growing in Faith

Grade Level: Kindergarten

Objective: Students will understand the message of the Bible story Matthew 13:31-32, known as the Mustard Seed Parable, and apply its meaning to their lives.

Materials Needed:

- Picture book or visual aid depicting the Mustard Seed Parable
- Small pot or cup for each student
- Soil
- Mustard seeds (enough for each student to plant one)
- Watering cans or spray bottles
- Construction paper
- Markers
- Glue sticks

Duration: 45-60 minutes

Introduction (10 minutes):

1. Gather the students in a circle on the carpet or designated area.
2. Begin by asking the students if they know what a seed is and what it needs to grow into a plant.
3. Show the picture book or visual aid depicting the Mustard Seed Parable and briefly explain that it is a story from the Bible.

4. Read the story aloud, using age-appropriate language and emphasizing key points, such as the small size of the seed and the growth into a big tree.
5. Ask questions to engage the students and check their understanding. For example:
  - What happened to the tiny seed in the story?
  - What did the seed grow into?
  - Why do you think Jesus told this story?

Activity: Planting Mustard Seeds (25 minutes):

1. Distribute a small pot or cup, soil, and a few mustard seeds to each student.
2. Instruct the students to fill their pots halfway with soil.
3. Demonstrate how to plant the mustard seed by making a small hole in the soil with their finger and gently placing the seed inside.
4. Allow the students to plant their seeds, ensuring they do it correctly.
5. Encourage them to water their seeds lightly using watering cans or spray bottles.
6. While the seeds are being planted, discuss the significance of the story with the students:
  - Explain that the mustard seed represents our faith, which starts small but can grow big and strong.
  - Emphasize that just like the mustard seed needs soil, water, and sunlight to grow, our faith needs nurturing and care to grow too.
  - Encourage the students to think about ways they can nurture their faith, such as praying, being kind to others, and learning more about God's love.
7. Monitor and assist the students as they plant their seeds.

Consolidation Activity: Faith Tree Craft (20 minutes):

1. Provide each student with a piece of construction paper, markers, and glue sticks.
2. Instruct the students to draw a tree trunk with branches on their paper.
3. Encourage them to decorate their trees with leaves and other details.
4. Once the trees are complete, ask the students to reflect on what they have learned and share one way they can nurture their faith, just like the Mustard Seed Parable teaches.
5. Allow the students to share their ideas with the class or in small groups.
6. Ask the students to write or draw their chosen way of nurturing their faith on the leaves of their tree.
7. Assist the students in gluing the leaves onto their trees.
8. Display the Faith Trees around the classroom to serve as a visual reminder of the lesson.

Conclusion:

1. Gather the students together and review the key points of the lesson, emphasizing the message of the Mustard Seed Parable.

2. Summarize the various ways the students can nurture their faith.
3. Encourage the students to share their Faith Trees with their families and talk about the lesson they learned.
4. Close the lesson with a short prayer or a moment of reflection.

Note: Always adapt the language and activities to the

I think that this type of technology is important for teachers to know about and to have experience in using. There are certainly many considerations to take into account, including ethical ones, however, if we can leverage our understanding of technology to grow as professionals, such as by designing a PLC, we can free up the time it takes to prepare for learning, and get started on the actual learning. I also think this may be useful for my fellow "type B" teachers (I don't actually subscribe to sorting people into Type A or Type B...I've been labeled as both...humans are dynamic!), because it can provide more of a focus on the content of learning rather than the presentation of learning. Since faith formation is a professional goal of mine this next school year, I will be using this AI-generated framework to engage in a PLC with some colleagues who have a stronger grasp of this in their own practice. I will also use these AI generated lesson plans as training wheels for my own growth until I become more comfortable with faith formation in my classroom.