****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 6 “Holy Spirit Inspires Australian Church”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How was the Spirit alive from our early beginnings in Australia?** |

**VISION for Religious Education**

**The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation.**

***The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.***

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| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) |
| [Religious Identity and Culture](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)   * + [Ethos and charism (ICE)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-(ICE).aspx)   + [Authentic Christian community (ICC)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)   + [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Sense-of-the-Sacred-(ICS).aspx)   [Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)   * + [Justice in the school community (SJS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Justice-in-the-school-community-(SJS).aspx)   + [Action for justice (SJA)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-(SJA).aspx)   + [Reflection on action for Justice (SJR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Reflection-on-action-for-Justice.aspx)   [Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)   * + [Living the Gospel (EFG)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-(EFG).aspx)   + [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-(EFF).aspx)   + [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Witness-to-the-wider-community-(EFW).aspx)   [Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)   * + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-(PWP).aspx)   + [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-(PWL).aspx)   + [Ritualising everyday life (PWR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ritualising-everyday-life-(PWR).aspx) | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy) * [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy) * [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability) * [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking) * [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability) * [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding) * [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding). | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx) * [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia's-engagement-with-Asia-in-a-multi-faith-context.aspx) * [Sustainability and ecological stewardship.](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Sustainability-and-ecological-stewardship.aspx) |
| ***Year Level Description*** | | |
| The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. In Year 6, students are introduced to the Christian understanding of faith and the term ‘communion of saints’. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus’ New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers, the Church’s liturgical celebrations and liturgical year and the celebration of Eucharist. They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and spiritual exercises including reflective prayer journaling and praying with the icons of the Saints. They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. By using a range of biblical tools, they engage with a variety of Scriptural texts that describe Jesus’ relationship with God the Father and with humanity, and proclaim Jesus as fulfilling all of God’s promises in the Old Testament. | | |
| ***Achievement Standard*** | | |
| By the end of Year 6, students analyse information from a variety of texts, including Old Testament texts, New Testament texts and the diverse expressions of wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in guiding the formation of the New Testament and inspiring the development of new ways of living the Catholic faith in Australia (c. 1900CE to present). They demonstrate an understanding of the term ‘communion of saints’; the spiritual bond between all members of the Church, living and dead. They select and use evidence from Scriptural texts to show how these texts describe Jesus’ relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God’s promises in the Old Testament. They identify and describe many ways in which faith is lived out in the lives of believers, past and present. They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus’ New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church’s liturgical year and liturgical celebrations; the celebration of Eucharist. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the Saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises. | | |

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| ***Class Context for Learning*** |
| Differing Faith Traditions – Catholic, Anglican, Uniting Church, Apostolic  Practising/non-practising members.  Modified Assessment Tasks for learning needs |

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| **Learning Intentions** |
| By the end these learning experiences, students will be able to:   * Demonstrate understanding of the early Australian Christian Churches and the difficulties faced by the lay people and religious orders. * Explain the action and movement of the Holy Spirit in guiding the development of the Christian faiths in Australia. * Demonstrate knowledge of a significant Christian Australian and their role in the development and formation of the Christian faiths and identities in Australia. * Identify spiritual and corporate works of mercy in both biblical passages and in today’s world and express the vitality of social justice in our society. * Examine social justice agencies and show personal reflection on their challenges in our society. * Demonstrate an understanding of relevance of social justice to the student’s own life. |

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| **Success Criteria** |
| Students can analyseinformation from a variety of texts, including Old Testament texts, New Testament texts and the diverse expressions of wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in guiding the formation of the New Testament and inspiring the development of new ways of living the Catholic faith in Australia (c. 1900CE to present). |

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| **Assessment** |
| **Focus Area 1:** Develop a timeline of significant dates and events that helped shape the Catholic Church in Australia and explain some of the difficulties faced and how these challenges were overcome.  **Focus Area 2:** Create a ‘Concept Spiral’ that focuses on lives of some significant historic or contemporary Australian Christians and explains their role and contribution to the development of Australia as a nation and in helping people understand the role of the Holy Spirit in Australia and the social context in which it acts (e.g. the Arts, sport, media, politics, social justice).  **Focus Area 3**: Students select one agency of social justice or spiritual and corporal works of mercy to research in depth and design and publish a multimedia text (e.g. book, weebly, Prezi, advertisement, short clip, animoto) that illustrates corporal and/or spiritual works of mercy (see [Catherine McAuley Works of Mercy](http://www.mercyheritage.com/store/products/catherine-mcauley-works-of-mercy/) as an example). This may include examples of the corporal and spiritual works of mercy found in various media (e.g. film, online newspapers, websites, magazine) and/or use the agency as an example of spiritual and corporal works of mercy as a focus for reflection, sharing of responses and prayer. |

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| **Content Descriptions** | | | |
| **Sacred Texts**  Old Testament  New Testament  Christian Spiritual Writings and Wisdom | | **Beliefs**  Trinity  Human Existence  World Religions | |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **STCW7** - The wisdom of Australian Catholic Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia). | Analyse and explain how some Australian Catholic Christians help people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia) through diverse expressions of wisdom (e.g. Khoa Do – film; George Mung Mung – art; Donna Mulhern – peaceful activism). | **BEHE6** - Christians believe that faith is a virtue freely gifted by God. Faith is a free and personal response to God that is lived out in the life of the believer. | Identify and describe some characteristics of Christian faith as a gift of God (e.g. initiated by God (gift), the work of the Holy Spirit, conversion).  Identify ways in which faith is lived out in the life of believers – personally and communally. |
| **Church**  Liturgy and Sacraments  People of God  Church History | | **Christian Living**  Moral Formation  Mission and Justice  Prayer and Spirituality | |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **CHCH5** -Catholics helped form the new Australian nation (c.1900 CE to present). Catholics initially set themselves apart. A uniquely Australian Church emerged. New ways of being both Catholic and Australian were encouraged. | Sequence some key people and events (religious and secular) that contributed to the development of Australia as a nation (c.1900 CE to present).  Locate information about the contribution or significance of Catholics to the shaping of the Church in Australia (c.1900 CE to present).  Develop historical narratives and descriptions about some key events and people’s experiences in the Church in Australia after Federation using source materials and appropriate historical terms and concepts.  Identify and describe some examples of significant change and continuity in Australian Catholic identity and relationships with the wider society (c. 1900 CE to present). | **CLMJ7** -Spiritual and corporal works of mercy are foundational for understanding the Church’s teaching about concern for the common good. Works of mercy are charitable actions at the service of others. The spiritual works of mercy are: instructing, advising, challenging injustice, consoling, comforting, forgiving, bearing wrongs patiently and praying for the living and the dead. The corporal works of mercy are: feeding the hungry, giving drink to the thirsty, sheltering the homeless, visiting the sick and imprisoned, clothing the naked and burying the dead. | Identify expressions of the spiritual and corporal works of mercy.  Make connections between the spiritual and corporal works of mercy and the Church’s teaching about concern for the common good.  Reflect on and express their personal responses to the challenge to serve others through the works of mercy. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) | |
| **Mandated Scripture**  Nil | **Supplementary Texts**  Nil |

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| **Significant Days and Celebrations** |
| Opening Liturgy, Ash Wednesday, Lent and ANZAC Day. |

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| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question – **The Holy Spirit Guides the Early Australian Churches.** | | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)  [**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)  [**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * Conduct open discussion around the Holy Spirit. What is ‘spirit’? What does ‘Holy’ mean? What do you think of when these two words are placed together? What does the Holy Spirit mean to you or look like in your mind? Represent this in an illustration. *This will open prior knowledge or perceptions and discuss what they want to know more about.* * Ask students to use their bible to look up Acts 2: 1-13 and read the scripture passage of the Holy Spirit come to the disciples at Pentecost. Watch the video representation of Acts. Get students’ to represent this story through a story board/comic strip in their RE books. *This will give students a starting scriptural grounding of the work of the Holy Spirit and assist them to acknowledge works of the Holy Spirit in other contexts.* * Looks like, feels like, sounds like 🡪 Re- look at the Holy Spirit. Where do we see the Holy Spirit and its work present in today’s society? Discuss examples with students and ask them to explain why they see the Holy Spirit at work in these events or occurrences they are stating. Ask students to ‘Y’ chart their page and complete a looks like, feels like, sounds like (description with reasoning and illustrations) in regard to the Holy Spirit today (i.e. the poppies swaying in the breeze in Flanders Field) – not as a biblical image they have previously been exposed to. *This will bring the Holy Spirit into the students’ world and provide relevance of this meaning to their lives.* * Christianity in Australia – where did it all start? Jumping from the ‘Holy Spirit’ slightly for now - Introduce the idea of the early Christian Churches in Australia. Watch ‘The Early Church’ (BCE Resource) – first time through get students to simply listen to the information and begin to realise what the foundations of Australian Christianity were. * Get students to watch this a second time and take notes on important information to develop key questions about the roles of Australian Christians in the early churches and the way the Holy Spirit enliven them to continue the Christian development of colonies and later, Australia as a nation. *This will provide students with a tuning in segment on the topic that will be further investigated throughout the unit - the roles of Australian Christians in the early churches and the way the Holy Spirit enliven them to continue the Christian development of colonies and later, Australia as a nation.* | **Spirit at Pentecost**  Acts 2:1-13  <http://www.youtube.com/watch?v=IqG_IvZhU-A>  The Early Church in Australia – (1988) Part 1, ‘The Priest-less years’. |
| Finding Out | * Using their gained knowledge from their *tuning in* to the early Christian churches in Australia students create a timeline, with annotations referring to events and changes, of some key people and events in the early Christian Church into twentieth century Australia. Timeline should also cover: * Some of the challenges of the early Christian churches * What was the official church of the early Australian colony and how did this impact on other Christian traditions? * How did the laity of the other Christian traditions cope with the lack of a visible, active clergy in the early years of settlement?   *Focus Assessment 1*  Develop a timeline of significant dates and events that helped shape the Christian Churches in early Australia and explain some of the difficulties faced and how these challenges were overcome.   * What happened over time? How did the Australian Christian Churches establish themselves in society after rocky starts? Who was a part of keeping the churches alive into the 20th century? Give students a timeline that gives simple examples of prominent events in the life of the Christian churches of Australia. Ask students to work in groups to research the given timelines in more detail and report back to the class. Remind students to note any important individuals or groups they discover in their research. * Remind students to use correct and appropriate historical terms and concepts related to their research such as: sectarianism, conscription, migration, multi-cultural, multi-faith, assimilation, suffrage, federation, ‘the Movement’, documents of Vatican II, communism, laity, dioceses, sodalities. * Students have constructed understandings related to the foundations and growth of the Christian churches in Australia. Students now need to look into developing key questions about some key Australian Christians and the role they played in this development - not only the Christian Churches but also of Australia as a nation. Demonstrate an example – i.e. Mary Mackillop – and then discuss further probable Australian Christians who would be suitable to research and how their actions demonstrate the Holy Spirit at work in the early times or current times of the Christian Churches. Eg Miriam Rose Ungunmerr Baumann (teacher and artist),Khoa Do (film maker and humanitarian),Aaron McMillan (musician), George Mung Mung (community leader, teacher and artist),Ciaron O’Reilly (pacificist and activity), Venera De Domenico (migrant, mother, grandmother), Donna Mulhern (peaceworker), Sir William Dean (former Governor General), Enid Lyons (first female parliamentarian), Matthew Hayden (cricketer and humanitarian), Les Murray (poet), John Hawes (priest and architect), Irene McCormack (missionary). * Investigate the lives, wisdom and stories of Australian Christians (individuals or groups) by conducting online searches and using navigation tools to locate information that refer to the life’s work and faith of the significant Australian Christian. * Analyse the works of faith of an Australian Christian in developing the Christian churches (e.g. courage to confront Jesus; called by God; to request help for another; demonstrate the work of the Holy Spirit and faith both lived personally and communally). | *Resources:*   * [Mercy Heritage Centre](http://www.mercyheritage.com/) * [Institute of the Sisters of Mercy of Australia](http://www.mercy.org.au/whoweare/default.cfm?loadref=21) – *Who We Are* * [Ozleft](http://members.optusnet.com.au/spainter/Catholics.html) * [Catholic Australia](http://www.catholicaustralia.com.au/index.php) * *Catholics in Australia – Our Story* (Barry Dwyer and Graham English, 1988) * [*Guidelines for the Religious Life of the School:*](http://ri.bne.catholic.edu.au/ree/RE/SiteResources/Guidelines_for_the_Religious_Life_of_the_School.pdf) Religious identity and Culture, Evangelisation and Faith Formation, p.27; Social Jsutice, pp. 42,43) * *Moving Forward in Hope: A Text for Primary Schools*, M. Ryan, 2009 * *Moving Forward in Hope: A Text for Secondary Schools*, M. Ryan, 2009   <http://www.resourcemelb.catholic.edu.au/> (*Twenty Five of the Best)*  “*Spotlight on Australian Catholics*” pp. 32-35 of [*Christian Beliefs and Teachings*](http://ri.bne.catholic.edu.au/ree/RE/CLT/Modules/RE%20Module%20Christian%20Beliefs%20and%20Teachings%20Levels%203%20and%204.doc)  *Resources:*  [Australian Catholics](http://www.australiancatholics.com.au/content/view/2/4/) |
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| Communicating | *Focused Assessment 2*  Create a ‘Concept Spiral’ that focuses on lives of some significant historic or contemporary Australian Christians and explains their role and contribution to the development of Australia as a nation and in helping people understand the role of the Holy Spirit in Australia and the social context in which it acts (e.g. the Arts, sport, media, politics, social justice).   * + Who founded or developed through faith and the Holy Spirit a sector of the Australian Christian Community (anytime through Australia’s history)? **or**   + Who advocated for a cause (e.g. right for women to vote) in twentieth century Australia? **or**   + Who fought for rights (e.g. land rights) in twentieth century Australia? **or**   + Who made a difference to Australian society for the better through their life’s work (anytime through Australia’s history)?     Starting point for information:   * + Websites such as <http://www.resourcemelb.catholic.edu.au/> (*Twenty Five of the Best* under the “Church” tab: Sir William Deane, Khoa Do, Roma Mitchell, Les Murray, Irene McCormack, Rosemary Goldie)   + Modules activities such as “*Spotlight on Australian Catholics*” pp. 32-35 of [*Christian Beliefs and Teachings*](http://ri.bne.catholic.edu.au/ree/RE/CLT/Modules/RE%20Module%20Christian%20Beliefs%20and%20Teachings%20Levels%203%20and%204.doc)   Some possible people for research:   * + Fr James Dixon,   + Fr John Therry,   + Sisters of the Good Samaritan,   + Mary McKillop,   + Sisters of St Joseph   + Sisters of Mercy   + Catherine McAuley |  |
| Reflecting and Evaluating |  |  |

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| **Core Content Area Two**  Focus/Question – **The Spirit Calls All to Act Justly** | | **Resources**  **Teacher Background** |
| Tuning In | * Introduce Social Justice via discussion – in light of what you have learnt about the Holy Spirit, the early Christian Churches and the Australian Christians throughout the 20th century – what could this be, what could this mean? * Find the definitions of social and justice and the ‘social justice’. Students then create a mind map in pairs – brainstorming their ideas of what social justice is. * View [Social Justice](http://www.youtube.com/watch?v=728x_wapKc8&feature=plcp) You Tube clip and identifying examples of concern of the common good / service of others. * Introduce the concepts of Spiritual and Corporal works of Mercy – ask students to discuss and define what this means and what connection it has to social justice. | <http://www.youtube.com/watch?v=728x_wapKc8&feature=plcp> |
| Finding Out | * Identify some Scriptural foundations for the spiritual and corporal works of mercy and explain why this shows social justice. * Conduct online searches, using navigation tools (e.g. Biblegateway.com) to locate Gospel passages that refer to the spiritual and corporal works of mercy to create a visual or multimodal representation making links between a key message of a biblical passage and the spiritual and/or corporal works of mercy in today’s world to bring forth the relevance of these underlying biblical roots to our lives today. * Explore and research publications including videos and advertisements of various church agencies (e.g. Caritas, St Vincent de Paul, Catholic Mission, Salvation Army, Rosies, World Vision) and organisations (e.g. Australian Catholic Bishops, Archdiocese of Brisbane) to find evidence of the spiritual and corporal works of mercy in practice in the world we live in today. | **Spiritual & Corporal works of Mercy:**  Matthew 5:7;  Matthew 25:34-40;  Isaiah 66:13;  Galatians 6:2;  Colossians 3:12 -13)  [Catherine McAuley Works of Mercy](http://www.mercyheritage.com/store/products/catherine-mcauley-works-of-mercy/)  [Mercy Heritage Centre](http://www.mercyheritage.com)  [Justice in the Local Community](https://kweb2007.bne.catholic.edu.au/ree/RE/CLT/Modules/RE%20Module%20Justice%20in%20the%20Local%20Community%20Level%204.doc)  [Caritas](http://www.caritas.org.au/)  [*Guidelines for the Religious Life of the School*](http://ri.bne.catholic.edu.au/ree/RE/SiteResources/Guidelines_for_the_Religious_Life_of_the_School.pdf) |
| Sorting Out |
| Communicating | *Focused Assessment 3:*  Select one agency of social justice or spiritual and corporal works of mercy to research in depth and design and publish a multimedia text (e.g. book, weebly, Prezi, advertisement, short clip, animoto) that illustrates corporal and/or spiritual works of mercy (see [Catherine McAuley Works of Mercy](http://www.mercyheritage.com/store/products/catherine-mcauley-works-of-mercy/) as an example). This may include examples of the corporal and spiritual works of mercy found in various media (e.g. film, online newspapers, websites, magazine) and/or use the agency as an example of spiritual and corporal works of mercy as a focus for reflection, sharing of responses and prayer. |  |
| Reflecting and Evaluating |  |  |

***Teacher Reflection and Feedback***

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| *Religion Unit:* |  |
| *Year Level:* |  |
| *Teachers:* |  |

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| *2 STARS*  *Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?* | |
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| 1 WISH  What would you change should you teach this unit again? What resources do you wish you could have used to engage children in this unit more? | |
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