****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Prep Year “Making Godly Choices”**

**Jubilee Primary School Duration: 10 weeks**

|  |
| --- |
| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **What does it mean to make Godly Choices and how can we do this?** |

**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.***

|  |  |  |
| --- | --- | --- |
| [**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-%28ICE%29.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-%28ICS%29.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-%28SJS%29.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-%28SJA%29.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-%28EFG%29.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-%28EFF%29.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-%28EFW%29.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-%28PWP%29.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-%28PWL%29.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-%28PWR%29.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%27s-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 Prep, students: learn about some Old Testament and New Testament stories that tell of a God of love, the creator of all. They learn about the goodness of God’s creation, God’s special relationship with all of creation and God’s plan that people help each other to live safely and happily together, for the good of all. They listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family. They learn of Jesus praying and teaching others to pray, of his teachings about love, compassion and forgiveness that challenged people about the way they were living. They learn about his suffering, death and resurrection. They learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. They explore examples of times when people make these choices, from familiar texts and their personal experience. They understand that prayer helps believers follow the teachings of Jesus; to live according to God’s plan. They learn about ways in which believers pray, either alone or with others, including the Sign of the Cross and Amen. They observe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. They learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers. |
| ***Achievement Standard*** |
| By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God’s creation and God’s plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including experience of the goodness of creation. They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong. They understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan. They recognise ways in which believers pray, either alone or with others, using word, music, action, silence, images, symbols and nature and participate with respect in a variety of these prayer experiences, including meditation, the Sign of the Cross and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. |

|  |
| --- |
| ***Class Context for Learning***  |
| Differing faith traditions – Catholic, Anglican, Uniting and ApostolicPractising and non-practising membersModified assessment tasks  |

|  |
| --- |
| **Learning Intentions** |
| By the end of these learning experiences, students:* Understand the concept of God and his teachings for our lives as Christians.
* Begin to make moral choices based on their beliefs and values.
* Have a basic concept of love, compassion and forgiveness.
* Define and explain the different attributes of a good and bad choice.
* Explain how God has an impact on the choices we make.
* Retell some key stories of the Bible i.e. The Good Samaritan and the Story of the Paralysed Man.
 |

|  |
| --- |
| **Success Criteria** |
| By the end of these learning experiences, students should be able to:* Communicate clearly their ideas, feelings and thoughts about God and God’s plan to live safely and happily forever for the good of all people.
* Understand that prayer helps believers to follow the teachings of Jesus, to live according to God’s plan.
* Relate examples of people having the freedom to choose between good and bad, right and wrong.
* Recognise Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living.
* Recognise ways in which believers pray, alone or with others, using a variety of modes and participate with respect in a variety of prayer experiences.
* Listen and respond to stories about Jesus in the Gospels that tell of his suffering, death and resurrection.
 |

|  |
| --- |
| **Assessment**  |
| **Focus Area 1:** Students role-play a scenario that demonstrates good or bad choices and offers reasons for their choices.**Focus Area 2:** Students use their knowledge about prayer within group time and model their own prayer.**Focus Area 3:** Students sequence the significant events of Holy Week. |

|  |
| --- |
| **Content Descriptions**  |
| **Sacred Texts** Old Testament New TestamentChristian Spiritual Writings and Wisdom  | **Beliefs** TrinityHuman ExistenceWorld Religions  |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| STCW1Jesus’s wisdom challenged people about the way they were living (e.g. The Greatest Commandment: “Love the Lord your God with all your heart, all your soul and all your mind and love your neighbour as yourself.” Matthew 22: 37 – 39).  | Make connections between some of Jesus’ wise statements (e.g. The Greatest Commandment) and how these are expressed in a range of stories (e.g. personal stories, stories of the school’s founders, children’s literature, film, art). | BETR2Christians believe that Jesus suffered, died and rose again. | Listen and respond to the Easter story in the GospelsShare feelings and thoughts about the events, characters and messages in the Easter story. |
| STOT1Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer.  | Use and display the Bible respectfully.Listen with respect as Scripture is proclaimed in prayerful settings. |  |  |
| **Church** Liturgy and Sacraments People of GodChurch History | **Christian Living** Moral FormationMission and JusticePrayer and Spirituality |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| CHLS1The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons). | Identify celebrations and rituals that mark special times in the life of the Church community (e.g. Baptism, Eucharist, Reconciliation, Christmas, Easter) and in the Church year (e.g. Lent, Holy Week, Easter, Pentecost, Ordinary Time, Advent and Christmas).Describe some ways in which members of the Church pray together during special celebrations and rituals (e.g. word, action, silence, music and symbol, patterns/repetition, special colours).Make connections between Church rituals and special times in the lives of believers (e.g. Baptism and welcome; reconciliation and forgiveness). | CLMJ1God’s plan is that people help each other to live safely and happily together. Societal laws are intended to be for the good of all. | Identify connections between God’s plan for people to live safely and happily, as illustrated by Jesus’ teaching (e.g. The Golden Rule), and their personal experience (e.g. at school, home, community).Explore their feelings and thoughts about societal laws (e.g. classroom, playground, family, safety) being intended for the good of all, rather than to meet individual wants and needs. |
|  |  | CLMF1Jesus taught key messages about love, compassion and forgiveness (e.g. the Golden Rule/ The Greatest Commandment).Jesus taught that love of God and others is the greatest commandment.Christians are called to follow the teachings of Jesus. | Share feelings and thoughts about some of Jesus’ key messages about love, compassion and forgiveness (e.g. the Golden Rule / the Greatest Commandment).Identify connections between Jesus’ key messages about love, compassion and forgiveness and their personal experience. |
|  |  | CLMF2According to Christian teaching, God created people as rational beings with the freedom to choose.Choices between good and bad, right and wrong involve the whole person – emotions, feelings and reasoning. | Identify examples from scriptural texts where people have the freedom to choose between good and bad, right and wrong.Explore the emotions, feelings and reasoning involved when people make choices between good and bad, right and wrong and make connections with their personal experiences.  |

|  |
| --- |
| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**[Good Samaritan](http://www.biblegateway.com/passage/?search=Luke%2010:29-37&version=NRSVCE)[Luke 10:29-37](http://www.biblegateway.com/passage/?search=Luke%2010:29-37&version=NRSVCE)[Ten Lepers](http://www.biblegateway.com/passage/?search=Luke%2017:11-18&version=NRSVCE) [Luke 17:11-18](http://www.biblegateway.com/passage/?search=Luke%2017:11-18&version=NRSVCE) | **Supplementary Texts**The Golden Rule[Matthew 7:12](http://www.biblegateway.com/passage/?search=Matthew%207:12&version=NRSVCE)[Luke 6:31](http://www.biblegateway.com/passage/?search=Luke%206:31&version=NRSVCE)The Greatest Commandment[Matthew 22:36-39](http://www.biblegateway.com/passage/?search=Matthew%2022:36-39&version=NRSVCE)[Mark 12:28-31](http://www.biblegateway.com/passage/?search=Mark%2012:28-31&version=NRSVCE)[Luke 10:25-28](http://www.biblegateway.com/passage/?search=Luke%2010:25-28&version=NRSVCE) |

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

|  |
| --- |
| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **How can we make Godly Choices?** | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx) |
| Tuning In | * Discuss why rules are important/where rules apply (On the road, in the class, at the swimming pool…)
* Devise a list of appropriate class rules.
* Form small groups and role-play these class rules in action.
* Listen to and discuss Jesus’ Golden Rule, “*Do for others what you want them to do for you.*” Brainstorm how this may look at home and/or school.
* Explore ways that we can use our hands to treat others like they want to be treated.
 | Class rules ***Golden Rule*** Matthew 7:12 |
| Finding Out | * Illustrate the Golden Rule in action at school. EVANGELISATION AND FAITH FORMATION
* Read and discuss The Greatest Commandment: “*Love the Lord your God with all your heart, with all your soul and with all your mind, and love your neighbour as you love yourself*.”
* Discuss types of love: Love for family, love for a friend, love for a stranger, love for an activity, love for a sport.
* Read Good Samaritan text. Use cards as visual tools. Retell the story using the felt pack available in the library. We are called by God to love our neighbour just as the Good Samaritan did in caring for the man beaten by the robbers.
* Brainstorm which types of love were displayed by different characters in this story.
* Complete Good Samaritan worksheet.
* Brainstorm: What is love, compassion (care) and forgiveness?
* Draw a picture of people who love us (family, friends, teachers)
* Role play Forgiveness: eg. Johnny has snatched Bill's toy. Johnny says sorry and returns the toy. Bill says 'That's ok. I forgive you.’ Amy says 'No' to her mummy when she is asked to clean up her room. Amy says 'Sorry,' and her mum replies, 'I forgive you.’
* Read 'Jesus Heals a Paralysed Man'. Discuss Jesus’ love, and compassion.
* Discuss the concept of making choices: exemplify using social situations - good vs. bad, right vs. wrong.
* Record evidence from some Old Testament (eg. Adam and Eve, Abraham and Sarah, Jonah) and some New Testament stories (eg Joseph and Mary, Zacchaeus, the Ten Lepers where the characters put into practice God’s gift to us of freedom to choose.
* Make inferences about the feelings, emotions and reasoning of characters in these stories when they made their choices. Did they feel better or worse because of their choices?
* Identify who helps us to make decisions: God, parents, police, teachers, ministers….
* Worksheet: Recollect ‘Times I made a Good Choice/ Times I made a Bad Choice’.
* What does our body do when we make a bad/wrong choice? (butterflies, sweaty palms, heartbeat, yucky feeling)
* What does our body do when we make a good/right choice? (happy, proud, relaxed, confident)
* Jesus is always with us to help us make good decisions. He tells us never to be afraid because he will always help us. “*Do not be afraid, I am with you.”*
 | ***Greatest Commandment***Matthew 22:37-39***The Good Samaritan***Luke 10:29-37Felt pack of the Good Samaritan story in the libraryGood Samaritan worksheet as per dropboxRole play scenarios for love, compassion and forgiveness***Jesus Heals a Paralysed Man***Luke 5:17-26***Adam and Eve story*** (OT)Genesis 2&3***Abraham and Sarah*** *(OT)*Genesis 18***Jonah story*** (OT)Jonah 1-4***Joseph and Mary*** *(NT)*Matthew 1:18-24***The Ten Lepers*** *(NT)*Luke 17:11-19**David**1 Samuel 17:1-49Good choices chart Choices worksheet as per dropbox |
| Sorting Out |
| Communicating  | * Students are given scenarios of good and bad choices. Students will define:
	+ Whether the scenario is a good or bad choice
	+ Why it is a good or bad choice
	+ How it would make them feel
	+ If the scenario is a bad choice; how can they make it better
* Create a Big Book or digital story which includes digital photos of observations of themselves living out the Golden Rule, captioning the images appropriately.
* Ask students how they could teach others to make Godly choices. Can we do this through our words? Can we show people through our actions?

***Focus Assessment 1***: Students role-play a scenario that demonstrates good or bad choices and offer reasons for their choices. |  |
| Reflecting and Evaluating  | * Class reflection of what we have learnt about making Godly choices. Reflect on the story of the Good Samaritan. Have we seen stories like this in real life? Where may we see this story?
* Role play events from the life and teachings of Jesus in Gospel stories whereby Jesus shows people making good choices.
 |  |

|  |  |
| --- | --- |
| **Core Content Area Two**Focus/Question– **What is prayer? Why do we Pray? How do we Pray?**  | **Resources****Teacher Background** |
| Tuning In | * Talk about prayer: What is prayer? How can we pray? Why do we pray? Highlight the number of different ways people involve themselves in prayer.
* Discuss the types of prayer: music, words, silence, individual, group, church, home, in nature.
* Show examples; Jubilee School Song, Our Father, Pray at the Friendship Tree, Meditation.
* Emphasise that Prayer is a friendship with God. We can talk to God. We can listen to God even though we can’t hear his voice. God speaks to our hearts and minds.
* Use of bells, rain sticks and candles in prayer. Discuss and draw each object on a sheet.
* Practice breathing techniques, body postures, mantras (Repeating the same word of phrase).
 | Resources: Music, Rain stick, Candles, Bells, Photos of people praying in different ways.The Our Father Religion books  |
| Finding Out | * We can find God’s stories in our very special God book, the Bible.
* Highlight how we always reverence the Bible because it is God’s word to us all. We look after it very carefully in our special prayer space. We handle the Bible with care and respect because it is God’s way of talking to us through his stories.
* Highlight that the Bible is essentially a collection of special stories and messages from God about how we can live good lives.
* Did you know that Jesus prayed regularly to God his Father? We can find Jesus praying in many places in the Bible.
* Use the Bible in a class prayer context. Read a passage of your choosing. What is this passage about? What is happening in the story? Does God tell us a special message in this story?
* Brainstorm places where you might use or see a Bible.
* Discuss what a prayerful setting is: Use a Y chart (Sounds, looks and feels like).
* Use examples of simple prayer structures with students.
* Imitate religious gestures common in prayers and rituals (e.g. sign of the cross, hand on your heart, hands crossed over your chest, kneeling, sitting comfortable and relaxed, particular cultural religious gestures)
* Model how to talk and listen to God in response to life experiences (e.g. spontaneous prayer, silence, prayer rituals). Demonstrate respect and reverence during any prayer times (Prayer times are our ‘talking/listening to God times’)
* Introduce a traditional prayer like the Our Father and share how it can be prayed on our own and with others. What does ‘Amen’ at the end of a prayer mean? (Yes, I agree….I believe too)
* Learn a simple class prayer that can be said regularly.
* Participate in prayer rituals in the day-to-day procedures and routines of the classroom (e.g. lighting a candle, beginning the day, meal times, transitions, school prayer/song)
* Have students contribute to the design and arrangement of the class sacred space. This is our honoured God-place in our classroom.
* Help students to make personal crosses using a variety of materials. The cross is a special sign that we belong to the Christian family, God’s family.
* Discuss times when we believers pray together (communal prayer – e.g. family, school, class, parish) and times when they pray alone (personal prayer – e.g. bedtime, personal reflection, times of silence and stillness)
* Share how we can use voice and body when we pray (e.g. making the Sign of the Cross, dancing to a sacred song, clapping a beat, waving our hands….)
* Demonsrtrate rhythms and sound patterns within a range of prayers (e.g. echo prayer, antiphonal prayer, mantras)
* Use the arts (music, drama, visual arts) to enhance prayer experiences.
* Recite simple prayers (e.g. Sign of the Cross, Blessing Before Lunch, Thankful Prayer at Day’s End)

PRAYER AND WORSHIP  | Class BibleSacred Space in the classroom***Jesus prayed:******Beginning his ministry***Luke 3:21-22***Choosing his apostles***Luke 6:12-13***In the Gethsemane garden***Luke 22:39-42***On the cross***Luke 23:34***Taught us how to pray***Matthew 6:7-16***Gave thanks***Matthew 15:36***Praised God his Father***Matthew 11:25-26***Alone***Mark 1:35***Taught disciples to pray***Luke 11:1-4  |
| Sorting Out |
| Communicating  | * Draw or design a class prayer space that gives the Bible pride of place.

***Focus Assessment 2***: Students use their knowledge about prayer within group time and model their own prayer. |  |
| Reflecting and Evaluating  | * What have we learned about prayer? What is prayer? Why do we pray? How do we pray?
* Explain peer feedback to students.
* Give students the opportunity to provide feedback to their peers.
 |  |

|  |  |
| --- | --- |
| **Core Content Area Three**Focus/Question– **What is the Easter Story?** | **Resources****Teacher Background** |
| Tuning In | * Brainstorm: What is Easter? What do we celebrate at Easter time? What is the most important event of Easter?
* Provide a simple, correctly sequenced retelling of the Easter story through play and focused learning.
* Highlight the most important Easter event being Jesus rising from the dead to new life, just as the chicken hatches from the egg to life (symbol of Easter egg)
* Jesus is alive and with us for ever!
 | Photos of Easter Lenten CalendarWays to Pray website Easter Booklet/Religion books |
| Finding Out | * Discuss the colours and symbols used in Churches at this time of year: Purple and Red, candles, cross, palm fronds, bread and wine.
* Introduce the Lenten Calendar as a way of preparing for Easter.
* Watch videos that relate to each of the key days of Holy week (Palm Sunday, the Last Supper, Jesus’ suffering and death, Jesus rises to new life)
* Complete a daily page of the Easter Booklet: one sentence about the event and a picture.
* Create jelly bean cross craft and discuss the importance of the Easter Story.
* Create the life of Jesus mini-book: have students explain the story.
* Create a paper roll candle “Jesus is the Light of the World” discuss what this means.
 | Life of Jesus mini book: <http://www.dltk-teach.com/minibooks/jesus/index.htm>Jelly bean Easter craft: <http://www.apples4theteacher.com/holidays/easter-religious/kids-crafts/jelly-bean-prayer-cross.html> |
| Sorting Out |
| Communicating  | * What’s in the box? To review the unit, have a number of objects in the box. Students to discuss why these items have been put in the box. What do they have to do with Easter? Below are a few examples, however, many more could be added.
* Pancake mix – Pancake Tuesday
* Ash – Ash Wednesday
* A small stuffed lamb -- John 1:29 the Lamb of God that takes away sin
* A (empty) plastic egg -- the empty tomb
* A wooden cross
* Donkey puppet (from DLTK's web site) -- for Palm Sunday
* Resurrection Eggs (bought at the local Christian book store)
* A lamb puppet that we used to explain an acrostic of EASTER

***Focus Assessment 3***: Students sequence the significant events of Holy Week. | ***Box of Easter Reminders***Pancake mix, ash, stuffed toy lamb or picture, empty plastic egg, wooden cross, donkey puppet or picture, lamb puppet or picture, Resurrection eggs |
| Reflecting and Evaluating  | * Use a song to remind students of the key events and messages of the Easter story eg <http://www.youtube.com/watch?v=L82D4jY8nb4> from Veggie Tales “An Easter Carol”
 |  |

***Teacher Reflection and Feedback***

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

|  |
| --- |
| *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?*  |
|   |  |
|   |  |
| 1 WISHWhat 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?  |
|   |  |