****[**Religion Planning**](http://religioncurriculump-12.weebly.com/church-history.html) **Year 3 “Remembering Heroes of the Past” [Byte]**

**Jubilee Primary School Duration: 8 weeks**

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| [**Fertile Question**](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/consequences_web.docx) |
| **What’s so super about heroes?** |

**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/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-(EFF).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/Pages/default.aspx) |
| [Religious Identity and Culture](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/purim.docx)   * + [Ethos and charism (ICE)](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/the_beatitudes.docx)   + [Authentic Christian community (ICC)](http://www.kidstorah.org/kids/torah/default_cdo/aid/333758/jewish/Infinite-Wisdom.htm)   + [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://www.biblegateway.com/passage/)   * + [Justice in the school community (SJS)](http://www.bitstrips.com/)   + [Action for justice (SJA)](http://www.kerpoof.com/)   + [Reflection on action for Justice (SJR)](http://lb3heroesofthepast.weebly.com/2-stories-about-heroes.html)   [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/Ethos-and-charism-(ICE).aspx)   + [Spiritual Formation (EFF)](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/exodus_taxedo.jpg)   + [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx)   [Prayer and Worship](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/recipe_for_hamentaschen.docx)   * + [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/Living-the-Gospel-(EFG).aspx)   + [Ritualising everyday life (PWR)](http://www.youtube.com/watch) | * [Literacy](http://religioncurriculump-12.weebly.com/resources.html) * [Numeracy](http://www.wordle.net/) * [Information and communication technology (ICT) capability](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) * [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking) * [Personal and social capability](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/the_decalogue_also_known_as_the_ten_commandments_1.docx) * [Ethical understanding](http://religioncurriculump-12.weebly.com/planning.html) * [Intercultural understanding](http://www.kerpoof.com/). | * [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 3, students develop their understanding of God’s relationship with people as individuals and as community, and the presence and action of God in daily life experiences as they engage with a variety of texts (including key stories form the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah. They develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians. | | |
| ***Achievement Standard*** | | |
| By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the Saints) to express their ideas about God’s relationship with people as individuals and communities; God’s presence and action in daily life experiences; and the order and harmony in God’s creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about the texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. They explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including psalms and doxologies, and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a local church community district, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise. | | |

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| ***Class Context for Learning*** |
| Class / Individualised Learning Needs  Differing Faith Traditions - Catholic, Anglican, Uniting, Apostolic  Practising / Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students   * Develop their understanding of God's relationship with people as individuals and as community * Engage with a variety of texts including Old Testament stories * Are able to investigate significant people of a local church community, past and present * Explain how the scriptures provide a foundation for living a moral life |

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| **Success Criteria** |
| * Students describe the contribution of a significant person from a local parish, past or present * Students express ideas about God's relationship with individuals and communities * Students make connections between scripture and living a moral life |

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| **Assessment** |
| **Focus Area 1:** Students reflect on the [contribution of a significant person](http://photopeach.com/) chosen from their investigations. They review the word cloud of the attributes of heroes constructed during the Tuning In Phase and select words that describe their chosen person. Students use these words as a stimulus to describe their significant person (e.g. students may complete an [Artist's statement](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/artists_statement.docx), write a paragraph, construct a concept map), highlighting the "super" things about this person.  **Focus Area 2:** Students discuss the way the [stories of Moses and/or Esther](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) reveal something of God's special relationship with the Hebrew people. They illustrate their understanding by creating a cartoon on paper or using a cartoon app such as [Bit Strips](http://www.biblegateway.com/passage/" \t "_blank) or [Kerpoof](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/the_story_of_esther.docx" \t "_blank) about God and the Jewish people.  **Focus Area 3:** Students locate digital or hard copy images that depict ways in which the [Beatitudes](http://bceteachingjudaism.weebly.com/index.html) guide the lives of Christians. They use these images to create a visual representation either on paper as a collage or using a digital tool such as [Photo Peach](http://photopeach.com/" \t "_blank)  Students revisit the Wall of fame and read each of the descriptions about the significant people in the local community and their contributions. They decide which [fruits of the Holy Spirit](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) were lived out in the lives of these people and place labels accordingly. |

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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*** |
| **STCW4** - The wisdom of prayers attributed to the saints (e.g. The Deer’s Cry / Breastplate of St Patrick) helps one understand God’s relationship with people as individuals and as community. | Identify the effect on listeners, viewers or readers of the words and images used in some spiritual writings of the saints (e.g. The Deer’s Cry / Breastplate of St Patrick) to express important messages about God’s relationship with people. | BEWR4 - The Jewish people have a special relationship with God. This relationship is revealed through the stories, people and events recorded in the Torah, or written law. | Identify stories, people and events recorded in the five books of the Torah.  Describe God’s relationship with the Israelites as revealed in key stories from the Torah. |
| **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*** |
| **CHCH2** - Each parish is an important part of a diocese. An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs. Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the Gospel and know Jesus. | Pose a range of questions about the history of a parish and diocese.  Identify and sequence people and events of historical significance in the story of a parish and diocese.  Identify and explain an important example of change and of continuity in the story of a parish and diocese (e.g. spirituality of local Aboriginal and Torres Strait Islander peoples; ways of celebrating; liturgical space; roles in the liturgy, parish / diocesan groups).  Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time. | **CLMF6 -** The Scriptures provide a foundation for moral living, specifically the Decalogue, Beatitudes and the fruits of the Spirit. The Decalogue (Ten Commandments) is a guide for making moral decisions and needs to be applied to daily life.  Jesus’ teaching in the Beatitudes provides a basis for Christian morality. It does not abolish the Decalogue but fulfils it, making clearer what is required of one who loves God (Matthew 5:17-20). The fruits of the Spirit enable Christians to live a moral life. | Identify the audience and purpose of The Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22), the Beatitudes (Matthew 5: 3-11; Luke 6: 20 -26) and the fruits of the Spirit (Galatians 5:22 – 23).  Identify the connection between The Decalogue (Ten Commandments) and Jesus’ teaching in the Beatitudes (i.e. the Beatitudes fulfil the Decalogue). |

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| [**Scriptural Texts**](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/superheroes_to_the_rescue.docx) | |
| **Mandated Scripture**  The Beatitudes  [Matthew 5:3-11](http://www.biblegateway.com/passage/?search=Matthew%205:3-11&version=NRSVCE)  [Luke 6:20-26](http://www.biblegateway.com/passage/?search=Luke%206:20-26&version=NRSVCE)  God's Promise to Jacob  [Genesis 28:10-22](http://www.biblegateway.com/passage/?search=Genesis%2028:10-22&version=NRSVCE) | **Supplementary Texts**  The Ten Commandments  [Exodus 20:1-17](http://www.biblegateway.com/passage/?search=Exodus%2020:1-17&version=NRSVCE)  [Deuteronomy 5:1-21](http://www.biblegateway.com/passage/?search=Deuteronomy%205:1-21&version=NRSVCE)  God's agreement with Moses and the people/Ten commandments  [Exodus 1:3-8](http://www.biblegateway.com/passage/?search=Exodus%201:3-8&version=NRSVCE)  [Exodus 20:1-17](http://www.biblegateway.com/passage/?search=Exodus%2020:1-17&version=NRSVCE)  [Romans 13:8-10](http://www.biblegateway.com/passage/?search=Romans%2013:8-10&version=NRSVCE)  The fruits of the Spirit  [Galatians 5:14, 22-23](http://www.biblegateway.com/passage/?search=Galatians%205:14%2c%2022-23&version=NRSVCE)  Messages of concern for the poor and disadvantaged  [Deuteronomy 15:11](http://www.biblegateway.com/passage/?search=Deuteronomy%2015:11&version=NRSVCE)  [Isaiah 58:6-7](http://www.biblegateway.com/passage/?search=Isaiah%2058:6-7&version=NRSVCE)  Inclusion  [Luke 14:13-14](http://www.biblegateway.com/passage/?search=Luke%2014:13-14&version=NRSVCE)  Martyrdom of Stephen  [Acts 6:8, 13-15, 7:54-8:1](http://www.biblegateway.com/passage/?search=Acts%206:8%2c%2013-15%2c%207:54-8:1&version=NRSVCE)  Conversion of Paul  [Acts 9:1-19](http://www.biblegateway.com/passage/?search=Acts%209:1-19&version=NRSVCE)  Christian responsibilities  [Matthew 25:34-40](http://www.biblegateway.com/passage/?search=Matthew%2025:34-40&version=NRSVCE)  [1 John 3:17-18](http://www.biblegateway.com/passage/?search=1%20John%203:17-18&version=NRSVCE)  People of prayer  [John 14:1](http://www.biblegateway.com/passage/?search=John%2014:1&version=NRSVCE)  Moses leads the people out of Egypt  [Exodus 5:1-3, 12:31-33, 14:5-31](http://www.biblegateway.com/passage/?search=Exodus%205:1-3%2c%2012:31-33%2c%2014:5-31&version=NRSVCE)  God's promise to Isaac  [Genesis 26:23-25](http://www.biblegateway.com/passage/?search=Genesis%2026:23-25&version=NRSVCE)  The birth of Isaac  [Genesis 21:1-3,5-8](http://www.biblegateway.com/passage/?search=Genesis%2021:1-3%2c5-8&version=NRSVCE)  Birth/boyhood of Esau and Jacob  [Genesis 25:19-34](http://www.biblegateway.com/passage/?search=Genesis%2025:19-34&version=NRSVCE)  Jacob blessed by Isaac  [Genesis 27:1-45](http://www.biblegateway.com/passage/?search=Genesis%2027:1-45&version=NRSVCE)  Jacob wrestles with an angel - to be called Israel  [Genesis 32:23-32](http://www.biblegateway.com/passage/?search=Genesis%2032:23-32&version=NRSVCE) |

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| **Significant Days and Celebrations** |
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| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question– **Our Local Heroes** | | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)  [**Teacher Background**](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/think_pair_share_strategy.docx)  [**Mandated Scriptural Texts**](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) |
| Tuning In | * Students use [a placemat strategy](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) to write or draw about superheroes that they know. Students share and discuss the superheroes they’ve identified and why they think they are superheroes. In the centre of the placemat, students record words that characterise common ideas about superheroes. * Students view or listen to the song *[Jesus Is My Superhero.](http://www.youtube.com/watch?v=cwTqbkkAZ2A" \t "_blank)* They use their superhero placemat to identify superheroes mentioned in the song. Students use a [Think pair share](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx) strategy to discuss why the writer of the song says that Jesus is 'better than' all the other superheroes. What makes Jesus a different type of superhero? * Students are introduced to the fertile question: What's so super about heroes? They use this question to find out information from a variety of different members of the school community (e.g. other students, staff, parent, grandparents, minister/pastor) about who are their everyday heroes and role models and why. Students discuss and collate their findings using a retrieval chart, recording words that describe qualities of heroes. Note to teacher: Compile a word cloud such as Wordle or [Tagxedo](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx" \t "_blank). Students analyse the[Wordle](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy" \t "_blank) and discuss which words were most commonly identified to describe heroes. * Students complete a [Frayer Concept Model Strategy](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/peoplescape_strategy.docx) to record their current understandings about what a hero is and what a hero is not. Students investigate family heroes and report back to class as a homework task. |  |
| Finding Out | * [Tiki Toki.](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding" \t "_blank) Students in pairs, conduct a 'church search' to investigate significant people and features of a parish past and present e.g. saints, past parishioners, members of the local Aboriginal community. They explore the church buildings and grounds to collect evidence of significant people (for example, icons, plaques, stained glass windows, statues) and use a camera and take notes to record the evidence in a retrieval chart. (Examples of evidence include: name, date, picture of the artifact). * Students examine as a class the collected evidence. They construct a list of questions that they have about the people identified. * Students invite long time member/s of the parish/ school community to explain the significance of the collected evidence (Guests could include: member of the local Aboriginal community, previous retired clergy or teacher living in the area, member of family with long term/multi-generational connections with the local church community). Students listen as guests speak/ share stories about the significant people of the parish past and present. Students ask special guest/s relevant questions from the class generated list.  Students place the significant people in sequence on a simple class timeline or as a class using. |  |
| Sorting Out |
| Communicating | ***Focus Assessment 1***: Students, individually or in pairs, choose one of the significant people from the parish or school history, identified from the earlier 'church search' and interviews.  They collect images, and words, sayings or stories  that represent that person and their contribution to the community.  They create an artistic representation using an adapted [Peoplescape strategy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability) on an A3 sheet of paper  and place completed work on the class Wall of fame. |  |
| Reflecting and Evaluating | * Students reflect on the contribution made by the significant person chosen in the previous activity. They review the word cloud of the attributes of heroes constructed during the Tuning In Phase and select words that describe their chosen person. Students use these words as a stimulus to describe their peoplescape (e.g. students may complete an [Artist's statement](http://lb3heroesofthepast.weebly.com/3-learning-to-be-a-hero.html), write a paragraph, construct a concept map), higlighting the "super" things about this person. They attach their response to their Peoplescape artwork. * Students complete a gallery walk reflecting on the significant people past and present who have contributed to their local church community. |  |

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| **Core Content Area Two**  Focus/Question– **Stories About Heroes** | | **Resources**  **Teacher Background** |
| Tuning In | * Students listen as the teacher explains that the first five books of the Old Testament in the Christian Bible are known in Judaism as the Torah. Students listen as the teacher explains that the Jewish people have a special relationship with God that is revealed through the stories, people and events recorded in the Torah and Tanach, the Hebrew scriptures. * Students view and discuss the short [movie clip](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" \t "_blank) called Infinite Wisdom in which Jews explain the importance of the Torah in lives. |  |
| Finding Out | **Moses**   * Students complete a C[lass retrieval chart](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding) as they listen to the story of the Exodus from the  [NRSV](http://www.tiki-toki.com/?search=Exodus%201-15&version=NRSVCE" \t "_blank) translation of the Bible chapter by chapter. Note to Teacher: This could be done as a serial reading over a series of days. Students identify characters in the story they believe are heroes justifying their reasoning. Students examine the story from other sources e.g. Children's picture books or movie clips and identify differences and similarities between the various written and visual texts (for example using the Four Resources Model). * Students complete a [*Consequences web*](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability) to determine what might have happened if certain characters hadn't acted in the story as they did. They predict answers to questions such as: What if the midwives had not been brave? What if Miriam hadn't looked after her brother? What if Moses had let fear stop him from acting? * Students use a [Think Pair Share strategy](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/think_pair_share_strategy.docx) to consider who they think is the most heroic or super in the story. They examine a [Tagxedo](http://lb3heroesofthepast.weebly.com/3-learning-to-be-a-hero.html) of the story and determine whether or not it is a fair representation of the heroes of the story. They answer questions such as which words are bigger than others and therefore the most commonly found in the story? Are their important heroes' names that should be big but aren't?   **Esther**   * Students complete a [Class retrieval chart](http://www.bitstrips.com/)as they listen to the story of the Esther from the [NRSV](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?search=Esther+1&version=NRSVCE" \t "_blank) translation of the Bible chapter by chapter. Note to Teacher: This could be done as a serial reading over a series of days. Students identify characters in the story they believe are heroes justifying their reasoning. Students examine the story from other sources e.g. Children's picture books or children's DVDs available at Resource Link such as Esther - tale of a shining star and Esther - the girl who became Queen (Veggie Tales). Students identify differences and similarities between the various written and visual texts (for example using the Four Resources Model). Students explore how the story of Esther is remembered in Jewish communities today. Students find out information about the [Festival of Purim](http://www.rec.bne.catholic.edu.au/Appendices/Pages/default.aspx) by viewing [songs](http://www.youtube.com/watch?v=kgJInVvJSZg" \t "_blank) and investigating the symbols, actions and objects/[foods](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/artists_statement.docx) associated with Purim. | ***Moses***  Exodus 3 onwards  ***Esther***  Book of Esther |
| Sorting Out |
| Communicating | ***Focus Assessment 2***: Students discuss the way the stories of Moses and/or Esther reveal something of God's special relationship with the Hebrew people. They illustrate their understanding by creating a cartoon on paper or using a cartoon app such as [Bit Strips](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx" \t "_blank) or [Kerpoof](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" \t "_blank) about God and the Jewish people. |  |
| Reflecting and Evaluating |  |  |

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| **Core Content Area Three**  Focus/Question– **Learning to be a Hero** | | **Resources**  **Teacher Background** |
| Tuning In | * Students explore the question: Who or what helps heroes learn to be super? Discuss and share from their Peoplescape gallery, with their responses, who or what may have influenced their chosen significant person from their local church community. They create a class chart of ideas about who or what teaches us how to live a good life and add the chart to the Gallery of Heroes created in Core Content Area One Our local heroes. * They create a class chart of ideas about who or what teaches you how to live a good life and add the chart to the Gallery of Heroes created in Core Content Area One Our local heroes. |  |
| Finding Out | * Students listen as the teacher explains that the Bible provides the main source and foundation for Christians’ moral understanding of right and wrong and how to live a good life specifically the Decalogue (Ten Commandments), Beatitudes and the fruits of the Spirit. They learn that Jews and Christians believe that Moses brought the Ten Commandments to the Israelites after the escape from Egypt and that these commandments are a very important part of the Law for the Jews and continue to guide the lives of Christian believers. Jesus' teaching in the Beatitudes makes clearer what is required for believers to live a good life. * Students view and listen to a song about the Ten Commandments such as [Ten Commandments](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx?v=o2q32Q9dtOM" \t "_blank) or [The Ten Commandments - A Song for Shavuot](http://www.youtube.com/watch?v=kq4h3Opy-Xc" \t "_blank). They examine the adapted version of the Ten Commandments and the scriptural references (Exodus 20) on the [worksheet](http://www.biblegateway.com/passage/)and use the words of the songs to work with a partner and make connections between the commandments and living a good life. Students contribute to a class discussion about whether the commandments tell a believer everything they need to be happy, to be a hero and to be a good person. | ***Decalogue (Ten Commandments)***  Exodus 20:1-17; Deuteronomy 5:1-21  ***Beatitudes***  Matthew 5:3-10  ***Fruits of the Spirit***  Galatians 5:22-23 |
| Sorting Out |
| Communicating | ***Focus Assessment 3***: Students listen as the teacher reads the Beatitudes from the Sermon on the mount in [Matthew 5:1-12.](http://www.tagxedo.com/?search=matthew5:1-12&version=NRSVCE) Students complete the [retrieval chart](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/exodus_heroes_retrieval_chart.docx) for the Beatitudes in order to identify how each Beatitude guides Christians to live a good life. Students locate digital or hard copy images that depict ways in which the Beatitudes guide the the lives of Christians. They use these images to create a visual representation either on paper as a collage or using a digital tool such as [Photo Peach](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/frayer_concept_model_strategy.docx" \t "_blank) |  |
| Reflecting and Evaluating | * Students read the following about the fruits of the Holy Spirit as named in St Paul's letter to the Galatians. St Paul wrote: Let the Holy Spirit direct your lives...The Holy Spirit fills us with love, joy, peace, patience, kindness, goodness, faithfulness, humility and self control (Adapted from Galatians 5: 16, 22-23 ). Students use a [Y  chart strategy](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/y_chart_strategy.docx) to describe what the fruits of the Spirit may look like, feel and sound like in the life of a Christian believer. Students revisit the Wall of fame and read each of the descriptions about the significant people in the local community and their contributions. They decide which fruits of the Holy Spirit were lived out in the lives of these people and place labels accordingly. |  |

***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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