[Religion Planning](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 2 “Saying Sorry and Forgiving Others”**

**Jubilee Primary School Duration: 10 weeks**

|  |
| --- |
| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How can I continue to build a world of love?** |

**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-(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 2, students learn about aspects of God’s nature and God’s relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus, and Old Testament texts that describe God’s relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus’ mission and ministry and explore ways in which Jesus’ teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways. They learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God’s creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God offers to people unconditionally; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance. They examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer. | | |
| ***Achievement Standard*** | | |
| By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God’s nature. They discuss their ideas about God’s relationship with the Jewish people as described in some Old Testament stories. They pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus’ teachings and actions and the way members of the Church community live today. They recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation. They suggest ways to pursue peace and justice out of respect for human life and all creation, drawing on their own experiences. They recognise free choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness. | | |

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

|  |
| --- |
| **Learning Intentions** |
| By the end of this series of learning experiences, students   * Make connections between stories of the Old Testament and God’s relationship with Jewish people * Are able to investigate New Testament stories that reveal aspects of God’s nature * Recognise how some choices harm relationships * Explain the purpose of reconciliation and the sacrament of penance for Catholic members. * Make connections between Jesus’ teaching and actions and the way the communities of believers live today * Participate with respect in a variety of personal and communal prayer experiences including prayers for forgiveness |

|  |
| --- |
| **Success Criteria** |
| * Students discuss ideas about God’s relationship with Jewish people as described in Old Testament stories. * Students provide evidence of how New Testament texts reveal aspects of God’s nature. * Students explain how believers seek healing through reconciliation and how they celebrate reconciliation as a sacrament (Catholic members) * Students identify and describe ways that Jesus’ teaching and actions influence how members of church communities live today. |

|  |
| --- |
| **Assessment** |
| **Focus Area 1:** Students contribute to a class mural by creating a visual response and explain why they represented ‘loving, welcoming and forgiving’ actions in that way. Teacher could video, record or copy presentations.  **Focus Area 2:** Students complete a “Saying Sorry Prayer Plan”, responding to: calling God by name; expressing faith in God’s goodness; identifying a personal growth area needing forgiveness; making a promise to fix the situation; closure. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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*** |
| **STOT5 -** The Church teaches that the Bible is an inspired account of God’s self-revelation. The Old Testament describes God’s relationship with the Jewish people. The Abraham and Sarah story is one example of how God relates with people (e.g. the call of Abraham and Sarah, Genesis 17: 1-8; 15-22). | Identify people, places, events and things in some Old Testament stories  Identify behaviours and actions in some Old Testament stories that reveal aspects of God’s nature (e.g. loving, just, relational, forgiving)  Share and compare ideas and opinions with others about God’s relationship with people in Old Testament stories. | **BETR4 -** Jesus lived a truly human life. His mission and ministry was to preach and bring about the Kingdom of God, including through his teaching, healing, and forgiving. | Identify the purpose and nature of Jesus’ mission and ministry as depicted in some Gospel stories.  Describe the effect of Jesus’ mission and ministry on the lives of key characters in some Gospel stories. |
| **STNT5 -** The life and teaching of Jesus is the primary source of God’s self-revelation in the New Testament. | Identify some teachings and actions of Jesus that reveal aspects of God’s nature (e.g. father, loving, just, forgiving, welcoming, inclusive). |  |  |
| **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*** |
| **CHLS3 -** Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance, believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus’ healing ministry in the life of the community. | Identify and analyse scenarios from the Gospels and from life experience that involve restoring broken relationships (reconciliation).  Recognise and record ways in which believers celebrate reconciliation with God and with each other in the Sacrament of Penance.  Make connections between Jesus’ healing ministry and the Church’s healing ministry in the Sacrament of Penance. | **CLPS5 -** Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature.  Prayer in the Christian tradition, including prayer for forgiveness, nurtures the spiritual life of believers. | Participate with respect in a variety of personal and communal prayer experiences, including prayer for forgiveness, that nurture the spiritual life of believers. |
|  |  | **CLPS6** Prayer for forgiveness requires admission of sin, saying sorry, asking God’s help to change and seeking to heal one’s loving relationships with God, with others and with all creation. | Communicate an understanding of the language, purpose, gestures and context of prayers for forgiveness including acts of contrition and Penitential Act (A, B, C). |
|  |  | **CLPS2** Meditative prayer uses silence and stillness to assist believers to listen and talk to God.  There is a range of practices for preparing the body and the mind for meditative prayer (e.g. relaxing the body, centred breathing, attending to posture, being silent and still, recitation of mantras, closing eyes).  A range of spiritual exercises drawn from the Christian tradition helps believers engage in the ‘work of meditation’ (e.g. praying with the help of: beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). | Participate respectfully in meditative prayer.  Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer. |

|  |  |
| --- | --- |
| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) | |
| **Mandated Scripture**  Parable of unforgiving servant  [Matthew 18:21-35](http://www.biblegateway.com/passage/?search=Matthew%2018:21-35&version=NRSVCE)  Jesus teaches about forgiving others  [Luke 17:3-4](http://www.biblegateway.com/passage/?search=Luke%2017:3-4&version=NRSVCE)  The Forgiving Father  [Luke 15:11-31](http://www.biblegateway.com/passage/?search=Luke%2015:11-31&version=NRSVCE)  Zacchaeus  [Luke 19:1-10](http://www.biblegateway.com/passage/?search=Luke%2019:1-10&version=NRSVCE) | **Supplementary Texts**  Jesus teachers about love, justice and peace  [Matthew 5:1-12](http://www.biblegateway.com/passage/?search=Matthew%205:1-12&version=NRSVCE)  [Matthew 5:38-42](http://www.biblegateway.com/passage/?search=Matthew%205:38-42&version=NRSVCE)  Pharisee and Tax Collector  [Luke 18:9-14](http://www.biblegateway.com/passage/?search=Luke%2018:9-14&version=NRSVCE)  Jesus Forgives a Loving Woman  [Luke 7:36-50](http://www.biblegateway.com/passage/?search=Luke%207:36-50&version=NRSVCE)  The Lost Coin  [Luke 15:8-10](http://www.biblegateway.com/passage/?search=Luke%2015:8-10&version=NRSVCE) |

|  |
| --- |
| **Significant Days and Celebrations** |
| A reflection on Easter: Resurrection/Forgiveness |

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question– **How does God Forgive?** | | [**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 | * Define FORGIVE (base word) * Determine what students know about forgiveness. What do you know? What would you like to know? * Why do others need forgiveness? Introduce SIN and define. * Can we think of times when people have been forgiven? * Close eyes and recall a time when you were forgiven. Share where appropriate. * Does someone you love or someone in your family need forgiveness? What did he/she do? Did he/she request forgiveness or how do you know? * How do you decide who and when to forgive? * The Bible- Old Testament: Who in the Bible showed sin? Who was without sin? (Jesus). * Be God-centred: Focus on God and heroes of the Bible: Moses/Noah/Ruth/Abraham. * God’s CALL to these people. | Resources, Information & Printables:  [www.biblewise.com](http://www.biblewise.com)  [www.kidssundayschool.com](http://www.kidssundayschool.com)  [www.kidsofintegrity.com](http://www.kidsofintegrity.com)  God’s call to Noah and related activities:  <http://www.kidssundayschool.com/257/topic/noah.php> |
| Finding Out | * Discuss what kinds of ‘sins’ are common for kids. * God and Relationships: Direct students to stories of the Old Testament. * Create a web to represent the relationship between God and Moses, God and Noah, God and Ruth, God and Abraham. (ie. As above, God’s CALL) * **Devise a Story Map** for the sequence of events on one of the above relationships. * **MEMORY VERSE:** investigate Matthew verse (ref: opposite) What can we DO? * **ROLE PLAY:** Engage the children in conversation about Jesus’s forgiveness for us and our forgiveness of others. * Pose the following situations and questions to the children for discussion.   - For the third time, your sister took your favourite CD without asking. Now she tells you it’s lost and she’s sorry. How should you react?  - One of your best friends says you can’t be on his team at recess. You are the captain of the team tomorrow. What should you do?   * How many times do you think God has forgiven you? How many times should you forgive others? * **ERASING SIN ACTIVITY:** Write key verses (Matthew 18:22 and Colossians 3:13b) on a board for all of the children to read and take down in their R.E. books. MISSPELL several of the words in the verses. Provide each child with an eraser. Direct them to copy the verses EXACTLY as you have them written. Talk about the mistakes that were made in the verses. As you make corrections on the board, allow the children to erase the mistakes and spell the words correctly on their papers. (Be aware of special needs with this activity). Students will have fun erasing! * Talk about forgiveness and how God/Jesus forgives (erases) our sin when we make mistakes. We, too, should forgive (erase) the sins of others who hurt us…even if it happens over and over again. * Help students create forgiveness prayers. Examples might be:   Dear God, I am having a hard time forgiving \_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_. Please give me Your love in my heart so I can forgive as You have forgiven me. Amen.  Dear God, I feel like hurting \_\_\_\_\_\_\_\_ rather than forgiving him/her. Please help me to remember that it is Your job to discipline others and not mine. Amen.  Dear God, thank You for sending Jesus to die on the cross so that we can have our sins forgiven. Thank You for forgiving my sins. Please help me to forgive others as You forgive us. Amen.  Dear God, I am sorry I did \_\_\_\_\_\_\_\_\_\_\_\_\_. Will You please forgive me? Amen.  Dear God, I am afraid to ask forgiveness from \_\_\_\_\_\_\_\_\_\_\_\_\_. Please give me the courage to do the right thing. Amen.   * The Veggie Tales characters/gang: GRAPES OF WRATH: <http://www.youtube.com/watch?v=f21EgYfnxDY> * Define wrath: Strong anger that expresses itself in a desire to punish someone. Eg. Noah saw the flood as a sign of the wrath of God.   **OTHER ACTIVITIES/LESSONS INCLUDE:** (refer to appendix suggestions)   * Who is Without Sin? Role play- whole class activity * Clean soda (cola in glass, floating button) whole class activity * Tin Man activity * The Power of the Cross - tailored worksheet activity   **MISSING TARGET**   * Investigate the idea of sin as missing the target * Students discuss the idea that making the wrong choices and doing the wrong thing is like missing the target and is referred to as sin by Christian believers. * Children read or view stories such as ***Miss Lily's Feather Boa*** or the ***Rainbow Fish*** that are about characters whom have made wrong choices and 'missed the target' with their behaviour. * Children discuss the character that missed the target in the story and brainstorm words and their meanings associated with reconciliation vocabulary including: *guilt, sin, disappointment, reconciliation, confessing, making up, reflecting*. * Students demonstrate their understanding of right and wrong choices by placing large post it notes with behaviours and decisions made by characters in the story written on them, on or off a large diagram of a target. * Draw a target and fill in the perimeter with examples of sin (wrong choices)   **RECONCILIATION**   * Find out how believers participate in Reconciliation * Students interview an older student (perhaps of Catholic faith), about what happens in the Sacrament of Penance (Reconciliation) using questions such as: What happens? What does the Sacrament of Reconciliation mean to you? They record responses using either an electronic device such as an iPad or iPod or on paper. * Students may together compile a Y chart about the Sacrament of Reconciliation. | “Forgive as the Lord forgave you.”  (Colossians 3:13b)  Memory Verse:  *“Jesus answered, ‘I tell*  *you, not seven times, but*  *seventy-seven times.”*  (Matthew 18:22)  Help the children find these Bible verses to read aloud:  Matthew 6:12 “Forgive us our debts, as we also have forgiven our debtors.”  Matthew 6:14 “For if you forgive men when they sin against you, your heavenly Father will also forgive you.”  1 Peter 3:9a “Do not repay evil with evil…”  **VEGGIE TALES**:  <http://www.veggietales.com/downloads/19-God%20Wants%20me%20to%20Forgive%20Them.pdf>  Scrap paper, Bibles, Tin foil, Washers, cola drink, glass, buttons, spoon, worksheet copied  Books to source:   * Rainbow Fish book by M. Pfister * Miss Lily’s Feather Boa   Prepare:  1. A visual Target for choices and sins entitled: **Targeting Choices**  2. Cue cards with various terms eg. *miss, on, behaviour, choice, sin,*  3.sad and happy faces for special needs, happy face inside the target, sad face for outside.  4. Several students from a senior grade- perhaps Catholics who might recognise Reconciliation |
| Sorting Out |
| Communicating | * Construct a reconciliation area/Liturgy of the Word * Students assist the teacher to develop a class Liturgy of the Word celebrating God's unconditional love and the importance of reconciliation for building a world of love * incorporate some of the elements of the 2nd Rite of Reconciliation * choose a Gospel story that shows God's nature as loving, just and forgiving * choose sorry prayers and gestures to be included to match the stages of reconciliation: Admitting you were wrong (Examining Conscience), Saying sorry, seeking forgiveness, and making up * connect with the fertile question by including a ritual action of commitment to building a world of love. Students respectfully participate in this class liturgy.   **HIDDEN BIBLE VERSE**   * Fun worksheet to find a message of kindness and forgiveness (see PDF)   ***Focused Assessment 1***: Students contribute to a class mural by creating a visual response and explain why they represented ‘loving, welcoming and forgiving’ actions in that way. Teacher could video, record or copy presentations. | Reconciliation materials,  Blank cards for writing key words on  Dictionary  Hidden bible verse (see supporting materials from Biblewise)   * Other fun sheets and activities here:   http://www.biblewise.com/kids/char\_topic/forgiveness.php |
| Reflecting and Evaluating | **Reflect on God’s Love for the World:**   * Explore some ways that God forgives others * Students examine some examples of sorry prayers. For example an Act of contrition (used by the local parish), the Penitential Rite at the beginning of the Catholic/Anglican [Mass](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=44) and the [Our Father.](http://www.cptryon.org/prayer/child/father.html) Students choose six prayers to construct a class [*Prayer Dice.*](http://lb2sayingsorry.weebly.com/uploads/1/4/3/2/14328276/prayer_dice.doc) * They take turns each day to roll the dice to determine which sorry prayer to pray together. * Evaluate events and consequences of poor choices * Students recall events in the playground, at home and in the classroom when they missed the target with a choice or behaviour that hurt another person and discuss how the relationship was harmed and healed. They brainstorm words and actions that are commonly used by people to make up and reconcile after hurt feelings. Role play or use puppets to practice admitting wrong, saying sorry, forgiving, being forgiven and making up. | Prepare a prayer dice with ideas on each face, Our Father (Jubilee) prayer as a visual,  make own dice from suggested template in appendix.  Models of various prayers and isolation of prayer elements. Eg. calling God by name/ending to prayers |

|  |  |  |
| --- | --- | --- |
| **Core Content Area Two**  Focus/Question– **What are the Signs of Forgiveness?** | | **Resources**  **Teacher Background** |
| Tuning In | * Who do you know of who was the best forgiver? * Identify, discuss and demonstrate a range of emotions and how they can be recognised * Read and rephrase for teaching, the notes at bottom of Unit plan to discuss, how do we know something is real without actually seeing it? * Connect facial expressions with feelings and discuss times when they couldn't tell how a person was feeling because they didn't show the emotion on their face. * Use a [Y Chart strategy](http://lb2sayingsorry.weebly.com/uploads/1/4/3/2/14328276/y_chart_strategy.docx) (see supporting materials) in small groups to share understandings about what the following words look like, sound like and feel like: loving, just, welcoming, forgiving and sorry. * Work together to create class definitions for each word which are then added to a shared vocabulary space. * Create masks (optional) to illustrate the emotions discussed during this tuning in phase using paper bags, paper plates or other recyclable materials. * Use the mask in freeze frames to illustrate a feeling response to teacher created scenarios. * **Note to teacher:** Freeze frames by students could be photographed and added to a visual wall display. Masks can be kept to assist students to explore emotional responses of characters in New Testament stories.   **The ‘70 x 7 Times’ Concept** (refer to appendix)   * Who asks Jesus how many times do we have to forgive someone? * What was Jesus' response? (70x7) * So can we get upset and not forgive after 490 times? (No, because when two "7's" are used together in the Bible, it means infinity. We have to forgive forever.) * What is the parable that follows this demand? (Matt 18:23-35) * Who was forgiven? * Why didn't he forgive? * Do you sometimes get forgiven by your parents and forget to forgive your friends or siblings?   Optional: Start a forgiveness journal. Write down everything you need to forgive and start forgiving. Create a special symbol when you have forgiven a person (yourself, too) or an event. | * Masks, other paper bags and resources (optional) * Y Chart strategy background info (saved as supporting materials) * Picture/Photo or other visual of Jesus, the man * Camera * Background display paper * Y Chart strategy or diagram   **70 x 7 Story:**  Forgiveness Journals/Stationery  Cards with concepts pre-recorded if necessary  Memory Verse (as above in unit plan):  *“Jesus answered, ‘I tell*  *you, not seven times, but*  *seventy-seven times.”*  (Matthew 18:22)  CID:<678622436E7BAD4AB45F491FBB300634@bne.catholic.edu.au> |
| Finding Out | ***Explore some New Testament stories***   * Create cause and effect * Retell a gospel story * Create a before and after chart, describing the effect Jesus had on people * Use drama to highlight Jesus’ power of forgiveness and healing.   ***Investigate ways in which New Testament stories illustrate a world of love***   * Students listen as the teacher reminds them about the Bible as sacred text and, just as the Old Testament has stories about God and God's relationship with the Jewish people, the New Testament shows God's love for the world through stories about Jesus and his followers. * Students share what they know about the New Testament stories in the Bible. * Discuss stories known about Jesus and what he taught about love. * Listen to or view a story that reveals God's unconditional love, the story of ***The*** ***Prodigal Son*** ([Luke 15:11-32](http://www.biblegateway.com/passage/?search=Luke%2015:11-32&version=NRSVCE)). Discuss as a class the characters in the story and the relationships between them. * Use ***Prodigal Son Intro Animation*** on Youtube. (26mins) Watch and discuss story. Relate to texts and storybooks experienced. Compare characters. * *Explore* ***Story of the Lost Son*** (Luke 15:11-32).   http://www.biblewise.com/kids/read/young/the-story-lost-son.php   * View a LEGO animation of ***The Prodigal Son***: Form into groups of three and complete a [character map](http://lb2sayingsorry.weebly.com/uploads/1/4/3/2/14328276/character_map.docx) for one of the main characters (father, older son or younger son) after viewing the [lego animation](http://www.youtube.com/watch?v=F_FUlo3WngI). Record what their character might be thinking or feeling during different parts of the story:  *- At the beginning when the young son takes his father's money and goes away,  - In the middle when the son is away spending all the money,  - Towards the end when the money is gone  - At the end when the son returns home - and the father throws the younger son a party****.*** * Students share their maps with the other members of their group. Discuss which characters showed unconditional love, welcoming, forgiveness and being sorry. Brainstorm what they think the writer of this story was trying to say about God and about love.   ***Deciding upon Forgiveness***   * How do we know when they are forgiven? Use some of your senses to think about a forgiven person. How do they look (expressions) and feel? * Students view or listen to the New Testament story of ***[Zacchaeus](http://www.bne.catholic.edu.au/religious-education-mission/Zacchaeus/bce-index.html" \t "_blank)*** ([Luke 19: 1-10](http://www.biblegateway.com/passage/?search=Luke%2019:1-10&version=NRSVCE)). * Use the [What's in my head strategy](http://lb2sayingsorry.weebly.com/uploads/1/4/3/2/14328276/whats_in_my_head_strategy_zacchaeus_learning_object.docx) to identify the thoughts of the main characters in the story. * Use a [Character map strategy](http://lb2sayingsorry.weebly.com/uploads/1/4/3/2/14328276/character_map_zacchaeus_and_jesus.docx) to describe how Zacchaeus felt before he met Jesus and after he met Jesus. Discuss how Jesus was forgiving of Zacchaeus and how this helped Zacchaeus to become a changed person. * Read a story about Zacchaeus: *‘A Very Short Man’* <http://www.biblewise.com/kids/read/young/a-very-short-man.php> * Pose discussion questions (refer to appendix) * Complete “Zacchaeus: Who’s in the tree?” fun worksheet of dot-to-dot | Learning Bytes on BCE website (for more information)  Various texts and storybooks about the New testament stories  Jesus parables and New testament stories  Children’s Bible  Prodigal Son Intro YouTube Video (26mins)  <http://www.youtube.com/watch?v=KOHHjC6Z5Uk>  Prepare to be seen/read on IWB: <http://www.biblewise.com/kids/read/young/the-story-lost-son.php>  Bibles  Prodigal Son Lego story on YouTube: (clip)  <http://www.youtube.com/watch?v=F_FUlo3WngI>  Character maps and graphic organisers  Paper/Pencils for free drawing/expression  BCE Learning Object: Zacchaeus  <http://www.bne.catholic.edu.au/religious-education-mission/ReligiousEducationCurriculum/Documents/learning-objects/zacchaeus/bce-index.html>  Zacchaeus, ‘What’s in my Head? Strategy’ (saved as supporting materials)  Online short story: <http://www.biblewise.com/kids/read/young/a-very-short-man.php>  Zacchaeus dot to dot activity PDF (see appendix) |
| Sorting Out |
| Communicating | ***Identify some teachings and actions of Jesus that reveal aspects of God’s nature***   * Students in small learning teams/groups prepare a retelling of either ***The Prodigal Son*** or ***Zacchaeus***, using drama, puppets or the visual arts. They present their retelling to the class. Students discuss as a class what the stories tell about God. * Students complete statements about God using words from the following list: *father, welcoming, sorry, forgiving others, love.* * For example: "Jesus taught that God is like a loving father." "Forgiving others and saying sorry helps to create a world of love." * They post their statements as posties on a class collaborative space.   **Liturgy Plan on Forgiveness**   * Run a mini Liturgy/Reader’s theatre: (see online resource opposite) * How does Jesus forgive? Can we write a class prayer about forgiveness?   **Jesus Forgives:** Use the hands-on activity below as a whole class teaching and learning, or as a reflection lesson later in the term. Present a boiled egg (shell still on) as a picture of a clean slate. Have students identify common poor choices. Write these on the egg until the whole egg is covered in writing. Pass egg around for viewing and even attempted ‘cleaning’ with tissue. Discuss how Jesus takes away sin and makes us new. While sharing, crack the egg carefully and peel away outer shell, revealing clean white egg. This is like Jesus wiping our souls clean again with his love for us.  **The Lost (Prodigal) Son Craft idea**   * Teach children about forgiveness through craft. * *‘In Him, we have the redemption through His blood, the forgiveness of sins, in accordance of the riches of God’s grace’*. (Ephesians 1:7)   **JOSEPH**   * Read a story about Joseph: *‘A Surprise Visit’*   [**http://www.biblewise.com/kids/read/young/a-surprise-visit.php**](http://www.biblewise.com/kids/read/young/a-surprise-visit.php)   * Pose discussion questions (see appendix) * Complete the “Be Like Joseph” worksheet * Children undertake a re-reading of the story and attempt to solve worksheet.   ***Focused Assessment 2***: Students complete a “Saying Sorry Prayer Plan”, responding to: calling God by name; expressing faith in God’s goodness; identifying a personal growth area needing forgiveness; making a promise to fix the situation; closure. | ***Zaccheus and Prodigal Son*** resources   * Props * Storybooks * Visuals * Posters   Prayers of forgiveness  Labels for writing prayers of the various elements.  **Liturgy plan on Forgiveness, prayers of faithful, examples and resources**:  <http://catholicteacherresources.com/media/mass_plans/march_mass.pdf?phpMyAdmin=ei%2Cv-xYcDhOVSM-eZkL76uKoMRd>  Psalm 51: Prayer for Forgiveness  <http://www.biblegateway.com/passage/?search=Psalm+51&version=GNT>  Hard-boiled egg, permanent fine marker  Lost Son Craft: paper/scissors/glue, textas,  hands cut from paper, head template prepared and attached to bible verse, googly eyes, strips of card for arms.  1-#teaching kids forgiveness #parable of the lost son #craft #prodigal son-025  Joseph focus: Story about Joseph: *‘A Surprise Visit’* (from Biblewise)  Discussion questions on Joseph (see below unit plan)  ‘Be Like Joseph’ worksheet (PDF saved as supporting materials) |
| Reflecting and Evaluating | * Reflecting on the learning from the above Bible stories * Students reflect each day where and when they have witnessed themselves or others acting to build a community of love. * Students contribute to a class mural or poster by creating a visual response that shows examples of actions of how they can be more loving, welcoming and forgiving.   **Review Joseph and the Prodigal Son with the Theme of Forgiveness**   * ***Name different characters in the Bible who needed forgiveness***. * What did they do that they needed to be forgiven? * Think of Joseph's brothers…. * What about the Prodigal Son; why did he want forgiveness? * Did Jesus' disciples need to be forgiven for something? * ***Name different characters in the Bible who were forgiving***.For example**:** * Did Joseph forgive his brothers?What did he say to them? * Did Jacob forgive his sons for what they did to Joseph and himself? * Why did the father forgive his son who took his inheritance and spent it all in a far off land? * Did the brother forgive his wayward brother? Why or why not? * Can you recall others in the Bible who were forgiving? * Do you know how to forgive? * Who have you forgiven?Why? | Prepare answers in advance for Forgiveness reflections |

***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 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? | |
|  |  |