****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 5 “Communities of Believers” [Byte]**

**Jubilee Primary School Duration: 9 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How can communities of believers be strengthened?** |

**VISION for Religious Education**

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

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

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| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) |
| [Religious Identity and Culture](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)   * + [Ethos and charism (ICE)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-(ICE).aspx)   + [Authentic Christian community (ICC)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)   + [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Sense-of-the-Sacred-(ICS).aspx)   [Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)   * + [Justice in the school community (SJS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Justice-in-the-school-community-(SJS).aspx)   + [Action for justice (SJA)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-(SJA).aspx)   + [Reflection on action for Justice (SJR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Reflection-on-action-for-Justice.aspx)   [Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)   * + [Living the Gospel (EFG)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-(EFG).aspx)   + [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-(EFF).aspx)   + [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Witness-to-the-wider-community-(EFW).aspx)   [Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)   * + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-(PWP).aspx)   + [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-(PWL).aspx)   + [Ritualising everyday life (PWR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ritualising-everyday-life-(PWR).aspx) | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy) * [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy) * [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability) * [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking) * [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability) * [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding) * [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding). | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx) * [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia's-engagement-with-Asia-in-a-multi-faith-context.aspx) * [Sustainability and ecological stewardship.](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Sustainability-and-ecological-stewardship.aspx) |
| ***Year Level Description*** | | |
| The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. In Year 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE – c.1900 CE). They use a range of Biblical tools. They begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship, including the Eucharist, the Psalms, Sabbath rituals and prayers; and the wisdom of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They learn about the significance of Marian prayers in the life of the Church, including the Hail Mary, the Rosary and the Litany of Mary of Nazareth, in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church. | | |
| ***Achievement Standard*** | | |
| By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They describe different experiences of communities of believers living according to Jesus’ new commandment of charity (love); going beyond existing laws to care for the well-being of others; making and acting upon informed moral choices. They locate and record information about the contribution of pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary’s role as mother of Jesus and mother of the Church. They analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer. | | |

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| ***Class Context for Learning*** |
| Class / Individual 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   * Begin to appreciate the significance of community for sharing and strengthening the faith of believers past and present including followers of Catholicism and Judaism * Recognise the obligation of Jesus' commandment to "love our neighbour" has an individual dimension, but it also requires a broader social commitment to the common good. * Broaden their appreciation of the significance of personal and communal prayer and worship including the Eucharist, Sabbath rituals and prayers for communities of believers. * Recognise the contribution of the writings of the saints including St Mary of the Cross MacKillop for communities of believers * Learn about the significance of Mary as mother of Jesus and mother of the Church (Catholic) |

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| **Success Criteria** |
| * Students identify many ways in which faith is shared and strengthened in communities of believers past and present * Students evaluate the significance of the writings of St Mary of the Cross MacKillop for communities of believers * Students explain how evidence from the New Testament supports the significance of Mary as mother of Jesus, mother of the Church (Catholic) and her role in the local church community * Students explain the significance of personal and communal prayer and worship including the Eucharist, Sabbath rituals and prayers for nourishing and strengthening communities of believers * Students participate respectfully in a variety of personal and communal prayer experiences including Marian prayers. |

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| **Assessment** |
| **Focus Area 1:** Students choose one practice from the Shabbat to explore more fully e.g.the Shema, the meals, songs etc to develop their understanding about the connections between the selected Shabbat practice or prayers and why they are significant. How does the practice explain or represent the Jewish relationship with God? Students choose a method of presentation to communicate their new knowledge. Examples include [Voki](http://www.voki.com/" \t "_blank), power point and [PicPlayPos](https://itunes.apple.com/au/app/picplaypost/id498127541?mt=8" \t "_blank)t.  **Focus Area 2:** Students use some of [the words of St Mary of the Cross MacKillop](http://www.marymackillop.org.au/_uploads/rsfil/000426_ebfa.pdf" \t "_blank) to complete the [worksheets](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/mary_mackillop1.jpg)and identify [the qualities of individuals](http://www.marymackillop.org.au/_uploads/rsfil/000429_edda.pdf" \t "_blank) who care for others.  **Focus Area 3:** Investigate the many ways the school/parish celebration of the Eucharist strengthens, nourishes and sustains their school community of believers. One way to do this is examine and reflect on photographs taken by the teacher that show the school community participating in different parts of the Mass as well as some images of living the Eucharist (Caritas, love) outside of the Mass. Students work in teams of two or three to develop text to go with each picture to demonstrate their understanding of how the community is being nourished and sustained by the Eucharist. For example next to an image of students offering each other the sign of peace, a student might write that shaking hands at the sign of peace makes us feel that we belong and that others wish us well and to find peace on the journey of life. Images and text could be presented using [Photopeach](http://photopeach.com/" \t "_blank) for PC or [Haiku deck](http://www.haikudeck.com/" \t "_blank) for Mac and iPad. |

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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*** |
| **STCW6 -** The wisdom of the saints, in particular St Mary of the Cross MacKillop, helps people understand about caring for the well-being of others and the faith of the community of believers. This wisdom guides and gives strength to believers past and present. | Explain how the wisdom of the saints, in particular the letters written by St Mary of the Cross MacKillop, helps people past and present to understand about caring for the well-being of others and the faith of the community of believers. | **BEWR6 -** Followers of Judaism live their relationship with God through their personal and communal worship. | Identify features of a Synagogue and explain their importance in Jewish worship.  Identify and explain practices associated with the observance of Sabbath.  Make connections between the Sabbath rituals and prayers and the Jewish relationship with God. |
|  |  | **BEHE5** - Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of Eucharist. | Identify ways in which people share faith within a community of believers (e.g. family, parish, school)  Communicate an understanding of how the faith of people strengthens the faith of the community of believers. |
| **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*** |
| **CHPG6 -** Mary is the mother of Jesus and of all Christians. Mary’s role in the Church community (e.g. advocate, mother, helper) can be described using a variety of titles and images. New Testament texts reveal Mary’s role as mother of Jesus and her role in the early church community. | Explain how some titles and images of Mary found in New Testament texts reveal her role as mother of Jesus and her role in the Church community (e.g. advocate, mother, helper).  Compare different understandings of Mary as depicted in a variety of titles and images (e.g. from visual, multimedia and/or written texts). | **CLPS14 -** 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 Marian prayers, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences. | Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Refer to Resource Section of Unit Plan** |

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| **Significant Days and Celebrations** |
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| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question– **What is a community of believers?** | | [**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 | **Identify the characteristics of different types of communities**   * Students form six groups to share understandings about the characteristics of different types of secular communities (sports, online, special interest, local or national) using a [Hot Potato strategy](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/hot_potato_strategy.docx). Students name the community to which they are  referring when answering the following questions:   + What are the shared beliefs and values of this community?   + How does this community welcome newcomers?   + How are new comers initiated into this community?   + How is this community nourished and/or sustained?   + How does this community nourish and sustain others?   + How does this community make me feel? * Students as a whole class, using a graffiti wall, use similar questions to those above to identify the characteristics of a community of believers. Students identify distinguishing features of a community of believers. The graffiti wall can be added to as new learnings transpire. |  |
| Finding Out | **Explore the characteristics of a community of believers**   * Students discuss as a class answers to the questions:   + Who makes up our school community?   + What makes our school community similar yet different from other school communities eg state schools, other religious schools, other private schools?   + In light of your understandings of the differences between the school communities what special characteristics identify our school as a community of believers? One way to do this is to examine and compare the school's mission statement with another's (easily available on the web). A [two circle](http://www.classtools.net/education-games-php/venn_intro" \t "_blank) Venn diagram could be used to identify the similarities and differences. * Identify the connection between their school as a local community of believers and the universal community of believers by completing a [web quest.](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/webquest.docx) * Students in pairs participate in a symbols walk to identify the outward signs (symbols and practices) that indicate how the school belongs to a wider Christian community. They record findings using available technologies. Students share findings using an appropriate tool. * Create a class retrieval chart to demonstrate the connection between the symbols and practices identified and the wider community of believers in a Christian faith tradition. Students select one of the symbols or practices and reflect on its meaning for them and on the meaning for the school community of believers.   **Explore ways in which followers of Judaism live their relationship with God as a community of believers**   * Remind students that Jesus grew up in a Jewish community of believers and that the followers of Judaism today live their relationship with God through their personal and communal worship. Students view the short film about [the synagogue](http://interfaithexplorers.com/for-pupils/the-synagogue" \t "_blank) the place of Jewish worship. It might be possible to visit a synagogue (see teacher note above). Students are introduced to the importance of the Sabbath for the believing community by reading the information found [here](http://teachingjudaism.weebly.com/shabbat.html" \t "_blank) and listening to this [short explanation](http://interfaithexplorers.com/for-pupils/shabbat-at-synagogue" \t "_blank). * Students form teams of three to conduct an inquiry into the practices associated with Shabbat (Sabbath) for Jewish people (e.g. food, work, family time, candles, blessings, prayers, songs). They brainstorm to identify key questions and allocate group roles and tasks. They set up a collaborative online space such as [Padlet](http://padlet.com/" \t "_blank) to share their information and resources.  Excellent resources can be accessed  via the Teaching Judaism website [here](http://teachingjudaism.weebly.com/shabbat.html" \t "_blank) the torahtots website [here](http://torahtots.com/shabbat/shabbat.htm" \t "_blank) and the BBC religion website [here](http://www.bbc.co.uk/religion/religions/judaism/holydays/sabbath.shtml" \t "_blank). |  |
| Sorting Out |
| Communicating | ***Focus Assessment* 1**: Students choose one practice from the Shabbat to explore more fully e.g.the Shema, the meals, songs etc to develop their understanding about the connections between the selected Shabbat practice or prayers and why they are significant. How does the practice explain or represent the Jewish relationship with God? Students choose a method of presentation to communicate their new knowledge. Examples include [Voki](http://www.voki.com/" \t "_blank), power point and [PicPlayPos](https://itunes.apple.com/au/app/picplaypost/id498127541?mt=8" \t "_blank)t. |  |
| Reflecting and Evaluating | **Reflect on learnings about Jewish communities of believers**   * Discuss as a class how the Shabbat rituals strengthen the Jewish community of believers. * Students work in their groups to review their inquiry into Shabbat by answering the following questions:   + How did we do?   + How do we know?   + What have we learned?   + What have we achieved?   + What helped us to be successful?   + What made us less successful?   + What will we do better next time? |  |

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| **Core Content Area Two**  Question– **How does the faith of individuals strengthen a community of believers?** | | **Resources**  **Teacher Background** |
| Tuning In | **Explore ways individuals contribute to the community of believers**   * Students identify a member of their school/faith community who they believe nourishes or sustains the community because of their faith and their actions. They create a trading card about the identified individual and add them to the graffiti wall started at the beginning of this learning byte. An example can be seen [here.](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/trading_card.jpg) Using the online [trading card](http://bighugelabs.com/deck.php" \t "_blank) maker requires a digital photograph that can be uploaded. The file can be saved and printed. |  |
| Finding Out | **Explore the way that titles, images, prayers and texts about Mary mother of Jesus reveal her role in the community of believers**   * Students share as a class what they know about Mary mother of Jesus. * Form groups of seven to review scripture passages that refer to Mary for clues about how her faith strengthened those around her. Each member of the group chooses one passage to read from the [handout](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/mary_mother_of_jesus.docx) and takes turns to tell the rest of the group what the reading was about and which word or phrase from the following list they would use to describe Mary in that passage: strong, gentle, trusting, patient, courageous, risk taker, comforter, mother of the dying, refugee, wise and understanding, first disciple, faith filled. * Students listen as the teacher explains about the special place of Mary in the lives of Australian Catholics as their Patron Saint Mary help of Christians. Working in pairs, students read the [history](http://www.sydneycatholic.org/news/latest_news/2012/2012523_1553.shtml" \t "_blank) of how Mary help of Christians came to be the Patron Saint of the early Australian Catholic Church. Students use a think pair share strategy to discuss the significance of Mary Help of Christians for Australian Catholics and the praying of the Rosary in the 1800s . * Students share what they know about the Rosary. * Students pray the Rosary without focusing on scripture but simply as a series of traditional prayers such as the Hail Mary, Glory Be and Our Father as a mantra and using beads. Students identify the two different purposes of using the Rosary to assist in a meditation of scripture and as a repetitive mantra. * Students use a set of [Rosary beads](http://catholicicing.com/how-to-make-a-rosary-with-kids/" \t "_blank) and a visual and written guide to reciting the Rosary appropriate for their age and understanding. They explore the text and the beads and identify and list patterns in the prayer. Students brainstorm ideas for saying the Rosary using materials other than Rosary beads. * The following website has a very straightforward explanation of how to pray the Rosary: [www.ainglkiss.com/rosary4kids](http://www.ainglkiss.com/rosary4kids)   **Investigate the ways in which St Mary of the Cross MacKillop nurtured and sustained communities of believers past and present**   * Students share what they know about St Mary of the Cross MacKillop. Students view diverse resources about St Mary of the Cross MacKillop including films, posters, poems, songs, sayings, digital resources and stories to gain new understandings about her life and the way she nurtured and sustained communities of believers. * Students view and analyse this [short film](http://www.youtube.com/watch?v=eOqGWciHi70" \t "_blank) and/or the [Timetoast](http://www.timetoast.com/timelines/64115" \t "_blank) timeline about the contribution of St Mary of the Cross MacKillop and the sisters of St Joseph to the shaping of Australia from 1842CE-1909CE. * Students listen to the Gary Pinto song [Saint Mary MacKillop](http://www.youtube.com/watch?v=J8HN2qb4a_Y" \t "_blank) * Read the words of St [Mary of the Cross MacKillop](http://www.marymackillop.org.au/_uploads/ppage/files/MM%20words%20-%20as%20read%20by%20Judy%20Sippel%20rsj%20at%20the%20Canonisation.pdf" \t "_blank) to understand how her words help people past and present to understand about caring for the wellbeing of others and the faith of the community of believers. Students reflect on the saying of St Mary of the Cross MacKillop “Never see a need without doing something about it” . They identify some of the "needs" in their community and complete a Y chart for how a community would look like, sound like and feel like if the members of the community applied the wisdom within these words to dealing with these needs. |  |
| Sorting Out |
| Communicating | ***Focus Assessment*** 2: Students use some of [the words of St Mary of the Cross MacKillop](http://www.marymackillop.org.au/_uploads/rsfil/000426_ebfa.pdf" \t "_blank) to complete the [worksheets](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/mary_mackillop1.jpg)and identify [the qualities of individuals](http://www.marymackillop.org.au/_uploads/rsfil/000429_edda.pdf" \t "_blank) who care for others. |  |
| Reflecting and Evaluating |  |  |

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| **Core Content Area Three**  Focus/Question– **What strengthens a community of believers?** | | **Resources**  **Teacher Background** |
| Tuning In | **Explore the ways in which the Eucharist nourishes and sustains communities of believers.**   * Students discuss the ways in which they have experienced the Eucharist. They discuss questions such as: When was the first Eucharist? Why do Catholics celebrate Eucharist? Students are asked if and when they have heard the words : "Do this in memory of me" and what they think this refers to. |  |
| Finding Out | **Explore the origins of the Eucharist (Catholic)**   * View the [slide show](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=15" \t "_blank) of the Last Supper. Students listen as the teacher explains that Jesus celebrated the Passover meal in Jerusalem with his disciples the night before he died. This meal, celebrated by Jesus, is now called the Last Supper. Students can learn about the importance of the Passover to the Jews at the Together at One Altar [website.](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=19) * View and discuss [the slideshow](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=21" \t "_blank)of the Origins of the Eucharist. * Students examine the three Gospel accounts of the Last Supper [here](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=15" \t "_blank) or by looking up: Luke 22:8-13,17-20; Matthew 26:17-19,26-30 and Mark 14:13-16,22-26. Students complete a [thee circle Venn diagram](http://www.classtools.net/education-games-php/venn_intro" \t "_blank) to compare the three accounts. They complete an [emotions map strategy](http://lb5communitiesofbelievers.weebly.com/uploads/1/4/3/2/14328276/emotions_map_strategy.docx) to discuss the way the disciples and Jesus might have been feeling that night. How important might it have been to share that meal together the night before Jesus died? How special would that memory be for Jesus' friends? * Students listen to [the Emmaus story](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17" \t "_blank) from Luke 24:13-35 which takes place after Jesus has been dead for three days. Students compare how the two friends of Jesus were feeling as they were walking on the road before they met Jesus and after when he sat down and broke bread with them. How might that meal with Jesus have sustained and nourished their spirits in that time of sadness? * Examine and discuss the nine purposes of the Mass outlined on the Together at One Altar [website.](http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=22" \t "_blank) * Explore what it means when the Priest says "Go forth and announce the Gospel of the Lord in the way you speak and act " during the [dismissal](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=43" \t "_blank) part of the Mass. They discuss what it looks like to live according to Jesus’ new commandment of charity (love) and caring for the wellbeing of others. |  |
| Sorting Out |
| Communicating | ***Focus Assessment 3***: Investigate the many ways the school/parish celebration of the Eucharist strengthens, nourishes and sustains their school community of believers. One way to do this is examine and reflect on photographs taken by the teacher that show the school community participating in different parts of the Mass as well as some images of living the Eucharist (Caritas, love) outside of the Mass. Students work in teams of two or three to develop text to go with each picture to demonstrate their understanding of how the community is being nourished and sustained by the Eucharist. For example next to an image of students offering each other the sign of peace, a student might write that shaking hands at the sign of peace makes us feel that we belong and that others wish us well and to find peace on the journey of life. Images and text could be presented using [Photopeach](http://photopeach.com/" \t "_blank) for PC or [Haiku deck](http://www.haikudeck.com/" \t "_blank) for Mac and iPad. |  |
| Reflecting and Evaluating |  |  |

***Teacher Reflection and Feedback***

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

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