****[**Religion Planning**](https://www.youtube.com/watch) **Year 4 “Living Community”**

**Jubilee Primary School Duration: 9 weeks**

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| [**Fertile Question**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **What does living in a Christian community look like?** |

**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**](https://www.youtube.com/watch) | [**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://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)   * + [Ethos and charism (ICE)](http://religioncurriculump-12.weebly.com/planning.html)   + [Authentic Christian community (ICC)](https://kweb2007.bne.catholic.edu.au/ree/RE/CLT/Yr8to10/A-Z%20Strategies.doc)   + [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.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/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/Pages/Theological-Background-Search.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/Ethos-and-charism-(ICE).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/Authentic-Christian-community.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/SAJ/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/Living-the-Gospel-(EFG).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/Spiritual-Formation-(EFF).aspx) | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy) * [Numeracy](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) * [Information and communication technology (ICT) capability](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) * [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking) * [Personal and social capability](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx) * [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding) * [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy). | * [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 4, students develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible, and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit to learn that Christians believe that God, as Trinity, is relational in nature. They begin to appreciate the significance of community for Christians; of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the wisdom of St Paul, and the experiences of different communities, including Jewish communities, early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing: Anointing of the Sick and Penance. They examine prayers of blessing and adoration, and prayers of petition and intercession, to facilitate an appreciation of the significance of these forms of prayer for Christian communities. | | |
| ***Achievement Standard*** | | |
| By the end of Year 4, students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word. They use the Bible’s referencing system to locate books, people, places and things in the Bible. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining Scriptural passages that express God as Father, Son and Holy Spirit. They explain the significance of community for Christians; of living in loving relationship with God, others and all of creation. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community; their loving relationships with God, others and all of creation. They explain how and why the worship of Jewish communities has changed since the time of Jesus and identify aspects that remained the same. They describe practices and characteristics of contemporary parishes and dioceses (including the celebration of Sacraments of Healing: Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing and adoration, and prayers of petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of blessing and adoration, and prayers of petition and intercession. | | |

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

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| **Learning Intentions** |
| By the end these learning experiences, students   * identify wise words from Paul regarding living in community, making connections with own experiences * make connections between practices of church communities and Jesus’ mission and ministry * describe variety of characteristics that mark local church communities * identify and use practices and spiritual exercises that assist to prepare and engage in meditative prayer |

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| **Success Criteria** |
| * Connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities * Explain the significance of community for Christians * Participate respectfully in a variety of prayer experiences, including meditative prayer |

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| **Assessment** |
| **Focus Area 1:** Rewrite a letter from St Paul by summarising key messages and writing as a contemporary letter using Haiku Deck. Students to share with another student via ‘Today’s Meet’ to obtain feedback using the strategy ‘Two ideas they have done well and one idea that could be improved.  **Focus Area 2:** Using the name of a Christian organisation and its logo, investigate how the practices of the organisation are modelled on the vision and mission of Jesus. How can we contribute to this community? Use Prezi to present.  **Focus Area 3:** Using Snap Guide students are to create a step by step guide on how to ready oneself for meditation and how to complete a meditation experience. |

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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*** |
| **STCW5 -** The wisdom of St Paul helps people understand about living in community. | Identify some wise words from St Paul that help people understand about living in community.  Make connections between the wisdom of St Paul about living in community and their own experiences (e.g. classroom, school, family, parish). | **BEHE4 -** Christians believe that as God is relational in nature, so too people become fully human through the experience of community. | Communicate an understanding of the concept of ‘community’.  Explain how living in community helps people reach their full potential. |
| **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*** |
| **CHPG5 -** The practices of each Church community (including the parish and diocese) are modelled on the mission and ministry of Jesus. A variety of characteristics mark local Church communities, including: prayer and worship (Acts 2:42); proclaiming the Good News (Romans 10:14); building peaceful relationships (Romans 14:19); caring for the marginalised (1Corinthians 12:26a); rejoicing in the achievements of one another (1Corinthians 12:26b); seeking and offering forgiveness (Ephesians 4:32); supporting and encouraging one another (1 Thessalonians 5:11) and welcoming and creating a sense of belonging. | Make connections between the practices of Church communities and the mission and ministry of Jesus.  Describe (using examples) the variety of characteristics that mark local Church communities. | **CLPS10 -** 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 prayers of petition, intercession, blessing and adoration, 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. |
|  |  | **CLPS13 -** 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. guided meditation; 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. |

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| [**Scriptural Texts**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability) | |
| **Mandated Scripture**  Giving Sight to a Blind Man at Jericho  [Mark 10:46-52](http://www.biblegateway.com/passage/?search=Mark%2010:46-52&version=NRSVCE)  [Luke 18:35-43](http://www.biblegateway.com/passage/?search=Luke%2018:35-43&version=NRSVCE)  Life among the believers  [Acts 2:42-47](http://www.biblegateway.com/passage/?search=Acts%202:42-47&version=NRSVCE)  [Acts 4:32-37](http://www.biblegateway.com/passage/?search=Acts%204:32-37&version=NRSVCE) | **Supplementary Texts**  Cleansing a Leper  [Mark 1:40-45](http://www.biblegateway.com/passage/?search=Mark%201:40-45&version=NRSVCE)  [Luke 5:12-16](http://www.biblegateway.com/passage/?search=Luke%205:12-16&version=NRSVCE)  Man by pool of Bethesda  [John 5:1-9](http://www.biblegateway.com/passage/?search=John%205:1-9&version=NRSVCE)  Ten Lepers  [Luke 17:11-18](http://www.biblegateway.com/passage/?search=Luke%2017:11-18&version=NRSVCE)  Two blind men at Jericho  [Matthew 20:29-34](http://www.biblegateway.com/passage/?search=Matthew%2020:29-34&version=NRSVCE)  The disciples to do work of Jesus  [John 14:11-14](http://www.biblegateway.com/passage/?search=John%2014:11-14&version=NRSVCE)  [Acts 5:12-15](http://www.biblegateway.com/passage/?search=Acts%205:12-15&version=NRSVCE)  Jesus' disciples do works of healing  [Mark 6:6b-13](http://www.biblegateway.com/passage/?search=Mark%206:6b-13&version=NRSVCE)  [Mark 16:17-18](http://www.biblegateway.com/passage/?search=Mark%2016:17-18&version=NRSVCE)  [James 5:13-15](http://www.biblegateway.com/passage/?search=James%205:13-15&version=NRSVCE)  Some texts from the letters of St Paul  [Romans 1:7-12](http://www.biblegateway.com/passage/?search=Romans%201:7-12&version=NRSVCE)  [Romans 8:28-29; 31-33](http://www.biblegateway.com/passage/?search=Romans%208:28-29%3b%2031-33&version=NRSVCE)  [2 Corinthians 13:10-13](http://www.biblegateway.com/passage/?search=2%20Corinthians%2013:10-13&version=NRSVCE)  St Paul's ideas about living in community  [Philippians 2:2-5, 14](http://www.biblegateway.com/passage/?search=Philippians%202:2-5%2c%2014&version=NRSVCE) [Galatians 5:25-26, 6:9-10](http://www.biblegateway.com/passage/?search=Galatians%205:25-26%2c%206:9-10&version=NRSVCE)  [Colossians 3:12-17, 20](http://www.biblegateway.com/passage/?search=Colossians%203:12-17%2c%2020&version=NRSVCE)  Proclaiming the Good News  [Romans 10:11-17](http://www.biblegateway.com/passage/?search=Romans%2010:11-17&version=NRSVCE)  Building peaceful relationships  [Romans 14:1-19](http://www.biblegateway.com/passage/?search=Romans%2014:1-19&version=NRSVCE)  Supporting and encouraging one another  [1 Thessalonians5:11-22](http://www.biblegateway.com/passage/?search=1%20Thessalonians%205:11-22&version=NRSVCE) |

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| **Significant Days and Celebrations** |
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| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question– **What does Paul say about living in community?** | | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)  [**Teacher Background**](http://bceteachingjudaism.weebly.com/index.html)  [**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * What do we already know? * What do we want to know? * Who is Paul? Why should we listen to him? View youtube clip  Students to use Instagrok to explore who is Paul. Students to take notes in their Religion book. * Youtube: Student to take notes as they watch the video. The Bible: A History - ST PAUL: [https://www.youtube.com/watch?v=ovIAmlieHLY](http://www.rec.bne.catholic.edu.au/Appendices/Pages/default.aspx?v=ovIAmlieHLY) | “Instagrok” search: Saint Paul and the Christian Community |
| Finding Out | * Contribute actively to group discussions about St Paul’s ideas about living in community (e.g. Phillipinians, Galatians, Colossians). Discussion using information obtained from previous activity using Instagrok. * Identify some wise words from St Paul’s letters (using a Webtool – Wordificator) that express his important messages about living in community * Explore language features and structure of letters from St Paul – Greeting, messages of what it means to be a member of a functioning community, blessing or farewell ending (using the Mac, create a colour code to highlight the features of the letters). * Explore language features and structure of a contemporary email communication. Students to email the teacher using this format regarding the characteristics of Pauls Christian Community. * Compare and contrast the particular text features of a letter and an email to highlight methods of communication in the past and in contemporary society. Students to use their email to compare against St Pauls letters. * Highlight key messages from St Paul’s letters as a one/two sentence message using ‘Instaquote’. | **Paul about community**  Romans 1:7-12  Romans 8:28-29; 31-33  2Corinthians 13:10-13  Philippians 2:2-5; 14  Galatians 5:25-26, 6:9-10  Colossians 3:12-17, 20 |
| Sorting Out |
| Communicating | **Focused Assessment 1:** Rewrite a letter from St Paul by summarising key messages and writing as a contemporary letter using Haiku Deck. Students to share with another student via ‘Today’s Meet’ to obtain feedback using the strategy two ideas they have done well and one that could be improved. |  |
| Reflecting and Evaluating | * Students are to write on a post-it note the key message they have taken away from the teachings of St Paul. |  |

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| **Core Content Area Two**  Focus/Question– **What does a Christian community do together?** | | **Resources**  **Teacher Background** |
| Tuning In | * What is a Christian Community? * What do we know about Christian Communities? How are they different to other communities? * What do we want to know about Christian Communities? * Watch Youtube video: This is Discipleship. https://www.youtube.com/watch?v=rk8ERxqCZqQ | Youtube: https://www.youtube.com/watch?v=rk8ERxqCZqQ |
| Finding Out | * Explore the concept *The People are the Church,* by viewing and discussing the meaning of visual representations of this concept. Students consider questions such as: Who can you find in the pictures? What else can you see, other than people? * Record and illustrate the ways people are the Church. Eg People praying, sharing,helping, thanking, giving, saying sorry, worshipping, caring for others etc., are ideas that could lead students to a concept of church. * Use a digital camera, record images of people, symbols or events that reflect the variety of characteristics of their local Church community (e.g. praying, caring, forgiving) * Complete speech captions that reflect why some people like to be Church or part of a Church Community. Students ask members of the class, school community, parents and friends why they like to be Church or part of a Church Community and they use this information for their speech bubbles. * Find out the names of some organisations within the local Church community that care for the marginalised and those in need (e.g. St Vincent de Paul, Catholic Mission, Caritas, Centacare, Salvation Army, Lifeline, Net Ministries) * Interview people within their church/parish community who work to care for others in some way, to find out what they do, who they help and why they do it * Find out about the ministries in local Church communities (e.g. church website, church bulletin, ministry/stewardship book) and designing a [flip book](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) to show how these ministries live out the characteristics of the local Church (e.g. caring, rejoicing, praying, welcoming, supporting, encouraging) * Use a concept map (e.g. bubblr.us, fishbone, mindmeister.com) match some given Scriptural texts on the healing nature of love with ways in which the local Church communities practise healing love. * *You have heard it said, ‘Love your friends, hate your enemies.’ I tell you, ‘Love your enemies and pray for those who persecute you.’* Matthew 5:44 * *God so loved the world that He gave his only begotten Son*. John 3:16 * *Love the Lord God with all your heart*. Matthew 22:37 * *Love your neighbour as you love yourself*. Matthew 22:39 * *I love you just as my Father loves me.* John 15:9 * *Love one another as I have loved you*. John 15:12 * *Love must be completely sincere.* Roman 12.9 * *Love is patient and kind; Love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; Love is not happy with evil, but is happy with the truth. Love never gives up; love is eternal.* 1 Cor 13:1-8 * *Faith, hope and love; and the greatest of these is love*. 1 Cor. 8:1. * Use a **Retrieval Chart** to identify a Scriptural passage on love, its summarised meaning, the healing nature of love and the ways the Church practices this belief. * Read Matthew 25: 35-46. Students study the provided key concepts within Matthew 25: 35-46 and complete a **Concept Spiral** to identify those who are hungry, lonely, in prison and needy today. In the inner circle of the concept spiral students record the scriptural reference one of the key concepts from the Matthew reading. Students record on the second circle the key concept and on the third or outer circle they record a contemporary Church community practice that reflects this concept. | ***Local Church Organisations***  St Vinnies, Salvation Army, Anglicare, Caritas, Lifeline, Centacare, Net Ministries, Rosies, Catholic Mission, Project Compassion, Australian Red Cross  **Life among the believers ( Core Text)**  Acts 2:42-47  **Opportunities for Religious Life of the School**  **Evangelisation and Faith Formation**  **Living the Gospel**   * Created a Christ centred environment EFG1 * Embedding the Gospel in practices and processes EFG2   ***Giving sight to a blind man in Jericho* (Core Text)**  Mark 10:46-52  Luke 18:35-43  ***Healing Nature of Love***  Matthew 5:44; John 3:16; Matthew 22:37; Matthew 22:39; John 15:9; James 15:12; Romans 12:9; 1 Corinthians 13:1-8; 1 Corinthians 8:1. |
| Sorting Out |
| Communicating | **Focused Assessment 2:** Using the name of a Christian organisation and its logo, investigate how the practices of the organisation are modelled on the vision and mission of Jesus. How can we contribute to this community?  Use Prezi to present. |  |
| Reflecting and Evaluating | * Using a radial chart, students and teacher are the create what a Christian Community looks like through various organisations with a particular focus on personal suggestions on how we can support these organisations. |  |

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| **Core Content Area Three**  Focus/Question– **How can we listen to God through meditation?** | | **Resources**  **Teacher Background** |
| Tuning In | *Note: Begin each lesson using the smiling minds application.*   * What do we know about listening to God? * What do we want to know? * Youtube video: Duty of Christian. <https://www.youtube.com/watch?v=YQ5IlwWu5fs> * What is meditation? Youtube clip: [https://www.youtube.com/watch?v=98ficcEu-ns](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding?v=98ficcEu-ns) | <https://www.youtube.com/watch?v=YQ5IlwWu5fs>  <https://www.youtube.com/watch?v=98ficcEu-ns> |
| Finding Out | * Learn about different ways to pray. * Learn about different ways of calling believers to prayer (e.g. sign of the cross, prayer bells / rain sticks) * Learn different practices for preparing the body and mind for Meditative Prayer (e.g. relaxing the body, centred breathing, being silent and still, closing eyes) * Learn about how some spiritual exercises (e.g. lighting a candle, sounding chimes, colouring a mandala) help believers to listen and talk to God * Select practices and spiritual exercises that help them best to calm the body and mind. * Design and create a class or personal prayer mat * Create and use a string of beads for times of silence * Explore simple ways that believers use spiritual exercises drawn from the Christian tradition (e.g. guided mediation, praying with different mantras, praying the Mysteries of the Rosary) * Use scheduled times during the day to gradually lengthen times of stillness and silence * Use breathing techniques and music to calm the body and bring about stillness. * Engage with guided meditations as a calming tool after play * Use sacred space and sacred time in the classroom to become more familiar with a range of practices and spiritual exercises (e.g. by incorporating beads, prayer mats, colouring, music, images, labyrinths, battery-operated tea lights) |  |
| Sorting Out |
| Communicating | **Focused Assessment 3:** Using Snap Guide students are to create a step by step guide on how to ready oneself for meditation and how to complete a meditation experience. |  |
| Reflecting and Evaluating | * Use **Today’s Meet**: What are the benefits of meditation? How is this different to personal or communal prayer? |  |

***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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