**Religion Planning Year 4 “Living in Harmony”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How do our choices help us to live in a Christian community as stewards of all creation?** |

**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)   Developing a community culture that is committed to reconciliation, quality relationships and promoting interc​ultural understanding ICC2.2   * + [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)   ​Identifying and using scriptural texts to promote and support the Christian values of the school EFG3.1   * + [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)   Comprehending texts through Listening, reading and viewing.  Composing texts through speaking writing and creating.  Use language to interact with others.  [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)  Creating with ICT  [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)  Inquiring – Identifying, exploring & organising information and ideas : Pose questions  [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)  [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)  Understanding ethical concepts and issues:  Recognise ethical concepts  Exploring values, rights and responsibilities: Examine values  [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 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 at Jubilee, 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*** |
| Differing faith traditions – Catholic, Anglican, Uniting and Apostolic members  Practising and non-practising members  Thinking strategies and thinking hats  Modified assessment tasks |

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| **Learning Intentions** |
| By the end these learning experiences, students   * Develop their understanding of God’s relationship with people as individuals and as community * Engage with a variety of scriptural texts – Old and New Testament * Explain how the scriptures provide a foundation for living a moral life and as a steward of creation |

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| **Success Criteria** |
| * Students make connections between scripture and personal choices to live a moral life (The Decalogue) * Explain how living in community helps people reach their full potential * Express ideas about God’s relationship with creation and with us as individuals in a Christian community * Use information from Old and New Testament texts to discuss healing and forgiveness |

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| **Assessment** |
| **Focus Area 1:** Students create a visual representation of your understanding of community and stewardship.  **Focus Area 2:** Using IT tools, students choose 3 written prayers (petition, intercession, blessing) to present in digital form.  **Focus Area 3:** Students use multimedia mode to design a “Healing or Forgiveness Ritual” that could be used as a prayer resource in class. What prayers, scripture reading, symbols, reflection, pictures, You Tube clip, song, activity, blessing….. might you use? |

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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*** |
| **STOT7 Text types and truths of the OT**  The books of the Old Testament contain a variety of text types including historical narratives, sacred myths, poetry, legal codes and wise sayings. God’s Word is revealed through an understanding of the books and text types of the Old Testament. The human author’s choice of text type is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). | Identify typical stages and language features of various types of text in the Old Testament (e.g. historical narratives, sacred myths, poetry, legal codes and wise sayings).  Explain how knowledge of the typical stages and language features of an Old Testament text affects a reader’s understanding of its message. | **BEHE4 Living in community**  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*** |
| **CHLS5 Sacraments of healing**  Sacraments accompany the life journey of each believer. Through the Sacraments, God offers believers gifts of new life, healing, forgiveness and nourishes and strengthens their faith by promising fulfilment of their deepest hopes and longings.  Anointing of the Sick is one of the Sacraments of Healing. In this Sacrament, words, actions and symbols are used to communicate God’s healing of body and spirit. The Sacrament of Anointing of the Sick continues Jesus’ healing ministry in the life of the community. | Describe connections between the life journey of each believer and the Sacraments of the Church.  Identify words, actions and symbols used in the Sacrament of Anointing of the Sick to communicate God’s healing of body and spirit (e.g. Scripture, laying on of hands, blessing with oil, prayer of thanks, sprinkling with holy water, Lord’s Prayer, presence of the priest).  Make connections between Jesus’ healing ministry and the Church’s healing ministry in the Sacrament of Anointing of the Sick. | **CLMJ5 Being stewards of creation**  Christians are called to be responsible stewards, caring for all of God’s creation.  Caring for the environment is a moral issue for Christians. | Describe key features of stewardship according to Christian teaching.  Apply the Christian moral duty of stewardship to environmentally friendly practices. |
| **CHLS6 Penance / forgiveness (Catholic)**  Penance is one of the Sacraments of Healing which celebrates God’s love and mercy. It calls people to conversion and to forgiveness towards others. In the Sacrament of Penance, words, actions and symbols are used to communicate God’s love and forgiveness. Penance strengthens the spiritual life of believers and turns their hearts towards God. | Identify words, actions and symbols used in the Sacrament of Penance to communicate God’s love and forgiveness (e.g. prayer, reading from Scripture, confession of sin, sign of the cross, presence of the priest, words of absolution).  Explain how the Sacrament of Penance calls believers to conversion and forgiveness of others (e.g. through words of Scripture, spiritual readings, the imposition of penance). | **CLMF7 Understanding right and wrong**  Morality is about choosing between right and wrong. Conscience is the human capacity to identify and make judgements about what is right and wrong. Sin is the human choice to live without the help of God. Sin is made evident in the free choices which result in actions that harm oneself and one’s loving relationships with God, with others and with all creation. | Distinguish between right and wrong choices in a variety of morally challenging situations.  Explain how wrong choices harm oneself and one’s loving relationships with God, with others and with all creation. |
|  |  | **CLMF8 The Decalogue (Commandments)**  The Decalogue is a summary of the main moral obligations people have towards God, each other and all of creation. The first three commandments are about love of God and the other seven are about love of each other and all of creation. | Classify the commandments of the Decalogue according to their content (i.e. moral obligations towards God, each other and all creation).  Make connections between the commandments of the Decalogue and students’ own experience. |
|  |  | **CLPS11 and CLPS12 Prayers of petition, blessing and adoration**  In the Christian tradition, essential forms of prayer include prayers of petition and intercession. By prayers of petition, Christians seek forgiveness and turn back to God.  Intercessions are prayers of petition in which Christians intercede for the needs of others (e.g. the community, the church, the world, leaders) as well as for themselves.  Intercessions may take the form of a litany. A litany is a form of prayer in which a person makes fixed responses to a series of petitions.  In the Christian tradition, essential forms of prayer include prayers of blessing and adoration. God blesses all of creation and so humans respond to God’s gifts, in praise and adoration, through prayers of blessing. Every blessing acknowledges and praises God’s presence and prays for God’s gifts for self and others. | Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of petition and intercession (e.g. psalms of petition, litanies and liturgical prayers of intercession).  Create a prayer of petition or intercession, using an appropriate prayer structure, to demonstrate an understanding of the role of prayers of petition and prayers of intercession for Christians.  Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of blessing.  Create a prayer of blessing for a particular purpose (e.g. grandparents’ day, mothers’ day, fathers’ day, sick classmate) using an appropriate prayer structure. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) | |
| **Mandated Scripture**  Psalm of praise  [Psalm 148](http://www.biblegateway.com/passage/?search=Psalm%20148&version=NRSVCE)  The Ten Commandments  [Exodus 20:1-17](http://www.biblegateway.com/passage/?search=Exodus%2020:1-17&version=NIV)  [Deuteronomy 5:1-21](http://www.biblegateway.com/passage/?search=Deuteronomy%205:1-21&version=NIV)  First creation story  [Genesis 1:1 - 2:4a](http://www.biblegateway.com/passage/?search=Genesis%201:1-2:4a&version=NIV) | **Supplementary Texts**  Some Psalms and prayers of Blessings  [Psalm 103:1-5 Psalm 103:11-18 Psalm 117](http://www.biblegateway.com/passage/?search=Psalm%20103:1-5%20%3bPsalm%20103:11-18%3b%20Psalm%20117&version=NRSVCE)  Jesus the Bread of Life  [John 6:35-45](http://www.biblegateway.com/passage/?search=John%206:35-45&version=NRSVCE)  Multiplication of the Loaves  [John 6:1-15](http://www.biblegateway.com/passage/?search=John%206:1-15&version=NRSVCE)  The Ten Commandments  [Deuteronomy 5:22-33;Deuteronomy 6:1-3](http://www.biblegateway.com/passage/?search=Deuteronomy%205:22-33%3b%20Deuteronomy%206:1-3&version=NRSVCE)  Poetry  Song of Moses and of Miriam  [Exodus 15:1-21](http://www.biblegateway.com/passage/?search=Exodus%2015:1-21&version=NRSVCE)  Legal codes  [Leviticus 11:1-8, 24:17-22](http://www.biblegateway.com/passage/?search=Leviticus%2011:1-8%2c%2024:17-22&version=NRSVCE)  Wise sayings  [Proverbs 13:20, 20:11, 22:6, 25:25](http://www.biblegateway.com/passage/?search=Proverbs%2013:20%2c%2020:11%2c%2022:6%2c%2025:25&version=NRSVCE)  Historical narratives  Joseph sold into Egypt  [Genesis 37:1-36](http://www.biblegateway.com/passage/?search=Genesis%2037:1-36&version=NRSVCE)  Sacred myths  Tower of Babel  [Genesis 11:1-9](http://www.biblegateway.com/passage/?search=Genesis%2011:1-9&version=NRSVCE) |

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

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| **Learning Experiences** | | |
| **Core Content Area One**  Focus– **What does it mean to be a Christian community member and a steward of God’s creation?** | | [**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 | |  | | --- | | * Introduce students to Inquiry question: HOW DO OUR CHOICES HELP US TO LIVE IN A CHRISTIAN COMMUNITY AS STEWARDS OF ALL CREATION? Plan /discuss why this topic is important. * Focus on key content areas being CHRISTIAN COMMUNITY and STEWARDS OF CREATION * Brainstorm what we already know and what we would like to know about caring for the earth and how living in community helps people to reach their full potential. | | **Creation Story** Genesis 1-2( Core text)  You Tube clips: |
| Finding Out | * Use the **RAPS Strategy** to make meaning of Church social teachings about stewardship of creation “*Let the Many Coastlands Be Glad*”: **R** Read - Read the paragraph; **A** About - What’s it about?; **P** Points - Choose 2 important points to support the main idea; **S** Summary - Summarise the paragraph in their own words using no more than 20 words * Participate in environmentally friendly practices (e.g. recycling paper, composting, planting, worm farm, installing school water tanks, hug-a-tree……) * Raise awareness of ecological issues in the classroom and the school * List examples of communities to which students belong and the reasons they belong * Create a WORDLE of what makes a community (e.g. people coming together, sharing of skills and knowledge, contribution to the group, shared interests/ beliefs/ values, diversity and unity, roles, relationships and responsibility) * Investigate the action of a group of people and decide whether or not it is an example of community (e.g. Brisbane floods, actions within the local area) | Queensland Bishop’s Letter  “Let the Many Coastlands Be Glad”  **Opportunities for Religious Life of School**   * Action for Justice – Caring for the Environment – SJA2 |
| Sorting Out |
| Communicating | * Design and promote a “Clean and Green” project for an area in the local community/ school grounds * Use a ‘Consequences Wheel’ to respond to the question: “If human beings did not live in community then …”   **Focus Assessment 1**: Create a visual representation of your understanding of community and stewardship. |  |
| Reflecting and Evaluating | * Using TODAY’S MEET, have students explain their reasoning to the question and participate in an on-line class discussion. Encourage students to challenge one another to fully elicit what it means to be a member of a Christian community and a steward of creation. |  |

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| **Core Content Area Two**  Focus/Questions– **How is the Decalogue relevant to me today? How will prayer help me?** | | **Resources**  **Teacher Background** |
| Tuning In | * What is our familiarity with the Old Testament? What stories, scenes, scenarios, etc., come to mind? * Discuss how the Old Testament contains a variety of text types (narratives, sacred myths, poetry, legal codes and wise sayings) where God’s word is revealed. * What does ‘decalogue’ mean? Where does it come from? * Are the Old Testament scriptures relevant for us now? * What do you know about prayers of intercession, petition and blessing? |  |
| Finding Out | * Create a word bank (digital or other) of words and phrases that exemplify particular features of text types in the Old Testament e.g. * the three-fold structure of miracle stories (problem or need, action, reaction) e.g. Moses provides water in the desert * narrative structure (beginning, middle, end) e.g. first creation story in Genesis * use of images and symbols in imaginary texts (myths) e.g. Noah story * use of poetic language (rhythm, repetition, imagery) e.g. Psalms, Wisdom Literature) * some language features (e.g. doing verbs, Thou shalt not …. Must/ must not … do/do not) and structural features (e.g. lists, short, sharp precise statements) of laws / codes in the Old Testament (e.g. Decalogue) * Ask questions about different types of text in the Old Testament in terms of determining the nature of the truth revealed - Did this really happen? “What does this mean? What type of truth is revealed in this type of text? (e.g. myths – religious truth; legal codes – historical truth) * Group the Ten Commandments (Ex 20: 1-17; Deuteronomy 5: 1-22; under the headings:   + Commandments that deal with our relationship with God   + Commandments that deal with our religious duties   + Commandments that deal with our relationships with one another and with all creation * Use a children’s version of the Ten Commandments and collect evidence of selected commandments either being followed or not followed in today’s world (e.g. newspaper articles, advertisements, computer games, television programs) and present this evidence using a range of software (e.g. Put God first; Worship God only; Use God’s name with respect; remember God’s Sabbath; Respect your parents; Do not hurt other people; Be faithful in marriage; Do not steal; Do not lie; Do not be envious of others) * Investigate the features of prayers of petition and intercession (e.g. language, purpose, structures, gestures and context) by reading a variety of these prayers. * Communicate and record the purpose and possible uses of prayers of petition and intercession (e.g. in school worship, class prayer book/blog, significant events) * Investigate the features of prayers of blessing (e.g. language, purpose, structures, gestures, context) by reading a variety of these prayers; examples from the Mass (e.g. Rite of Blessing and Sprinkling Holy Water; the making of the Sign of the Cross, the final blessing in the Concluding Rite of the Eucharist); examples of blessing prayers that students are familiar with from school celebrations (e.g. blessing of crucifixes/crosses for classrooms, people blessings) and from other sources (e.g. Irish blessings) * Explore the greeting used in the school e.g. “God bless you, peace be with you.” (What does this mean? Why do we say it? What should we be thinking and feeling when we use this greeting?) * Identify times that they may have experienced a blessing from someone else (e.g. at baptism, confirmation, mass, liturgical celebration, class or school ritual) and times that they bless themselves (e.g. making the sign of the Cross, using holy water, tracing the cross on their foreheads, lips and hearts before listening to the gospel) and times when they have been involved in giving someone a blessing (e.g. a farewell ritual, a birthday blessing, a blessing for a new student, blessing of student leaders, blessing of people going on a pilgrimage e.g. WYD) * Explore blessings from Scripture when leaders often blessed people, especially when getting ready to leave them * Brainstorm times that they have experienced a blessing from someone else or by their own hand, for example, being blessed by a priest at baptism, at communion, at a Eucharistic celebration, a Religious ritual, making the sign of the cross * Brainstorm the ways and materials used in the blessings, for example, raising of hand over others, making the sign of the cross, water, oil, ash, palms and branches for sprinkling water (Asperges - Latin, aspergere, to wash, sprinkle) | ***Creation Story***  Genesis 1-2  ***Noah Story***  Genesis 6 *onwards*  ***Moses provides water from rock***  Exodus 17:1-7  ***The Decalogue***  Exodus 20:1-17 (Core Text)  Deuteronomy 5:1-22 (Core Text)  **Psalms of Praise**  Psalm 148 (Core Text)  ***Psalms of Petition***  Psalms 59, 61, 64, 69, 70, 77, 86, 88, 130, 140, 141, 142, 143  ***Psalms of Blessing***  Psalm 103:1-5  Psalm 66:20  Psalm 145  Psalm 148  ***Blessings in Scripture***  **Moses** – Deuteronomy 33  **Joshua** – 22:6-7  **Jesus** – Luke 24:50 |
| Sorting Out |
| Communicating | * Sharing and discuss (e.g. using a digital online discussion / collaboration tool) how students’ own and others’ understanding of an Old Testament text has changed after becoming familiar with its typical stages and language features * Rewrite selected commandments (e.g. using the [**BAR Strategy**](https://kweb2007.bne.catholic.edu.au/ree/RE/CLT/Yr3to7/A-Z%20Strategies.doc)) so that they make a closer connection with students’ own experiences such as use of social media, games in the playground, social occasions such as birthday parties * Write prayers of petition and intercession using an appropriate prayer structure (e.g. Invitation to prayer; Intentions; Silence for prayer; Lord hear us; Response – Lord hear our prayer; Concluding prayer: e.g. We make these prayers through Christ our Lord Amen) for use in communal prayer times * Design a prayer of petition in the form of a litany or list prayer, using a simple generic structure (e.g. Prayer leader: For peace in our world… Response: We ask your help, God. * Write blessing prayers using an appropriate prayer structure (You, Who, Do, Through) that could be used for an upcoming class or school celebration * Record examples of blessing prayers, hymns and actions; their purpose and any ritualistic action involved on a retrieval chart (e.g. The purpose of Grace is to bless the meal and those gathered)   ***Focus Assessment 2***: Using IT tools, choose 3 written prayers (petition, intercession, blessing) and present in digital form. | ***The Decalogue***  Exodus 20:1-17  Deuteronomy 5:1-22 |
| Reflecting and Evaluating | Reflecting on the wisdom of Old Testament writings (particularly the Ten Commandments), have students participate in a HOT SEAT INTERVIEW to respond to the question: “How is the Decalogue relevant today? How will prayer help me?” | Hot Seat Interview |

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| **Core Content Area Three**  Focus/Question – **How do my choices affect my relationship with God, others and creation?** | | **Resources**  **Teacher Background** |
| Tuning In | * What is ‘morality’? (choosing between right/wrong). What is ‘conscience’? (human capacity to identify right/wrong) * What examples can you think of personally or in the community that highlight both right and wrong choices being made? * Who is affected by my personal choices? |  |
| Finding Out | * Analyse the cause and effect of particular choices (e.g. stealing, cheating, lying, gossiping……) View YouTube clip examples * Recognise and record the moral challenges of characters from texts such as books, films, multimedia * List top five moral challenges according to students’ own experiences (e.g. lying, teasing, gossiping, isolating others); collaboratively making judgements about what would be right and wrong choices for each of these moral challenges * Explore the use of conscience to make judgements about what is right and wrong in a variety of scenarios (e.g. finding a wallet on the ground; breaking a window, observing bullying behaviour) * Create a ‘Road of Life’ with footprints that represent significant events in their lives; connecting these events with relevant Church sacraments by adding appropriate symbol / icon to the road map * Examine a four-step process for reconciling with others (admit, say sorry, seek forgiveness, make up) * Create a photo gallery of the main phases in the rite of reconciliation (prayer, a reading from Scripture, an examination of conscience, confession of sin, absolution and imposition of penance, praise of God’s goodness) [Catholic sacrament] * Use [**Drama Strategies**](https://kweb2007.bne.catholic.edu.au/ree/RE/CLT/Yr3to7/A-Z%20Strategies.doc) (e.g. conscience alley, thought tracking), where students portray possible responses to particular scenarios; other students indicate whether the behaviours are right or wrong using collaborative ICT tools (e.g. stixy, typewith.me) * Write personal moral behaviour statements interpreted from selected quotes from Proverbs and create a multimedia presentation including words and images (e.g. “People who trust in themselves are foolish but those who live wisely are kept safe” Proverb 28:26) … It is wise to turn to God for help.) * Use a T Chart to record words, symbols and actions of the Sacrament of Anointing of the Sick depicting Jesus engaged in his healing ministry **[Catholic sacrament]** * Create a digital or print text (visual, oral, written) that matches each element of the Sacrament of Penance (e.g. words from Scripture) with its purpose in the rite (e.g. communicate God’s love, call for a change of heart) **[Catholic sacrament]** * Use words and sentences to describe how people might feel during the Rite of the Sacrament of Penance as represented in a selection of pictures or illustrations | You Tube clips:  ***Moral Behaviours –***  Proverbs 28: 1, 4, 5, 10, 12, 13, 14, 18, 26  ***Jesus’ Healing Ministry –***  ***Cleansing a Leper***  Mark 1:40-45  Luke 5:12-16  ***Giving Sight to a Blind Man***  Mark 10:46-52  Luke 18:35-43  ***Reconciliation/Forgiveness***  Psalm 130  Proverbs 14:9  Mark 1:4  Luke 1:77  ***Jesus Forgives a Sinful Woman*** Luke 7:36-50  ***The Forgiving Father***  Luke 15:11-24 (The Lost Son) |
| Sorting Out |
| Communicating | ***Focus Assessment 3***: Use multimedia mode to design a “Healing or Forgiveness Ritual” that could be used as a prayer resource in our class. What prayers, scripture reading, symbols, reflection, pictures, You Tube clip, song, activity, blessing….. might you use? |  |
| 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?* | |
|  | A great unit to begin with in Year 4. It allows the children to think about stewardship and their contribution to the school community for the year ahead. |
|  | I slightly adjusted the media article activity and had the children look for samples of community members following and not following the ten commandments. As a part of their assessment they then had to reflect on the choices that people make and evaluate whether it would affect their relationship with God, with others in the community or if it demonstrated stewardship. The children were really engaged in this assessment task!! It was tricky and needed guidance but they really enjoyed it. |
| 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? | |
|  | I wish we had more time! It was difficult to complete this unit in Term 1 only, needed to carry over to Term 2 due to introduction of MAC’s early on in Term 1. We used a lot of our time early on explicitly teaching Digital Citizenship, followed by Prayer Assemblies for Holy Week. |