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

**Jubilee Primary School Duration: 10 Weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How was Christianity represented in Australia in the past? How can I pray and make space/time for God?** |

**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). Students will be using 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 at Jubilee, 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*** |
| The learners have little understanding of the Christians in the early colonies of Australia and how they influenced the growth and character of the early colonies in the 1800s. They also have a lack of knowledge and understanding of the Catholic tradition of Marion Prayer and how it strengthens Catholics in their faith. They know little of meditative prayer and how it can be used as a connection to God and their faith. As many do not attend Mass regularly or are from different faith traditions, we need to teach Easter and Lenten rituals and symbols as this liturgical season approaches. Through this unit we intend to develop the learners critical literacy skills and improve their ability to have empathy for others in the community. |

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| **Learning Intentions** |
| By the end these learning experiences, students   * Describe the significance and the wisdom of / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. * Locate and record information about the contribution of pioneering Christians (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. * Analyse the elements and features of Marian prayer and how it is a strong tool for Catholics. * Participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers  and meditative prayer. * Focus on Easter and Lenten traditions in the church. |

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| **Success Criteria** |
| Students:   * independently research, gather, record and communicate detailed ideas about a pioneering Christian in Australia. They present a detailed time sequence of key people and/or events from the 1800s. * research visual images of Mary and expertly display many characteristics of Mary. They clearly and confidently explain the Rosary and its purpose. * respectfully and enthusiastically participate in weekly meditative prayer and clearly reflect on how it was a worthwhile activity. * knowledgeably narrate the Easter story and reflect in detail on church traditions at Easter. |

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| **Assessment** |
| **Focus Area 1**: Create a timeline to record key words, dates, people and concepts on one significant event or person in Australian Church history.  **Focus Area 2**: Create a 3 minute Meditative retreat similar to Loyola Press. |

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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. | **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*** |
| **CHCH4-** Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers. Catholics took their place in colonial Australian society (c.1850 CE – c.1900 CE). Being Catholic in a new, free society raised challenges. | Sequence some key people and events (religious and secular) in the Australian colonies (c.1850 CE – c.1900 CE) and recognise their significance in bringing about change. Develop historical narratives and descriptions about some key events and people’s experiences in the Church in the Australian colonies (c.1850 CE – c.1900 CE) using source materials and appropriate historical terms and concepts. Locate information about the contribution or significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including Indigenous communities (c.1850 CE – c.1900 CE). | **CLPS15-** Christians past and present seek Mary’s intercession through prayer because of her humanity and her role as mother of Jesus and mother of the Church. Marian prayer invites believers to a deeper relationship with Christ, draws them into the life of the Church and models a balance between prayer and action. In Marian prayers (including the Hail Mary and the Litany of Mary of Nazareth) there are two elements: praising God and entrusting cares and petitions to Mary. | Analyse and explain the elements and features of some Marian prayers (e.g. text structures; vocabulary; images; language patterns). Make connections between Marian spirituality and how believers pray, live and act. Create a Marian prayer (including a litany) using appropriate structure and elements (i.e. praising God and entrusting cares and petitions to Mary). |
|  |  | **CLPS16**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: icons, beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). Praying the Rosary is a meditative prayer practice in the Christian tradition. | Participate respectfully in meditative prayer, including The Rosary. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer, including Rosary beads and icons and using a mantra to meditate (e.g. Come Holy Spirit ...). |
|  |  | **CLMJ6** Jesus makes charity (love) the new commandment: "As the Father has loved me, so have I loved you; abide in my love. … "This is my commandment, that you love one another as I have loved you" (John 15: 9 - 17). Charity is the source and goal of Christian practice. Christian charity calls people to go beyond existing laws to care for the well-being of others. | Distinguish between choices or actions that fulfil existing laws or obligations and those that respond to Jesus’ new commandment. Develop and explain a choice or action within their own lives that demonstrates the application of Jesus’ new commandment of love. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) | |
| **Mandated Scripture**  Mary's song of praise to God  [Luke 1:46-56](http://www.biblegateway.com/passage/?search=Luke%201:46-56&version=NRSVCE)  Mary visits Elizabeth  [Luke 1:39-45](http://www.biblegateway.com/passage/?search=Luke%201:39-45&version=NRSVCE) | **Supplementary Texts**  Lamentation  [Psalms 3-7](http://www.biblegateway.com/passage/?search=Psalms%203-7&version=NRSVCE)  [Psalms 25-28](http://www.biblegateway.com/passage/?search=Psalms%2025-28&version=NRSVCE)  Thanksgiving  [Psalms 30, 32, 34, 65-68, 75, 116, 118](http://www.biblegateway.com/passage/?search=Psalms%2030%2c%2032%2c%2034%2c%2065-68%2c%2075%2c%20116%2c%20118&version=NRSVCE)  Praise  [Psalms 95-100; 144-150; 113, 114](http://www.biblegateway.com/passage/?search=Psalms%2095-100%3b%20144-150%3b%20113%2c%20114&version=NRSVCE)  The Lord's Prayer  [Matthew 6:9-15](http://www.biblegateway.com/passage/?search=Matthew%206:9-15&version=NRSVCE)  [Luke 11:1-4](http://www.biblegateway.com/passage/?search=Luke%2011:1-4&version=NRSVCE)  The Annunciation  [Luke 1:26-38](http://www.biblegateway.com/passage/?search=Luke%201:26-38&version=NRSVCE)  Mary visits her cousin  Elizabeth  [Luke 1:39-56](http://www.biblegateway.com/passage/?search=Luke%201:39-56&version=NRSVCE)  The birth of Mary's son Jesus  [Luke 2:1-7](http://www.biblegateway.com/passage/?search=Luke%202:1-7&version=NRSVCE)  Mary takes Jesus to the Temple  [Luke 2:21-38](http://www.biblegateway.com/passage/?search=Luke%202:21-38&version=NRSVCE)  Mary and Joseph lose Jesus over Passover in Jerusalem  [Luke 2:41-52](http://www.biblegateway.com/passage/?search=Luke%202:41-52&version=NRSVCE)  Jesus is rejected at Nazareth  [Luke 4:16-30](http://www.biblegateway.com/passage/?search=Luke%204:16-30&version=NRSVCE)  The family of Jesus visit him during his ministry  [Luke 8:19-21](http://www.biblegateway.com/passage/?search=Luke%208:19-21&version=NRSVCE)  The birth of Mary's son Jesus  [Matthew 1:18-25](http://www.biblegateway.com/passage/?search=Matthew%201:18-25&version=NRSVCE)  Mary and Joseph flee to Egypt with Jesus  [Matthew 2:13-21](http://www.biblegateway.com/passage/?search=Matthew%202:13-21&version=NRSVCE)  The family of Jesus visit him during his ministry  [Matthew 12:46-50](http://www.biblegateway.com/passage/?search=Matthew%2012:46-50&version=NRSVCE)  Jesus is rejected at Nazareth  [Matthew 13:53-58](http://www.biblegateway.com/passage/?search=Matthew%2013:53-58&version=NRSVCE)  Community in Jerusalem  [Acts 1:13-14](http://www.biblegateway.com/passage/?search=Acts%201:13-14&version=NRSVCE)  Wedding at Cana  [John 2:1-12](http://www.biblegateway.com/passage/?search=John%202:1-12&version=NRSVCE)  Mary witnesses the crucifixion  [John 19:25-27](http://www.biblegateway.com/passage/?search=John%2019:25-27&version=NRSVCE)  The family of Jesus visits him  [Mark 3:31-35](http://www.biblegateway.com/passage/?search=Mark%203:31-35&version=NRSVCE) |

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| **Significant Days and Celebrations** |
| Lent, Easter. |

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| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question– **How did Christianity spread throughout Australia?** | | [**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 | * KWL chart. Discuss: What do we already know about the Early Church in Australia? |  |
| Finding Out | * Reflect on the story and wisdom of St Mary of the Cross MacKillop through music such as Gary Pinto’s “Saint Mary MacKillop”. * Explore some of the letters of Mary MacKillop to identify the key words and phrases that give strength to believers today. * Explore the motivations and actions of a key individual or group * Investigate instances in which Catholic laity and/or Catholic religious asserted their legitimate rights by challenging and shaping the response of Church leadership on key issues e.g. \* Sr Ursula Frayne, Bishop Brady, Perth, 1850 \* St Vincent’s hospital – Protestant bibles, Sisters of Charity, Bishop Polding, 1859 \* Daniel Deniehy, Bishop Polding, Sydney, 1859 \* Sisters of Mercy, Bishop Quinn, Brisbane, 1865 \* Fr McGinty, Bishop Quinn, Brisbane, 1862 \* Mary MacKillop, Fr Julian Tenison-Woods * Use the “Split Page” Big Book Strategy, prepare an entry on the history of the Catholic Church in Australia (e.g. the arrival of a religious order), recording facts on one side of the split page big book entry and reflections on the other (The Australian Church, Church Unity and Diversity, p. 45) | \* Catholic Church in Australia Church Unity and Diversity pp.33,34  \* Mercy Heritage Centre  \* Institute of the Sisters of Mercy of Australia – Who We Are  \* Ozleft  \* Catholic Australia  \* Catholics in Australia – Our Story (Barry Dwyer and Graham English, 1988)  \* Religious Life of the School Guidelines: Religious identity and Culture  \* Moving Forward in Hope: A Text for Primary Schools, M. Ryan, 2009  \* Moving Forward in Hope: A Text for Secondary Schools, M. Ryan, 2009 |
| Sorting Out |
| Communicating | * Create visual, oral or written journals reflecting the experiences of some key people in the pioneering Church of the Australian colonies * Create timelines, with annotations referring to time and place, of some key events and key people in the Church of the Australian colonies using a range of communication forms and digital technologies (e.g. timetoast) * Locate writings from the life of Marcellin Champagnat and create a Voki that presents a contemporary believer with wise words for life.   ***Focus Assessment 1***: Create a timeline to record key words, dates, people and concepts on one significant event or person in Australian Church history. |  |
| Reflecting and Evaluating | * Students reflect on what schooling and Australia may look like today if not for those pioneering Christians. * Create ‘What if’ scenarios by constructing different outcomes for a key event (e.g. What if the Catholic bishops had not decided to create a separate education system?) |  |

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| **Core Content Area Two**  Focus/Question– **Why is Marian and meditative prayer so important?** | | **Resources**  **Teacher Background** |
| Tuning In | * Brainstorm: What do we know about Mary the Mother of Jesus? Emphasis on Mary in different Christian traditions. * What is meditative prayer? |  |
| Finding Out | * Reading Scriptural Texts to find out more about Mary. * Community members teaching how to pray and how to make the rosary. * Finding visual images of Mary. * Use Thinglink to link Biblical descriptions of the characteristics of Mary to artistic representations of Mary. * Experience Meditative prayer. * In pairs, students create a prayer card that details how to use different exercises and how to pray with the help of icons, beads, labyrinths, images, music, mandala, mantras, journaling, colour, chimes/bells/rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement.. | Bibles.  Teacher previously member of Sacred Heart Catholic Church Craft Group and Rosary makers.  Luke 1:26-38  Luke 1:46-55  Luke 2:19  Thinglink  Create prayer cards to be used throughout the year for morning prayer. |
| Sorting Out |
| Communicating | ***Focused Assessment 2***: Create a 3 minute Meditative retreat similar to Loyola Press. | Use digital technology to create a 3 minute retreat |
| Reflecting and Evaluating | * Students reflect through journalling how they feel before and after experiencing meditative prayer. * Practice reflection through the form of journaling and meditative prayer. |  |

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| **Core Content Area Three**  Focus/Question– **What is Easter? What is Lent?** | | **Resources**  **Teacher Background** |
| Tuning In | * Read the story of Jesus’ Death. **Palm Sunday** (Matthew 21:1-11); Passion (Matthew 26:14-27:66); **Good Friday** ([John 18:1-19:42](http://lectionary.library.vanderbilt.edu/texts.php?id=35)); **Easter Sunday** ([John 20:1-18](http://lectionary.library.vanderbilt.edu/texts.php?id=38) **/** [*Matthew 28:1-10*](http://lectionary.library.vanderbilt.edu/texts.php?id=38)*)* * Reflect and discuss the Ash Wednesday readings. What is expected of us during the season of Lent? | **Ash Wednesday** (Year A)  Joel 2:1-2, 12-17  Isaiah 58:1-12  Psalm 51:1-17  2 Corinthians 5:20-6:10  Matthew 6:1-6, 16-21 |
| Finding Out | Jubilee Fathers, Ministers, Pastors – Invite in to discuss Easter and Easter Traditions.  Class discussion of Lenten practices.   * Comparing the traditions across each Church using a Venn Diagram * Students commit to one Lenten activity e.g. saying an extra prayer, giving up an hour of gaming etc. |  |
| Sorting Out |
| Communicating | * Students record daily Lenten activities on a worksheet of crosses that is colour coded to represent different behaviours and actions. |  |
| Reflecting and Evaluating | * Why do we have different traditions? * How have I grown during Lent? * How have I made room for God during Lent? |  |