****[**Religion Planning**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding) **Year 5 “The Holy Spirit”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://www.youtube.com/watch) |
| **How does the Holy Spirit assist me to make good life choices?** |

**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/Appendices/Pages/default.aspx) | [**General Capabilities**](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-%28ICS%29.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) |
| [Religious Identity and Culture](http://www.youtube.com/watch)* + [Ethos and charism (ICE)](http://www.quotegarden.com/action.html)
	+ [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/Reflection-on-action-for-Justice.aspx)
	+ [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx)

[Social Action and Justice](http://www.youtube.com/watch)* + [Justice in the school community (SJS)](http://religioncurriculump-12.weebly.com/planning.html)
	+ [Action for justice (SJA)](http://religioncurriculump-12.weebly.com/planning.html)
	+ [Reflection on action for Justice (SJR)](http://bceteachingjudaism.weebly.com/index.html)

[Evangelisation and Faith Formation](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-%28SJS%29.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/Action-for-justice-%28SJA%29.aspx)
	+ [Spiritual Formation (EFF)](http://globalethic.org/Center/unesco.htm)
	+ [Witness to the wider community (EFW)](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)

[Prayer and Worship](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx)* + [Christian prayer (PWP)](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.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/Ethos-and-charism-%28ICE%29.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/Authentic-Christian-community.aspx)
 | * [Literacy](http://www.hreoc.gov.au/human_rights/immigration/asylum_seekers.html)
* [Numeracy](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-%28EFG%29.aspx)
* [Information and communication technology (ICT) capability](http://www.todaysmeet.com)
* [Critical and creative thinking](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx)
* [Personal and social capability](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)
* [Ethical understanding](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-%28PWP%29.aspx)
* [Intercultural understanding](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-%28PWL%29.aspx).
 | * [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%27s-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)
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| ***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 Christian 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 / Individualised Learning NeedsDifferent Faith Traditions – Catholic, Anglican, Uniting, ApostolicPractising /Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students* Describe some key considerations in the formation of conscience for Christians, including the Word of God, put into practice through faith and prayer; the gifts of Holy Spirit; the witness and advice of others; the authoritative teaching of the Church.
* Develop and explain a reasoned judgement or informed moral choice by applying questions based on some key considerations in the formation of conscience.
* 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 theirown lives that demonstrates the application of Jesus’ new commandment of love.
* Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today.
* Explain the meaning of some of the fruits of the Spirit and how they are visible signs of God’s active love and work in the lives of believers.
* Identify some titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind) of the Holy Spirit found in Scripture.
* Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers.
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| **Success Criteria** |
| * 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.
* Analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Christian rite of confirmation, to explain the action of the Holy Spirit in the lives of believers.
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| **Assessment**  |
| **Focus Area 1:** Using examples of moral dilemmas have students show how God supports choices for Christian action. Students explain the impact of their Christian choices on them and others, compared to secular choices.**Focus Area 2:** Design a visual representation of a gift or fruit of the Spirit along with an explanation of that gift and how it guides believers to use Christian decision-making in their lived reality. |

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| **Content Descriptions**  |
| **Sacred Texts** Old Testament New TestamentChristian Spiritual Writings and Wisdom  | **Beliefs** TrinityHuman ExistenceWorld Religions  |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **STNT13** - A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) is used to assist in deepening awareness of New Testament texts. | Investigate and evaluate the usefulness of a range of Biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) for deepening awareness of New Testament texts. | **BETR7 -** The action of the Holy Spirit in the lives of believers is described in Scripture using a variety of titles and images. | Identify some titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind) of the Holy Spirit found in Scripture.Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers. |
| **Church** Liturgy and Sacraments People of GodChurch History | **Christian Living** Moral FormationMission and JusticePrayer and Spirituality |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **CHLS7 -** The key parts of the Catholic Rite of Confirmation are: calling on the Holy Spirit and the laying on of hands, the anointing with the oil of chrism together with the words ‘Be sealed with the Gift of the Holy Spirit’. The gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life.The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control Galatians 5:22-23) are visible signs of God’s active love and work within and through believers as they live spirit-filled lives. | Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers.Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today.Explain the meaning of some of the fruits of the Spirit and how they are visible signs of God’s active love and work in the lives of believers. | **CLMF9 -** Conscience is a judgement of reason that, as far as possible, takes into account the good of all. For Christians, conscience is formed by the Word of God (e.g. The Decalogue and Jesus’ moral teaching), assimilated in faith and prayer and put into practice. Formation of conscience is assisted by the gifts of Holy Spirit, the witness and advice of others and the authoritative teaching of the Church. Moral choice involves both judgment and then acting according to that judgment.  | Describe some key considerations in the formation of conscience for Christians, including the Word of God, put into practice through faith and prayer; the gifts of Holy Spirit; the witness and advice of others; the authoritative teaching of the Church.Develop and explain a reasoned judgement or informed moral choice by applying questions based on some key considerations in the formation of conscience. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) |
| **Mandated Scripture**The story of Pentecost[Acts 2:1-15](http://www.biblegateway.com/passage/?search=Acts%202:1-15&version=NRSVCE)Fruits of the Spirit[Galatians 5:22-23](http://www.biblegateway.com/passage/?search=Galatians%205:22-23&version=NRSVCE)The spirit of God[1 Corinthians 2:9-13](http://www.biblegateway.com/passage/?search=1%20Corinthians%202:9-13&version=NRSVCE) | **Supplementary Texts**Gifts of the Spirit[Isaiah 11:1-3](http://www.biblegateway.com/passage/?search=Isaiah%2011:1-3&version=NRSVCE)Fruits of the Spirit[1 Corinthians 12:6-12](http://www.biblegateway.com/passage/?search=1%20Corinthians%2012:6-12&version=NRSVCE)[Romans 12:3-8](http://www.biblegateway.com/passage/?search=Romans%2012:3-8&version=NRSVCE)[Ephesians 1:13-14](http://www.biblegateway.com/passage/?search=Ephesians%201:13-14&version=NRSVCE)[Colossians 1:7-12](http://www.biblegateway.com/passage/?search=Colossians%201:7-12&version=NRSVCE)Conversion of Saul[Acts 9:1-19](http://www.biblegateway.com/passage/?search=Acts%209:1-19&version=NRSVCE)Baptism of Cornelius[Acts 10:44-49](http://www.biblegateway.com/passage/?search=Acts%2010:44-49&version=NRSVCE)Paul baptises twelve men in Ephesus[Acts 19:1-12](http://www.biblegateway.com/passage/?search=Acts%2019:1-12&version=NRSVCE)Fire[Matthew 3:11-12](http://www.biblegateway.com/passage/?search=Matthew%203:11-12&version=NRSVCE)transforming, creating, energising[Acts 2:1-4](http://www.biblegateway.com/passage/?search=Acts%202:1-4&version=NRSVCE)Dove[Luke 3:21-22](http://www.biblegateway.com/passage/?search=Luke%203:21-22&version=NRSVCE)Water [John 7:37-39](http://www.biblegateway.com/passage/?search=John%207:37-39&version=NRSVCE), initiating, baptisingWind[Acts 2:1-4](http://www.biblegateway.com/passage/?search=Acts%202:1-4&version=NRSVCE)[John 3:8](http://www.biblegateway.com/passage/?search=John%203:8&version=NRSVCE) - refreshing, life force; breath of God, RuahParaclete[John 14:16-17, 25-26; 15:26-27, 16:7](http://www.biblegateway.com/passage/?search=John%2014:16-17%2c%2025-26%3b%2015:26-27%2c%2016:7&version=NRSVCE)Helper; comforter[Acts 1:4-5, 8](http://www.biblegateway.com/passage/?search=Acts%201:4-5%2c%208&version=NRSVCE)Spirit of adoption[Romans 8:14-17, 22-24, 26-27](http://www.biblegateway.com/passage/?search=Romans%208:14-17%2c%2022-24%2c%2026-27&version=NRSVCE) - becoming a child of God |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **Being** **Conscious of the Holy Spirit** | [**Resources**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)[**Teacher Background**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)[**Mandated Scriptural Texts**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding) |
| Tuning In | * Use [www.todaysmeet.com](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-%28PWR%29.aspx) to reflect on the Spirit of God.
* Who is the Holy Spirit?
* What is conscience?
* How might the Holy Spirit help us in our decision-making?
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| Finding Out | * Identify questionsthat provide guidance for making moral choices e.g.
* Have I considered the facts and truth of the situation?
* Have I prayed about my decision?
* Have I reflected on the Word of God, including the life and teaching of Jesus (e.g. [Jesus' Great Commandment](http://www.youtube.com/watch?v=zRyAz9Xk5Ic) and [The Beatitudes](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability?v=Nv2PqiSYnI0))?
* Have I considered the moral teaching of the local church community?
* Have I considered the advice of others (e.g. my teachers and parents)?
* Who is affected by my decision/action?
* Does my decision/action take into account the good of all?)
* Use the above moral formation questions to address a variety of moral dilemmas to make a reasoned judgment or informed moral choice. (refer to Appendix)
* Explore some examples of secular wisdom or advice (e.g. [sayings](http://religioncurriculump-12.weebly.com/church-history.html) such as ‘Walk the talk’, ‘action not words’, ‘Talk doesn't cook rice’; advice given by community representatives e.g. police, firemen, child protection officers, counsellors) and explain the role these might play in the formation of Christian conscience and moral choices.
* Investigate Micah 6:8 ‘*The Lord God has told us what is right and what is required of us: See that justice is done, let kindness be your first concern and walk humbly with your God’*.
* Students reflect on places that are important to them, such as a beautiful beach or a secret garden, Grandma’s house, their own bedroom or places where they have felt comfortable or from which they get a glow of security or safety. Questions that may be used to assist their reflection could include:
* Why do you feel safe and comfortable in that place?
* What makes it special for you?
* Define ‘justice’. Micah espouses that justice be seen to be done. Students, in learning teams of four, design an illustrated map of an island which is full of special places for children from different parts of the world. Each learning team is to focus on one of the following:
* A child from Cambodia who has never been to school
* A child from Sierra Leone who was made to fight as a child soldier
* A child from southern Africa who doesn't have enough to eat
* A child from Mozambique whose home was washed away in the floods
* A child from Nigeria whose village has no hospital or doctors
* A child from Afghanistan whose parents were killed in the war
* A child from Brazil who has no home and lived on the streets.

In designing the island, students should consider:* What a child who has lived in these situations would need.
* What special places they should include on the island.
* Labeling parts of the island to show the significance of special sections.
* Students create role plays where kindness is the first concern of a group in a particular situation. Consider the alternative choice as well. What would Jesus do if he were us? Suitable scenarios might include:
* Lining up at the tuckshop
* An old woman looking for a seat on the bus
* Someone has lost a special item on the playground during an important game of soccer
* A new student has arrived at the school
* Explore wisdom or advice from a variety of religious traditions (e.g. ‘The Golden Rule’) and explain the role these might play in the formation of conscience and moral choices.
* ***Baha'i Faith*** *Desire not for anyone the things you would not desire for yourself.*
* ***North American Native Spirituality*** *We are as much alive as we keep the earth alive.*
* ***Buddhism*** *Treat not others in ways that you yourself would find hurtful.*
* ***Confucianism*** *One word which sums up the basis of all good conduct... loving-kindness. Do not do to others what you do not want done to yourself.*
* ***Hinduism*** *This is the sum of duty: do not do to others what would cause pain if done to you.*
* ***Islam*** *Not one of you truly believes until you wish for others what you wish for yourself.*
* ***Judaism*** *What is hateful to you, do not do to your neighbour. This is the whole Law; all the rest is commentary.*
* ***Taoism*** *Regard your neighbour's gain as your own gain and your neighbour's loss as your own loss.*
* ***Christianity*** *Treat others as you want them to treat you.*
* Highlight (e.g. using a web2 tool such as awesome highlighter) some words of advice or authoritative teaching of the Christian churches and describe how these may assist us when making moral choices. eg. **Mary McKillop** ‘Never see a need without doing something about it.’ **Mother Theresa** ‘If you judge people, you have no time to love them’, **St Francis** ‘Make me a channel of your peace’, ‘Preach the Gospel at all times and when necessary, use words’.
* Locate scriptural references to Jesus’ new commandment of love and present (e.g. using print or multimodal formats) their understanding of charity based on these scriptural texts
* Use an article from the *Universal* [*Declaration of Human Responsibilities*](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx) and consider ways in which people could go beyond existing legal obligations to respond to Jesus’ new commandment of charity.
* Students listen to the prayer attributed to St Teresa of Avila (1515-1582), *Christ has no body …,* and share their understanding of what these words might mean in terms of responding in their lives to Jesus’ commandment of charity.
* Identify people in the community (e.g. home, school, local church, suburb) who act according to Jesus’ new commandment of charity and describe how they ‘go beyond existing laws and obligations’ to respect and care for others.
* Review current school and/or classroom rules in light of the call of Christian charity to care for the well-being of others.
* Use strategies (e.g. Action-Reflection Cycle; See Judge Act; Four Way Test) to develop reflective practices that aim to ensure Christian charity is the source and goal of decisions and actions. Use moral dilemma scenarios. Questions to consider might be:
* Does your decision involve honesty / telling the truth?
* Is your decision fair to all concerned?
* Will your decision be of benefit to all concerned?
* Will your decision build goodwill and better friendships?
* Create a definition of racism (choices made on the basis of race) as: “*racism begins with the fear of people who are different from us*.” (Consider the following Scripture passages:
* The parable of the Good Samaritan (Lk 10:25)
* The Last Judgement (Mt 25:35-40)
* Love One Another (Jn 14:34)
* The True kinsmen of Jesus (Mk 3:31-35)
* The Beatitudes (Mt 5:1-12)
* On Faith and Good Works (James 2: 14-17)
* Students contribute to a class discussion and the construction of a class wallwhich identifies the similarities and differences between the haves and needs of “settled” Australians and asylum seekers wishing to settle here. See example below:

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| Haves, Needs & Wants | “Settled” Australians | Asylum Seekers |
| Have a peaceful way of life | ✔ | 🗙 |
| Need to escape persecution | 🗙 | ✔ |
| Have freedom of speech | ✔ | 🗙 |
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* Engage with stories about refugee children (e.g. using children’s literature) to learn more about their needs and wants and compare these with their own (e.g. using a retrieval chart)
* Explore the legal obligations / laws of Australia about refugees (e.g. [Australian Human Rights Commission](http://religioncurriculump-12.weebly.com/resources.html#rights)) and consider ways to go beyond these existing laws so that the well-being of others is ensured
* Use different examples of moral dilemmas, show how a person’s moral choice may differ with and without the assistance of particular gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) and / or fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control)
* Utilize personal/communal prayer for purposes of understanding dilemma situations eg when not aware of the full situation, rash judging others….
 | ***Jesus’ Great Commandment***Matthew 22:34-40***The Beatitudes***Matthew 5:1-12Micah 6:8[The Golden Rule Rap Song](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy?v=Z9pne_hG6PI)***Jesus’ New Love Commandment***John 15:9-17 John 13:34-35 Matthew 22:40Romans 13:8-10 1Corinthians 13:13**Racism*****The Good Samaritan***Luke 10:25-37***The Last Judgement***Matthew 25:35-40***Love One Another***John 14:34***True Kinsmen of Jesus***Mark 3:31-35***The Beatitudes***Matthew 5:1-12***On Faith and Good Works***James 2:14-17 |
| Sorting Out |
| Communicating  | **Focused Assessment 1**: Using examples of moral dilemmas, have students show how God supports choices for Christian action. Students explain the impact of their Christian choices on them and others, compared to secular choices. |  |
| Reflecting and Evaluating  | * Write a letter to the Holy Spirit in gratitude to the gifts given for daily living and decision-making.
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| **Core Content Area Two**Focus/Question– **The Holy Spirit is Alive in God’s People** | **Resources****Teacher Background** |
| Tuning In | * How would you describe the Holy Spirit?
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| Finding Out | * Participate in online searches, using navigation tools (e.g. Biblegateway.com) to locate scripture references that use images or titles to express the mystery of the Holy Spirit e.g.:
* **Oil**: Mark 6:13; Exodus 29:7 – anointing, healing
* **Fire**: Matthew 3:11; Acts 2:3-4 – transforming, creating, energising,
* **Dove**: Luke 3:22 – ‘paraclete’; comforter, helper, hope
* **Water**: John 7:37–39 – initiating, baptising
* **Wind**: Acts 2: 2-4 ; John 3:8 – refreshing, life force; breath of God, Ruah (CCC 691)
* **Paraclete** –John 14:16, 26; 15:26, 16:7; Acts 1:5; 1:8 - helper; comforter
* **Spirit of Adoption**; Romans 8:15, 23 – becoming a child of God
* **Spirit of God** – 1 Corinthians 6:19; 1 Corinthians 2: 9-13 - gift, prompting and stirring of conscience,
* **Spirit of Truth** – John 14: 16 – 18; John 15:26 - 27 – advocate; helper; be with you
* Study artists’ interpretations of ‘The Holy Spirit’ (historical and contemporary). Critique using DeBono’s Thinking Hats. Focus on symbolism and interpretation.
* View (Dan Stevers Pentecost) to highlight the coming of the Holy Spirit (the Birthday of the Christian church community).
* Investigate the significance of the words used in the anointing: "*Be sealed* with the *gift* of the Holy *Spirit*" using information cards ‘Seal’, ‘Gift’, ‘Spirit’.
* Use a Biblical tool (e.g. concordance, commentary) to locate scriptural references to gifts of the Spirit and/or fruits of the Spirit (e.g. Galatians 5: 22; 1 Corinthians 12: 6-11; Romans 12:6-8; Ephesians 1:13 -14) and use these to support an explanation of the gift/fruit.
* In pairs, students use prezi to create a flip book which demonstrates their knowledge of either fruits or gifts of the Spirit, incorporating an appropriate Scriptural reference with corresponding explanation of how a particular gift or fruit is lived out in the lives of believers.
* Work collaboratively (e.g. expert jigsaw strategy) to explain the meaning of each of the gifts of the Spirit using a Frayer Concept Map Strategy (definition, characteristics, examples, non-examples) .
* Describe the key parts of the Christian rite of Confirmation under the headings of: words, symbols, actions and connections to life.
 | ***Gifts of the Spirit***1 Corinthians 12:4-11***Fruits of the Spirit***Galatians 5:22-23[Dan Stevers - Pentecost](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx?v=yoiXpNbgrbs) |
| Sorting Out |
| Communicating  | **Focus Assessment** 2: Design a visual representation of a gift or fruit of the Spirit along with an explanation of that gift and how it guides believers to use Christian decision-making in their lived reality. |  |
| Reflecting and Evaluating  |  |  |

***Teacher Reflection and Feedback***

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

|  |
| --- |
| *2 STARS**Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?*  |
|   | Students enjoyed learning about and evaluating Australia’s response to Refugees. |
|   | They were highly engaged in exploring the options for responding to the moral dilemma of refugees from the varying perspectives, including Christian response and Government responses. |
| 1 WISHWhat 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?  |
|   | Way too much content to cover in one term- really need to sift.Students always take far longer to complete tasks than we plan. |