****[**Religion Planning**](http://www.youtube.com/watch) **Prep Year “What is the Church?”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://www.youtube.com/watch) |
| **We Celebrate Stories of and about Jesus at Our Christian Celebration Place - Church** |

**VISION for Religious Education**

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

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

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| [**Religious Life of the School**](https://www.youtube.com/watch) | [**General Capabilities**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy) | [**Cross-Curricular Priorities**](https://www.youtube.com/watch) |
| [Religious Identity and Culture](http://religioncurriculump-12.weebly.com/planning.html)* + [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/Action-for-justice-%28SJA%29.aspx)
	+ [Authentic Christian community (ICC)](http://www.youtube.com/watch)
	+ [Sense of the Sacred (ICS)](http://bibleforchildren.org/PDFs/english/Jesus%20Feeds%205000%20People%20English.pdf)

[Social Action and Justice](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx)* + [Justice in the school community (SJS)](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)
	+ [Action for justice (SJA)](http://www.youtube.com/watch)
	+ [Reflection on action for Justice (SJR)](http://bibleforchildren.org/PDFs/english/Jesus%20Feeds%205000%20People%20English.pdf)

[Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)* + [Living the Gospel (EFG)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-%28ICE%29.aspx)
	+ [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)
	+ [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx)

[Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)* + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-%28PWP%29.aspx)
	+ [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-%28EFG%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/Spiritual-Formation-%28EFF%29.aspx)
 | * [Literacy](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)
* [Numeracy](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-%28PWL%29.aspx)
* [Information and communication technology (ICT) capability](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx)
* [Critical and creative thinking](http://www.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-%28EFW%29.aspx)
* [Personal and social capability](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/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/Justice-in-the-school-community-%28SJS%29.aspx)
* [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy).
 | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx)
* [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia%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 Prep, students: learn about some Old Testament and New Testament stories that tell of a God of love, the creator of all. They learn about the goodness of God’s creation, God’s special relationship with all of creation and God’s plan that people help each other to live safely and happily together, for the good of all. They listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family. They learn of Jesus praying and teaching others to pray, of his teachings about love, compassion and forgiveness that challenged people about the way they were living. They learn about his suffering, death and resurrection. They learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. They explore examples of times when people make these choices, from familiar texts and their personal experience. They understand that prayer helps believers follow the teachings of Jesus; to live according to God’s plan. They learn about ways in which believers pray, either alone or with others, including the Sign of the Cross and Amen. They observe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. They learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers. |
| ***Achievement Standard*** |
| By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God’s creation and God’s plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including experience of the goodness of creation. They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong. They understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan. They recognise ways in which believers pray, either alone or with others, using word, music, action, silence, images, symbols and nature and participate with respect in a variety of these prayer experiences, including meditation, the Sign of the Cross and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. |

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| ***Class Context for Learning***  |
| Individualised Learning NeedsMulti-faith communities – Catholic, Anglican, Uniting, ApostolicPractising / Non-practising members |

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| **Learning Intentions**  |
| By the end these learning experiences, students will:* Understand and appreciate that The Church as a building is a sacred place.
* Identify features of the Church as a building that mark it as a sacred place.
* Describe ways in which believers gather in the Church to pray and celebrate various rituals.
* Reflect and respond to the Gospels that tell of the good news of Jesus.
* Make connections between some New Testament stories and their own experiences.
* Participate in a variety of prayer experiences, including meditation with respect and reverence.
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| **Success Criteria** |
| * Students will listen and respond to the Gospels that tell the good news of Jesus. They will share thoughts and feelings about familiar events, characters and messages within these stories and link this knowledge to their own and/or others experiences.
* Students will identify the features of a Church that mark it as a sacred place (e.g. religious artefacts, icons and symbols, sacred objects, special clothes and etiquette). Students will clearly communicate their thoughts and ideas through a variety of meaningful and prayerful experiences.
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| **Assessment**  |
| **Focus Area 1:** Students will construct a diorama or collage of a Church to include features of a Church building that mark it as a sacred place. Students will present their ‘Church’ describing common features that identify their creation as a Church and sacred place. **Focus Area 2:** Students respond to stories of and about Jesus through a variety of visual representations (paintings, drawings, collage). Students demonstrate their understanding of these stories by accurately recalling messages, events or characters and making links to their own experiences within these images. |

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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*** |
| ***STNT2***The Gospels tell the good news of Jesus.Familiarity with characters, events and messages from some key New Testament stories (e.g. Jesus’ family, Jesus’ followers, those healed by Jesus, those who welcomed Jesus, Passion and Resurrection narratives) is a means of connecting Scripture and real life. | Listen and respond to stories of and about Jesus in the Gospels.Share feelings and thoughts about the events, characters and messages in some familiar New Testament stories.Make links between some familiar New Testament stories and their own experiences by sharing characters, events and messages that may be similar or different to their own experiences. | **CLPS1 -** Jesus prayed regularly and taught others how to pray.Prayer involves both talking and listening to God, either alone or with others.Believers pray with the help of word, music, action, silence, images, symbols and nature.Prayer nurtures the spiritual life of believers. | Identify some occasions when believers pray alone (personal prayer) and pray with others (communal prayer).Communicate an understanding of the language, gestures, purpose and context of the Sign of the Cross and Amen.Listen and respond to stories in the Gospels of Jesus praying and teaching others to pray. Recognise elements that help believers pray (e.g. word, music, action, silence, image, symbol and nature).Participate with respect in a variety of prayer experiences (e.g. prayer circles, school prayer, thank you prayers) that nurture the spiritual life 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*** |
| ***CHPG1***The Church building is a sacred place.Believers gather in the Church to pray, to be together and to celebrate various rituals (e.g. Baptism, Eucharist, Marriage). | Identify features of the Church building that mark it as a sacred place (e.g. religious art, artefacts, icons and symbols, sacred objects, special clothes, parish name, etiquette).Describe some ways in which believers gather in the Church to pray, to be together and to celebrate various rituals. | **CLPS2 -** 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). | Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer. |

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| [**Scriptural Texts**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability) |
| **Mandated Scripture**Jesus' resurrection[Mark 16:1-8](http://www.biblegateway.com/passage/?search=Mark%2016:1-8&version=NRSVCE) | **Supplementary Texts**Jesus' resurrection[Matthew 28:1-10](http://www.biblegateway.com/passage/?search=Matthew%2028:1-10&version=NRSVCE)[Luke 24:1-12](http://www.biblegateway.com/passage/?search=Luke%2024:1-12&version=NRSVCE)[John 20:1-10](http://www.biblegateway.com/passage/?search=John%2020&version=NRSVCE)  |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **What is the Church? (as a building)** | [**Resources**](http://religioncurriculump-12.weebly.com/church-history.html)[**Teacher Background**](http://bceteachingjudaism.weebly.com/index.html)[**Mandated Scriptural Texts**](http://religioncurriculump-12.weebly.com/resources.html) |
| Tuning In | **Lesson 1 – What is a Church*? Establishing misconceptions**** Students are shown a photo collage of different Churches on the IWB. Students are asked to reverently observe the images on the screen while asking the children questions to think about while looking at the images.
* What do you think the buildings are?
* Have you seen buildings that look like the images on the screen, and if so where?
* Have you ever been inside a Church? When? Why? Spend some time on shared discussion regarding children’s experiences and knowledge.
* Direct students to the Y chart and explain what each section of the Y chart represents. *Remembering* this lesson is to establish misconceptions and knowledge about what students believe a church feels like looks like and sounds like. This Y chart will be reviewed in future lessons to remove misconceptions and add new knowledge and ideas.
* Draw a picture of what they think a Church looks like, leaving space on the opposite page for a second drawing later in the lesson sequence.
* *Explain the relevance of this lesson to the children, that as students of Jubilee, and as Christians, the Church is a very special part of our faith traditions. Remind children of the times when they have already participated in a Church service this year in the Jubilee Centre. It is a sacred place: we stand, we sit, we listen, we sing, we pray, etc.*

See teacher reference attachment (Appendix A) for explanation of some items found in a Catholic Church | IWB – Photo CollageLarge piece of butchers paper for Y chartLooks like Sounds like feels like images for Y chart.BCE Learning Objects: ***Church Search***[http://www.bne.catholic.edu.au/religious-education-mission/ReligiousEducationCurriculum/Documents/learning-objects/church-search/bce-index.html](http://www.rec.bne.catholic.edu.au/Appendices/Pages/default.aspx) |
| Finding Out | **Lesson 2** * Show students the PowerPoint presentation (What is the Church?)
* Discuss slides as prompted on the slideshow.
* What other things could we see in a Church that weren’t on any of the slides? Discuss what items they have seen at our whole school liturgies and what were these items used for.
* Show images of special celebrations that take place inside a Church – laminated cards – discussing briefly each card – who has attended one of these celebrations, what was it like, what did they do, who attended?
* Discuss our Easter liturgy and how this Holy event was celebrated in the Jubilee Centre.

**Lesson 3 PRAYER AND WORSHIP RELIGIOUS IDENTITY AND CULTURE*** Using PowerPoint from last lesson. ***Last Slide: How do we act in a Church?*** Link back to the ideas students shared on the Y chart (sounds like/feels like/looks like).
* Discuss appropriate behaviour in a church – what should/shouldn’t we do in a church building?
* Explain that in Jesus time people worshiped God in a Temple (Synagogue) and that Jesus spent a lot of time there. Provide a brief explanation of the story explaining that one day when Jesus went to the Temple he saw a market place where people were selling animals and exchanging money. Ask children what they think Jesus felt when he saw this. Why?
* Read the Bible story – ‘Jesus Clears the Temple’. (John 2:13-23) – on slide.
* Discuss what happened in the story and why Jesus reacted the way he did.
* Link this discussion to how we behave and act when we are in Church and how we have been expected to behave at services we have been to in the Jubilee Centre.
* Review the Y chart – Sounds like, looks like, feels like… Do they need to be modified? What *did* we think? What do we think now?

***Routines and transitions****- giving the sign of peace in the Prayer Circle at the beginning / end of the day, incorporating simple liturgical responses into prayer e.g. The Lord be with you. And with your spirit.***Lesson 4*** Brainstorm a list of items required to build a church in the classroom.
* Use craft time to create items they have seen in the Church building (e.g. cross, altar, font, tabernacle, chalice, statues) use play dough or Lego for people involved in the celebrations.
* Enjoy a peaceful role-play creating a Church in the classroom, arranging seats into isles. Choose a student to be the Priest/Pastor to read/recite a passage from the Bible whilst other students demonstrate appropriate ‘Church’ behaviour. Have an alter boy/girl bringing up the offerings to the altar.
* Play meditation music / hymns ensuring children are reverent. Practice walking in and out of the ‘classroom’ church.
* Students can create their own scenarios of Baptism, Marriage, school liturgical celebrations.
 | Power Point – What is The Church? Attached file***Angry Jesus (50 sec) Animation (Jesus clears the Temple)***[***https://www.youtube.com/watch?v=tdHfHQOUVkY***](http://www.rec.bne.catholic.edu.au/Pages/default.aspx?v=tdHfHQOUVkY)***Inside an Anglican Church: (images)***[***http://resources.woodlands-junior.kent.sch.uk/homework/religion/church/index.htm***](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx)***Jesus goes to the Temple – (Matthew 21:12-17)***Images of special church celebrations such as:Baptisms – like to the fontWeddings - alterFunerals – celebrating a life. (Gravestones / memorials/ statues)Easter – Stations of the Cross images  |
| Sorting Out |
| Communicating  | **Lesson 5** - ***Reflection of The Church as a building.**** Students are given a small piece of paper. They are asked to draw a small picture of something that they remember about a Church. (Something found inside a Church, what a Church looks like, what special events/ rituals that are celebrated inside a Church).
* Students sit in a circle in a reverent and prayerful setting. The centre of the circle has a lit candle, a Bible and other sacred items. Going around the circle each child places their small picture in the centre of the circle sharing with the class what it is they have drawn.
* When all children have completed this task, children reflect on what has been shared whilst remaining reverent listening to quite meditative music.
* Reflect upon the following questions to prepare for final assessment:
* If you had to build a church what would be the most important items to include?
* What would it look like? Special features?

**Focus Assessment 1** - Students are given brief prompts on what they might include in their Church. Students are left to their own creativity to design and construct a Church. Students will present their ‘Church’ describing common features that identify their creation as a Church and sacred place. |  |
| Reflecting and Evaluating  | * Provide students with art and craft materials to create their own individual *church as per lesson 5. (Cardboard boxes etc.)*
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| **Core Content Area Two****Focus/Question– Some Stories of and About Jesus** | **Resources****Teacher Background** |
| Tuning In | **Lesson 1*** Re-introduce the New Testament to students and explain that this is the part of the Bible that tells wonderful stories of the great things that Jesus did. It tells stories of Jesus loving everyone, healing people and also performing miracles. In this part of the Bible we will also read stories that Jesus told to help us understand how God loves us, and how to love God and how God wants us to live our lives for him. Remind students of the story of the Good Samaritan, shared early in the year. Jesus message was for us to understand that we must always look out for each other, and help each other. Explain to the children that we are going to listen to many more stories that Jesus told and to try to listen carefully to the message that Jesus wants us to hear.
* Show students the short 3-minute You Tube clip that is a brief overview of some of the stories in the New Testament. Explain following the clip that some of the stories that were mentioned in the clip are stories that we are going to be learning more about. Ask questions such as
* Who did Jesus heal?
* Some people were trying to send the children away from Jesus, but what did Jesus say to them?
* Why did Jesus say this?
* To reflect – have students colour in an image of Jesus to paste into Religion books as a cover page for this section of this unit. Play quiet music during this colouring in time for reflection and meditation. (use music attached if you wish)
 | Jesus loves the little ChildrenYou tube Clip[https://www.youtube.com/watch?v=yBt7OkkEoGU](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding?v=yBt7OkkEoGU)***Colouring in image of Jesus – Appendix A***Peaceful music for relaxation while colouring: (11mins)[https://www.youtube.com/watch?v=hh5toDqjFb8](http://www.bne.catholic.edu.au/religious-education-mission/ReligiousEducationCurriculum/Documents/learning-objects/church-search/bce-index.html?v=hh5toDqjFb8)**Jesus' Resurrection**Mark 16:1-8. |
| Finding Out | **Stories about Jesus** *(May run over several days)***Lesson 2 - *Jesus Heals the Blind Man**** *Jesus was a healer.* Begin the lesson by greeting the students and asking them to close their eyes.  Say, Imagine that you cannot see at all.  When you open your eyes, it is still dark.  This is called blindness.  When someone is blind they cannot see.  Keep your eyes closed and tell me what it would be like if you could not see.  How would your life be different?  What could and couldn’t you do? Allow children to respond and share their thoughts.  Say, Ok, you can open your eyes now.  I am going to tell you a story about a man who was blind.  This man believed that Jesus could heal him and make him see.  Let’s see what happens in the story. Read the story ***(Luke 18:35-43)*** from the Bible using ***Appendix 1*** as support.
* Activity*: Blindfold challenge.* Have the children attempt the challenge one at a time, or in pairs.  Give the children a set of blocks and challenge them to build a tower while blindfolded.  While one child is blindfolded and building, have the other children cheer them on.  Focus on the aspect of teamwork and not on who can build the tallest tower.  Say, *in the story, everyone told the blind man to be quiet and leave Jesus alone, but that is not the kind of attitude that God wants us to have.  He wants us to encourage each other and love each other, just like you encouraged each other while you were building.*

**Lesson 3 – Jesus Calms the Storm*** *Jesus performed miracles.* Ask students – What is a miracle? Explain to children in simple terms that a miracle is when something happens that would never be able to happen without God’s help. Use the following activity and story to demonstrate.
* Fill a bottle about 1/2 full of water, add blue (just a few drops) of food colouring, shake to turn water blue, fill the rest of the way with cooking oil. Seal and glue lid! You may also want to add a small piece of plastic for a boat and glitter. Rock the bottle from left to right to create waves as a visual of the storm, talking about what is happening to the boat in the large waves, if you were on that boat in the ocean would you be scared? Is there anything you could do to stop the storm? Explain to children that Jesus is so powerful and mighty that he can stop the wind and the waves, a miracle! He can stop a storm, and that is what he did when Jesus and His friends were caught in a storm while they were out on their fishing boat.
* Read the Bible story Matthew 8:23-27 or you may like to use the Miracles – Wonders Jesus worked by Mary Hoffman and Jackie Morris picture book, and/or YouTube claymation clip: [http://www.youtube.com/watch?v=ZzPwRXytr7U](http://religioncurriculump-12.weebly.com/planning.html?v=ZzPwRXytr7U) (2mins)
* Use the following reflective questions to instigate class discussion:
* What happened that made the disciples feelunsafe?
* What did they do to get help?
* What did Jesus do to make things okay again?
* How could he do that?
* Can Jesus help us the way he helped the disciples inthe storm? Why or why not?
* Can Jesus help us even though we can’t see him or touchhim? Why or why not?
* Allow each child to create a picture of Jesus Calming the Storm. Draw storm clouds, lightning, and rain. On the other side of the boat, draw a perfectly clear night sky with a calm sea. In the boat draw Jesus and the disciples. Use yarn to symbolize waves, rain or storm clouds (You could outline the storm clouds in yarn.) For fun cut out strips of foil for lightning. On the calm side of the paper, use silver or gold star stickers to symbolize the clear night sky. (Can use attached template ***Appendix 2*** if you wish). And/or: Role Play – Use the attached role play script and actions ***(Appendix 3).***

**Lesson 4 - *Loaves and Fishes*** (Feeding of the 5000) – Another Miracle Jesus performed* Say to students: Are you hungry? I am! I brought a bag with my snack in it. Let's see what is in here. Oh dear, we have a problem. All I have is five crackers and two of pieces of fruit. I don't think there is any way that would be enough to feed all of you. Let's see. (Start counting the children.) One, two, three, four, five... no way. There just isn't enough for all of you. That reminds me of something that happened to Jesus and his disciples one day. Jesus and his disciples were very tired and needed some time to relax. They got into a boat and went away to a quiet place to rest. When they got there, many people were waiting for Jesus. The Bible tells us that there were Five thousand men and lots more women and children. That is a lot of people isn’t it? The people began to get hungry but there was no food for any of them to eat. We are going to hear of a miracle that Jesus performed so that everyone got enough food to make them feel very full and there was even food left over.
* Use the following document to tell the story of the feeding of the 5000 (Animated story and slideshow)

[http://bibleforchildren.org/PDFs/english/Jesus%20Feeds%205000%20People%20English.pdf](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)* Use the following questions to prompt discussion and to reflect on the story.
1. Why did the disciples tell Jesus to send the people away?
2. What does Jesus tell the disciples to do?
3. Who in the story shared his food?
4. What do you think the little boy was feeling when he saw Jesus use his gift for a miracle?
5. Have you ever thought that you don’t have enough to share?
6. Why is it important to share? Share examples sharing.
* Say the following prayer together as a class to conclude this lesson.

 Dear God, Thank you that you can do anything! Thank you that you can use what we offer you to do really BIG things! Thank you for loving us! We love you back! Amen* Activity: Have students cut their own loaves and fish from construction paper and paste on half a paper plate for a bowl. Paste into religion books and have the children draw the many people around the bowl of fish and bread.

**Lesson 5 *-* Stories Jesus Told *- The Lost Sheep**** Explain to students that as students at Jubilee, and as Christians, we believe that God cherishes us and cares about us very much. Jesus wanted us to know how important we are to him, so he told many stories to help us understand just how much He loves us. Ask Students: How many of you have a pet? Do you take care of it?
* Explain that long ago, in Bible times, (and in some places in the world today) boys or men that looked after goats and sheep, were called “shepherds.” Jesus told a story about a shepherd who was taking care of 100 sheep…one wandered off and got lost! The shepherd left the other 99 to go and find the lost one. When he found it he was happy and rejoiced (celebrated)! Jesus said that God cares about us that way! The Bible says that “The Lord is our shepherd”. God knows us, and loves us, we are like Gods sheep and He is like our Shepherd and is taking care of every single one of us!
* Read Luke 15: 4-7 and/or shoe students and animation of this Bible story:

[http://www.youtube.com/watch?v=094upaf4BME](http://resources.woodlands-junior.kent.sch.uk/homework/religion/church/index.htm?v=094upaf4BME) (5 mins) *(great version for the little ones and very clear and easy for them to understand)** Activity: Paste cotton buds onto the sheep and display in the classroom which includes the words “Thank you Lord for caring about each one of us!”.

**Lesson 6 - Teaching about Prayer *(The Lord’s Prayer)*** Matthew 6:5-18* Jesus wanted His friends (disciples) to understand that it was important for them to pray. Prayer is the way we talk to God (reflect on prayer experiences shared so far this year, and the prayer that Jesus taught us that we often say together at Jubilee).
* Just like we talk to a friend to stay close to them, we can talk to God. Jesus prayed, and He wanted His believers to know how to pray and what to pray. So He shared a prayer. It is sometimes called “The Lord’s Prayer” because Jesus, our Lord, gave it to us. This prayer gives us different things to pray about. It helps us know how to pray.
* Read the Bible Story Matthew 6:5-18

<http://www.youtube.com/watch?v=oorNP57iPG4> (2mins)* Recite the Lord’s prayer as a class:

 ***Our Father who art in heaven, hallowed be your name, your kingdom come your will be done, on earth as in heaven. Give us today our daily bread. and forgive us our sins as we forgive those who sin against us. Save us from the time of trial and deliver us from evil. For the kingdom, the power, and the glory are yours, now and forever. Amen**** Activity: Prayer hands craft – see attached printable ***(Appendix 4)***

**Focus Assessment 2***:* Students are asked to choose one of the stories of or about Jesus that they have just reflected upon. Students are asked to paint a picture to show one of the stories they have heard. Students respond to the stories of and about Jesus by sharing their interpretation/image to the class briefly, annotated by the classroom teacher. | Luke 18: 35-43Mark ***PDF attached – story of the Blind Man*** ***(Luke 18:35-43)***(Matthew 8:23-27)Miracles – Wonders Jesus worked by Mary Hoffman and Jackie Morris picture book.[http://www.youtube.com/watch?v=ZzPwRXytr7U](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?v=ZzPwRXytr7U)***Calming of the storm – art template Appendix B***String/yarnAluminium foilcolours***Matthew 14:13-21***Feeding of the 5000 – Video clip [http://bibleforchildren.org/PDFs/english/Jesus%20Feeds%205000%20People%20English.pdf](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx)Miracles – Wonders Jesus worked (The biggest picnic in the world)..page 17  by Mary Hoffman and Jackie Morris picture book.Paper Bag – 5 crackers 2/3 pieces of fruit.Craft resources : Construction paper (brown for loaves)Coloured for fishPaper bags/platesLuke 15: 4-7 The Lost Sheep Bible story:[http://www.youtube.com/watch?v=094upaf4BME](https://www.youtube.com/watch?v=094upaf4BME) (5 mins) ***The lost Sheep template – Appendix C***Matthew 6:5-18Jesus teaching his disciples to pray<http://www.youtube.com/watch?v=oorNP57iPG4> (2mins)***Prayer Hands template – Appendix D*** |
| Sorting Out |
| Communicating  |
| Reflecting and Evaluating  | * Reflect on the stories of and about Jesus, reminding students of Jesus as a healer, a miracle worker, and teacher. Draw up 3 columns on the board and ask students to recall Jesus as a healer, the miracles he performed and the stories that Jesus told to share His message.
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***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?*  |
|   | The children really responded with enthusiasm to the stories of Jesus as a teacher, healer and miracle worker. Through teaching the Scripture explicitly, we developed actions and movements to match the key moments within the Scripture. You could see the students then make their own interpretations and re-enact the stories during free play time. They loved the notion of Jesus as a Superhero! The Scripture Pad (from Into the Deep) was a great assessment task to use and worked well after modelling it with the children slowly, box by box, with some stories. Then, when the assessment task came around, they were confident to approach it independently. |
|   | It was great for the students to learn in detail about what a church is and what features they have. In one class, we turned home corner into a "Church" and the students dressed up in vestment, created a stained-glass window and lived the church after watching some videos.  |
| 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?  |
|   | We wish we had organised an excursion to an actual Church. The students would have benefitted greatly from this as many had never actually been to a Church. |