****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Prep Year “Who is Jesus?”**

**Jubilee Primary School Duration: 8 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **What was life like for Jesus’ family and friends?** |

**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-%28ICE%29.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-%28ICS%29.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-%28SJS%29.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-%28SJA%29.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-%28EFG%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/Spiritual-Formation-%28EFF%29.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-%28EFW%29.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-%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/Celebration-of-liturgy-and-sacraments-%28PWL%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/Ritualising-everyday-life-%28PWR%29.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%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* recognise stories from the New Testament that tell about Jesus’ life as a Jew
* investigate and report what Jewish families were like in the time of Jesus
* identify celebrations and rituals that mark special times in the life of the church community and in the church year
* describe ways in which church members pray together during special celebrations and rituals
* make connections between rituals and special times in the lives of believers
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| **Success Criteria** |
| * 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.
* 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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| **Assessment**  |
| **Focus Area 1:** Students use a chart to make comparisons between modern day meal time and Jesus’ experience of meals in Jewish times. They include furniture, food, people, ritual, custom, hygiene…..**Focus Area 2:** Using a range of communication forms (oral, graphic, written, role play) and digital technologies, students share their ideas and feelings about an experience of a school ritual with the teacher. |

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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*** |
| **STOT1 -** Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer.  | Use and display the Bible respectfully.Listen with respect as Scripture is proclaimed in prayerful settings. | **BEWR1 -** Jesus was a Jew. He lived in a Jewish family and Mary was his mother. | Recognise stories from the New Testament that tell about Jesus’ life as a Jew. Investigate and report what Jewish families were like in the time of Jesus. |
| **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*** |
| **CHLS1 -** The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons). | Identify celebrations and rituals that mark special times in the life of the Church community (e.g. Baptism, Eucharist, Reconciliation, Christmas, Easter) and in the Church year (e.g. Lent, Holy Week, Easter, Pentecost, Ordinary Time, Advent and Christmas).Describe some ways in which members of the Church pray together during special celebrations and rituals (e.g. word, action, silence, music and symbol, patterns/repetition, special colours).Make connections between Church rituals and special times in the lives of believers (e.g. Baptism and welcome; reconciliation and forgiveness). |  |  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Old Testament[Joseph](https://www.biblegateway.com/passage/?search=Genesis+37:1-36%2c+39:1-6%2c+41:15-44%2c+41:+53-57%2c+42:1-46:34&version=NRSVCE%3bCEV)[Genesis 37:1-36, 39:1-6, 41:15-44, 41:53-57, 42-26](https://www.biblegateway.com/passage/?search=Genesis+37:1-36%2c+39:1-6%2c+41:15-44%2c+41:+53-57%2c+42:1-46:34&version=NRSVCE%3bCEV)[David 1 Samuel 17:1-49](http://www.biblegateway.com/passage/?search=1%20Samuel%2017:1-49&version=NRSVCE)New TestamentBirth of Jesus[Luke 2:1-7](http://www.biblegateway.com/passage/?search=Luke%202:1-7&version=NRSVCE)[Matthew 1:18-25](http://www.biblegateway.com/passage/?search=Matthew%201:18-25&version=NRSVCE) | **Supplementary Texts**[Moses](http://www.biblegateway.com/passage/?search=Exodus%202:1-10&version=NRSVCE)[Exodus 2:1-10](http://www.biblegateway.com/passage/?search=Exodus%202:1-10&version=NRSVCE)[Abraham and Sarah](http://www.biblegateway.com/passage/?search=Genesis%2015:1-6%2c%2018:1-15%2c%2021:1-7&version=NRSVCE) [Genesis 15:1-6, 18:1-15, 21:1-7](http://www.biblegateway.com/passage/?search=Genesis%2015:1-6%2c%2018:1-15%2c%2021:1-7&version=NRSVCE)[Lost in the Temple](http://www.biblegateway.com/passage/?search=Luke%202:41-47&version=NRSVCE)[Luke 2:41-47](http://www.biblegateway.com/passage/?search=Luke%202:41-47&version=NRSVCE)[Presentation in the Temple](http://www.biblegateway.com/passage/?search=Luke%202:22-24&version=NRSVCE)[Luke 2:22-24](http://www.biblegateway.com/passage/?search=Luke%202:22-24&version=NRSVCE) |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **The Way Jesus Lived as a Jew** | [**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 | * Students reflect on the significant people in their lives and answer questions like:
* Who makes up my immediate family?
* Who are my family’s special friends?
* Where do I go for special family events?
* Who visits us at home?
* Show students a Bible map of Palestine at the time of Jesus. Highlight where it is in the world and places where Jesus travelled.
* Investigate what life was like in a Jewish family in the time of Jesus by exploring [www.nazarethvillage.com](http://www.nazarethvillage.com)
 |  |
| Finding Out |  **Jesus was a Jewish child EVANGELISATION AND FAITH FORMAITON*** Create sociograms for Jesus as a Jewish boy. This can be achieved simply by placing Jesus’ name in the centre of a circle on a page and some other significant others in circles around him. Coloured lines can join these circles to illustrate Jesus’ relationship with these people.
* Who made up Jesus’ immediate family?
* Who were Jesus’ special family friends?
* Who visited Jesus and his family?
* Reflect on what it is like to be a special friend. Construct a **Concept Spiral** highlighting virtues of friendship and people they know who demonstrate these virtues.
* Listen to the Bible story ***Jesus Calls Four Fishermen*** and list the names of the four fishermen who became disciples and followed Jesus. These names could be recorded on cards and placed in a small fishing net to make a display. Explore the implied meaning of Jesus’ statement “*I will teach you how to catch people*.”
* Listen to the reading ***Jesus Chooses the Twelve Apostles*** *(Luke 6:12-16, Matthew 10:1-4, Mark 3:13-19).* Teachers should be aware thatthe exact names vary from gospel to gospel. These names of the disciples could be added to the display of the four first disciples.
* Create a paper people chain of the 12 disciples listed in Scripture and add special characteristics of the disciples in word or picture on the people shapes. The characteristics or attributes of the disciples are provided in a table below.

 **Jesus travelled*** Explain how people travelled in Jesus’ day. Travel was limited: by foot or donkey. Travel was affected greatly by weather, the environment and the seasons. Some of Jesus’ journeys were around the Sea of Galilee, along the River Jordan, to Jericho and Jerusalem in the highlands and deserts. The weather, availability of food and safety of the roads would have impacted considerably on Jesus’ journeys. Jesus travelled with his disciples usually by foot and wherever he went people gathered to hear his words and to be healed. Male and female friends of Jesus gave him shelter and food on his travels.
* Use the map to show distances of places in the Bible. These distances could be used comparatively with familiar distances students have travelled.

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| Jerusalem to Bethlehem | 10 km |
| Jerusalem to the Dead Sea | 10 km |
| Jerusalem to Jericho | 24 km |
| Jerusalem to the Jordan River | 34 km |
| Jerusalem to Lake Galilee | 112 km |
| Jerusalem to Nazareth | 104 km |

 **Jesus included people** * Explain how Jesus included people. He always looked for the best in everyone. He often associated with people who others thought were not suitable because of occupation, character or external appearance.
* Investigate, using concentric circles, the relationships Jesus had with a variety of people who were isolated from others in society for example:
* **Lepers** (Luke 17:11-19) Leprosy was a feared and horrible disease. Lepers were not allowed in the city, and were not allowed to approach others. That is why these ten lepers kept their distance and called out to Jesus. These lepers were, in all, a good bunch. They were obeying the laws: they stayed out of the city and did not approach Jesus or his followers. They believed in Jesus' ability to heal. They obeyed Jesus without question when he told them to go to the priests, even before they were healed.
* **Tax collectors** (Luke 19:1-10) Tax collectors were usually Jewish people who paid the Romans for the right to collect taxes. They were hated by other Jews who thought of them as traitors to their country and to their religion.
* **The Samaritan woman** (John 4:1-42) Historically the Jews had no dealings with Samaritans. They considered them as an inferior race of people with mixed ancestry from Israel and the heathen nations who did not worship God.
* **A Roman soldier** (Luke 7:1-10) Roman army officers were despised in the area at the time because they were conquerors and did not share the religion of the people.

**What was Jesus like?*** Students listen to the following scripture stories that highlight a characteristic of Jesus:
* The loaves and the fishes (Luke 9:10-17) – **compassionate person**
* The good Samaritan (Luke 10: 29-37) – **teacher**
* The ten lepers (Luke 17:12- 19) – **healer**
* Jesus washes his disciples feet (John 13:4-8) – **servant leader**
* Jesus calls the children (Luke 18:15-17) – **showing love**
* Use a chart with visuals representing each story to identify the story and the characteristics of Jesus revealed in the story. An example would be:

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|  | Bible Story | What does the story tell us about Jesus? |
| http://www.jesusandkidz.com/images/BreadFishImages/JC4_04.gif |  |  |

* Using a central image of Jesus, students develop symbols which demonstrate the various dimensions of Jesus’ character (e.g. teacher, healer, showing love, compassionate, servant- leader). Take photographs of the children or have them make drawings of themselves. Place the images of children around the symbols when a particular characteristic is displayed.
* Using sentence starters, students complete a statement relating their actions to those of Jesus. The statement is then placed under their photograph or drawing. An example would be: “Jesus was a teacher. I was a teacher when I…”

**Jewish Meal Times*** Examine how Jesus used meal times as opportunities to teach others about the Kingdom of God and to include those who were sometimes excluded from Jewish society.
* Students create miniature models of meal settings in Judaic times based on scripture accounts involving Jesus. The following references, all from the Gospel of Luke, provide examples to share with students.
* 5:27-39 Banquet in the house of Levi
* 7:36-50 Dinner in the house of Simon the Pharisee
* 9:10-17 The feeding of the five thousand at Bethsaida
* 10:38-42 Hospitality in the house of Martha
* 11:37-54 Noontime meal in the house of a Pharisee
* 14:1-24 Sabbath meal in the house of a Pharisee
* 19:1-10 Hospitality in the house of Zacchaeus
* 22:7-23 The Last Supper
* 24:13-35 Supper at Emmaus
* 24:36-53 Eating with the community in Jerusalem
* Explore some focus questions about the scripture stories. For example,
* Where did the story take place?
* Who was at the meal?
* Why did this meal take place?
* What happened during the meal?
* What did Jesus say during the meal?
* What did the other people at the meal say?
* What was the reaction of other people to the meal?
* Who did Jesus eat with?
* Why were the leaders not happy with Jesus?
* What types of things did Jesus say during these meals?
* What similarities do we find in these stories?
* What do we learn about Jesus from these stories?
* What do we learn about the kingdom of god from these stories?
* Create a **Flip Book** to describe ways Jesus used his leisure time for creativity, communication and rest. The Flip Book pages might be prepared using the following sentences:

 Jesus fished with friends. Jesus shared meals with others. Jesus travelled through the country meeting people. Jesus spent time with children. Jesus talked and taught people using stories. | **Joseph**Genesis 37:1-36, 39:1-6, 41:15-44, 41:53-57, 42-46***Jesus Calls Four Fishermen***Matthew 4:18; Mark 1:16; Luke 5: 1-11***Jesus Chooses the Twelve Apostles***Luke 6:12-16; Matthew 10:1-4; Mark 3:13-19 |
| Sorting Out |
| Communicating  | **Focus Assessment 1**: Students use a chart to make comparisons between modern day meal time and Jesus’ experience of meals in Jewish times. They include furniture, food, people, ritual, custom, hygiene….. |  |
| Reflecting and Evaluating  |  |  |

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| **Core Content Area Two**Focus/Question– **Advent Prepares us for Jesus’ Birthday** | **Resources****Teacher Background** |
| Tuning In | * View youtube clip of a Church and its contents. Note particularly ornaments, colours, sections (Baptismal font, etc).
* Talk about church seasons and colours – Lent, Easter, Pentecost, Ordinary Time, Advent and Christmas.
 | Birth of JesusLuke 2:1-7Matthew 1:18-25 |
| Finding Out | * Explain why Christians celebrate some significant religious rituals eg. Easter, Pentecost, Christmas.
* Talk about clothes people wear for special occasions or jobs that they do (e.g. school uniforms and colours, fire-fighters, nurses, ambulance) and linking this to the special clothes that the minister/pastor will wear when celebrating in the local church community
* Collaboratively construct a Y-chart about the ritual celebrations of a significant event in their personal or school life e.g. **birthday**, ANZAC Day, Grandparent’s Day, school assembly. Students bring photos to support this.
* Retell a story about a significant event a student’s family celebrates or remembers e.g. birthdays, sporting events, anniversaries, baptisms or other religious festivals, using a variety of methods and modes.
* Create class prayer cloths to connect with the liturgical season e.g. printing with different shades of green to purple to white/gold
* Change the liturgical colours in the classroom sacred space to show the progression from Ordinary Time, through preparation time of Advent, to Christmas.
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| Sorting Out |
| Communicating  | **Focus Assessment 2**: Using a range of communication forms (oral, graphic, written, role play) and digital technologies, students share their ideas and feelings about an experience of a school ritual with the teacher. |  |
| Reflecting and Evaluating  |  |  |

***Teacher Reflection and Feedback***

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

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| *2 STARS**Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?*  |
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| 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?  |
|   |  |