

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: One		Term:	Year:
Inquiry / Wondering Question: I wonder about God			
Strands: Beliefs Sacraments Morality Prayer		Cross-curricular priorities:	
Class context/Learners: To be added by class teacher			
Key Inquiry Questions: How do I see God in creation? How do I see God in loving people around me?		I Wonder: I wonder about the beauty of creation. I wonder if you know someone whose love reminds you of God's love. I wonder what I can say when I pray?	



Knowledge & Understanding...

God's presence is shown in and through special people in life.

God's presence is in creation. We find God in creation

Images of God in scripture - the Good shepherd, Loving Father, nature, God is love.

God loves all creation

Traditional prayer: Sign of the Cross, Hail Mary, Our Father

The psalms are prayers.

There are creative approaches to prayer such as song, dance, drama, word, silence, symbol and action.

I can create my own prayer using word, song, dance, symbol and actions e.g. morning and afternoon prayer, grace before eating.

We can pray in community.

We can pray personal prayer.

Prayers of praise and thanksgiving

Skills...

illustrate their images of God

illustrate God's loving presence in creation

know that people are created and loved by God

name Father, Son and Holy Spirit when they pray

recite the Hail Mary and Our Father in unison.

contribute creatively to prayers

identify reasons to pray

Participate in communal prayer and personal prayer

become aware of prayers of praise and thanksgiving.

Identify scripture to be interpreted:

- **Psalm 8**



World behind the Text	World of the text	World in Front of the Text
<ul style="list-style-type: none"> • Who wrote the text? • When was it written? • Who was the audience of the text? • What do you know of the cultural, historical and political context of the author? • What do you know of the cultural, historical and political context of the time? • Where did this take place? 	<ul style="list-style-type: none"> • What type of writing is this? • What comes before and after this text? • Who are the characters in the text? • Who speaks and who is silenced? • What happens in the text? • What words are interesting, new or difficult and need explaining? 	<ul style="list-style-type: none"> • What meaning does this text have for my life today? • How might people of different genders and cultures interpret this text today? • How could this text be used in prayer? • What life experiences help me to better understand this text? • What aspects of this text might not be relevant to our lives and time?

Assessment Plan

Year Level Achievement Standards:

By the end of year one, students can illustrate their images of God and God's loving presence in creation. Students identify that they belong to various communities. Students demonstrate their knowledge of Mary as mother of Jesus.

By the end of year one, students identify common elements of the sacrament of Baptism. Students recall scripture stories of Jesus' birth, death and resurrection.

By the end of year one, students express feelings and identify actions that show forgiveness. They recall biblical information about Jesus and how he cared for people.

By the end of year one, students name Father, Son and Holy Spirit when they pray and demonstrate an understanding of the Hail Mary. Students recite the Hail Mary and Our Father in unison. Students contribute creatively to prayers and identify reasons to pray.



Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	<p>Y- chart reflection on creation</p> <p>Retrieval Chart questions – what I did; what I discovered; what I am wondering about.</p> <p>Students wonder what they might like to talk to God about. Ask them how and where they may talks to God. Record their responses in pictures and words as shared text on a class chart.</p>	<p>Y-chart</p> <p>Anecdotal notes and observations</p> <p>Retrieval chart</p> <p>Wondering</p>	<p>At the beginning of the Unit</p> <p>A the beginning of the unit</p> <p>During the Unit</p>
Summative Assessment <i>of</i> Learning	<p>Have the class create a wall mural showing each student’s ideas and thoughts about creation. Allow them to demonstrate the wonders of creation. This task will show how students contemplate and reflect on God, themselves and creation and their ability to express their ideas and feelings.</p> <p>Creative response to their images of God</p> <p>Invite students to wonder with you: I wonder how I am an image of God. Have students write or draw their responses e.g. When I smile at my friend when she is sad. etc.</p> <p>Students complete a flow chart reflecting their favourite image of God and make connections to relationships in their lives. God is like.... My mum Because she...</p>	<p>Class wall mural</p> <p>Clay or play dough creative response</p> <p>Illustrations</p>	<p>At the beginning of the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>This activity will demonstrate students’ understanding of selected images of God and what they convey about how people experience God</p>
Affective Assessment <i>as</i> Learning	<p>Students compare these images with images they created at the beginning of the unit. Discuss the differences</p> <p>This activity will enable students to reflect on their images of God and how these might have changed from the beginning or the unit.</p>	<p>Discussions</p>	<p>At the end of the Unit</p>



Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p>Tuning In</p>	<p>Go outside and immerse the students in creation. Lie quietly and listen to all the sounds you can hear in nature. Identify what you can see around you and what you can feel. Students use chalk to draw a Y chart on the pavement and record all the things they hear, feel and see in creation. Students share their reflections with others.</p> <p>Or They could complete a Retrieval Chart with headings: What I did What I discovered What I am wondering about</p> <p>Have the class create a wall mural showing each student's ideas and thoughts about creation. Allow them to demonstrate the wonders of creation.</p> <p>Lead a guided meditation on the wonders of creation</p> <p>Decorate the prayer space using coloured cloth, children's class collage of their images of wonder in creation, candle, Bible,</p> <p>Sing and do actions to songs of creation: God is so wonderful, God is so clever – John Burland <i>Let's Celebrate</i> This is the day – Michael Mangan <i>Sing Your Joy</i> Cosmic Hymn of Praise – Michael Mangan – <i>Setting Hearts on Fire</i> <i>Rainbow</i> – Andrew Chinn – <i>Wherever I go and Together as One</i> If I were a butterfly – Andrew Chinn <i>Many roads one journey and together as One</i> God on the Morning – Andrew Chinn – <i>These Hands</i> This Day – Andrew Chinn – <i>This day and Together as One</i></p>	<p>Y- Chart Large chalk.</p> <p>Retrieval Chart</p> <p>Michael Mangan resource on Mediation <i>Open Our Hearts</i></p> <p>Music from appropriate artists such as John Burland, Michael Mangan and Andrew Chinn. See links on the religion Curriculum website.</p>	<p>Assessment for learning Reflection on creation</p> <p>Assessment for Learning.</p> <p>Assessment of Learning – this task will show how students contemplate and reflect on God, themselves and creation and their ability to express their ideas and feelings.</p>



	<p>Finding Out</p>	<p>Create a sensory collage using a variety of materials – magazine pictures, natural objects found in the environment, fabric and words from magazines. Describe which senses are used to explore the collage. (Students may be blind folded and identify whose collage it is after feeling it.)</p> <p>Students write their own phrase: “Listen to ... and you will hear the voice of God.” Look at ...and you will see the face of God. Touchand you will feel God’s presence. Taste.....and you will taste God’s creation. Smelland you will remember the presence of God. Students illustrate their chosen phrase.</p> <p>On flashcards write the words that respond to the question what is God like? E.g. a rock, a light, a beautiful sunset, my mum, my dad, water, a gentle breeze, a cuddly hug, etc. Place images and words in a grab bag. Ask students to select a word or image from the grab bag. As a class they are to wonder about the images that are selected: I wonder if one of these images is how you think of God. I wonder if you were surprised by one of the images. I wonder if you would add another.</p> <p>Use children’s literature to develop many images of God. see Children’s literature in Teacher’s Resources: <i>God’s Quiet things</i> by Nancy Sweetland <i>God thinks you’re wonderful</i> by Max Lucado <i>Grandpa’s Prayers of the Earth</i> by Douglas Wood <i>Images of God</i> by Marie-Helene Delval Kushner, L., Kushner, K., & Majewski, D. W. (2000). <i>Because nothing looks like God</i>. Woodstock, Vt: Jewish Lights Publishing</p> <p>Students use play dough or clay to make their own images of God. Place their creations in the prayer space. Allow them to explain their creations to you. This can be recorded or videoed.</p>	<p>Grab bag strategy see A_Z teaching strategies on the Religion curriculum website.</p> <p>Children’s literature from Teacher’s Resources on the religion Curriculum Website</p> <p>Clay</p>	<p>Assessment for Learning This activity will indicate students already forming understanding as images of God.</p> <p>Assessment of Learning</p>
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		<p><i>In the Bible we find many names and images used to describe what God is like.</i></p> <p>Students wonder what they might like to talk to God about. Ask them how and where they may talk to God. Record their responses in pictures and words as shared text on a class chart. Students illustrate, write about or make a play dough or clay model of their favourite place to talk to God.</p> <p>Read appropriate parts of Psalm 8 to the children – explain that psalms are prayers in the Bible. Use this website to explore psalms for children http://www.essex1.com/pages/paul/psalm8.html Display parts of the psalm and use for morning prayer.</p> <p>Investigate other poems/songs/videos that describe creation as beautiful and vast. E.g. A Child's Poem of Creation by Linda Wright</p> <p>The Bible tells how Your mighty hand Created all life in both sea and land. Stars across the sky You've sprinkled. They look like diamonds as they twinkle!</p> <p>I see Your power as the lightning flashes. I hear Your voice when the thunder crashes! Your gentle rains make the flowers grow. And they dance in the meadow when You make the winds blow.</p> <p>In the brightest of greens, you have clothed the trees. Their branches make homes for the birds and bees. Trees in the forest their branches raise, While birds of the air sing songs of praise!</p> <p>Forest animals dwell on the mountains steep, While porpoise and whales swim the oceans deep. Bubbling brooks teem with fish galore As they dance their way to the ocean's shore.</p> <p>Your colourful rainbow in the heavens above Reminds me of Your Everlasting Love!</p>	<p>http://www.essex1.com/pages/paul/psalm8.html</p> <p>http://www.faithwriters.com/article-details.php?id=53276</p>	<p>Assessment for Learning This activity will indicate students' prior knowledge and experiences of prayer.</p>
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		<p>Beauty so diverse Your Glory proclaims! But it was man so honoured to call You by Name.</p> <p>Honour and glory I give to Thee. I stand in wonder that You made even me!! Amen</p> <p>Class constructs a prayer of praise following the structure from Psalm 8. Or Litany Prayer: Child: Thank you for the tiny ants All: thank you God Child: I like watching the birds in the sky All: thank you God. Child: thank you for all the different people in the world. All: thank you God. Or Litany of Praise Look at the sky O God you are very good Look at the moon and stars O God you are very good. Look at the mountains O God you are very good.</p> <p>Find out the name of the local Aboriginal people and write a prayer of thanksgiving for the Aboriginal people who cared for this land for over 40,000 years.</p>		
	<p>Sorting Out</p>	<p>Pass around a mirror and invite students to discover one of the most wonderful gifts of God's creation – myself.</p> <p>Using a simple puppet children introduce themselves to the class and name a special gift that they have and which makes them unique.</p> <p>Students create a self-portrait, labelling the image with what they like about themselves.</p> <p>Invite students to wonder with you: I wonder how I am an image of God. Have students write or draw their responses e.g. When I smile at my friend when she is sad. etc.</p>	<p>Mirrors</p>	<p>Assessment of learning This activity will indicate student's awareness of themselves as part of God's creation.</p>



		<p>Students take home an outline of a body shape and record the aspects of creation they can see, hear, feel taste and smell at home with their family. Bring back to school and share with the class.</p> <p>Make a connection between their own experience of God and the people in their lives.</p> <p>Using the image of a shepherd, students reflect on the following questions What is a shepherd? What does a shepherd do? How is God like a shepherd?</p> <p>Tell the Godly Play story of the Good shepherd and allow the students to wonder about the story. Young Children and Worship p 85 and 90</p> <p>Provide stimulus pictures of Mothers, Fathers, families, - allow students to select an image and with a partner discuss the image What do you see? What are they doing? What might they be saying to each other? What feelings are being shown? I wonder if you know anyone in your life whose love and care reminds you of God.</p> <p>Use the cards to reflect on the strengths and values of your school or any community you are part of. Invite your students to create a similar set of cards or posters featuring words and images that are important to them.</p>	<p>Large outline shape of body.</p> <p>Godly Play The Lost sheep story Young Children and worship p 85 and 90</p> <p>Stimulus cards can be purchased through St Luke's Innovative Resources e.g. Talking up our strengths: https://innovativeresources.org/resources/card-sets/talking-up-our-strengths/ Or Age of Adventure cards https://innovativeresources.org/resources/card-sets/age-of-adventure/</p>	
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	<p>Communicating</p>	<p>Students complete a flow chart reflecting their favourite image of God and make connections to relationships in their lives.</p> <p>God is like.... My mum Because she... God is like... A storm Because... God is like a mango Because... Create a class book of statements and illustrations. create a song or poem using these reflections.</p> <p>Students compare these images with images they created at the beginning of the unit. Discuss the differences.</p>	<p>Flow chart God is like... My mum/Dad/ brother/sister Because he/she.....</p>	<p>Assessment of learning This activity will demonstrate students' understanding of selected images of God and what they convey about how people experience God</p> <p>Assessment as learning. This activity will enable students to reflect on their images of God and how these might have changed from the beginning or the unit.</p>
	<p>Evaluating and Reflecting</p>	<p>Using these thinking prompts to evaluate thinking and learning.</p> <p>It was easy to ... I don't like to ... It was hard to ... I can improve my learning by ... I have learnt ... I need to work on ... I learn best when ... I feel ... because ... I am still confused about ... I am proud of I need help with ... I like to ... I am good at ... because ... I prefer to ... The most important thing I have learnt ... Next time I do this I will ...</p> <p>As a religion teacher Did I spend time reflecting upon the unit and the significance of its implications for my own life and faith? What did I learn about myself and my relationship with God? Was I able to identify and articulate, for myself, the relationship between life and faith?</p> <p>Students' Understanding How well did activities allow students to come to understandings related to the focus of the unit? How well did activities allow students to come to understandings related to the general focus on life within the unit?</p> <p>Accessibility Were the chosen activities accessible to all students?</p>	<p>Assessment as learning</p>	



		<p>Student involvement and interest Were students as fully involved and interested as possible?</p> <p>Highlights of unit What were the highlights of this unit?</p> <p>Improvement - Can you identify practical ways to improve this unit?</p>	
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