

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: One	Term:	Year:
Inquiry / Wondering Question: I wonder about being Church		
Strands: Beliefs Sacraments Morality Prayer		
Class context/Learners: To be completed by the class teacher.		
Cross-curricular priorities:		
<p>Key Inquiry Questions: How do I care for myself, others and the environment? Where do I belong? What is Church? How can I be a responsible member of the Church How can I reach out to those in need? How do I show my love for others?</p>	<p>I Wonder: I wonder how I can care for God's creation. I wonder if I am caring towards others. I wonder where I belong. I wonder what Church means. I wonder what belonging to Church means. I wonder how I can show I care for others. I wonder how I can be respectful to others.</p>	
<p>Knowledge & Understanding... We live in and are part of groups– family, school, Church We help those in our community who are in need We are called to love God and to love others. I can show love and respect to others. We can live safely and happily together. I can care for and enjoy God's world.</p>	<p>Skills... identify that they belong to various communities describe how they are an example of God's loving action to others and to the natural world</p>	



Identify scripture to be interpreted:

World behind the Text

- 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?

World of the text

- 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?

World in Front of the Text

- 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 for Learning	Assessment for learning Discuss with students ways that God's love is experienced Discuss with students what it means to be free. Assessment for learning I wonder what happens in a Church. In groups students brainstorm as many events as they can. Make a class list to display in the room. Nominate an event using picture cards e.g. wedding, baptism, funeral; Mass, etc. for each group to mime to the class. At the end of the performance students attempt to guess the event. Reflective Questions from the concepts listed on the Together at one Altar website. http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51 For reflection <ul style="list-style-type: none"> • There are many ways we can show God's love to people in our lives. Can you name some? • Think about the people you know who are hard to love. How can you show them love? • Can you think of someone in your life that needs your help? They might need to be cheered up or they might be having trouble with their school work. 	This discussion will indicate students' understanding and experiences of freedom and of signs of God's love. This activity will indicate students' associations and experiences of the church building and the Church is the people of God. http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51	At the beginning of the Unit A the beginning of the Unit During the Unit



	<ul style="list-style-type: none"> Remember when Jesus fed the people who had come to hear him teach with some loaves and fishes? How can you be like Jesus and share with others? How can you show kindness to the people in your life? When has it been hard for you to do as God wants? When have you prayed to God to help you to do your best? How do you help to look after God's creation? Can you continue what Jesus taught us and pray for people who have less than you do? Can you think of any other ways that you can 'Go and announce the Gospel of the Lord'? 		
Summative Assessment of Learning	<p>Use Bloom's categories to organise and extend thinking about the Church:</p> <p>Knowledge: tell a story of the visit to the church</p> <p>Comprehension: Label objects found in the church with their correct name.</p> <p>Application: make a model of the church using a shoe box</p> <p>Analysis: compare the objects found on the inside of the church with those things found in the area outside the church.</p> <p>Synthesis: compose a story of a person who comes to the church to participate in a liturgy.</p> <p>Evaluation: say what changes you would make to the church to make it more welcoming for young children.</p> <p>Character map or story map or before and after strategy to demonstrate knowledge of the story and to identify caring actions and behaviours.</p> <p>Students sit in groups for four. Using a Round Robin strategy students write the word RESPECT in the centre. Each member of the group writes or draws what they think it means to show or receive respect, and what they think respect might mean. This can be respect for others at school, at home, in the wider community and respect for God's creation.</p> <p>Make a paper chain/contribute to a class chain of words of ways that they can show love for others, based on mission material.</p>	<p>Identify aspects of the Church and the Church community</p> <p>Character map strategy</p> <p>Story map strategy</p> <p>Before and After chart (a-Z Teaching strategies)</p> <p>Round robin activity</p> <p>Paper chain activity</p>	<p>During the Unit</p> <p>During the Unit</p> <p>During the U nit</p> <p>Assessment of learning – what have I learnt – how can I show God's Love</p>



Affective Assessment as Learning	Choose one of the concepts and have it for your focus for one week. In groups or as a class, brainstorm how you can live in this way. You could put each idea on a paper leaf and stick it on the wall to create a paper tree.	How well do I show God's love during the week? Reflective thinking activity.	During the unit
	How did I go – reflective activity	How did I go – reflective questions	At the end of the unit


Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Discuss with students ways that God's love is experienced Discuss with students what it means to be free. Look at photo resources showing people in various communities to prompt discussion. Photos can be obtained from the web or you can use a commercial set of photos for spirituality discussions e.g. Innovative resources</p> <p>Use children's literature to explore understandings of belonging: Use wonder statements to prompt wonderings about belonging.</p> <p>Introduce the concept of "Church" I wonder what the word "Church" means. I wonder if you know people who belong to the Church. I wonder why the Church is like a family. I wonder what families do together. I wonder what things the Church family likes to do. I wonder how our class can help people who are in need.</p> <p>Write on the board: <i>I wonder what happens in a Church.</i> In groups students brainstorm as many events as they can. Make a class</p>	<p>St Luke's Innovative resources Picture this cards Shadows and deeper shadows</p> <p>Children's literature Jeanine Baker - <i>Belonging</i> <i>Clancy & Millie and the very fine house</i> by Libby Gleeson <i>All the places to live</i> by Patricia McLachlan</p>	<p>Assessment for learning This discussion will indicate students' understanding and experiences of freedom and of signs of God's love.</p> <p>Assessment for learning This activity will indicate students' associations and</p>



		list to display in the room. Nominate an event using picture cards e.g. wedding, baptism, funeral; Mass, etc. for each group to mime to the class. At the end of the performance students attempt to guess the event.		experiences of the church building and the Church s the people of God.
	Finding Out	<p>Learn and sing a song about the Church e.g. We are the Church (As One Voice for Kids) Makeup actions for the song to be used at a later prayer session. Discuss the meaning of the lyrics; in particular, that the Church is not only the building but the people. Students decorate a banner as a mosaic saying “The Church is a sign of God’s love.”</p> <p>Students brainstorm people they know who belong to the Church. Students draw pictures of these different people to add to the banner and add speech bubbles that reflect why some people like to be part of a Church. Students record and illustrate the ways people are the Church. People praying, sharing, helping, thanking, giving, saying sorry, worshipping, caring for others...add these to the banner as well.</p> <p>Take the students to the Church; <i>if possible</i>, make reference to the signs and symbols in the church that are significant to the Catholic tradition. Use the together at one altar website if you cannot go to a Church.</p> <p>Church search activity; Make a pair of looking glasses from pipe cleaners or cardboard. – go for a walk around the Church building and inside the Church. Record all the things you see. Students are encouraged to write as many words as they know to describe the objects or if this is too difficult then they can record them in pictorial form or take digital photos.</p> <p>Use Bloom’s categories to organise and extend thinking about the Church: <i>Knowledge:</i> tell a story of the visit to the church <i>Comprehension:</i> Label objects found in the church with their correct name. <i>Application:</i> make a model of the church using a shoe box <i>Analysis:</i> compare the objects found on the inside of the church with those things found in the area outside the church. <i>Synthesis:</i> compose a story of a person who comes to the church to participate in a liturgy. <i>Evaluation:</i> say what changes you would make to the church to make it</p>	<p>Look at other suitable songs that you may prefer. Check Andrew Chinn/ John Burland/ Michael Mangan websites.</p> <p>Church or visit the Together at one altar website. http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51</p> <p>craft activity – pipe cleaner/ cardboard looking glasses</p> <p>Blooms’ taxonomy of Thinking</p>	<p>Assessment of learning. – Bloom’s taxonomy</p>



		<p>more welcoming for young children.</p> <p>Look at the school and parish community that the students belong to. Ask a parish representative to come to talk to the class about the different care and concern groups that operate in the parish.</p> <p>Use a wall jigsaw church to gather information on groups and ministries of the local church. As students explore these groups and ministries, the pieces are filled in.</p> <p>Look at the <i>Together at one altar</i> website below. The concepts listed are examples of how we can be responsible members of the Church community. Concepts for Living an Eucharistic life or “showing God’s love” http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51</p> <ul style="list-style-type: none"> • Loving others • Looking after God’s creation • Caring for people who are in need • Go and announce the Gospel of the Lord. • Always doing your best • Helping someone • Sharing with others • Showing kindness <p>Make these concepts visible in the classroom – posters, a Word Wall, God Graffiti wall, etc How do we identify need in our society? How and in what ways can we show God’s love?</p> <p>Choose one of the concepts and have it for your focus for one week. In groups or as a class, brainstorm how you can live in this way. You could put each idea on a paper leaf and stick it on the wall to create a paper</p>	<p>Wall jigsaw of a church – draw jigsaw parts on the outline of a church</p>  <p>Think pad strategy–Words, Symbols, Pictures, Connections to life. Into the Deep Rich Teaching Strategies for the Religious Education Classroom.</p> <p>http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51</p>	
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		<p>tree.</p> <p>Reflective Questions form the concepts listed on the together at one altar website above.</p> <p>There are many ways we can show God's love to people in our lives. Can you name some?</p> <p>Think about the people you know who are hard to love. How can you show them love?</p> <p>Can you think of someone in your life that needs your help? They might need to be cheered up or they might be having trouble with their school work.</p> <p>How can you show kindness to the people in your life?</p> <p>When has it been hard for you to do as God wants? When have you prayed to God to help you to do your best?</p> <p>How do you help to look after God's creation?</p> <p>Can you continue what Jesus taught us and pray for people who have less than you do?</p> <p>Use the YouTube clips below to foster thoughts, wonderings and ideas. http://www.youtube.com/watch?v=dgRC_KI9YUg Patrick and friends – friends help each other</p> <p>http://www.youtube.com/watch?v=Egjemt-Hpko JellyTelly presents Kids Talk. In this segment kids describe why it's important to help others</p> <p>http://www.youtube.com/watch?v=ORJNnbswV24&list=PLEE6E8AF5DA727F1B JellyTelly presents Kids Talk. In this segment kids describe why it's important to be kind. Check out this show and more at JellyTelly.com!</p> <p>View part of a "G" rated movie for example The Santa Claus, Rise of the Guardians discuss/write/draw how that person/character shows love for others, helping others in the community.</p> <p>Use children's literature to also explore the concept of showing love and respect to others. E.g.</p> <p>King, S.M (1998) Henry and Amy: right way round and upside down. Sydney: Scholastic. Grindley, S. (2000) What are friends for? London: Kingfisher.</p>	<p>http://www.youtube.com/watch?v=dgRC_KI9YUg</p> <p>http://www.youtube.com/watch?v=Egjemt-Hpko</p> <p>http://www.youtube.com/watch?v=ORJNnbswV24&list=PLEE6E8AF5DA727F1B</p> <p>Suitable G rated Videos</p> <p>Children's literature: King, S.M (1998) Henry and Amy: right way round and upside down. Sydney: Scholastic. Grindley, S. (2000) What are friends for? London: Kingfisher. Graham, B. (2001) Let's get a pup!</p>	<p>Assessment as Learning- how well do I show God's love during the week.</p> <p>Assessment for learning</p>
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		<p>Graham, B. (2001) Let's get a pup! London : walker. King, S.M (1995) The man who loved boxes. New York: Scholastic</p> <p>Complete character maps on some of the characters in the story Or A story map retelling the events Or Or complete a before and after chart (A-Z teaching strategies) to discuss how characters felt before they were cared for and how they felt after.</p> <p>Can the students then identify how the school shows care and concern for members of the school community? Students form learning teams and , drawing on their life experience, use a Think Pad Strategy to explore the idea that "School Communities Care"</p>	<p>London : walker. King, S.M (1995) The man who loved boxes. New York: Scholastic</p> <p>Character map strategy Story map strategy Before and After chart (a-Z Teaching strategies)</p> <p>People chain (A-Z teaching strategies)</p>	<p>Assessment of Learning</p>
	<p>Sorting Out</p>	<p>Ask the children what signs they see of God's love in their lives. These signs may include the sun rising every morning, the clean air we breathe, the clean water we drink, the kindness and goodness of other people.</p> <p><i>My family – A gift from God</i> Children wonder about the people in their families who care for them. They draw and write names on a people chain. On the back they write a short sentence explaining how that person is caring. Display these around the room.</p> <p>I wonder why it is important for families to love each other I wonder how families show that they care for each other I wonder how you can show love for your family and other people I wonder how Jesus showed love for his family I wonder if everyone has a family</p> <p>Think about each member of your family and the world they live in. How do you show respect for each person and the beauty of creation. Discuss with students the concept of <i>respect</i>. <i>Using the Virtues cards app for (Harmony Cards for Kids) look at the virtue of Respect</i> <i>I care for people and our planet</i></p> <ul style="list-style-type: none"> • I listen to others and • Appreciate their stories • I care for Mother earth • I reuse, reduce, san recycle 	<p>Personal paper-people Chain (A-Z Teaching strategies0</p> <p>Harmony Cards for Kids –app for iPad</p>	



		<ul style="list-style-type: none"> • I respect people's property and privacy. <p>I wonder how I choose respect. Link the concept of respect to the family members that the children depicted in their people chains. Students make VIP badges for an important person in their lives.</p> <p>Prayer to share in the morning. Dear Jesus Please look after each of the families of the children gathered here today. Help these families to be filled with peace, joy and love. Keep all the members of these families safe in your care. Amen.</p> <p>Students sit in groups for four. Using a Round Robin strategy students write the word RESPECT in the centre. Each member of the group writes or draws what they think it means to show or receive respect, and what they think respect might mean. This can be respect for others and respect for God's creation. Groups share responses with the class. Form an action plan that they can implement in the class that encourages acts of respect to others at school, at home, in the wider community and to the environment. Take digital photos of role playing scenarios to make into to class big book of Respect.</p> <p>Investigate the Caritas Catholic Social Teaching Educational Toolkit Resources for Lower Primary: http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit</p> <p>Using this Educational Toolkit, you can bring Catholic Social Teaching (CST) to life in your classroom, to not only deepen your students' understanding of the principles, but also enrich their understanding of how these principles can be enacted in real-life situations.</p> <p>Lower Primary learning experiences</p> <ul style="list-style-type: none"> • Preferential Option for the Poor • Dignity of the Human Person • Stewardship of Creation • Subsidiarity and Participation • The Common Good 	<p>VIP badges</p> <p>Round Robin Strategy (A-Z teaching Strategies)</p> <p>Digital cameras</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit</p>	<p>Assessment of Learning</p>
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	<ul style="list-style-type: none"> • Solidarity <p>Each of these principles is accompanied by learning experiences organised under the headings Focus, Explore, Demonstrate, Act, Pray.</p> <p>Listen to a guest speaker (Principal, APRE, parish representative) talk about Catholic Social Justice and how they support people around the world.</p>	http://www.cm.org.au/WMM2013/pray.html	
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	<p>Communicating</p> <p>Make a paper chain/contribute to a class chain of words of ways that they can show love for others, based on mission material.</p> <p>Devise a class plan of action that can contribute to the mission of the Church. Students to plan and participate in Mission week fundraising or at another appropriate time in the month of October. This can be a class initiative or a whole school initiative.</p> <p>Design flyers to communicate to your audience what you are planning to do – when, where, why, how.</p> <p>Design and draw a poster or make a badge of a heart shaped mobile entitled, “My Mission is to Love” for students to wear during October or display in classroom</p> <p>Prepare a liturgy on the theme for Missions month (SockTober) and invite parents to participate.</p> <p>Invite students to bring in a photo of their family to be part of the class prayer focus. Prayer: Thank you God, for the gift of my family. For all the loving and kind things we do for each other. Thank you, God for the gift of my family. For the enjoyable times we share. Thank you God, for the gift of my family. For the meals and celebrations we have.</p> <p>Thank you God, for the gift of my family. May we continue to care for one another. Amen.</p> <p>Refer back to the wondering question at the beginning of the Unit:</p>	<p>People chain</p> <p>Flyers to advertise your fundraising event.</p> <p>My Mission is to Love badge/poster</p>	<p>Assessment of learning – what have I learnt – how can I show God’s Love</p>
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		<p>I wonder what happens in a Church. Is there anything you feel could be added to the list after the learning has occurred?</p> <p>Complete a “<i>How did I go</i>” reflective activity asking these questions: The three best things about my work are: The most important thing/s I learned was/were: One thing that surprised me: My work could have been better if:</p>	How did I go – reflective activity?	Assessment as learning – how did I go?
	Evaluating and Reflecting	<p>As a religion teacher</p> <ul style="list-style-type: none"> ✚ 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>Students’ Understanding</p> <ul style="list-style-type: none"> ✚ 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>Accessibility</p> <ul style="list-style-type: none"> ✚ Were the chosen activities accessible to all students? <p>Student involvement and interest</p> <ul style="list-style-type: none"> ✚ Were students as fully involved and interested as possible? <p>Highlights of unit</p> <ul style="list-style-type: none"> ✚ What were the highlights of this unit? <p>Improvement</p> <ul style="list-style-type: none"> ✚ Can you identify practical ways to improve this unit? 		

