

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: One	Term:	Year:
<p>Inquiry / Wondering Question: I wonder if I can be like Jesus? I wonder if I can be forgiving to others? I wonder if I am caring towards others?</p>		
<p>Strands: Beliefs Sacraments Morality Prayer</p>		
<p>Class context/Learners: To be completed by the class teacher.</p>		
<p>Cross-curricular priorities:</p>		
<p>Key Inquiry Questions: How did Jesus treat those in need? How do I care for myself and others?</p>	<p>I Wonder: I wonder if I can be like Jesus? I wonder if I can be forgiving to others? I wonder if I am caring towards others?</p>	
<p>Knowledge & Understanding... I can make choices God gives us freedom to choose I know that there are good and bad choices caring and careless choices; respectful and disrespectful choices Jesus is the model for right behaviour.</p>	<p>Skills... express feelings that show forgiveness identify actions that show forgiveness recall biblical information about Jesus and how he cared for people.</p>	



Identify scripture to be interpreted:

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	Observe and make anecdotal records of children’s responses to the wondering questions about relationships and forgiveness What does being a friend look like sound like feel like? Responses to “what if” scenarios	Observations, checklists, anecdotal notes. Wondering questions Looks like, sounds like, feels like strategy What if ...strategy	At beginning of learning At beginning of unit During the unit
Summative Assessment <i>of</i> Learning	Recall how Jesus forgives in the scripture stories. Identify who he forgave, what he said, what actions he used. Identify words, actions and feelings of being loved Have children express their feelings about forgiving others and being forgiven themselves.	Retrieval chart Character Map Take photos of situations where forgiveness is shown to each other and make it into a Class Big Book.	During the unit During the unit At the end of the unit
Affective Assessment <i>as</i> Learning	Using the Looks like sounds like and feels like strategy from the beginning of the Unit – revisit it and see if their responses have changed. Journal writing	Looks like, sounds like, feels like strategy	At the end of the unit During and at the end of the Unit.



<p>Finding Out</p>	<p>Role play themselves doing something they do well; then extend this by role playing a class member doing something they do well. Read “Pearl Barley and Charlie Parsley” and explore the ways we can use our unique gifts to complement each other</p> <p>Children trace two hands, in one they write/draw how others help them, in the other how they help others.</p> <p>Continue using stories to illustrate characters and how they share their special gifts.</p> <p>Create class rules that show they care and respect each other</p> <p>Explain that sometimes it is difficult to be friendly. What prevents us from being good friends? http://www.youtube.com/watch?v=G4YOqKz8zvK a short animated YouTube on friendship and choices we can make. Discuss the clip in light of what they saw in actions and gestures.</p> <p>What choices can we make to be friendly with members of the class? Invite children to think of one way to show friendship at school or home and do it in the next few weeks. During daily prayer, give children time to reflect on some choices they have put into action to promote friendship. Continue to explore forgiveness through drama – contrast feelings of being forgiven, not being forgiven, saying sorry, not saying sorry. Use MJR – God moments and identify good choices they have seen during the day.</p> <p>Use freeze frame, liquid pictures and Godly Play to break open scripture and wonder about how Jesus showed us the right way to behave towards others.</p> <p>Jesus scripture Jesus and Zacchaeus Luke 19:1-10 <i>Young Children and Worship</i> by Sonja M Stewart p 183</p> <p>I wonder how Zacchaeus felt when Jesus called him by name...</p>	<p>Blabey, A (2007). <i>Pearl Barley and Charlie Parsley</i> Camberwell: Penguin.</p> <p>http://www.youtube.com/watch?v=G4YOqKz8zvK</p> <p>MJR</p> <p>Godly Play stories Jesus and Zacchaeus Luke 19:1-10 Young Children and Worship p 183</p>	<p>Assessment of leaning Recall how Jesus forgives in the scripture stories. Identify who he forgave, what he said, what actions he used.</p>
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	<p>Sorting Out</p>	<p>Role play action with consequences of using friendly attitudes to help others and using actions to hinder others. Discuss the differences they can make.</p> <p>Children role play situations showing forgiveness. Teacher discuss scenarios with the class or give groups predetermined scenarios. Children generate ideas, using a 'What if...' Strategy. Eg What if we were all gentle with each other...? What if we all shared our food with those who are hungry...? What if we cared for our environment...? What if we cared for each other...? What if we all said kind things to each other...?</p>	<p>What if strategy See A-Z strategies</p> <p>Huddle strategy. See teaching strategies- Hobart strategies book on newreligioncurriculum</p>	<p>Take photos as a record of responses. Anecdotal notes and observations.</p>



		<p>What if we all smiled and said hello to each other...? What if everyone said thank you and please ...? Use the Huddle strategy to work in groups and to respond to the whole class.</p> <p>Children then identify behaviours, words and actions that show forgiveness and love. How to be a good friend:</p> <ol style="list-style-type: none"> 1. Smile 2. Say nice things and mean them 3. Ask others to join in games 4. Think about their feelings 5. Listen to them 6. Play and have fun. <p>Devise a class plan of action that illustrates how and when to say "Sorry" and how and when to say "Thank you". Put this on display Use MJR practises of being WEST (Welcoming, Encouraging, saying Sorry, saying Thank you) people to reinforce the importance of saying sorry and thankyou every day and many times a day.</p> <p>Children consider and discuss strategies/ choices they can use when faced with a situation where they have been hurt by someone else's words or actions. A consequences wheel strategy can be used "If I do this then the consequences are...." Suggested choices and their consequences could include:</p> <ul style="list-style-type: none"> • Saying sorry • Talk it over with someone • Cool off • Get angry • Hit someone • Take no notice <p>Children illustrate ways they can forgive others- collate into a forgiveness book or a Box of Forgiving ways</p>	<p>weebly.</p> <p>MJR</p> <p>Consequences Wheel strategy</p>	<p>Assessment of learning</p>
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	<p>Communicating</p>	<p>Photo language: children find photos that remind them of forgiveness.(Photo Card Kit may be useful here) have them tell you how the photos makes them feel about forgiveness – about how they forgive others who hurt them and how they are forgiven by others when they do something to hurt them.</p> <p>Take photos of forgiving practises in the classroom and make a Class Big Book of “How we are good friends every day.” Write captions for each photo.</p> <p>Write simple poems about forgiveness. (integrated with English)</p> <p>Children write in their journals about experiences of forgiveness.</p> <p>Reflect upon these questions again and see of the children can elaborate upon their understanding of friendships. In groups children brainstorm possible endings to the following stems: Being friends feels like... Being friends sounds like... Being friends looks like...</p> <p>Participate in a guide mediation/ reflection activity on experiences of love. E.g. Moonbeam by Mareen Garth, Collins Dove (1994)</p>	<p>Photo images Kit</p> <p>Journals</p>	<p>Assessment of Learning Have children express their feelings about forgiving others and being forgiven themselves.</p> <p>Assessment as learning What do I think about being a friend?</p>
	<p>Evaluating and Reflecting</p>	<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? 		



Suggested Children's literature

Fox, M. (1988). *Koala Lou*. Bayswater, Vic: Drakeford.

Mattingly, C. (1995). *The race*. Gosford, N.S.W.: Ashton Scholastic.

Oliver, N. (1993). *The best beak in Boonaroo Bay*. Port Melbourne: Lothian Books

Knowles, S. (1988). *Edward the Emu*. Sydney: Collins Publishers.

Andreae, G (1999) *Giraffes Can't Dance*. Scholastic/Orchard

