

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL:	Term:	Year:
Inquiry / Wondering Question: I wonder what happens in Baptism. I wonder what symbols are used in Baptism		
Strands: Beliefs Sacraments Morality Prayer		
Class context/Learners:		
Cross-curricular priorities:		
Key Inquiry Questions: How do I celebrate things in my life?	I Wonder: I wonder what the word Church means. I wonder who belongs to the Church. I wonder why the Church is like a family. I wonder what families like to do together. I wonder what the Church family likes to do together. I wonder what water is used for at home. I wonder why water is used for Baptism. I wonder if living things can grow without water. I wonder what oil is used for at home. I wonder why oil is used in Baptism. I wonder how we become part of God's family at Baptism.	



<p>Knowledge & Understanding... Important elements of baptism are found in the words, symbols and actions of the sacrament. Water, oil and light are key symbols of Baptism. Through baptism I am welcomed into the Church. At baptism families and godparents express their faith. My parents gave me my name.</p>	<p>Skills... Identify common elements of the sacrament of Baptism</p>	
<p>Identify Scripture to be interpreted: Matthew 18:1-5 Jesus and the children Mark 10: 13-16 Jesus blesses little children Luke 9:46-48 True Greatness Matthew 3:13-17 the Baptism of Jesus Mark 1:9-11 the Baptism of Jesus Luke 3: 21-22 the Baptism of Jesus.</p>		
<p style="text-align: center;">World behind the Text</p> <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? 	<p style="text-align: center;">World of the text</p> <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? 	<p style="text-align: center;">World in Front of the Text</p> <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	To find out what students already know about Baptism	KWL chart	At the beginning of the unit
	Experiences of being welcomed into the school/class	Y Chart- consultation with the teacher	During the Unit
	Teacher to provide feedback for Assessment for learning	Teacher feedback	During the Unit
Summative Assessment <i>of</i> Learning	Children to match the Baptismal symbol with the action	teacher anecdotal records and checklist	During the Unit
	Showing an understanding of concepts and symbolism	Concept wheel strategy	During the Unit
	Backline Master – Baptism: Welcoming and Belonging	Retrieval chart	At the End of the Unit.
	Designing cards	Design a baptism and birthday card	At the end of the Unit



Affective Assessment as Learning	Participation in Wondering questions	Observations	During the Unit
	Consultation with teacher about how to treat classroom visitors.	Student teacher consultation	During the Unit
	Reflective activity for children	As a member of my family I ... As a member of the church I...	At the end of the Unit

Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Using children’s literature read stories that reflect family life – the relationships between members of the family, responsibilities within the family, what the family does together. e.g. <i>Grandpa and Thomas</i> series by Pamela Allen; <i>Henry and Amy</i> by Stephen Michael King <i>Max</i> by Bob Graham <i>Cuthbert’s Babies</i> by Pamela Allen</p> <p>Create a focus on the prayer table. Arrange the symbols of Baptism – water oil, candle, white robe. Bible Allow children to feel and get to know the symbols at their leisure.</p> <p>Welcoming activity: create an invitation to give to the class inviting them to the class prayer space. Emphasize that they are welcomed in a special way to their classroom. Welcome them saying “Welcome ____, peace be with you” with a smile and handshake. Have children reply ‘And with your spirit’</p> <p>Talk about other times when they have been welcomed at home, in school. Discuss how it felt to be welcomed – role play example of being welcomed or unwelcomed using facial expressions., gestures, body movements.</p> <p>Sing a welcoming song. Andrew Chinn – I have called you by name (These Hands and Together as One)</p>	<p><i>Grandpa and Thomas</i> series by Pamela Allen; <i>Henry and Amy</i> by Stephen Michael King <i>Max</i> by Bob Graham <i>Cuthbert’s Babies</i> by Pamela Allen</p> <p>Symbols of Baptism Water, oil, candle, white robe.</p> <p>Invitation proforma</p> <p>Andrew Chinn CD – These hand, Together</p>	



	<p>Matthew 18:1-5 True Greatness Godly Play Jesus and the Children I wonder how you feel when adults send you away. I wonder why Jesus wanted to be with the little children I wonder if you remember when you were so little you had to trust your mother or father for everything.</p> <p>Give children the opportunity to re-tell the story using the Godly play materials.</p> <p>Explore the story further using Rina Wintour's Just imagine 2 book p 49 & 50 Jesus blesses the little children Liquid picture and echo prayer</p> <p>Complete a class strategy – what do you know, what do you want to know what have we learned about Baptism KWL</p>	<p>as One.</p> <p>Godly Play <i>Young Children and Worship</i> p. 178 Matthew 18:1-5 True Greatness</p> <p>Rina Wintour <i>Just Imagine 2</i></p> <p>KWL strategy</p>	<p>Assessment as Learning Participation in Wondering questions</p> <p>Assessment for Learning – KWL chart</p>
Finding Out	<p>Identify special celebrations e.g. birthdays, weddings, graduations, have children describe some of the actions and symbols of different celebrations. Record these on a class chart. Look at images form the internet and from school celebrations.</p> <p>Invite the children to bring to school photographs of their Baptism day. Arrange them on display. Invite children to interview their parents about their own Baptism, find out who baptised them, the date, and who their godparents are. Children not baptised could interview their parents about what celebrations happened to welcome them into the family, who was there, what did they do, was there a special meal, did they have a special going home form the hospital outfit...</p> <p>Children explore the concept of initiation by comparing their ideas and experiences of becoming a member of the class and /or a new student being welcomed into the school. Using a Y chart children record in words and pictures what it felt like, sounded like and looked like. Teacher to consult with the student about their response.</p> <p>Children create welcoming faces, welcoming actions, welcoming words mobile using information from the Y chart.</p> <p>Children create a welcoming collage depicting elements of welcome e.g.</p>	<p>Y Chart</p>	<p>Assessment for Learning Teacher student consultation</p>



		<p>words of welcome, hello, do you want to join me, let's play together Welcome actions – hugs, handshakes, smiles, helping hands Welcoming feelings – happy, safe, excited , thankful,</p> <p>Children jointly construct a class welcome chart. They identify how to recognise a visitor, decide on appropriate words of welcome to the visitor and appropriate actions to use to make them feel welcome.</p> <p>Invite the parish priest to visit the class and talk to the children about Baptism. Scriptures – Matthew 3:13-17 the Baptism of Jesus Look at a baptism today (Youtube http://www.youtube.com/watch?v= LB5zL2apiw) and compare and contrast to the baptism of Jesus.</p> <p>Use concrete materials/ symbols to retell the liturgical story of baptism. Have these available for the children to play with and allow them to re-tell the story in their leisure. Eg doll, candle, white cloth, font, water, oil</p> <p>Tell the children that an important part of Baptism is when the priest baptises the child by using the child's own name. Everyone's name is sacred as it represents the person who bears it.</p> <p>Read the words Isaiah 43:1, "I have called you by name, you are mine." Use this in class prayer time. During prayer focus on the Sign of the Cross.</p> <p>Discuss with the children the word 'symbol' and have the children match the symbol with the action – oil with the anointing action, water with the pouring action, white garment with the putting on of the stole, candle with the light of Christ. Go for a walk around the school to find other symbols ... a symbol hunt</p> <p>Use children's literature to develop the concept of community and belonging . Eg <i>Pocket Dogs</i> by Margaret Wild <i>Belonging</i> by Jeannie Baker <i>Mutt Dog</i> by Stephen Michael King.</p> <p>Using the concept wheel strategy and have the children describe an item from the story to develop understanding of the concept of community and</p>	<p>Parish Priest</p> <p>Bible http://www.youtube.com/watch?v= LB5zL2apiw</p> <p>items to use to re-enact a Baptism</p> <p>Pocket Dogs by Margaret Wild Belonging by Jeannie Baker Mutt Dog by Stephen Michael King.</p> <p>Concept wheel strategy A-Z teaching strategy Learning links to the</p>	<p>Assessment as learning – consultation with teacher about how to treat classroom visitors.</p> <p>Assessment of Learning – teacher anecdotal records Teacher to provide feedback for Assessment for learning</p>
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		<p>belonging and symbolism <i>Learning Links to the Sacraments of Initiation</i> p 13 &14</p>	<p>Sacraments of Initiation p 13 &14</p>	<p>Assessment for learning</p>
	Sorting Out	<p><i>Water</i> Visit the church, if possible, and gather around the baptismal font. Invite the children to dip their fingers in the water of the font and bless themselves using the Sign of the Cross using the correct gestures and words.</p> <p>Using a marbling technique with shades of blue paint and oil in water, create abstract images of water. Use these images as background for the children to write/decorate their names.</p> <p>Using interactive whiteboard find images of flora and fauna in lush pasture and in drought times. List why water is important to the planet.</p> <p><i>White Garment</i> Make a Baptism Garment. The symbolism of putting on a new cloak or garment in the ritual of Baptism is a physical reminder for Christians of putting on Christ in the Sacrament of Baptism. Invite children to design, make and decorate their own baptismal garments. See Expressions Book 1 p 65 for template and instructions</p> <p>Look at colours and what they might symbolise – have children use colours in art activities and have them explain their choice of colours in their painting and why.</p> <p><i>Oil</i> Brainstorm what oil is used for at home and make connections with the oil used in the ritual of Baptism. At home oil is used for cooking, moving, healing, soothing. Have a feely tray with different types of oils and moisturizers. Look at the properties of oil on water. In the sacrament it represents strengthening and protecting</p>	<p>Church</p> <p>Stiff paper Paint Oil</p> <p>Interactive whiteboard</p> <p>Baptism Garment instruction – Expressions Book 1</p> <p>Paint of various bright colours</p> <p>Different types of oils and moisturizers.</p>	



		<p><i>Candles .</i> Light –using children’s literature investigate feelings associated with dark and light. – <i>Franklin in the dark</i> <i>Can't You Sleep, Little Bear</i> by Martin Waddell and Barbara Firth <i>What's That Noise?</i> by Michelle Edwards and Phyllis Root Children illustrate a class size candle with words that describe the advantages of light. If possible, look at the paschal candle that is in the Church. Investigate the properties of light using mirrors and torches. Link to physical science strand:</p> <ul style="list-style-type: none"> • recognising senses are used to learn about the world around us: our eyes to detect light, our ears to detect sound, and touch to feel vibrations • identifying the sun as a source of light • recognising that objects can be seen when light from sources is available to illuminate them <p>Baptism Welcoming and Belonging Use the black line master sheet on p 67 Expressions Book 1 Baptism Symbols and adapt it as an assessment task</p>	<p><i>Franklin in the dark</i> <i>Can't You Sleep, Little Bear</i> by Martin Waddell and Barbara Firth</p> <p>Australian Curriculum Science – Physical science strand</p> <p>Expressions Book 1 p 67</p>	<p>Assessment of Learning</p>
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	<p>Communicating</p>	<p>Design a Who’s Who of people involved in the celebration of baptism –</p> <p>Designing cards. Expressions Book 1 p 66. – use symbols to decorate a birthday card. Place a different symbol in each square of this birthday card.</p> <div style="border: 1px solid black; width: 100%; height: 100%; display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 45%; height: 80%;"></div> <div style="border: 1px solid black; width: 45%; height: 80%;"></div> </div>	<p>Expressions Book 1</p>	<p>Assessment of Learning</p> <p>Assessment of Learning</p>
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		<p>Now design a card for a friend's Baptism by drawing a symbol for Baptism in each square of the card.</p> <table border="1"> <tr> <td data-bbox="432 443 887 598"></td> <td data-bbox="887 443 1335 598"></td> </tr> <tr> <td data-bbox="432 598 887 754"></td> <td data-bbox="887 598 1335 754"></td> </tr> </table>					<p>John Burland song <i>We are God's children</i></p>	<p>Assessment as Learning</p>
		<p>List a team or groups you belong to. What do you have to do for your team to work well? Make connections between groups and families (school families, class family and Church family) how do you become members of these groups? Show examples of joining other groups. When we are baptised we become members of the Church family.</p> <p>Explain that being baptised is a call to love as Jesus loved. Learn the song <i>We are God's children</i> by J. Burland.</p> <p>Brainstorm different ways that we can live by Jesus' commandment to love one another and role paly situations which show the commandment of love in action.</p> <p>Have children complete the following reflective activity As a member of my family I ... As a member of the church I...</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? 	
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