

## Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL: 3</b>	<b>Term: 4</b>	<b>Year:</b>
<b>Inquiry / Wondering Question: How can I be a sign of God's love? I wonder how I can be a sign of God's love to others.</b>		
<b>Strands:</b> <div style="background-color: #cccccc; text-align: center; padding: 2px; margin-bottom: 2px;"><b>Beliefs</b></div> <div style="text-align: center; padding: 2px; margin-bottom: 2px;"><b>Sacraments</b></div> <div style="background-color: #cccccc; text-align: center; padding: 2px; margin-bottom: 2px;"><b>Morality</b></div> <div style="text-align: center; padding: 2px;"><b>Prayer</b></div>	<b>Cross-curricular priorities:</b>	
<b>Class context/Learners:</b> To be added by class teacher		
<b>Key Inquiry Questions:</b> What can I do to show I am loving and caring like God? Do I use my gifts to reach out to others and be welcoming and caring?	<b>I Wonder:</b> I wonder if I can be loving like God I wonder about God's love for me and others. I wonder how I can be a sign of God's love to others.	
<b>Knowledge &amp; Understanding...</b> God is creative, compassionate, loving and forgiving. When people are creative, compassionate, loving and forgiving they are like God. Use of personal gifts to serve the community. Ways to respond to Jesus' teaching. The Church is a believing community that witnesses to Jesus' life by welcoming, caring, serving and celebrating.	<b>Skills...</b> Communicate an understanding that people are created and loved by God Recognise that when love is shown to others, the qualities of God are shown. Identify personal gifts Recognise the gifts of others Relate stories from the New Testament to their lives. Identify occasions in scripture when Jesus cared, welcomed, served people. Jesus blesses the little children. Matt 19: 13-15 Jesus calls the disciples (all Gospels).	



Jesus visits Martha and Mary. Luke 10:38-42  
 Compare Jesus actions to actions we see today in the class, school, family, community that reflect what Jesus would do.

**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 Three, students demonstrate wonder at the mystery of God as creative, compassionate, loving and forgiving. They name significant people, places, events and stories from the Gospels. They identify cultural aspects that assist them to understand Jesus' life and teachings.

By the end of Year Three, students explain the rite of reconciliation and understand that we can choose to be loving and forgiving like Jesus.

By the end of Year Three, students wonder and recognise how their gifts can serve the community by being welcoming, caring and joyous. They respond to stories of Jesus by relating them to their own lives.

By the end of Year Three, students can understand and say, individually and unison, the Act of Contrition and a decade of the Rosary (joyful mysteries). They participate in prayer every day and identify reasons for praying.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b>  Assessment <i>for</i> Learning	<p>Children complete a Y-chart on what it feels, sounds, looks like to be loving, kind, forgiving like God.</p> <p>"We are signs of God's love for each other." What does this mean to us today? Students list the daily choices they make and describe how these choices show love and care for others.</p> <p>Godly play wondering questions</p>	<p>Y chart (a-z strategies on website)</p> <p>List</p> <p>Wondering questions</p>	<p>At the beginning of the unit</p> <p>During Unit</p> <p>During the Unit</p>
<b>Summative</b>  Assessment <i>of</i> Learning	<p>Students write their own phrase: "Listen to ... and you will hear the voice of God." Students illustrate their chosen phrase.</p> <p>Use pictures from magazines or from the internet to create a collage of people who are loving to others. Invite students to respond to : "How do the people in the collage show love for others?"</p> <p>OR</p> <p>Students take digital photos of examples that identify care and respect of others in the playground, in the class and around the school. Display these with the doctrinal statement "We are signs of God's love for each other."</p> <p>Students first present their still picture and allow others to identify</p>	<p>Collage or painting – visual interpretation</p> <p>Visual art</p> <p>Visual art</p>	<p>During the unit</p> <p>During the unit</p> <p>During the unit</p>



	<p>the issue. Then they role –play their solution. After the groups’ presentations, students identify actions in the role-play that promote love and respect.</p> <p>Students record a Christian response to the scenario. Suggested response forms could be: Written – script writing, recount, comic strip Visual – posters, sequenced paintings, photographs, Performance – role plays, freeze frames, puppet plays. Students complete a self-evaluation of their individual or group response to the moral dilemma task. They explain how the response demonstrates a good decision.</p> <p>Students make a booklet about five characteristics of Jesus that they see as being the most important in the forming of them as a person.</p> <p>Students create an artistic image depicting: What the world would look like if we all cared for each other; and What the world would be like if we did not care for each other.</p>	<p>Role –plays</p> <p>Creative responses</p> <p>Booklet</p> <p>Artistic images</p>	<p>During the Unit</p> <p>During the Unit</p> <p>At the end of the unit</p> <p>At the end of the unit.</p>
<p><b>Affective</b></p> <p>Assessment <b>as</b> Learning</p>	<p>Create a class wall of Fame to be added to over the course of the unit that identifies the actions of students as an example to others as ways to behave.</p> <p>Provide students with journal writing time; “God gave each person special gifts to be used.” What are your special gifts? How can you use your gifts to love and help others in the classroom and at home? How do you use your gifts to build relationships with others at home, in your parish, at school?</p>	<p>Wall of Fame</p> <p>Journal writing</p>	<p>Ongoing during the unit</p> <p>During the Unit</p>

## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
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	<p><b>Tuning In</b></p>	<p>“We are signs of God’s love for each other.” What does this mean for us today? Students list the daily choices we make and describe how these choices show love and care for others. Children complete a Y-chart on what it feels, sounds, looks like to be loving, kind, forgiving like God.</p> <p>Create a class wall of Fame to be added to over the course of the unit that identifies the actions of students as an example to others as ways to behave.</p> <p>Discuss the different ways in which we may encounter the presence of God in our lives. Compile a list of these and add to them during the course of the unit Make a class book or individual mini-books on how God is revealed to us, e.g I see God in... I see God when... Using digital camera images create a slideshow of how we encounter God in our lives. Celebrate this concept through Music and movement</p> <p><b>Andrew Chinn</b> Creation/Stewardship: Rainbow (Wherever I Go) and (Together As One) In the Beginning (Wherever I Go) and (Together As One) God of the Morning (These Hands) This Day- prelude (This Day) This Day (This Day) and (Together As One) Fluterby Butterfly (This Day) I Am the River: Prelude (Many Roads, One Journey) I Am The River (Many Roads, One Journey) and (Together As One) If I Were a Butterfly (Many Roads, One Journey) and (Together As One) Hand To Hand (People Of Peace)</p> <p><b>John Burland</b> All God's Animals SGTJ All God's Gifts SFTJ Take Care Of Me SFTJ Building God's Kingdom GLM Life's A Celebration LCT Wonder Of God LCT We Are God's Children SFTJ</p> <p><b>Michael Mangan</b> Alleluia Praise God (Ps 150) Forever I Will Sing</p>	<p>Y chart (a-z strategies on website)</p> <p>Wall of Fame</p> <p>Min books or class big book.</p> <p>Digital cameras</p> <p>Various musical artists Andrew Chinn John Burland Michael Mangan</p>	<p>Assessment for learning This will help to ascertain students prior knowledge of images of god</p> <p>Assessment as learning Continue to refer to this to remember and reflect upon actions that are good examples of ways to behave.</p>
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		<p>Be Still (Ps 46) Forever I Will Sing  My Spirit Sings  Forever I Will Sing / Sing Your Joy  Praise To Jesus Sing Your Joy  Radiating Hope True Colours Shine  The Day Of The Lord (Ps 118) Sing Your Joy  This Is The Day (Ps 118) Forever I Will Sing  Be The Change True Colours Shine  Called to Give, Called to Live Called to Give, Called to Live  Care For Life True Colours Shine  Cosmic Hymn Of Praise (Ps 122) Setting Hearts On Fire</p> <p>Senses overload activity – Set up five station groups:  Station 1 Sight (Magic eye picture),  Station 2 Smell (Scented flowers, herbs, perfume)  Station 3 Hear (Headphones playing different sounds, birds, music, voices)  Station 4 Taste (Different pieces of fruit, sugar, salt)  Station 5 Touch ( sand, wood, water, bark, leaves, pebbles)</p> <p>Using EEKK strategy (Teaching Strategies Book p 23) children share their experiences of the senses.</p> <p>Read the book, <i>I Wanted to Know All about God</i> by Virginia L. Kroll and name the ways in which God has been revealed to the characters in the story.  Use the format of the story to create a class big book and have different groups work on the illustrations for each page.</p> <p>After reading <i>Grandad's Prayers of the Earth</i> invite students to create a collage or painting of their interpretation of their own prayer of the earth. Students write their own phrase: "Listen to ... and you will hear the voice of God." Students illustrate their chosen phrase.</p> <p>Read: <i>All the Places to Love</i> by Patricia MacLachlan</p> <p>In groups students make a collage of their favourite creation images and</p>	<p>Various resources for senses overload activity</p> <p>EEKK strategy (Gn4L strategies on website)</p> <p><i>I Wanted to Know All about God</i> by Virginia L. Kroll</p> <p><i>Grandad's Prayers of the Earth</i> by Douglass Wood  Collage or painting materials</p> <p><i>All the Places to Love</i> by Patricia MacLachlan</p>	<p>Assessment of Learning</p>
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		find music to match it, present to class as the wonder and awe of God.	Paper and paint Music	
<b>Finding Out</b>	<p>“We are signs of God’s love for each other.” What does this mean to us today? Students list the daily choices they make and describe how these choices show love and care for others.</p> <p>Have children imagine they are a roving photographer who is asked to take five “Snap-shots” of key images in their school which say something about relationships in the school community or people being signs of God’s love for others. What would the five snap-shots be/ students are asked to record individually their responses.</p> <p>Identify ways we can share our gifts and love with others at school and home. Record on a wall chart.</p> <p>Provide students with journal writing time; “God gave each person special gifts to be used.” What are your special gifts? How can you use your gifts to love and help others in the classroom and at home? How do you use your gifts to build relationships with others at home, in your parish, at school?</p> <p>Make prayer cards for each other, “____, you are a sign of God’ love!” Present prayer cards during a classroom prayer celebration.</p> <p>Use pictures from magazines or from the internet to create a collage of people who are loving to others. Invite students to respond to : “How do the people in the collage show love for others?” OR Students take digital photos of examples that identify care and respect of others in the playground, in the class and around the school. Display these with the doctrinal statement “We are signs of God’s love for each other.”</p> <p>Explore the scripture Matthew 18:1-5, 10 True Greatness Use Kid’s Rock drama strategy from “<i>Let your Light Shine</i>” by Anne Frawley –Mangan p 32</p>	<p>Dramatic play resources that can be used of imagine being a reporter – notebook, pen, microphone, camera, binoculars etc.</p> <p>Wall chart</p> <p>Journals</p> <p>Prayer card template</p> <p>Magazine, internet images.</p> <p>Digital camera</p> <p>Bible <i>Let your light shine</i> by Anne Frawley-Mangan</p>	<p>Assessment for learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p>	



		<p>Use Godly play to explore the scripture from Mark 9:33-37 Who is the greatest?  <i>Following Jesus</i> – p 111  I wonder how welcoming a child is welcoming Jesus?  I wonder the child feels in Jesus' arms?  I wonder how this child feels about welcoming other children?  I wonder how welcoming Jesus is welcoming God?  I wonder how the disciples feel about this child?</p> <p>Invite students to reflect on situations that occur in the classroom or playground or at home that can cause conflict. In small groups students select one situation identified and prepare a role-play to show how we can respond to these situations. Use drama mimes to create images such as still pictures of the conflict situations identified. Students first present their still picture and allow others to identify the issue. Then they role –play their solution. After the groups' presentations, students identify actions in the role-play that promote love and respect.</p> <p>Students work individually or in small groups to respond to a moral dilemma task card. Students complete a self-evaluation of their individual or group response to the moral dilemma task and explain how the response demonstrates a decision based on love and respect.</p> <p>Make task cards for the students based on the moral dilemma situations e.g.  Roula's little brother uses God's name in a way that is disrespectful. What might she do?  At lunchtime a group of children begin to call someone a loser because they dropped the ball at cricket and lost the game for their team? What happens next?  Liam and his friends find some graffiti that says something very nasty about a teacher at their school. What might they do about it?  A student in Sally's class is blaming someone else for breaking a window but Sally knows who really did it. What should she do?  Students work individually or in small groups to respond to one of the tasks cards. Students record a Christian response to the scenario.  Suggested response forms could be:  Written – script writing, recount, comic strip  Visual – posters, sequenced paintings, photographs,  Performance – role plays, freeze frames, puppet plays.  Students complete a self-evaluation of their individual or group response</p>	<p><i>Following Jesus</i> by Sonja m Stewart.</p> <p>Moral dilemma task cards</p> <p>Resources for visual, written, dramatic responses</p>	<p>Assessment of learning</p>
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		<p>to the moral dilemma task. They explain how the response demonstrates a good decision.</p> <p>These short youtube clips may be used to enhance the concepts being explored  <a href="http://www.youtube.com/watch?v=cV7Dk2NmZQU">http://www.youtube.com/watch?v=cV7Dk2NmZQU</a> – The Good Fox  <a href="http://www.youtube.com/watch?v=J_nv-ecBmcE">http://www.youtube.com/watch?v=J_nv-ecBmcE</a> sticking up for your friend.</p> <p>Use children’s literature to enhance the concepts taught about how the beauty and awe of God is seen in creation and how when we see people being loving, caring, welcoming we see God.  A list of suitable children’s literature is included at the end of the unit .</p>	<p><a href="http://www.youtube.com/watch?v=cV7Dk2NmZQU">http://www.youtube.com/watch?v=cV7Dk2NmZQU</a>  <a href="http://www.youtube.com/watch?v=J_nv-ecBmcE">http://www.youtube.com/watch?v=J_nv-ecBmcE</a></p> <p>Children’s literature list at the end of the unit</p>	
	<p><b>Sorting Out</b></p>	<p>Complete KWL chart about how Jesus encourages the community of believers to live.</p> <p>Create a Story Map of the <i>Calling of the disciples in Jesus’ life</i> and identify the ways in which Jesus encouraged his followers to live – either in words or pictures.</p> <p>Godly Play Jesus calls the twelve disciples  <i>Following Jesus</i> by Sonja M. Stewart p 78  I wonder how the twelve disciples feel about being called to be with Jesus?  I wonder how they feel about being sent to heal people and all kinds of diseases?  I wonder how the people feel?  I wonder if the people want to know more about Jesus?</p> <p>Explore the story of woman who anointed Jesus’ feet with Godly play  Resources  See <i>Following Jesus</i> p 128  I wonder how Jesus feels about her.  I wonder why the disciples don’t like what the woman is doing?  I wonder how the woman feels being scolded?  I wonder what this woman is like?</p>	<p>KWL</p> <p>Story map strategy  A-Z teaching  Godly play  <i>Following Jesus</i> by Sonja M Stewart p 78</p> <p><i>Following Jesus</i> p 128</p>	



		<p>I wonder if she has a name? I wonder how people who hear this story feels about this woman?</p> <p>Students can then use the Sequencing strategy to order this woman's story map. Also complete a Character map on this woman highlighting the character traits she has that Jesus approved of. Compare and contrast with own actions – do we ignore the people who criticize and still do the right thing especially if it is to help someone in need.</p> <p>Make a photo-board depicting actions and character traits that would be evident in a community of believers that is guided by what God expects from us John 6: 48-51 Use Rina Wintour Just Imagine Script in Just imagine 4 p 23 Complete a PMI chart for living justly. A-Z (Teaching Strategies )</p> <p><a href="http://www.essex1.com/pages/paul/secret-happiness.html">http://www.essex1.com/pages/paul/secret-happiness.html</a> Psalm 15 the secret to happiness also highlights the ways we should act. Students write their own psalm of ways to see and be like God.</p> <p>Students make a booklet about five characteristics of Jesus that they see as being the most important in the forming of them as a person.</p> <p>Brainstorm ways in which we can be of service to others in our class, school and community. Invite people from the community eg St Vincent's de Paul to talk about how they serve others. Investigate groups within the community who witness to the love of God.</p> <p>Clean up Australia day, Catholic missions- Socktober fundraising Visit the Catholic Missions site to engage with the educational resources for October Missions month. Discuss ways to fundraise for SockTober. Catholic missions school resource <a href="http://cm.org.au/WMM2013/home.html">http://cm.org.au/WMM2013/home.html</a></p>	<p>Sequencing strategy</p> <p>Character map Compare and contrast strategy</p> <p>Photo –board Bible John 6:48-51 Rina Wintour Just Imagine 4 p 23</p> <p>PMI chart</p> <p><a href="http://www.essex1.com/pages/paul/secret-happiness.html">http://www.essex1.com/pages/paul/secret-happiness.html</a></p> <p>folded booklet</p> <p>Human resources – parish representative or community helpers e.g. St Vincent's de Paul</p> <p>Catholic mission school resource. <a href="http://cm.org.au/WMM2013/home.html">http://cm.org.au/WMM2013/home.html</a></p>	<p>Assessment of Learning</p>
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	<b>Communicating</b>	<p>In the prayer place display images of people in need of help, people of different ages and different cultures. Encourage the children to see that we are all connected as part of God's created world. Invite children to examine the images, then close their eyes and think about all the different people in the pictures. Allow for a few minutes silence for this. Conclude with an intercessory prayer for all people in need of help.</p> <p>Participate in some class Guided Meditation experiences using material from Michael Mangan's <i>Be Still: Creation Meditations</i>. Incorporate these into a class prayer celebration.</p> <p>Children identify practical ways they can be Church Today Create an action plan for the class around ways to be of service to others</p> <p>Students create an artistic image depicting: What the world would look like if we all cared for each other; and What the world would be like if we did not care for each other.</p>	<p>Sacred prayer space Images form a variety of sources – photos, magazines, internet, books, drawn etc.</p> <p>Michael Mangan – <i>Be Still</i> meditation resource</p>	<p>Assessment as learning</p> <p>Assessment of learning</p>
	<p><b>Evaluating and Reflecting</b></p> <p><b>Teacher reflection and Evaluation</b></p>	<p>What did you learn? How do you know? How can you improve? Where do you go for help? Three stars and a wish activity</p> <p>What has been most successful about this unit? Were the chosen activities accessible to all students? How were you able to involve the students' families in the Unit of Work? Can you identify ways of improving this unit?</p>	<p>Assessment as learning</p>	

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