

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 3		Term:	Year:
Inquiry / Wondering Question: I wonder if I can show forgiveness like Jesus and be caring towards others			
Strands: Beliefs Sacraments Morality Prayer		Cross-curricular priorities:	
Class context/Learners: To be added by class teacher			
Key Inquiry Questions: Do I make good choices? What is the Rite of Reconciliation? When did Jesus forgive? Do I use my gifts to reach out to others and be welcoming and caring? How do I say sorry and pray when I am sorry?		I Wonder: I wonder if I make good choices. I wonder about the Sacrament of Reconciliation. I wonder what Jesus did to show forgiveness. I wonder if I can show forgiveness like Jesus and be caring towards others.	
Knowledge & Understanding... The Sacrament of Penance is the communal celebration of God's love and forgiveness The Sacrament of Penance is a celebration of choice to live as followers of Jesus. All people have the freedom to make choices. The choices made can help people to grow in their relationship with God and others. Jesus teaches us about healing, forgiveness and reconciliation		Skills... Explain the significance of the sacrament of Penance and Reconciliation. Understand the rite of Reconciliation includes: Listening the Word of God Acknowledging and confessing sins, Being truly sorry and trying not to sin again. Praying Explore what is involved in making decisions. Identify and illustrate occasions when people can choose to become more like	



<p>When we are sorry for bad choices Jesus understands, forgives us and invites us to a new way of living .</p> <p>Traditional prayer – know a number of traditional Catholic prayers and develop an understanding of the meaning of these prayers:</p> <p>Act of Contrition</p>	<p>God. E.g. loving, compassionate, merciful. Discuss and understand Jesus healed and forgave people through gestures as well as words. Explore the parables of The Lost Sheep and Zacchaeus through Godly Play and participate in wondering.</p> <p>Participate regularly through recitation the prayers that have been learned in Prep-Yr2. Understand the Act of Contrition, when it is prayed and why. Identify that the act of contrition is said during the Sacrament of Reconciliation.</p>
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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 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
Formative Assessment <i>for</i> Learning	Ask students: What are good choices? How do you know if you have made a good choice? Wondering about the story of Zacchaeus Discussions on Jesus treatment of Zacchaeus	Anecdotal records Written evidence Observations Observations	At the beginning of the Unit At the beginning of the Unit During the Unit
Summative Assessment <i>of</i> Learning	Postcard strategy – on the Story of Zacchaeus Divided Y-Chart to identify what forgiveness looks like, sounds like, and feels like. This activity will indicate students' ability to reflect on and understand their attitudes and choices, and how they exercise freedom of choice. Have student design a simple Flow chart/Wall chart outlining the steps of the Sacrament of Penance	Postcard strategy Divided Y- Chart Retrieval chart Flow Chart and Wall chart	During the Unit During the Unit During the Unit During the Unit



Affective	Prayers of Forgiveness	Written and decorated	At the end of the Unit
Assessment as Learning	Action Plan for positive choices in the classroom or school This will demonstrate how students understand what makes a good choice and how they think through and reflect on their actions. This activity will give students an opportunity to monitor and evaluate their choices.	Action Plan	At the end of the Unit

Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Share picture story books with students to explore choices, e.g. Worst Best Friends by Max Dan, Rose Meets Mr Wintergarten by Bob Graham or the novel, Grommet Saves the World by James Moloney.</p> <p>We are not like puppets. God gives us freedom to make choices. Ask students: What are good choices? How do you know if you have made a good choice? Accept all answers at this stage and display them for further reference as students' understanding develops during the unit.</p> <p>Tell the story of Zacchaeus (Luke 19:1-10) using Godly Play materials Script to be found in Young Children and Worship p 183 Discuss the role and perception of tax collectors in the time of Jesus (see the explanation of scripture above). Locate Jericho on a map of Palestine in 1st century AD. By calling Zacchaeus a 'son of Abraham' Jesus was giving Zacchaeus a great compliment. Abraham was the father of the Jewish people and a man of great faith. Present the following wondering questions: I wonder why the people in the town didn't like Zacchaeus I wonder how Zacchaeus felt when he couldn't see Jesus. I wonder how Zacchaeus felt when Jesus called him by name. I wonder why Jesus called to him and went to his home. I wonder how the other people watching felt about seeing Jesus talk to</p>	<p>Young Children and Worship 183 Godly play resources</p>	<p>Assessment for Learning This brainstorm will indicate students' present understanding of what it means to be free to choose.</p> <p>Assessment for learning – listen to the students response to ascertain their understanding of the relationship between Zacchaeus and Jesus.</p>



		<p>Zacchaeus. I wonder how Zacchaeus felt when he was right with God and right with people. I wonder if you were in the tree with Zacchaeus, and Jesus came by, what Jesus would have said to you.</p> <p>Invite the children to choose a part of the story they would like to work with – they could write a postcard to their Mum or Dad using the Postcard strategy (see A-Z teaching strategies). They can select the character and write from their point of view and draw a picture on the reverse side depicting the story.</p> <p>Retell the story using other story telling strategies e.g. Grab bag which contains symbols and objects related to the story. see A-Z teaching strategies Echo Mime – use Rina Wintour Just imagine 1 p57 as a guide</p> <p>Identify the choices of the characters in the story. How did these choices make or break relationships? The choices that Zacchaeus made? The choices the townspeople made? The choices Jesus made? Use a retrieval chart to organise information.</p> <p>Discuss how Jesus showed that he welcomed Zacchaeus and wanted to be his friend – put out his hand , spoke to him directly, went to him, smiled, spoke calmly etc..</p>	<p>Postcard strategy form A-Z teaching strategies.</p> <p>Grab bag strategy A-Z teaching strategies Rina Wintour Just Imagine No 1 p 57</p> <p>Retrieval chart</p>	<p>Assessment of leaning- does the picture depict the story accurately? Do they show in the letter an understanding of the aspect of choices?</p> <p>Assessment for learning</p>
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<p>Finding Out</p>	<p>Create activities exploring the mending of something broken e.g. plate, simple jigsaw puzzle, Discuss the process of bringing the parts together and mending them.</p> <p>Use children's literature to explore elements of forgiveness E.g. <i>Miss Lilly's Fabulous Pink Feather Boa</i> by Margaret Wild and Kerry Argent <i>The Selfish Giant</i> http://www.youtube.com/watch?v=CZmvaj05xek <i>I'm green and I'm grumpy</i> by Alison Lester See children's literature list. Cooper, H 1999, <i>Pumpkin Soup</i>, Picture Corgi, London.</p> <p>Role play situations of making and breaking up using gestures only-miming. Then identify words from the Zacchaeus story and other children's literature that show breaking and mending relationships. How does it feel to say sorry and what words and gestures can be used. What does forgiveness feel like? Sound like? Look like? Use a divided Y – chart to develop it further identifying good and bad aspects.</p> <p>Have students share stories of their own experiences</p> <ul style="list-style-type: none"> Tough Choices I Make <p>Students brainstorm scenarios at home and at school where they make tough choices:</p> <table border="1" data-bbox="450 1031 1301 1399"> <thead> <tr> <th colspan="4" style="text-align: center;">Scenarios</th> </tr> <tr> <th style="text-align: center;">Good choices</th> <th style="text-align: center;">Consequences</th> <th style="text-align: center;">Not so good choices</th> <th style="text-align: center;">Consequences</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Scenarios				Good choices	Consequences	Not so good choices	Consequences																	<p>Children's literature</p> <p>Divided Y chart</p>	<p>Assessment for learning / Assessment of learning Using the Y chart identify aspects of forgiveness</p> <p>Assessment of Learning This activity will indicate students' ability to reflect on and understand their attitudes and choices, and how they exercise freedom of choice.</p>
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		<p>Loving Choices, poor choices God gives us the strength to love, and to make the world a more loving place. But we have to choose to love. When we choose to do something, we make a decision to do it. Even if it is difficult, we try our very best to do it. Jesus shows us how to love, and the Holy Spirit gives us strength to make loving choices. <i>I can choose to love:</i> To be like Jesus (kind, good, compassion, prayerful...) To be open to the Holy Spirit. <i>Sometimes I choose not to love:</i> I don't use my gifts to love God and others I don't try very hard to do the right thing I might even say or do something unkind to another person.</p> <p>When we choose not to love, we call this 'sin' When people make poor choices that are not loving or kind, I feel...have students suggest the emotions they may feel When people make loving choices I feel...have students suggest the emotions they may feel</p> <p>Stories of being lost and found: Luke 15: 1-10</p> <ul style="list-style-type: none"> • The Lost sheep I wonder how the shepherd knew that one was missing I wonder what it was like for the shepherd when he was looking for the lost sheep I wonder how the lost sheep felt when it saw the shepherd, and was guided home safely to be with the flock. • The Lost coin I wonder why the woman had been saving the money I wonder how she felt when she realized that she had lost a coin. Have you ever lost something that was very valuable to you? I wonder what she was thinking as she searched for the coin. I wonder why she called together her friends and neighbours when she found the coin. <p><i>Why do you think Jesus told these parables?</i></p>						



<p>Sorting Out</p>	<p>Introduce the term Sacraments of Penance and Reconciliation and define them. Show pictures of moments of reconciliation or making peace from everyday life and society in general e.g. the shaking of hands, smiling, hugging, arms around each other, hands reaching out to others. Brainstorm ways of being reconciling Look at MJR teaching suggestions for Year three on the Teacher Resources- MJR page. http://rokreligiouseducation.com/teacher-background/mjr/</p> <p>How do we say sorry and make peace with God? How do we say sorry and make peace with the family of God, our church family? The Church has a way to do this: The Sacrament of Reconciliation. It is a ceremony where: We go to a priest We express our sorrow for the times we have not made loving choices The priest hears us confess our sins. Then he stretched out his hand and prays a prayer of forgiveness, When he does this he acts in the name of Jesus Christ and in the name of the whole Church family. It is a special prayer that shows that we are forgiven by God and reunited with the family of the Church.</p> <p>Use caption cards to outline the liturgical story of the Sacrament of Penance. Talk about each part. – words used and gestures used.</p> <ul style="list-style-type: none"> • Welcome and sign of the cross • Reading a story from the Bible • Talking to Father • Telling God, I am sorry – Act of Contrition • Prayer of forgiveness from the priest • Go in peace <p>Have student design a simple flow chart outlining the steps of the Sacrament of Penance.</p> <p>As a class construct a chart (Words Actions Gestures Strategy) outlining the major gestures and words within the Rite of Reconciliation. Draw up parallels between the words and gestures that Jesus Christ used and the words and gestures we use in the Sacrament of Penance.</p>		<p>Assessment for learning – Brainstorming activity</p> <p>Assessment of learning – students to show an understanding of the Rite of Reconciliation</p> <p>Assessment of Learning The wall chart will indicate students' understanding and knowledge of the four stages of</p>
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		<p>Students illustrate the story of Zacchaeus in the following four parts in their journals: Zacchaeus admitted what he did was wrong. He promised to give the money back and said that he was sorry. He was forgiven. He was reconciled with everyone again.</p> <p>Wall Chart of Four Stages of Reconciliation Using large post-it notes students illustrate their own experience of the four steps of reconciliation. Students place their experiences under the appropriate heading.</p> <p>Admit: When you tell someone what you did. Say sorry: Let them know that you felt badly about it. Be forgiven: When you feel that the person is now all right. Make up: When you know everything is all right between you.</p> <p>Introduce the children to the act of Contrition. Children are asked to think about ideas to be included in a short sorry prayer to God. Brainstorm ideas and then make them into a class sorry prayer.</p> <p>Students could also journal their own sorry prayer.</p> <p>Learn some songs on forgiveness – John Burland CHOICES Andrew Chinn – Grow in truth and grow in love Michael Mangan – Turn back to God</p> <p><i>Action Plan</i> Students identify choices which will have positive consequences for the class or school or local community.</p> <ol style="list-style-type: none"> 1. Devise an action. 2. Write a plan on how they will execute the action. 3. Perform the action. 4. Reflect on the consequences. <p>.</p>		<p>reconciliation.</p> <p>Assessment as Learning The prayers of forgiveness and healing will enable the students to reflect upon their new learning in relation to forgiveness.</p> <p>Assessment as/of Learning This will demonstrate how students understand what makes a good choice and how they think through and reflect on their actions. This activity will give students an opportunity to monitor and evaluate their choices.</p>
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