

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 2	Term:	Year:
Inquiry / Wondering Question: I wonder about the Sacrament of Baptism		
Strands: <div style="text-align: center;"> <p>Beliefs</p> <p style="background-color: #a0c0e0; padding: 2px;">Sacraments</p> <p>Morality</p> <p style="background-color: #a0c0e0; padding: 2px;">Prayer</p> </div>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: What is important in the Sacrament of Baptism? What are the symbols used in the Sacrament of Baptism? What prayers can I pray?	I Wonder: I wonder why baptism is important to Christians I wonder if I can pray with symbols of Baptism	
Knowledge & Understanding... The call of Baptism is to share in the mission of Jesus as a member of a loving family and parish community. Baptism uses symbols of water, sign of the cross, anointing with oil, putting on a white garment, lighting a candle, the profession of faith. The essential rite of Baptism consists of immersing in water or pouring water on a person's head, whilst praying to the Father, the Son, and the Holy Spirit. Godparents help the parents and the child to grow in faith.	Skills... share ways they can be loving members of a family share ways they can be a loving member of a community name the most common sacramental elements from Baptism identify words and actions in the rite of Baptism	



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 two, students explain that the Bible is important to Christians. They know that a narrative tells a story about Jesus and parables are stories or riddles that Jesus told to help teach people about God and they can retell a narrative or a parable. They compare and contrast some of the cultural and social background of the Gospels with ours e.g. family, food, housing, transport.

By the end of year two, students name the most common sacramental elements, words and actions from the rite of Baptism.

By the end of year two, students recall scripture that shows Jesus as loving and just. Students name ways they can show love and act responsibly in family, school and community.

By the end of year two, student recite the Hail Mary and Our Father. Students identify reasons to pray. Students select appropriate symbols for prayer. Students know that Lent begins on Ash Wednesday. Students demonstrate an understanding of the life of Mary.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	Brainstorming knowledge of symbols in our environment Wondering questions	Observations and anecdotal notes Observations and Listening	Beginning of the unit May times during the unit
Summative Assessment <i>of</i> Learning	Character map of Jesus and his connection to children and how he interacted with them This activity will demonstrate students' knowledge and understanding of the symbols, words and gestures of being welcomed and Baptism Thinking grid on symbols Students demonstrate their understanding of baptism and the associated symbols through a chosen medium: collage, paint, clay, writing, role-play, using 3D materials, etc. this activity will need some consultation with the student to ascertain how they will show their understanding using their choice of medium.	Character map Grab Bag activity Thinning Grid Creative response to learning Consultation and negotiation	During the unit During the unit During the unit At the end of the unit



Affective Assessment as Learning	Community Circle And 'How did I go activity'		At the end of the unit
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Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Brainstorm: What is a symbol? What is a sign? Use a PowerPoint of different signs and symbols for students to identify. Following on from the understanding of “signs”, give some examples of symbols e.g. a candle or go for a community walk to search for symbols...a symbol hunt!</p> <p>Sort out the symbols from the signs using a Venn diagram Provide children with a range of signs and symbols on cards. Students then sort these into the two categories and devise their own definition of the terms sign and symbol. Share these understandings as a group.</p> <p>Do a spot research. Survey different classes in your school to ask what symbols are used in your class for prayer. What symbols can you find around your home. Match symbols with possible meanings. Create a class graph/ picture graph of the common symbols used in classrooms around the school. Keep this to refer to later in the Unit</p> <p>In Baptism the central themes or concepts include: Welcome, acceptance, belonging, identity and community.</p> <p>Discuss with the children that Jesus welcomes children. Share the Godly Play story of Jesus and the Children Young Children and Worship p 178. Wonder what was Jesus thinking, feeling, seeing, saying, hearing, doing</p>	<p>Examples of signs and symbols Traffic signs Signs around the school Restaurant signs Retail shop signs Safety signs</p> <p>Symbols on a mobile phone eg</p>  <p>Computer</p> <p>Religious Symbols – cross candle, coloured cloth for liturgical year, water, oil,</p> <p>Picture graph strategy</p>	Assessment for learning



		<p>during the story? Ask students to wonder what the children were thinking, feeling, saying etc. I wonder how the children felt on their way to see Jesus I wonder how they felt when the disciples said “No” I wonder what Jesus said to the children. I wonder what it was like to be close to the Jesus.</p> <p>As a whole class students complete a character map on the image of Jesus Christ portrayed in the story ‘Jesus and the Children’. Through wondering students identify what Jesus’ goal was in this story (to welcome the children), what action he took and what the outcome of the action was.</p> <p>Students identify their own experiences of welcoming or being welcomed, e.g. visiting someone’s house, joining a sporting group, starting school, etc. I wonder how you felt when you began/joined the group I wonder if you felt welcomed I wonder what made you feel welcomed I wonder if there were any signs or symbols that helped you to feel welcomed and a part of the group/activity</p> <p>Teachers put words, symbols and gestures of welcoming, gained from the students’ responses, into a Grab Bag titled ‘Initiation’. These might include an item of uniform; a badge; a certificate; a motto; pictures of gestures, e.g. handshake; words, e.g. hello, welcome, etc. Each item is removed from the bag and discussed.</p> <p>Tell the children that the Church has special times when we celebrate our friendship with Jesus – we call these Sacraments. Write or display the word Sacrament and explain to the children that one of these special times is the Sacrament of Baptism. Write or display the word Baptism and say: “Baptism is a special meeting with Jesus”.</p>	<p>Character map strategy</p> <p>Wondering Questions</p> <p>Grab Bag strategy</p>	<p>Assessment of Learning</p> <p>Assessment for learning</p> <p>Assessment of learning This activity will demonstrate students’ knowledge and understanding of the symbols, words and gestures of being welcomed and Baptism</p>
	<p>Finding Out</p>	<p>Look at the Godly Play story of Jesus’ Baptism Young Children and Worship p 150 I wonder how the people felt when John told them to change the way they live and get ready I wonder how they felt when they went through the waters and went under the water to be baptized. I wonder how they felt when they came out of the water.</p>	<p>Young Children and Worship p 150</p>	<p>Assessment for learning</p>



		<p>Tell the liturgical story of Baptism using Godly Play resource Godly Play Vol 3 p 70 or by watching a Baptism or using pictures of a Baptism in the order of the Sacrament. Use some of the 'I wonder' statements to engage children in dialogue about this story and/or Baptism.</p> <p>Place the concrete symbols/materials used to tell the liturgical story of Baptism near class prayer space and allow the children opportunities to engage with the symbols. Invite the children to retell the story of Baptism in their own words using the materials.</p> <p>Organise the students' thinking in a grid.</p> <table border="1" data-bbox="448 566 1048 639"> <thead> <tr> <th data-bbox="448 566 647 603">Symbols</th> <th data-bbox="647 566 846 603">Gestures</th> <th data-bbox="846 566 1048 603">Words</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 603 647 639"></td> <td data-bbox="647 603 846 639"></td> <td data-bbox="846 603 1048 639"></td> </tr> </tbody> </table> <p>Invite the children to interview their parents about their own Baptism, find out who baptised them, the date and who their godparents are.</p> <p><i>Children not baptised could interview their parents about what celebrations happened when they were born. Who came to welcome them.</i></p> <p>Ask the children to bring in items from home of their Baptism/welcome to their family, e.g. photos, baptismal candle, baptismal certificate, cards, special gifts.</p> <p>Allow the children to share their stories with each other. These could be incorporated into 'news time' or 'Topic Talk' or video using a flip camera – when, where, who, what and why.</p> <p>Children write sentences for display: My name is ... I was baptised at... My godparents are...</p> <p>Children display photos of their Baptism with the caption, 'I belong to the Parish family of...'</p> <p>Design a "Who's who" of people involved in the celebration of the Sacrament of Baptism e.g. priest, child, parents, godparents, family members, Church family.</p>	Symbols	Gestures	Words				<p>Godly play Volume 3</p> <p>See Teacher Background Information on Sacraments for more information on Baptism</p> <p>Interview questions</p> <p>Flip camera to record what the students have to share. Possible made into a PowerPoint.</p>	<p>Assessment of learning</p> <p>Assessment of Learning – this activity will show students understanding of the welcoming to the Church aspect of Baptism.</p>
Symbols	Gestures	Words								



		<p>If possible, visit the church and identify the baptismal font. Invite the parish priest to come and talk to the class about the Sacrament of Baptism. Invite the priest to talk about his role in the Sacrament of Baptism and what the main symbols and actions are.</p> <p><u>Symbols of Baptism</u></p> <p>Water</p> <p><i>Have a conversation about water:</i></p> <ul style="list-style-type: none"> • What happens when water freezes, when it melts, when it is added to the sand? • How do we use water every day? • What do you wonder about water? • Students may create a wall-chart about water. Add observations about water, pictures of water being used and water in nature. • Watch the Sesame Street YouTube clip: the Water Song. (https://youtu.be/CwpHMWPH-WbM) • How was water used in the YouTube clip? • What did the song say about caring for water? • Is it important that we use water well? Why? • Introduce students to baptism and the concept of water as a gift from God. • Introduce the concept that water is used in blessings. Visit the church and make the sign of the cross using the holy water. Practise making the sign of the cross slowly. • Ask the priest to join the class for a prayer celebration – a rite of blessing or a rite of sprinkling. Keep some holy water to use during prayer time. • Talk to the class about times when water is used in the church: for blessing, during baptism... • Watch a film of a baby being baptised with water. For example, Baptism – Flame of Faith (http://flameoffaith.org.au/baptism/) • Re-visit the church and examine the baptismal font. Discuss how it is different and similar to the ones seen in the film. What is special about the font in your church? <p>Identity</p> <p>Global Education http://www.globaleducation.edu.au/teaching-activity/our-many-identities-f-2.html#activity1 Preparation</p> <ul style="list-style-type: none"> • Ask students to bring a baby photo and to find out a story about when they were born so that they can tell it to the class. • Tell Me Again about the Night I Was Born by Jamie Lee Curtis, a story about adoption. <ul style="list-style-type: none"> o Read Tell Me Again about the Night I Was Born by Jamie Lee Curtis. 		
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		<ul style="list-style-type: none"> o Compare this story to the story of the time that you were born. o Share your baby photo and tell the story of when you were born to the class. <p>Include things such as:</p> <ul style="list-style-type: none"> o How did other people find out about your birth? o How did your family celebrate your birth? o What did you or your family receive as gifts when you were born? o Was there a special event held to give you your name? o Who are the people in your family who are important to you? o Do you have people outside your family who have promised to care for you as you grow up? <p>Light http://splash.abc.net.au/res//L756/index.html Light and Shadow Eric Carle's <i>The Very Lonely Firefly</i> is actually a great starting point for this theme as the firefly finds different sources of light while looking for its friends. Before reading the book start out by brainstorming a list of as many different sources of light that the children can think of? Make fantastic firefly pictures by cutting a small piece of shiny paper for the body of the firefly and drawing on the rest of its body and decorating the night sky black background.</p> <p>Be inspired to catch a star by reading the awesome <i>How to Catch a Star</i> by Oliver Jeffers. There are so many children's art ideas inspired by Van Gogh's <i>Starry Night</i></p> <p>Oil Making Perfume The teachers also provided explicit links between oil used to anoint in baptism and children's real world environments by introducing the play activity of 'making perfume'. Introduce herbs, mortar and pestle, and aromatic oils to the children to support their explorations and to help them think more explicitly about materials and their properties. This is a delightful sensory experience for the children.</p> <p>Mixing oil and water with detergent is a fun way to explore basic chemistry with kids. This science experiment is suitable for kids over 4 years of age. You don't need any special equipment... in fact I am sure you already have everything you need in the kitchen cupboards. It can be a little messy so I suggest attempting the experiment outside or somewhere that is easy to clean. When kids are playing with science, ask them lots of questions and listen to their answers – they come up with some very imaginative responses.</p> <p>Cooking – adding oil to muffins, make mayonnaise Medicinal oils – tea tree oil, lavender oil, eucalyptus oil, QV oil, bath oil...</p>		
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	<p>Sorting Out</p>	<p>The Rite of Baptism:</p> <p>Ask students – Have you ever been to a baby’s Baptism? How was it similar to the one outlined in the Baptism video clip on the Flame of Faith website: http://flameoffaith.org.au/baptism/ Outline all the steps in the Baptism shown in the video and also important actions and words. This website also has links to information on</p> <ul style="list-style-type: none"> • What happens during a Baptism • Symbols of baptism <p><i>Overview of the ceremony</i></p> <ul style="list-style-type: none"> • Reception of the Child: Sign of the cross on child’s forehead. Trace a sign of the cross on each other’s forehead. • Celebrate God’s Word: Readings from Scripture. Select a scripture passage and examine. E.g. parable of the lamp Luke 8:16 Can you imagine what would happen if we put a candle under a basket or under a bed? That would be silly wouldn’t it? And it could be dangerous. A light needs to be placed somewhere in the open so everyone can see it. Jesus is the light of the world and he wants all of us to bring his light into the world. I wonder how we can do that. • Celebration of the Sacrament of Baptism Prayer over the baptismal font Baptismal promises Baptism – Pouring the water and saying the words Anointing with chrism Clothing with white garment Lighting a candle Prayer over ears and mouth • Conclusion The Lord’s Prayer Blessings <p>Scripture: The baptism of Jesus Mark 1 9-11 Let us imagine we were at Jesus’ baptism I wonder what the water was like that day. I wonder how Jesus felt as he came to be baptised</p>		
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		<p>What happened as Jesus came out of the water...what did he see? I wonder what God meant by calling Jesus "Beloved" Draw the water of the River Jordan, the heavens, the Spirit coming down, and the voice of God: "You are my Son"</p> <p>Students demonstrate their understanding of baptism and the associated symbols through a chosen medium: collage, paint, clay, writing, role-play, using 3D materials, etc. this activity will need some consultation with the student to ascertain how they will show their understanding using their choice of medium.</p> <p>Arrange a large white cloth and the symbols of Baptism in the prayer place: candle, white garment, bowl of water, oil.</p> <p>Use these symbols for class prayer during this part of the unit. Simplify the prayers from the Rite of Baptism and use these as 'echo' prayers, e.g.: Leader: See this white garment (all repeat) Leader: You have put on Christ! (all repeat) or Leader: This light is given to you (all repeat) Leader: Keep it burning brightly! (all repeat)</p>	<p>Creative response to Baptism- Allow the student of negotiate with you how they will respond to Baptism</p>	<p>Assessment of learning Students demonstrate an understanding of Baptism and its symbols.</p>
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	<p>Communicating</p>	<p>Have students complete the following reflective activity. This can be added to a class mural showing what they have learnt At a Baptism: 1. What sounds might you hear? 2. What colours might you see? 3. What feelings might people have? 4. What words might you say and hear? 5. What smells might you experience? 6. What things might you do?</p>		<p>Assessment of learning</p>
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Evaluating and Reflecting

Community Circle- have time as a class to reflect on the learning by asking such questions as:
What surprised you?
What did you like best about the learning?
How did you feel about the learning?
Was there anything you felt you could have done better?

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?

How Did I Go?

Name: _____
Date: _____
Topic: _____

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:



Teacher reflection and Evaluation

Assessment as learning

Assessment as Learning and for Learning



		<p>Teacher's Comment:</p> <hr/> <hr/> <hr/>	
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