

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 2	Term:	Year:
Inquiry / Wondering Question: I wonder if I can make good choices and be a good friend.		
Strands: <div style="text-align: center;"> Beliefs Sacraments Morality Prayer </div>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: How do I make good choices? What stories do I know about Jesus?	I Wonder: I wonder if I can make good choices? I wonder if I can remember some of the stories of Jesus?	
Knowledge & Understanding... God's love for us enables us to love others. We have a responsibility to respect ourselves, others and all creation. Jesus teaches us how to live justly. We follow Jesus example in making loving choices and taking responsibility.	Skills... name ways they can show they love God, others, themselves and the world. name ways they can act responsibly in family, school and community recall scripture that shows Jesus as loving and just	



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 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.



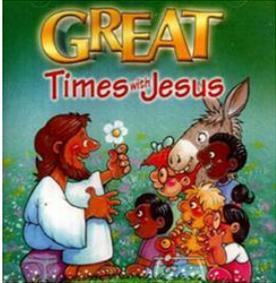
Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	Complete Jesus showed people how to love. He showed(complete showing their prior knowledge of Jesus. Wondering Questions: I wonder what Jesus wants us to do I wonder how we can show love for one another	Journaling Observations Consultations	At beginning of the Unit
Summative Assessment <i>of</i> Learning	name ways they can show they love God, others, themselves and the world. name ways they can act with love in family and school recall scripture that shows Jesus as loving and just	children's ideas on loving gestures in photo, film, mime. Consequences web Consultations, observations List words that show Jesus loving choices in scripture Character map of Jesus	During the unit During the unit During the unit
Affective Assessment <i>as</i> Learning	Wondering Questions: I wonder what Jesus wants us to do I wonder how we can show love for one another 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?	Community Circle	During the Unit At the end of the unit At the end of the unit



Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p>Tuning In</p>	<p>Begin exploring the concept of “Following Jesus” by playing such games as Simon Says, Mirrors, Follow the Leader. After playing these games discuss what it means to follow someone. Ask the children to identify some of the people that they follow or imitate in their own lives – parents, friends, siblings, teachers... Discuss if it is always good to follow and imitate people. Andrew Chinn Songs: Follow me – These hands CD In the Footsteps of Jesus – Many Roads, One Journey CD I went Walking – Together as one CD and This day CD</p> <p>Song: ‘Following where Jesus Leads” Great Times with Jesus Unit six – Follow the leader. Identify people they consider to be good leaders... Complete the sentences starters My friend is a good leader because... My Mum is a good leader because... My Dad is a good leader because...</p> <p>Discuss with the children why their parents won’t allow them to do some things but allow them to do others. Introduce the word ‘rules’. In the time of Jesus, there were rules given to people to help them live together in peace and to respect each other. Jesus gave us a new rule and it is one of the most important teachings that he gave. It is often called a ‘New Commandment’. John 13:34-35. Mark 12: 28-31; Luke 10: 25-27</p> <p>Godly Play Following Jesus p 122</p> <p><i>Wondering Questions:</i> <i>I wonder what Jesus wants us to do</i> <i>I wonder how we can show love for one another</i></p>	<p>Andrew Chinn These Hands CD – Follow me Many Roads, One Journey CD – In the footsteps of Jesus Together as one CD – I went walking</p> <p>Great Times with Jesus Activity Book and CD Willow Publishing; Brookvale NSW, 2003. Unit Six – Follow the Leader , p 55-61.</p> <p>John 13:34-35. Mark 12: 28-31; Luke 10: 25-27</p> <p>Following Jesus by Sonja M. Stewart P 122</p>	<p>Assessment for learning – what do they already know about Jesus.</p> <p>Assessment for and as learning – Wondering Questions</p>



		<p><i>I wonder how the people in Jerusalem feel as they listen to Jesus</i> <i>I wonder how the priests and elders feel as Jesus tells what is the most important commandment.</i> <i>I wonder why it is hard for some of them to love Jesus.</i> <i>I wonder how people feel when they love God with all their hearts, with all their souls, with all their minds and with all their strength.</i></p> <p>Complete the sentence ...Jesus showed people how to love. He showed ... (complete showing their prior knowledge of Jesus.)</p> <p>Prayer: Great times with Jesus p. 59 Jesus goes before us (<i>Point forwards</i>) Let's follow in his way</p> <p>Jesus is behind us, (<i>Point backwards</i>) Helping us each day.</p> <p>Jesus is beside us, (<i>Hug yourself</i>) His love will always stay.</p> <p>Jesus says, 'Come follow me'. That's what I'll do each day! (<i>put both thumbs up</i>)</p>	<p>Great times with Jesus p. 59</p> 	
	<p>Finding Out</p>	<p>Some Gospel stories that tell us how Jesus loved others:</p> <p>Jesus blesses the little children 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 them I wonder what the children said to Jesus I wonder what it was like to be close to Jesus Jesus visits and shares a meal with Martha and Mary Can the children suggest other stories</p> <p>Invite the children in pairs to list words that describe how Jesus shows love to others. Make a class display of these words that we can try to live by, e.g. kindness, love, caring. Display the words around the phrase 'Jesus says to love one another as I have loved you.'</p>	<p>Godly Play Scripture</p> <p>Jesus and the little Children Matthew 19:13-15 Mark 10:13-16 Luke 18:15-17 Young Children and Worship – p 178</p>	<p>Assessment of learning- List words describing how Jesus shows us to love</p>



		<p>Role play different ways we can live by Jesus' new rule. Using digital cameras take photos of miming actions and compile a photo story to go with one of the songs about following Jesus. Have the children work in groups to discuss what actions they can mime to show loving gestures or actions.</p> <p>If you have a flip camera the children can make some short videos of their scenarios and play for the whole class</p> <p>MJR activities – Write the words 'Getting Along' on the white board – ask for opinions as to what it means and collate them. Write the word 'Friend' on the whiteboard – ask for opinions as to what it means. Ask students to close their eyes to imagine that the best friend in the whole world is standing in front of them. Instruct them to demonstrate their friendly facial expression to a partner. Do the same imaging the worst friend is standing in front of them; show their unfriendly facial expression to a partner. Take photos of some students as examples.</p> <p>Have students discuss the actions and expressions they associate with being good friends and bad friends.</p> <p>Read: Children's literature that has a theme of friendship and relationships. e.g. I'm green and I'm Grumpy by Allison Lester Alexander and the terrible horrible no good very bad day by Judith Voirst Pearl Barley and Charlie Parsley by Aaron Blabey Do you want to be my friend by Eric Carle Hunwick' Egg by Mem Fox Illustrated by Pamela Lofts Clancy & Millie and the very fine House by Libby Gleeson</p> <p>Discuss the behaviour of the friendly characters. How did they show friendship? What words did they use? What action did they show?</p> <p>Complete a character Map of a good friend and select a character who shows bad friendship characteristics. Also complete a character map of Jesus and how he showed he was a good friend.</p>	<p>Digital cameras and flip video camera</p> <p>Digital camera</p> <p>Children's literature: I'm green and I'm Grumpy by Allison Lester Alexander and the terrible horrible no good very bad day by Judith Voirst Pearl Barley and Charlie Parsley by Aaron Blabey Do you want to be my friend by Eric Carle Hunwick' Egg by Mem Fox Illustrated by Pamela Lofts Clancy & Millie and the</p>	<p>Assessment of learning – children's ideas on loving gestures in photo, film, mime.</p> <p>Observations</p> <p>Photos as assessment of learning</p> <p>Assessment of learning – Character map</p>
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			very fine House by Libby Gleeson	
Sorting Out	<p>Display pictures or photos using the IWB of children and adults in various situations e.g. a child alone in a playground watching others play, You could use photos from a Photo Language Kit. Eg St Luke's Innovative press photo cards https://innovativeresources.org/product-category/card-sets/ Wonder what might be happening in the pictures. I wonder what it would feel like. I wonder how I could help. I wonder what I would do. Identify those responding to the needs of others, showing care and compassion</p> <p>http://www.youtube.com/watch?v=38Sxy5hrej0 – you tube clip on friendship using photos and song by Jack Johnson – 'We are going to be friends' by Jack Johnson</p> <p>Making Good choices MYR activities Look at the word 'Encouraging' - and identify ways we can develop friendships by encouraging others. I wonder how I can be encouraging at home? I wonder how I can be encouraging at school?</p> <p>http://www.youtube.com/watch?v=nwAYpLVyeFU Show this film clip that identifies how the concept 'Pay it Forward' works where random acts of Kindness can have a ripple effect. Identify how each character helped someone else. Ask children to complete a retrieval chart of what they saw – and then how can they follow this principle of paying if forward in their classroom, in their home. Have each child complete a consequences web (A-Z strategies) to show how one act of kindness can spread to others.</p> <p>Introduce the concept of making good choices and self-control Introduce John Burland song : CHOICES Let's Celebrate CD Use children's literature to discuss choices that have been made. E.g. When the wind Changed – I wonder if Josh learnt from his mistakes I wonder who taught him.</p>	<p>Photos form internet or from a photo language kit. https://innovativeresources.org/product-category/card-sets/</p> <p>Jack Johnson song <i>We are going to be friends</i> Sing -a –long and Lullabies CD</p> <p>Youtube clips http://www.youtube.com/watch?v=38Sxy5hrej0</p> <p>http://www.youtube.com/watch?v=nwAYpLVyeFU</p> <p>John Burland CD – Let's Celebrate. When the Wind changed by Ruth Park</p>	<p>Assessment as learning (affective)</p> <p>Assessment as learning – Wondering questions</p> <p>Consequences Web – act of kindness</p>	



