

## Religion Curriculum Inquiry Unit



**School:**

<b>YEAR LEVEL: 5</b>		<b>Term: 2</b>		<b>Year:</b>	
<b>Inquiry / Wondering Question: I wonder if I can use different strategies to meditate.</b>					
<b>Strands:</b>			<b>Cross Curricula Priorities</b>		
<div style="background-color: #cccccc; padding: 2px;"><b>Beliefs</b></div> <b>Sacraments</b> <b>Morality</b> <div style="background-color: #cccccc; padding: 2px;"><b>Prayer</b></div>					
<b>Class context/Learners:</b>					
<b>Key Inquiry Questions:</b> Am I able to use different forms of meditation in my prayer life?			<b>I Wonder:</b> I wonder if I can use different strategies to meditate.		
<b>Knowledge &amp; Understanding...</b> Prayer is an expression of a personal and communal relationship with God. Times of stillness and silence may help to deepen this relationship and enable reflection to take place. There are many and varied methods of meditation - lectio divina, rosary There are times when the response to God's presence every day is one of song, movement, word, art, poetry or silence.			<b>Skills...</b> Engage in and experience various forms of mediation: Guided meditation Lectio divina Contemplative Incorporate music, movement and mediation in class prayer and liturgy. Explore different poetry that touches on the everyday experiences of wonder, awe and life. Communicate a response using various media to popular songs, poems, religious art that can be used in prayer. Journal experiences of prayer.		

## Identify Scripture to be interpreted:

### World Behind the Text

- Who might have authored, edited and/or translated this text?
- Is it the work of an individual or a community?
- What can be learned about the prevailing religious world of the text (e.g. rituals, laws, traditions, religious roles, different sects in Second Temple Judaism)?
- Where in the world is the text set?
- What can be learned about the cultural world of the text (e.g. cultural codes, language, customs, beliefs, values, festivals, heroes)?
- Around what time is the text set?  
What is happening at this time in history in the community for which the text was written (e.g. politics, Roman occupation, economy)

### World of the text

- What type of text is this?
- Why has the author chosen this text type?
- What is the author trying to communicate through the characters' voices?
- How do the characters use social language/codes/protocols to their advantage?
- What key words or phrases, or interesting, new or difficult ideas need further exploration?
- What text features are in the text (e.g. imagery, metaphor, simile, repetition, contrast, symbol)?
- Is this text fair?
- Who speaks and who is silenced?
- What happens in this text?

### World in Front of the Text

- What are some of the messages from or about God that contemporary believers can take from this text in their time and place?
- For whom might this text be relevant today (e.g. refugees, school communities, marginalised)?
- How can this text be re-contextualised to resonate in today's world?
- How might gender, culture or life experience, including experiences with religion of religious groups, affect the way a contemporary reader might respond to the text/
- How do personal events or feelings shape meaning for the reader?  
How might this text be used in Contemporary contexts (e.g. to inspire for justice, in prayer)?

## Assessment Plan

### Year Level Achievement Standards:

By the end of Year Five, students identify and demonstrate ways of being reconciling with others and the world. Students read, recall and wonder about key healing miracles and how Jesus responded to people in need in first century Palestine. Students examine the Bible and identify Biblical texts such as narratives, parables and miracles. They locate the lands of the Bible and name some significant geographical locations in Jesus' time. Students recognise aspects of Marian spirituality through liturgical feast days, Marian prayers and images.

By the end of Year Five, students identify and describe the parts of the Mass. Students examine ways Jesus is present in the Eucharist.

By the end of Year Five, students use a variety of tools and techniques to explore and communicate how Jesus gives us the Beatitudes as a guide to service and justice. They research ways the Church and its organisations reach out to others with justice e.g. Catholic Earthcare, Caritas, Children's Mission, the St Vincent de Paul Society.

By the end of Year Five, students can understand and say, in unison and individually, a number of traditional prayers including The Confiteor, Apostles' Creed and a decade of the Luminous mysteries of the rosary.

Students engage in and experience various forms of meditation. They prayerfully and creatively respond to God through art, poetry, movement, word, and silence.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b>  Assessment <i>for</i> Learning	Relate their observance of communication in relationships to prayer by asking the following questions: What is communication? How is it used in the children's book? How do we communicate with God? Why is communication important in the story? Why is communication with God important? What is friendship? What were examples of friendship in the story? How do we build up a friendship with God?  Brainstorm traditional prayers	Concept Maps          Huddle Strategy	At the beginning of the Unit          At the beginning of the unit

<p><b>Summative</b></p> <p>Assessment <i>of</i> Learning</p>	<p>Learning About Prayer: Multiple Intelligences</p> <p>Research using drawings, photos, videos, and interviews- where and when is prayer expressed. Collate information and present using a picture board and display in the classroom.</p> <p>Students design an advertising campaign to promote the need for 'Sabbath' time in our lives.</p> <p>De Bono's thinking Hats activity on Meditation</p> <p>Prayer Expo – examples of what students have learnt during the Unit.</p>	<p>Multiple Intelligences strategy</p> <p>ICT's Picture board presentation</p> <p>Advertising campaign</p> <p>De Bono's six thinking hats</p> <p>Prayer Expo</p>	<p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>At the end of the Unit</p>
<p><b>Affective</b></p> <p>Assessment <i>as</i> Learning</p>	<p>Prayer Journal</p> <p>Think pair share where and when the students have seen prayer happen and how individuals and communities pray. Students use their journals to express their reasons why they think people pray.</p> <p>Godly Play – The creation story</p>	<p>Prayer Journal</p> <p>Think Pair Share and Journaling</p> <p>Wonderings</p>	<p>Beginning of the Unit / During the Unit</p> <p>At the beginning of the unit</p> <p>During the unit</p>

## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p><b>Tuning In</b></p>	<p><b>Journaling</b>            Have students prepare a personal prayer journal for this unit in which they can write their personal prayers, thoughts and feelings about prayer. Go to <a href="http://www.pinterest.com/gailtdavis/prayer-journals/">http://www.pinterest.com/gailtdavis/prayer-journals/</a> for ideas on how to make a prayer journal.</p> <p>Individually children respond in their journal to inquiry questions:            How is prayer a part of people's lives?            How is prayer a part of my life?            When does it happen?            Where does it happen?            Share responses in small groups.</p> <p>Think pair share where and when the students have seen prayer happen and how individuals and communities pray.            Students use their journals to express their reasons why they think people pray.            Explain that prayer is a personal expression of a relationship to God.</p> <p><b>Personal Prayer Journal</b>            Children design and create a prayer journal to reflect their personal prayer journey. This book could contain images, formal prayers, personal prayers, Scripture. Journals may be compiled using any of the ideas on <a href="http://www.pinterest.com/gailtdavis/prayer-journals/">http://www.pinterest.com/gailtdavis/prayer-journals/</a></p>	<p>Children can make their own prayer journals. Ideas can be found on the Prayer Journal Pinterest page <a href="http://www.pinterest.com/gailtdavis/prayer-journals/">http://www.pinterest.com/gailtdavis/prayer-journals/</a></p> <p>Think Pair Share</p> <p>Prayer Journal</p>	<p>Assessment as/for learning – Journaling</p> <p>Assessment as Learning</p> <p>Assessment as Learning</p>

		<p><b>Picture Story Book</b>  Use children’s literature to explore the place of communication in relationships. This can be completed in small groups each with a different children’s book. Relate their observance of communication in relationships to prayer by asking the following questions:  What is communication? How is it used in the children’s book?  How do we communicate with God?  Why is communication important in the story?  Why is communication with God important?  What is friendship?  What were examples of friendship in the story?  How do we build up a friendship with God?</p> <p>Students share their work with the class. They could do this by using a concept map. Emphasise the link between communication, relationship (or friendship) and God.  Ideas for Concept Map Templates  <a href="https://www.google.com.au/search?q=concept+maps+templates&amp;es_sm=122&amp;tbn=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=OcxLU77pBoW5iAfUI4GgBw&amp;ved=0CCkQsAQ&amp;biw=1360&amp;bih=643">https://www.google.com.au/search?q=concept+maps+templates&amp;es_sm=122&amp;tbn=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=OcxLU77pBoW5iAfUI4GgBw&amp;ved=0CCkQsAQ&amp;biw=1360&amp;bih=643</a></p>	<p>A selection of Children’s literature form the School Library.</p> <p>Collate their thoughts by using a concept map  See Templates:  <a href="https://www.google.com.au/search?q=concept+maps+templates&amp;es_sm=122&amp;tbn=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=OcxLU77pBoW5iAfUI4GgBw&amp;ved=0CCkQsAQ&amp;biw=1360&amp;bih=643">https://www.google.com.au/search?q=concept+maps+templates&amp;es_sm=122&amp;tbn=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=OcxLU77pBoW5iAfUI4GgBw&amp;ved=0CCkQsAQ&amp;biw=1360&amp;bih=643</a></p>	<p>Assessment for learning</p>
	<p><b>Finding Out</b></p>	<p>Using Huddle technique students brainstorm traditional and contemporary prayers of the Catholic Tradition. These can include such traditional prayers as the Lord’s Prayer, the Hail Mary, Grace before and after meals, contemporary songs, Rosary, Meditation, prayers in the Mass, Labyrinths, spontaneous prayer, prayers online, prayer books etc.</p> <p><b>Learning About Prayer: Multiple Intelligences</b>  Using the Multiple Intelligences Approach immerse the students in a variety of prayers and praying, e.g.:</p>	<p>Huddle strategy  In teaching strategies in the GN4L resource on  <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a></p>	<p>Assessment for learning</p> <p>Assessment for / of learning</p>

		<p><b>Verbal Linguistic:</b> View a website about prayer - <a href="http://www.resourcemelb.catholic.edu.au/search/results.cfm?tag=prayer">http://www.resourcemelb.catholic.edu.au/search/results.cfm?tag=prayer</a></p> <p><b>Logical Mathematical:</b> Survey and graph well-known and loved prayers in your extended family and family friends and classmates;</p> <p><b>Bodily Kinaesthetic:</b> Choreograph a dance or movement to a prayer;</p> <p><b>Musical:</b> Create or find music that supports you to pray alone;</p> <p><b>Visual Spatial:</b> Find an icon, image or symbol to bring to class prayer; use clay or paint to explore art as a form of personal prayer;</p> <p><b>Interpersonal:</b> Pair up with a friend to learn to recite a traditional prayer such as the Regina Coeli.</p> <p><b>Intrapersonal:</b> In your journal write a letter to God about your day or your feelings and ideas about an important experience.</p> <p>In learning groups ,investigate and document pictorially, ways our school community prays. Research using drawings, photos, videos, and interviews- where and when is prayer expressed. Collate information and present using a picture board and display in the classroom.</p> <p><b><i>Shared Prayer Experiences - Meditation</i></b> Lead the class in an awareness meditation. This begins with an awareness of the stillness of the body, an awareness of the breathing and the heartbeat. Finally, allow time for the awareness of the presence of God's Holy Spirit in our midst.</p>	<p>Using audio visual materials, cameras, drawing equipment, interview questions etc... Picture display board.</p>	<p>Assessment of learning This task will be used to help demonstrate and understanding of a variety of ways to pray.</p>
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Set up a religious icon, painting or image and invite the students to focus on this. Use classical music to create the atmosphere. Allow adequate time for students to enter into silent personal prayer.

Invite the students to participate in a guided meditation on the theme of creation. A good example of one is in ***Be Still – Creation Meditations by Jill Gowdie and Michael Mangan*** which includes a CD as well as the written text.

#### **Open Our Hearts**

By: Michael Mangan and Anne Frawley-Mangan (2010)

A 4 CD collection to help teachers and parents easily teach Christian Meditation to children.

Christian Meditation is 'prayer of the heart' which takes place in silence, with the aid of a mantra.

Allow for a period of meditation out-of-doors. Guide the meditation to follow a simple pattern, such as:

1. Becoming still and silent (3 minutes)
2. Awareness of the breath (2 minutes)
3. Awareness of the sounds of creation around us (2 minutes)

Conclude with a prayer of thanksgiving.

#### **Christian Meditation – Coming Home**

The Townsville website ***Coming Home- Christian meditation for children and young people*** is an excellent website with information for teachers on the importance of Christian meditation in the prayer life of all students and also with ideas on how to implement it in classrooms.

<http://www.cominghome.org.au/>

<http://www.cominghome.org.au/practice/dsp-default-d.cfm?loadref=136>



***Be Still – Creation Meditations*** by Jill Gowdie and Michael Mangan

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**Melbourne Catholic**



		<p><b>Melbourne Catholic Education Office website:RESource</b>  <a href="http://www.resourcemelb.catholic.edu.au/object.cfm?o=181">http://www.resourcemelb.catholic.edu.au/object.cfm?o=181</a>          Christian meditation video clip</p> <p><b>How to sit for Meditation – Resource Sheet</b>  <a href="http://au.dummies.com/how-to/content/preparing-for-meditation-sitting-still.html">http://au.dummies.com/how-to/content/preparing-for-meditation-sitting-still.html</a></p> <p><b>Sabbath Time</b>          Lead the students through some reflective, stilling movement exercises, focusing on breathing in the breath of God.          Allow oneself to be one with God within, and in the world.          Use reflective music and invite the students to have ‘Sabbath’ time.          This time could involve quiet reading, prayer, being still or doing absolutely nothing.          Try to incorporate some weekly 'Sabbath' time for the students in the class timetable.</p> <p>Recall the Genesis 1: 1-2:3 creation story and highlight the seventh day.          Use Godly Play Young Children and Worship p 92          I wonder what special place you would go to remember God’s gift of Creation?          I wonder where you go to rest and take Sabbath Time          Discuss that God rested and had ‘Sabbath’ time.          Point out to the students that we also need to do the same so that we are able to fully appreciate God’s creation and ourselves as part of it.          Brainstorm a list of ‘Sabbath’ experiences that the students are involved in. In groups, students share their experiences of rest and recreation and how it makes a difference in their lives.          Report back to the whole class about the positive aspects of having ‘Sabbath’ time in their lives and how it can help us live in peace and harmony with creation.</p>	<p><b>Education Office website: RE Source</b>  <a href="http://www.resourcemelb.catholic.edu.au/object.cfm?o=181">http://www.resourcemelb.catholic.edu.au/object.cfm?o=181</a></p> <p>Resource Sheet added to Sample unit page.</p> <p>Bible – Genesis1:1-2:3          Young Children and Worship p 92</p> <p>Brainstorming activity</p>	<p>Assessment as Learning Wonderings</p> <p>Assessment as learning</p>
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		<p>Students interview family members about their own 'busy-ness' and the pace at which they live their lives. Find out their work schedule and how much 'Sabbath' time they allow themselves to have. Ask the question – Would they like more time for rest and re-creation? Why?</p> <p>Students design an advertising campaign to promote the need for 'Sabbath' time in our lives. In the campaign, include a jingle, a motto, the targeted audience and where the advertising campaign might appear. The students advertising campaigns could be published in the school newsletter as a way of raising awareness of the importance of 'Sabbath' time in our lives.</p> <p>Students research the ways that the Jewish people celebrate the Sabbath (from sundown on Friday night to sundown on Saturday night). Find out the rituals and practices that they follow and the meanings behind them. What rituals and practices do Catholics have for the Lord's Day?</p> <p>Sing <b><i>This is the Time</i></b> by Michael Mangan, which is a song exploring the need to stop, rest and experience 'Sabbath' in our lives.</p> <p>Students compose a Sabbath blessing.</p>	<p>An Advertising campaign</p> <p>Research Jewish practices</p> <p>Write a blessing prayer</p>	<p>Assessment of Learning</p> <p>Assessment of Learning</p>
	<p><b>Sorting Out</b></p>	<p>Students paint, colour or draw a mandala. A Christian mandala is a reflective and artistic response to a meditation or Scripture reading. It is based on a circle, which is a symbol of wholeness and often features at the centre the connecting points of the cross. For examples of children's mandalas visit the following websites: <a href="http://www.mandalaproject.org/Mandalas/index_new.html">http://www.mandalaproject.org/Mandalas/index_new.html</a> De Bono's thinking Hats activity on Meditation</p> <p><b>White hat:</b> the facts – Consider the facts about meditation. Using a variety of sources, locate and share four interesting facts you have discovered</p>	<p>Create and decorate a Mandala</p> <p>De Bono's Six thinking hats</p>	<p>Assessment as learning</p> <p>Assessment of Learning</p>

		<p>about prayer and meditation.</p> <p><b>Black hat:</b> bad points – List the negative aspects of meditation</p> <p><b>Red hat:</b> emotions – Communicate how the meditation makes you feel.</p> <p><b>Green hat:</b> creative points – Present some creative solutions to meditation.</p> <p><b>Yellow hat:</b> the good points – Outline the positive consequences of meditation.</p> <p><b>Blue hat:</b> thinking – As a result of all your thinking, summarise in three sentences the importance of meditation for you. Propose one thing you might now do about meditation.</p>		
	<p><b>Communicating</b></p>	<p><b>Prayer Expo</b>          Having developed a deeper understanding of prayer, the class creates a prayer expo to which the wider school community is invited. The purpose of the expo is to raise the awareness in the community of the richness of prayer and meditation in the Catholic tradition. The expo could feature the prayers students have explored and expressed throughout the unit. Where students are exhibiting their own prayerful responses e.g. artwork or liturgical movement, it would be important to ask students for their permission before considering them for an expo, as these are personal expressions of faith rather than works of art.</p>		<p>Assessment of learning</p>
	<p><b>Evaluating and Reflecting</b></p>	<p>Personal Journal          Children revisit and respond to the inquiry questions asked in the orientation phase:          How is prayer a part of people's lives?          How is prayer a part of my life?</p>		<p>Assessment as Learning</p>