

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 4	Term:	Year:
Inquiry / Wondering Question: I wonder how I can make the world a better place for everyone.		
Strands: Beliefs and Morality		
Class context/Learners:		
Cross-curricular priorities: Caritas Resources are well linked to other Learning Areas.		
Key Inquiry Questions: How can we care for God's creation? What was Jesus' law of love and how can I live it? How do I read the Bible? What is a parable and do I know any that Jesus told. What is a ritual? What is the Rite of Confirmation? How did Jesus show he cared for all people? Who was St Francis of Assisi? What is the Rosary and why is it important? How can I write my own prayers?	I Wonder: I wonder how I can look after God's creation. I wonder how I can be loving like Jesus wants me to be. I wonder about parables. I wonder how I celebrate. I wonder about the Holy Spirit and the Sacrament of Confirmation. I wonder how Jesus treated people. I wonder about Mary and her special prayers. I wonder if Jesus prayed I wonder if I can write my own prayers	



<p>Knowledge & Understanding...</p> <p>Jesus loves all people. Jesus calls all people to live the law of love. “Love God, love others as yourself” Living Jesus’ way of life is discipleship. CCC 459</p> <p>Jesus' commandment is to love one another.</p> <p>Jesus identified with the poor, the lonely, the sick, and the outcast. CCC 544, 545</p>	<p>Skills...</p> <p>Identify how Jesus’ new commandment influences people to live as followers of Jesus. Identify how Christians’ show they are Christians by their love. (e.g. Caritas, St Vinnie’s, Missions) Identify ways in which people can live the ‘law of love’.</p> <p>Recall stories from Scripture where Jesus showed love for others. Wonder about scripture: Parables:</p> <p>Articulate ways that Jesus exercised his mission and identified with the poor , the lonely and the outcast. Identify those who are outcasts and treated unfairly in today’s society and suggest ways Christians are called to affirm the dignity of every human being.</p>
<p>Elaborations</p> <p>Jesus loves all people. Jesus calls all people to live the law of love. “Love God , love others as yourself” Living Jesus’ way of life is discipleship.</p> <p>Jesus commandment is to love one another.</p> <p>Jesus identified with the poor, the lonely, the sick, and the outcast.</p>	<p>Name and display the virtues that we value and that are associated with being a follower of Jesus e.g. respect, consideration, Use the <i>Virtues Educator Cards</i> to explore how they can identify these virtues in others and themselves.</p> <p>Use the prayer ‘I saw Jesus today’ as a base for identifying characteristics of Jesus in the children. Look at the MJR resource on the New Curriculum website for ideas on how to enact being a disciple of Christ. Create a class prayer that enables us to be conscious of the challenge for us to live as Jesus calls us to live.</p> <p>Display large sheets of paper around the room. In the middle of each sheet write key words from the scriptural text on paper, e.g. friendship, Jesus Christ, love, reconciliation and forgiveness. Students write or draw any ideas that are sparked by the words. Students are given the opportunity to consider the qualities of a friend by completing the following sentence starters:</p>



- A good friend is someone who ...
- The thing I look for in a friend is ...
- I am a good friend when I ...
- Jesus was a good friend when ...

Students can dramatise, illustrate, write about, concept map or chat to a classmate about their responses.

Students create people paper chains, cutting out linked people. On each person write a quality (virtue) that they look for in a person who is caring and loving.

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 Four, students will demonstrate ways of living in harmony with and caring for God's creation: themselves, others and the environment. Students locate texts within the Bible by book, chapter and verse. Students identify and reflect upon key parables from the New Testament.

By the end of Year Four, students recall ways Jesus reached out to the poor, the lonely and the outcast. Students identify ways Christians can reach out to those in need.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	Exploring the definitions of: justice, peacefulness, kindness, respect As a class look at the school's Mission Statement and Vision Statement. Explore what justice, peacefulness, kindness and respect look like at the school.	Monitor discussions, try to have input from each child. Collect student's work to check for prior knowledge and understanding of the core virtues	Beginning of unit Beginning of unit
Summative Assessment <i>of</i> Learning	STUDENT PROJECTS Projects will be devised around the story of each week. All information is online and therefore available to students to view from home. The students will put together information about each person and their country and the work of Caritas in the community. The students will view the video of the person they will be working on as will need a copy of the information of their chosen person from the Project Compassion	Information to be presented may be in the form of a poster (shaped as the country or some other feature found within the story), people scape, booklet, big book, or PowerPoint or any other way the students' imagination may contrive (with teacher's permission). The Caritas video clip of each week is to be part of the presentation as well. The students will need to be able to provide information about the country as well as to be able to locate it on a world map.	During the unit



Affective Assessment as Learning	Information gathered will be presented to classmates during the appropriate week of Project Compassion or as near as possible and may be assessed as an oral presentation with criteria clearly defined. As a class students devise a Mission Statement and a plan as to how year fours can changed the world one step at a time.	Presentation to be videoed as a record of assessment. These ideas may be compiled into a Big Book if time permits or PowerPoint to be presented to the school.	At the end of the unit. At the end of the unit
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Teacher Background

Material for this unit has been drawn from the following sources:

<http://www.togetheratonealtar.catholic.edu.au/live/dsp-landing.cfm?loadref=4>

<http://www.caritas.org.au/projectcompassion>

The Virtues Project Educator’s Guide; Justice p 191-192, Peacefulness p 207-208, Kindness p103-194, Respect p215-216, Chapter 3 “Setting Clear Boundaries”. Educator Cards (hard copies may be purchased from Cathedral bookshop or electronic copies downloaded from www.virtuesproject.com and put onto schools public system for use in classrooms)

For use in the classroom all materials from websites may be used directly from the internet or downloaded onto the teacher’s computer for ease of use and rapid access.

The design of the unit allows for Project Compassion material to be used as a lead up to Lent. The students will research and conduct activities that will then be presented to their peers during each week of Lent. There will be on-going activities during Lent as well, however this will free some time to allow for activities for Holy Week.

Teachers are encouraged to review the ‘Living a Eucharistic Life’ section of the DVD Rom *Become One Body One Spirit in Christ (all schools have a copy)* to deepen their understanding of: the call to ‘go forth’ and live the mission of the Gospel in our daily lives; how we are called to live our Catholic and Christian faith; and the meaning of the Eucharist in our lives.

Learning Object-“Concepts for a Eucharistic Life”

Within the pathway ‘Dismissal for Mission’, watch the video ‘What We Pray and Believe Shapes How We Live’.



Learning Object- “Christ for Others”

Within the pathway ‘Dismissal for Mission’, watch the videos ‘What We Pray and Believe Shapes How We Live’ and ‘The Church in the World’

Learning Object- “Eucharist as Food for the Journey”

Within the pathway ‘Dismissal for Mission’, watch the video ‘The Dismissal’.

Learning Object-Challenged to Live Eucharistically

Within the pathway ‘Believe, Pray, and Act’, watch the video ‘Action for Social Justice’.

Core Virtues for this Unit: Justice, Peacefulness, Respect, Charity

The Virtues Reflection Cards (adult) – for teacher reference

Justice
Justice is being fair in all that we do. We continually look for the truth, not bowing to others' judgments or perceptions. We do not backbite. We clear up problems face to face. We make agreements that benefit everyone equally. When we commit a wrong, we are honest in correcting it and making amends. If someone is hurting us, it is just to stop them. It is never just for strong people to hurt weaker people. With justice, we protect everyone's rights. Sometimes when we stand for justice, we stand alone.

"Thou shalt not be a victim. Thou shalt not be a perpetrator. Above all, thou shalt not be a bystander."
HOLY BIBLE, MATTHEW, WASHINGTON, D.C.

The Practice of Justice
I think for myself.
I do not engage in prejudice or backbiting.
I make fair agreements.
I make restitution for my mistakes.
I honor people's rights, including my own.
I have the courage to stand up for the truth.

*I am thankful for the gift of Justice.
It is the guardian of my integrity.*

Charity
Charity is a giving heart, a generous way of viewing others and caring for their needs. Unless we are charitable, no matter how much excellence we acquire, it is without purpose. Charity springs from compassion for the suffering of others, even those we don't know. Charity moves us, and we respond to their needs, giving help and kindness. We make a genuine difference in their lives. When we are charitable, we don't judge others. We give them the benefit of the doubt. Charity is caring made manifest. It begins with those closest to us and includes ourselves. Charity creates a circle of love.

"And now abideth faith, hope, and charity, these three; but the greatest of these is charity."
HOLY BIBLE I CORINTHIANS, 13:13

The Practice of Charity
I feel compassion for the suffering of others.
I share what I have.
I give generously.
I withhold judgment.
I give others room for mistakes.
When I see a need, I take action to help.

*I am thankful for the gift of Charity.
It makes my life a blessing.*

Peacefulness
Peacefulness is inner calm and tranquility. It is a sense of harmony with all creation. Inner peace comes from quiet reflection and prayer. We reduce the past and let anxiety go. We keep a grateful heart, not allowing ourselves to be misled or overwhelmed. We do not give in to anger. We embrace conflict as a just and noble way. Peace is giving up the love of power for the power of love. We choose the unity of peace over the fragmentation of fear. Peace in the world begins with peace in our lives.

"Lord, make me an instrument of Your peace. Where there is hatred let me sow love, where there is injury pardon, where there is doubt, faith, where there is despair, hope..."
St. FRANCIS OF ASSISI

The Practice of Peacefulness
I have a tranquil spirit.
I enter the peace of reflection.
I release my fears.
I choose calmly without rush or hurry.
I choose justice instead of anger.
I choose unity over discord.

*I am thankful for the gift of Peacefulness.
It allows me to be an instrument of grace.*

Respect
Respect is an attitude of honoring ourselves and others as people of value. We care for each person's dignity. Everyone has the right to expect respect. I am a peace builder.
I respect all at times.
I honor the sacredness of all life.
I live graciously.

"There is a longing among all people and creatures to have a sense of purpose and worth. To satisfy that common longing in all of us we must respect each other."
CAROL DEAN GARDNER

The Practice of Respect
I treat myself and others with dignity.
I speak and act with courtesy.
I am a peace builder.
I respect all at times.
I honor the sacredness of all life.
I live graciously.

*I am thankful for the gift of Respect.
It helps me to handle life with care.*

Kindness
Kindness is caring that springs from compassion. We have genuine concern for the welfare of others. We are warm, friendly and ready to help. We listen for the needs beneath the words. We give tender attention in simple ways that bring others happiness. Kindness is the daily bread of love. When we feel angry, we resist the temptation to be cruel. We balance honesty with tact. We are good stewards of the earth and all living things. We remember to be kind to ourselves. When we fill our own cup, our kindness naturally overflows to others.

"Be the living expression of God's kindness; kindness in your face, kindness in your eyes, kindness in your smile..."
MARTIN LUTHER KING

The Practice of Kindness
I have empathy for others.
I notice what people need.
I love to be helpful.
I am thoughtful in little ways.
I practice good habits that help the earth.
I am a good caregiver to myself.

*I am thankful for the gift of Kindness.
It awakens my heart.*

Educator Cards (upper primary) – to be used with students



Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Exploring the definitions of: justice, peacefulness, kindness, respect</p> <ul style="list-style-type: none"> Have students do a vocabulary analysis for each word, these may be done in groups Collate students' responses onto a class master copy on chart paper or page on interactive whiteboard, stored for future reference Once finished look at the Virtues Educator cards and compare the definitions <p>As a class look at the school's Mission Statement and Vision Statement.</p> <ul style="list-style-type: none"> How does it relate to the core virtues stated above? Discuss with students how they can help to make the Mission and Vision statements a reality. <p>Explore what justice, peacefulness, kindness and respect look like at the school.</p>	<p>Learning Links to Justice by M. Ryan p24</p> <p>A-Z Strategies p118</p>	<p>Assessment for Learning: Monitor discussions, try to have input from each child.</p>

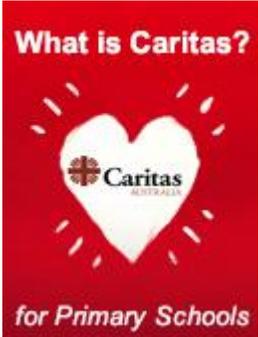


		<ul style="list-style-type: none"> • Use the Star Chart Strategy (can be done in groups or as a class) • Have students create a concept web for each of the core virtues based on the information gathered and class discussions (This maybe done on an A3 sheet folded in half vertically with two virtues per side, students may use words and drawings) 	A-Z Strategies p 26	Assessment for Learning: Collect student's work to check for prior knowledge and understanding of the core virtues
	Finding Out	<p>View the following clip: Viewing 1 – without interruption http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=54</p> <p>Viewing 2 – pause on each slide for clarification of terms and discussion</p> <ul style="list-style-type: none"> • What is the UN? http://www.youtube.com/watch?v=0baMsmuR29Q episode 1 http://www.youtube.com/watch?v=evVmysydR-k episode 2 http://www.youtube.com/watch?v=-4b0bEW-f9I http://www.un.org/en/aboutun/index.shtml • Explanation percentages as 50% being half. http://www.youtube.com/watch?v=vUBIP173doc • What does perpetuation mean? To cause (something that should be stopped, such as a mistaken idea or a bad situation) to continue. • What does malnourished mean? Malnutrition is the condition that develops when the body does not get the right amount of the vitamins, minerals, and other nutrients it needs to maintain healthy tissues and organ function. • What is a developing country? A nation where the average <u>income</u> is much lower than in industrial nations, where the economy relies on a few export crops, and where farming is conducted by primitive methods. In many developing nations, rapid population growth threatens the supply of food. Developing nations have also been called underdeveloped nations. Most of them are in <u>Africa</u>, <u>Asia</u>, and <u>Latin America</u>. (See <i>also</i> <u>Third World</u>.) • What does illiterate mean? Having little or no education; <i>especially</i>: unable to read or write. • What does refugee mean? http://encyclopedia.kids.net.au/page/re/Refugees 	Teacher to view clips and decide what best suits the group of children	



		<ul style="list-style-type: none"> • What does preventable mean? To stop (something) from happening or existing. • What is OCDE? http://www.oecd.org/about/ (info for teacher) • HIV is a disease just like malaria and tuberculosis are diseases. • What is drinkable water compared to non-drinkable water? Drinking water or potable water is <u>water</u> safe enough to be consumed by humans or used with low risk of immediate or long term harm. • What are sanitary services? Sanitation is the <u>hygienic</u> means of <u>promoting health</u> through <u>prevention</u> of human contact with the <u>hazards</u> of <u>wastes</u> as well as the treatment and proper disposal of <u>sewage waste water</u>. • What is CO2? Note where Australia ranks. • A heavy odourless, colourless gas formed during respiration and by the decomposition of organic substances; absorbed from the air by plants in photosynthesis. • What does eradicate mean? To remove something completely: to eliminate or destroy something harmful. • What does universal mean? Done or experienced by everyone: existing or available for everyone. • What does gender equality mean? Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society. Gender equality starts with equal valuing of girls and boys. (Source: ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000) • What does child mortality mean? Child mortality, also known as under-5 mortality, refers to the death of infants and children under the age of five. In 2011, 6.9 million children under five died,^[1] down from 7.6 million in 2010,^[2] 8.1 million in 2009,^[3] and 12.4 million in 1990.^[3] About half of child deaths occur in Sub-Saharan Africa.^[1] Reduction of child mortality is the fourth of the United Nations' Millennium Development Goals. 		
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		<ul style="list-style-type: none"> • What is environmental sustainability? • It can also be expressed in the simple terms of an economic golden rule for the restorative economy: leave the world better than you found it, take no more than you need, try not to harm life of the environment, make amends if you do." http://www.googolpower.com/content/free-learning-resources/environmental-education/definitions-of-sustainability-for-children <p>Viewing 3 – uninterrupted Leave time at the end of the third viewing for discussion.</p>		
	<p>Sorting Out</p>	<p>How as children in year four in Australia can we help the United Nations to work towards the Millennium Development Goals set out in 2000 to be realised by 2015 (two years away)?</p> <p>View the following clip and see if students can figure out who put it out. http://www.blueprintforabetterworld.org/</p> <p>ANSWER: Caritas</p> <p>Go to this link: http://www.caritas.org.au/learn/schools/primary-school-teaching-resources and scroll down to “Find Primary Resources” and click on “What is Caritas Primary” (see icon in next column). This is a PowerPoint presentation explaining what Caritas is. Download the PPT and print the slides with notes.</p> <p>After viewing the PPT explain to students that Caritas has a way for schools and students to help with the MDG and we will be working with them in term one to learn more about Caritas and what they do worldwide and how we can help.</p> <p>Their way for students to help is called “Project Compassion”.</p> <p>Create a KWL chart to emphasis what the students already KNOW about Project Compassion, questions depicting what they WANT to learn about Project Compassion and at the end of the unit, what they have LEARNT about Project Compassion.</p>		

		<p>This activity may be done in pairs, triads, or in groups and then consolidated together as a class.</p> <p>Caritas offers on their website different weekly stories to feature each week of lent. http://www.caritas.org.au/projectcompassion#stories</p> <p>STUDENT PROJECTS</p> <p>Projects will be devised around the story of each week. All information is online and therefore available to students to view from home. The students will put together information about each person and their country and the work of Caritas in their community.</p> <p>The students will view the video of the person they will be working on as will need a copy of the information of their chosen person from the Project Compassion teacher and student interactive workbooks http://www.caritas.org.au/projectcompassion/schools</p> <p><i>How the projects will be accomplished is to be negotiated with the students.</i></p> <p>Some possibilities may include; students all working individually on a story; working in pairs on a story; working in triads on a story; working in groups of 4 or 5; or a combination of all of these taking into consideration the multiple intelligences and learning styles of individual students.</p> <p>Information gathered will be presented to classmates during the appropriate week of Project Compassion or as near as possible and may be assessed as an oral presentation with criteria clearly defined.</p> <p>Information to be presented may be in the form of a poster (shaped as the country or some other feature found within the story), people scape, booklet, big book, or PowerPoint or any other way the students' imagination may contrive (with teacher's permission). The Caritas video clip of each week is to be part of the presentation as well. The students will need to be able to provide information about the country as well as to be able to locate it on a world map.</p> <p>Criteria sheets will need to be explicit and students will need to be clear on requirements.</p>	<p>http://www.caritas.org.au/projectcompassion/schools</p>	<p>Assessment of Learning</p>
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		<p>Teacher background: Go to the project Compassion website to locate the year's theme. http://www.caritas.org.au/projectcompassion</p> <p>On the Caritas website investigate other educational resources by going to: http://www.caritas.org.au/learn/schools/primary-school-teaching-resources#searchtop</p>		
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	Communicating	<p>Information gathered will be presented to classmates during the appropriate week of Project Compassion or as near as possible and may be assessed as an oral presentation with criteria clearly defined.</p> <p>Presentation to be videoed as a record of assessment</p>		Assessment as Learning
	Evaluating and Reflecting	<p>Students reflect:</p> <ul style="list-style-type: none"> • What must we do to act like Jesus today? • What must I do in my life? • How can Jesus help me? <p>As a class students devise a Mission Statement and a plan as to how year fours can changed the world one step at a time.</p> <p>Students reflect on the following two Prayers:</p> <p>St Teresa of Avila-Christ Has no Body http://www.journeywithjesus.net/PoemsAndPrayers/Teresa_Of_Avila_Christ_Has_No_Body.shtml</p> <p>St Francis of Assisi-The Prayer of St Francis http://www.easwaran.org/the-prayer-of-st-francis.html</p>	<p>Concepts for a Eucharistic Life</p> <ul style="list-style-type: none"> • Loving Others • Always doing your best • Looking after God's creation • Helping someone • Caring for people who are in need • Sharing with others • Go and announce the Gospel of the 	Assessment as Learning



		<p>After reading and discussing these prayers students may want to write their own prayers in relation to their project. These ideas may be compiled into a Big Book if time permits or PowerPoint to be presented to the school.</p> <p><i>"There are many ways young children can make a real difference in the real world and they can do this in such a way that they understand who they are helping and why. We all want children to grow up feeling they can make a difference."</i></p> <p><i>Together At One Altar-Live-Eucharist as Food for the Journey-To go out to be like Jesus in the world.</i></p>	<p>Lord</p> <ul style="list-style-type: none"> • Showing kindness • Do what is right <p>http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/37079BCE-B041-83FD-1276AA884B3AEAA0.pdf</p>	
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