

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 2	Term:	Year: 2019 Year C
Inquiry / Wondering Question: I wonder about the Sacrament of Baptism		
Strands: <div style="text-align: center;"> <p>Beliefs</p> <p style="background-color: #00728f; color: white; padding: 2px;">Sacraments</p> <p>Morality</p> <p style="background-color: #00728f; color: white; 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:

The Baptism of Jesus Luke 3:21-22 Year C (Matthew 3:13-17 Year A; Mark 1:1-11 Year B)

Breakthrough Bible Good News Translation

21 After all the people had been baptised, Jesus also was baptised. When he was praying, heaven was opened, 22 and the Holy Spirit came down upon him in bodily form like a dove. And a voice came from heaven, "You are my own dear Son. I am pleased with you."

Contemporary English Version (CEV)

21 While everyone else was being baptized, Jesus himself was baptized. Then as he prayed, the sky opened up, 22 and the Holy Spirit came down upon him in the form of a dove. A voice from heaven said, "You are my own dear Son, and I am pleased with you."

New Revised Standard Version (NRSV)

21 Now when all the people were baptized, and when Jesus also had been baptized and was praying, the heaven was opened, 22 and the Holy Spirit descended upon him in bodily form like a dove. And a voice came from heaven, "You are my Son, the Beloved; [a] with you I am well pleased." [b]

Begin with the text - World of the Text

- Read the text from the bible and identify its literary form. Knowing its literary form directs you to the kind of truth it carries and, therefore, how you are to interpret what you read.
- Look at where the story occurs in the whole of the Gospel. – Use the Lukan frieze to illustrate this to the students.

Look behind the Text - Worlds behind the Text

- When reading the text identify words, practices, places etc that will help develop an understanding of the time the author wrote and the time the author was writing about.

Use three keys for meaning - World in Front of the Text

3 Keys for Meaning

- What is the author trying to say about :
 - ◆ 1 God
 - ◆ 2 People
 - ◆ 3 Our ideal world



World of the Text	World behind the Text	World in Front of the Text
<p>Opening of heaven The opening of heaven is an Old Testament way of alerting the reader to a divine commandment.</p> <p>The Holy Spirit descended on him In the Old Testament the Spirit “came upon” People to empower them for God’s service.</p> <p>In bodily form like a dove The dove was one of the commonest as most familiar birds in Palestine. As the dove can be seen coming to alight on a perch, so the Spirit was seen coming down on Jesus.</p> <p>You are my own dear Son. I am pleased with you The voice from heaven says that Jesus, the hitherto unknown man from Nazareth, is the Son of God. The reader should not be surprised but this is a declaration to Jesus himself, confirming what he has no doubt already been told by his parents and what he was already aware of at the age of twelve (2:49) Such words indicate Jesus’ special relationship with God.¹</p>	<p>The author is a certain Luke, whom patristic writers identify as a companion of Paul. The texts that Luke wrote indicate that he was a highly educated person, influential in the early church and aware of geography and history.</p> <p>The date widely favoured at which Luke’s Gospel was written is around A.D. 80.</p> <p>Luke is writing a narrative with features like characters, setting and plot, so that it is important to read and follow the story through introduction, conflict, climax and resolution.</p> <p>He is a gifted storyteller and relates events in sequence. The development of the plot itself has a persuasive force. We must seek Luke’s meaning through the movement of the story. It is of primary importance to locate where something occurs in Luke’s narrative.</p> <p>Luke’s readers were Greek -speaking and sufficiently acquainted with scriptural traditions to grasp many of his allusions. They were also Christian and Gentiles. His use of Greek is among the finest in the New Testament and he is well versed in Greco-Roman literary style.</p> <p>See also Margaret Carswell’s explanation of Luke at All about Luke</p> <p>Jesus is a man of prayer and Luke mentions Jesus at prayer more frequently than do the other Gospel writers.</p> <p>Luke’s interest in Jesus baptism is the revelation that followed it.</p>	<p>What is the author trying to say about :</p> <ul style="list-style-type: none"> ◆ 1 God ◆ 2 People ◆ 3 Our ideal world <p>Some insights: Luke in this gospel speaks of Jesus being Baptised along with “all the people.” He allows the reader to reflect on Jesus’ identification with those whom he has come to save from sin.</p> <p>Illustrating the Text ² Think about the importance of a young person being initiated into adulthood by parents. Reflect on a time when a parent affirmed you and let you know you have reached maturity. Reflect on the blessing that Jesus must have experienced in hearing his father speak words of approval of who he had become. Jesus had taken the long and humble road to maturity in a carpenter’s shop and was finally hearing his father’s assessment of his journey. “I approve of the person you have become and I love you – you are exactly who and where you were meant to be.”</p>

¹ R.T France. *Teach The Text Luke* Grand Rapids Baker Books.(2013). p58

² France, Teach the text, p60



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>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>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>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>
	Finding Out	<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>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>Young Children and Worship p 150</p> <p>Godly play Volume 3</p> <p>See Teacher Background Information on Sacraments for more information on Baptism</p> <p>http://rokreligiouseducation.com/teacher-background/sacraments/</p>	<p>Assessment for learning</p> <p>Assessment of learning</p>



		<p>Organise the students' thinking in a grid.</p> <table border="1" data-bbox="465 196 1061 268"> <thead> <tr> <th data-bbox="465 196 663 236">Symbols</th> <th data-bbox="663 196 862 236">Gestures</th> <th data-bbox="862 196 1061 236">Words</th> </tr> </thead> <tbody> <tr> <td data-bbox="465 236 663 268"></td> <td data-bbox="663 236 862 268"></td> <td data-bbox="862 236 1061 268"></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> <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> Water <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? 	Symbols	Gestures	Words				<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 – this activity will show students understanding of the welcoming to the Church aspect of Baptism.</p>
Symbols	Gestures	Words								



		<ul style="list-style-type: none"> • 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 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. 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? 		
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		<p>Light http://splash.abc.net.au/res/i/L756/index.html Light and Shadow Eric Carle's The Very Lonely Firefly is actually a great starting point for this theme as the firefly finds different sources of light while looking for it's 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>		
	<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 		



Overview of the ceremony

- 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. Jesus baptism

- 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

Scripture: The Baptism of Jesus Luke 3:21-22

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

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"

You are my own dear Son
The Baptism of the Lord

Draw Jesus being baptised in the river by John the Baptist.

Gospel
Lk 3:21-22

A hearing of expectancy had given way, the people were all waiting for the sign of the Holy Spirit. Jesus came forward, and he was baptised in the Jordan. As he came up out of the water, the heavens were opened, and the Spirit descended and came to rest upon him. And a voice from heaven said, "You are my Son, the Beloved; I am well pleased with you."

Go to Liturgy Help

Draw a line to connect each symbol with its correct meaning.

	Symbolises the Holy Spirit	
	Symbolises life, cleansing and growth	
	Symbolises purity and freedom from sin	
	Symbolises the emergence from darkness into the light	

<https://www.liturgyhelp.com/Public/Catechetics> (you may have to ask your APRE for access and down load this worksheet on Jesus baptism for the children to complete.



Watch Jesus' baptism as portrayed on this YouTube clip
https://www.youtube.com/watch?v=9_dr9njVzKM
 Discuss the differences and similarities



Create a response sheet on baptism similar to this one for students to complete.

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.

Arrange a large white cloth and the symbols of Baptism in the prayer place: candle, white garment, bowl of water, oil.

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)

Creative response to Baptism-
 Allow the student of negotiate with you how they will respond to Baptism

Assessment of learning
 Students demonstrate an understanding of Baptism and its symbols.



	<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>
	<p>Evaluating and Reflecting</p> <p>Teacher reflection and Evaluation</p>	<p>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?</p> <p>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?</p> <p style="text-align: center;">How Did I Go?</p> <p>Name: _____ Date: _____ Topic: _____</p> <p>The three best things about my work are: _____ _____ _____</p> <p>The most important thing/s I learned was/were: _____ _____ _____</p> <p>One thing that surprised me: _____ _____</p>	<p>Assessment as learning</p> <p>Assessment as Learning and for Learning</p>	



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