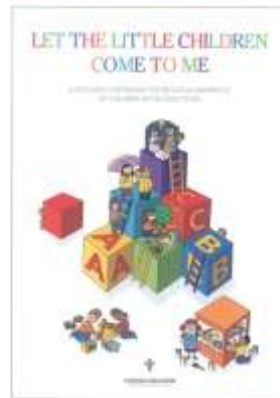
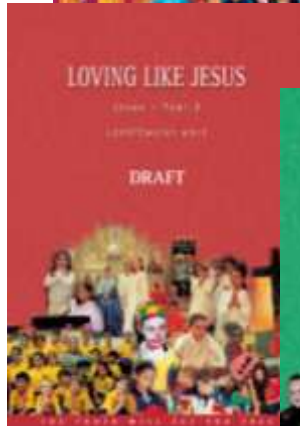
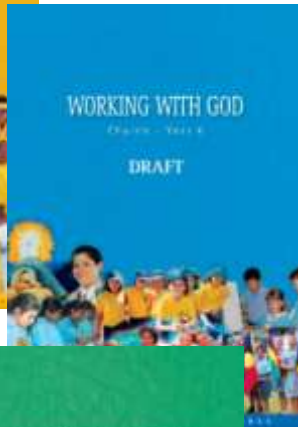
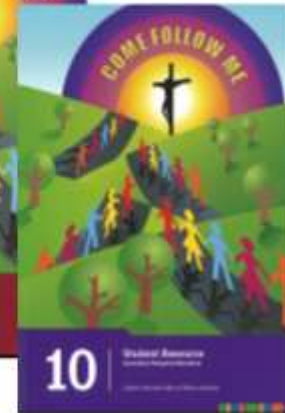
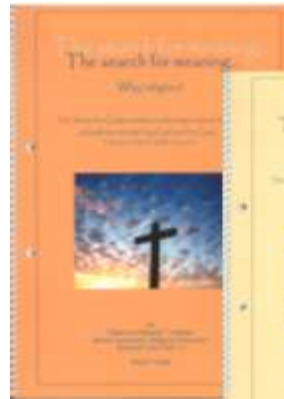


PLANNING FOR RELIGIOUS EDUCATION IN THE KIMBERLEY

PRE- COMPULSORY



SENIOR SECONDARY



SECONDARY

KIMBERLEY COMPANION



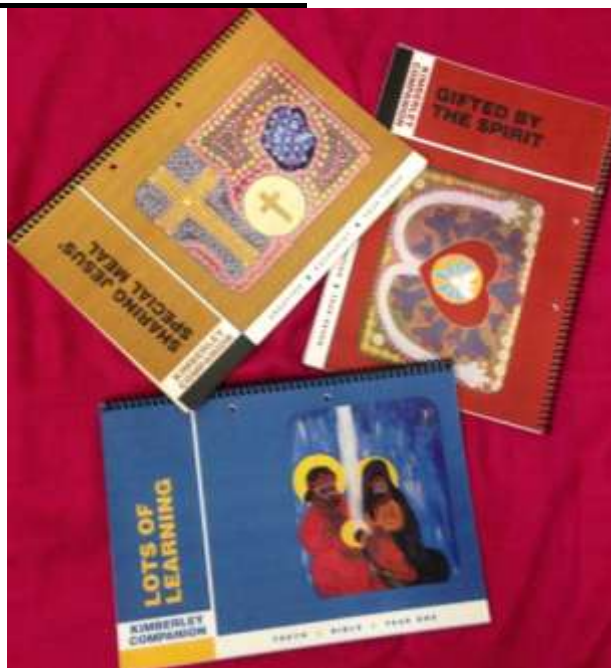
PRIMARY

THE KIMBERLEY COMPANION

The Kimberley Companion is an additional resource that supplements each unit of the Archdiocese of Perth Religious Education Program. The purpose of this publication is to provide practical assistance to teachers as they present an appropriate course in Religious Education for Aboriginal students, especially those living in remote communities.

With each unit, notes focusing on content, methodology or the use of particular resources will be included. These notes will not replace the background information provided in the archdiocesan text, but are intended to give additional assistance to the teacher.

In the 'Sample Program' in Section Three of each support document, key understandings, learning points, suggested strategies, support materials and an appropriate prayerful response are recorded. These are merely suggestions and may trigger other ideas more suited to local students.



RELIGIOUS EDUCATION POLICY

The Catholic Education Commission of Western Australia has a policy on Religious Education. It is important that you familiarise yourself with this document. It can be found online on the CEO website.



The policy outlines the MINIMUM time allocation for Religious Education in Catholic schools in Western Australia.

3 and 4 year old programs (pre-Kindy or Kindy)	Teachers are required to plan an atmosphere where 'God talk' permeates all learning experiences as a natural part of the day.
Pre-Primary – Yr 1	15 minutes per day mat time and activity integrated into centres through the day.
Yr 2 - 7	30 minutes per day
Yr 7 - 10	160 minutes per week
Yr 11 - 12	220 minutes per week

Liturgies and other catechesis activities including Christian service are essential for the effective evangelisation of students but are separate from the Religious Education program and are **not** part of the time allocation. There needs to be **at least 60 minutes per week** of such experiences averaged over the particular year level's academic year.

1. Rationale
 Religious Education is the first learning area in the Catholic school curriculum. This is so because, through a classroom activity, Religious Education is a form of the Ministry of the Word. Unlike the other Learning Areas, it is an activity of 'evangelisation in its own right' (Bishop Lither, 1981).
 The Religious Education program to be taught in Catholic schools is that promulgated by the Australian Bishops' List: Christian witness and catechesis. Religious Education addresses the three parts of the Message (Mantala Letter, 43). The Religious Education program aims to help students learn the teachings of the Gospel as proclaimed by the Catholic Church and to develop a sense of the nature of Christianity and of how Christians are trying to live their lives. It seeks to show non-Christians something of the mystery of Christ.

2. Definition
 Religious Education is a learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church.

3. Scope
 This policy applies to all Catholic schools in Western Australia.

4. Principles

- 4.1 Religious Education complements Catechesis offered in parish, school and family.
- 4.2 The Religious Education program to be taught in Catholic schools is that promulgated by the Australian Bishops.
- 4.3 Religious Education in the school shall always support parents as the prime educators of their children, particularly in the area of faith education.
- 4.4 Religious Education outcomes shall be taught, developed and reinforced with at least the same commitment as all other learning areas.
- 4.5 Religious Education shall serve the evangelisation process by taking the students and their needs as the starting point for teaching and learning.

Policy document for Religious Education program 1 - 2004 Page 1 of 3

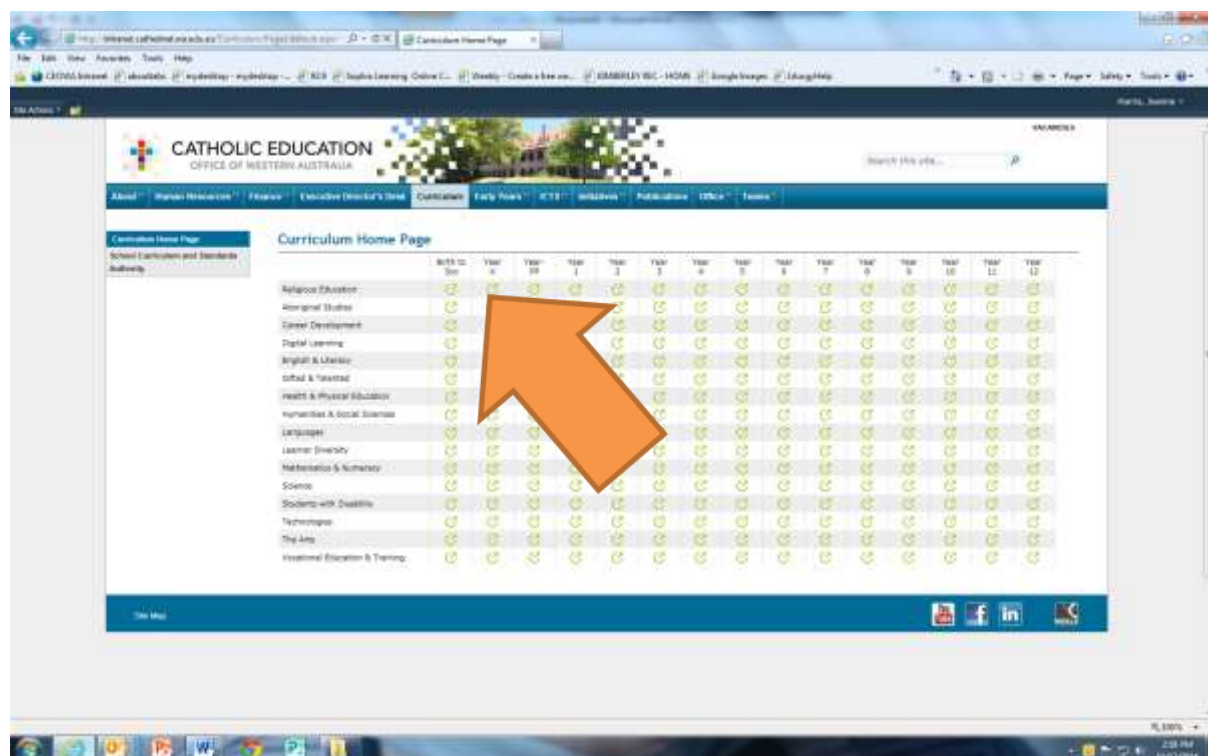
ACCESSING THE RELIGIOUS EDUCATION RESOURCES ONLINE

(follow the arrow)

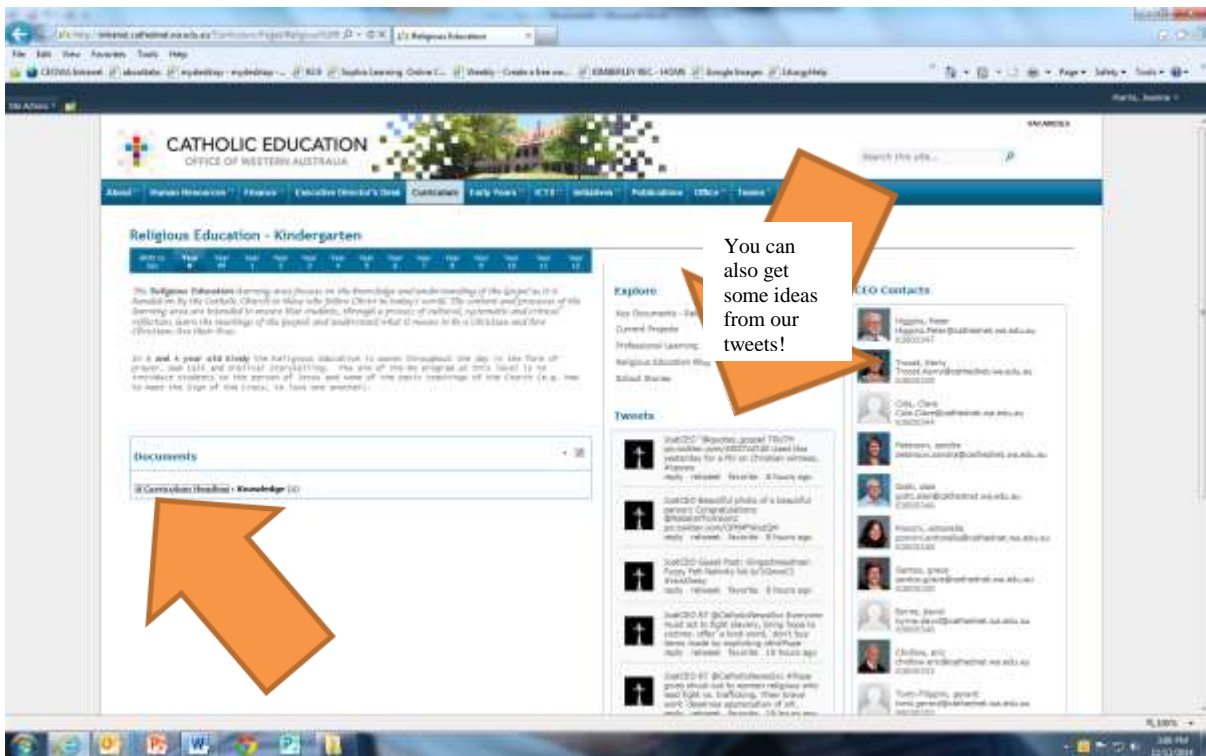
- Go to <http://intranet.cathodnet.wa.edu.au/>.
- When prompted, type your username (cathodnet\surname.first name) and password (your CEO email password)
- A page like this will be displayed...



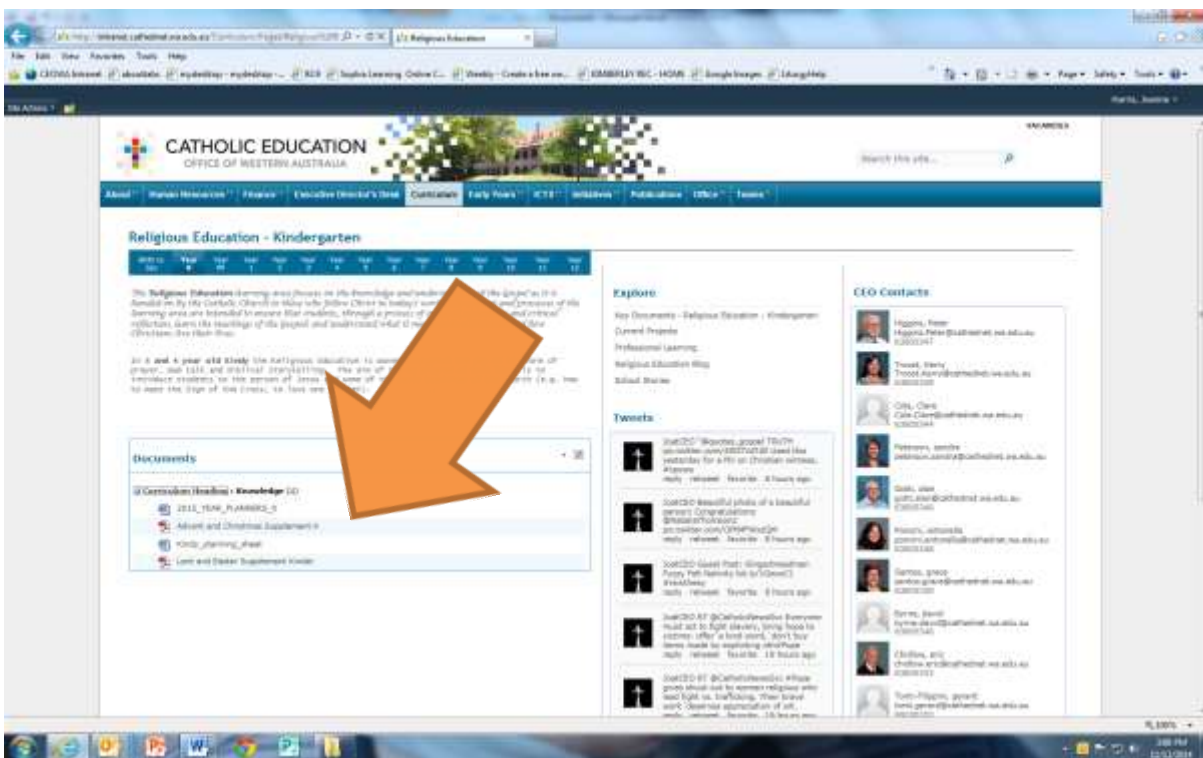
- Click on the "Curriculum" tab at the top of the page. The page will look like this...



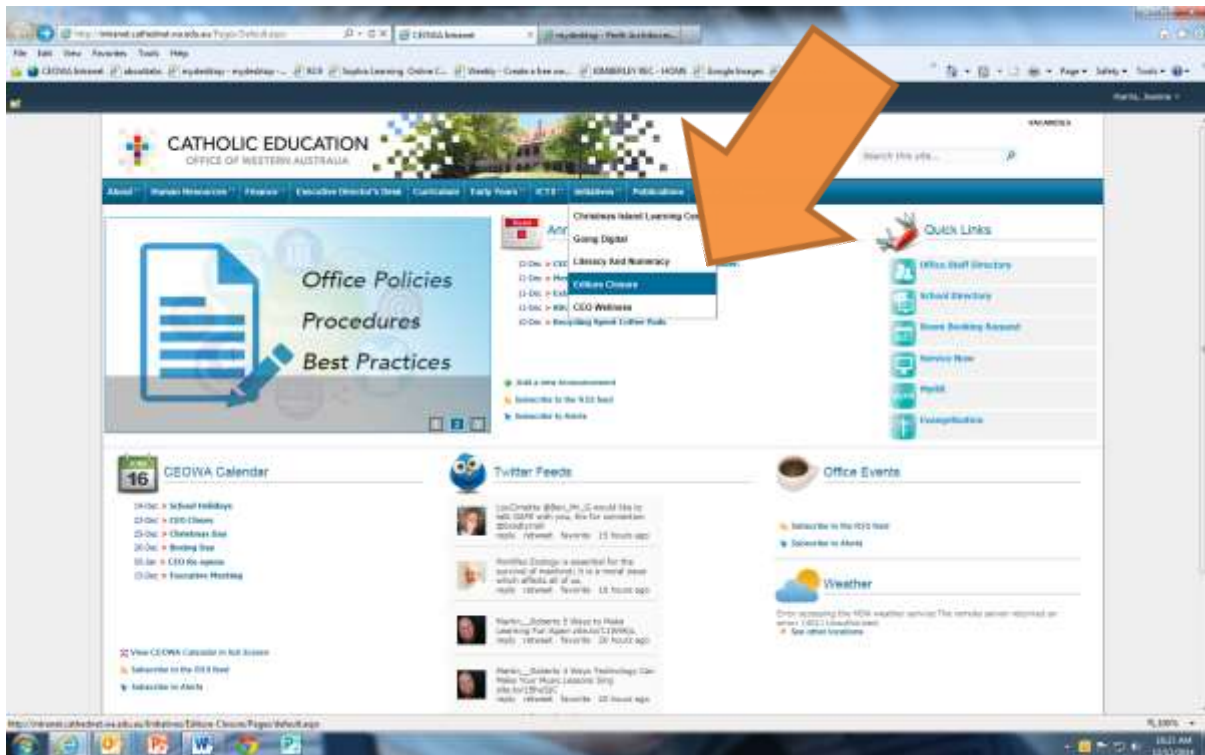
- The top row is Religious Education, so go along and click on the corresponding column for the year level you are teaching. The page will display like this...



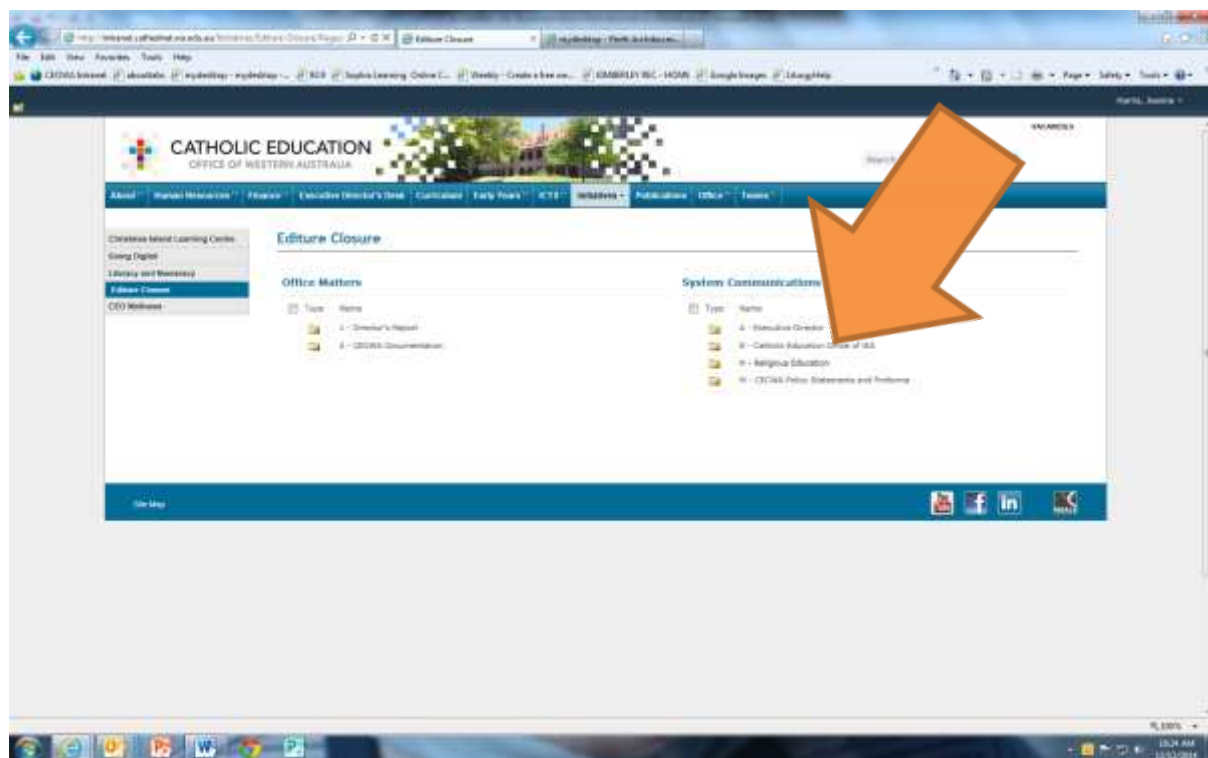
- Click on the “+” tab under Documents.
- Here you will find the year planner for your year level, programming sheets and other resources.



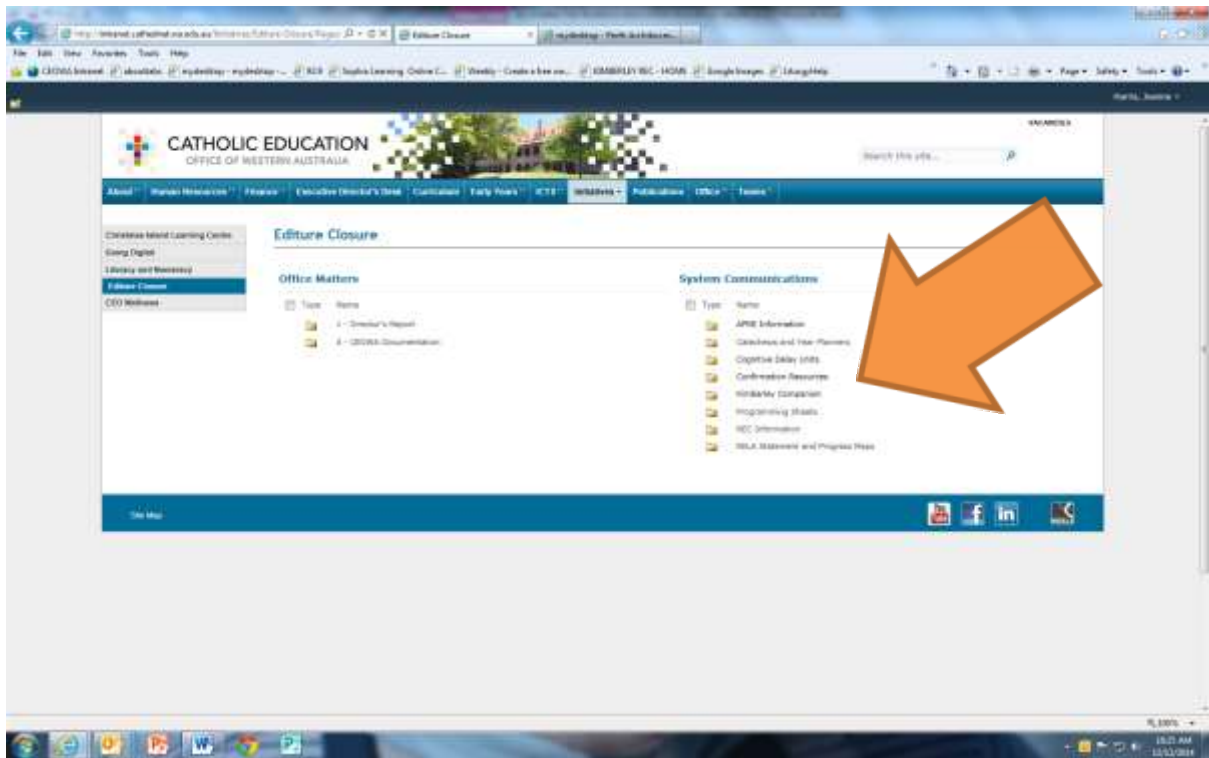
- To find the **Kimberley Companion** and the **Religious Education Units for Children with Severe Cognitive Impairment** hover your mouse over the “Initiatives” tab at the top of the page and click on the “Editure Closure” tab in the drop down menu.



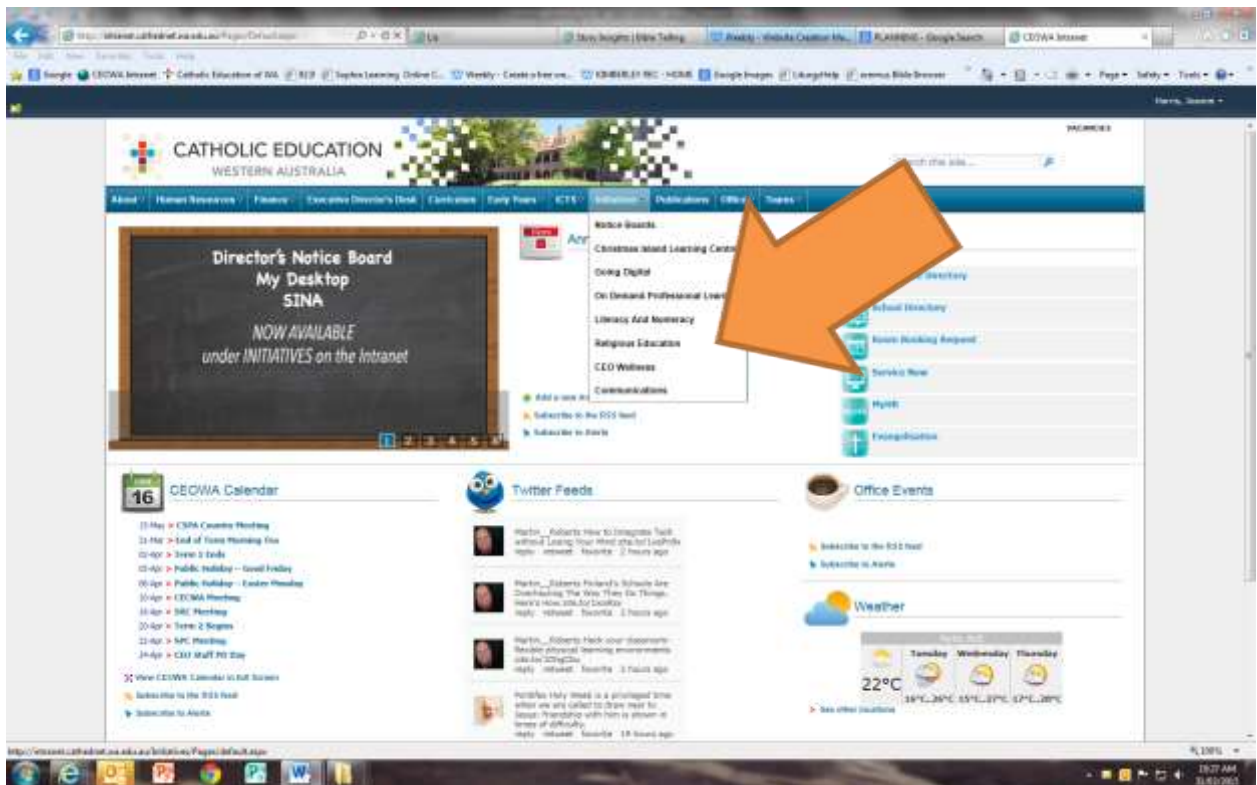
- Your screen will look like this...



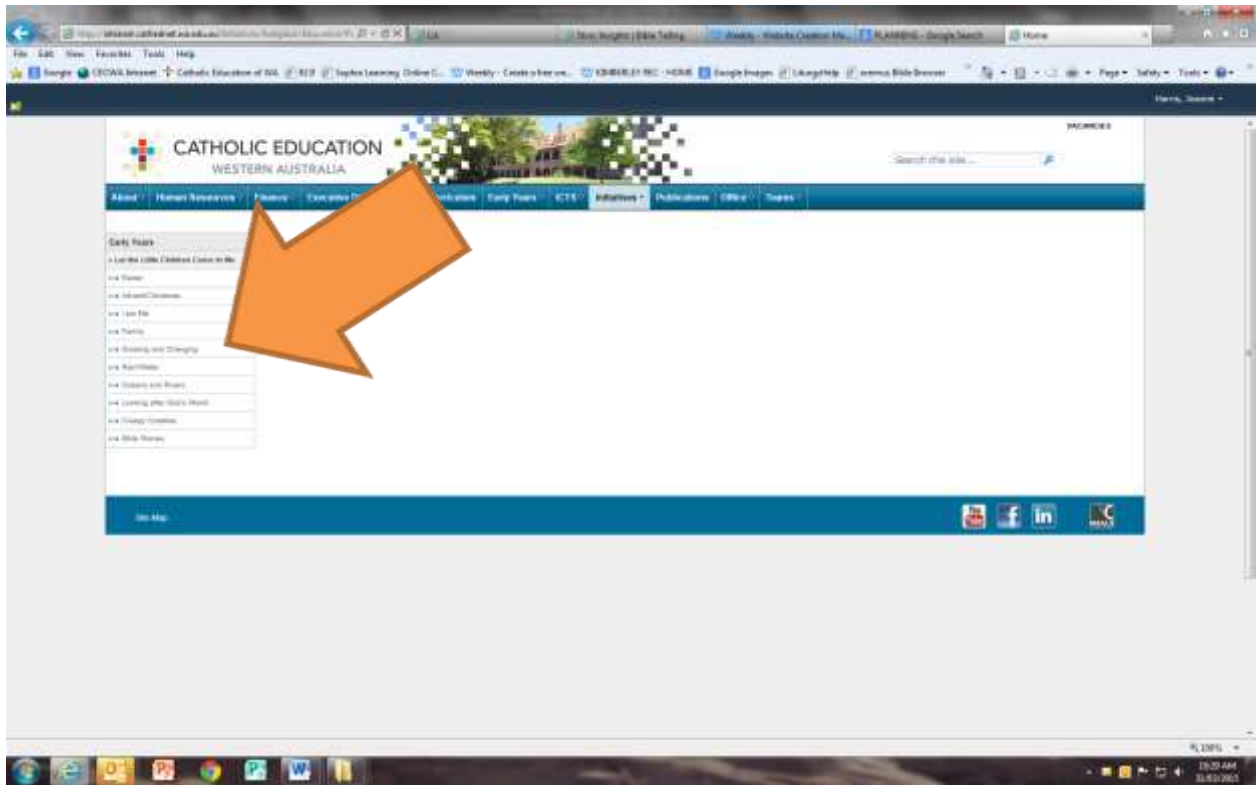
- Next double click on the Religious Education folder, which will open subfolders, including one for the Kimberley Companion units and the Units for Students with Severe Cognitive Impairment. You then need to just look for the unit you need.



- To find the **Let the Little Children Come to Me** resources for the early years, go back to the “Initiative” tab at the top of the page and click on the “Religious Education” tab in the drop down menu.



- From here you can use the bar to the left of the page to find resources. If you click on the “Let the Little Children Come to Me” tab, you can download the whole resource, watch some Godly Play videos or find YouTube backing tracks for some of the general RE songs from the resource.
- You can click on any of the topics and find wonder questions, a download for centre ideas and song backing tracks for each of the topics.
- You can click on the “Bible Stories” tab and find the story, wonder questions and background information on the stories used throughout the resource.



STEPS OF THE PROCESS IN RELIGIOUS EDUCATION

Every Unit of Work follows the structure below (boxes to the left) and is outlined in the front of the Unit. The boxes to the right outline, generally, where you can find Key Understandings and Learning Points that lead to learning of the Religious Education Learning Area Outcomes. These outcomes are used to assess and report in RE and so it is important that you are familiar with them prior to starting your planning. See p. 4-6 for elaborations of the outcomes.

STEP A

How can I raise awareness of the religious meaning of my students' personal experiences?

- **Wondering at religious meaning of personal experiences (A1, A2)**
- **Understanding what these experiences reveal about God (A3)**

STEP B

What do I want my students to know and understand about Jesus as Saviour and the help Jesus gives people?

- **Jesus models (B1)**
- **Christ helps us in our daily lives (B2)**

STEP C

What do I want my students to know and understand about the basic teachings of Christ- summarised in the Creed, Sacraments, Christian Life and Christian prayer?

- **Prayer, Sacraments, Bible, Jesus, Church (C1, C2)**
- **Morality (C3)**
- **Continuing to wonder (C4)**

STEPS FOR PLANNING TO RAISE RELIGIOUS AWARENESS IN THE EARLY YEARS (3 and 4 year old Kindy)

In Kindy or pre-Kindy talk of God and Jesus permeates every aspect of your day and so planning in RE is done differently to other Primary years. If you teach pre-Kindy or Kindy, the RE document is as yet unpublished. If you do not have a copy of the draft in your school, please contact Jo Harris on harris.joanne@cathednet.wa.edu.au and you will be sent one. If you have any queries about teaching RE in the early years, please also contact Jo and she can organise to support you.

1. Students' Interest

Identify the interest and/or the needs of the students to identify possible learning opportunities.

How can I create learning opportunities which will allow the team to talk naturally to children about God or which will allow children the opportunity to wonder and explore and develop their spirituality?

2. Work through the Aims

Using the aims identify possible learning experiences that would help bring children to a greater religious awareness. Consider wonder questions that might be prompted by the theme. Identify relevant prayer experiences and Bible stories.

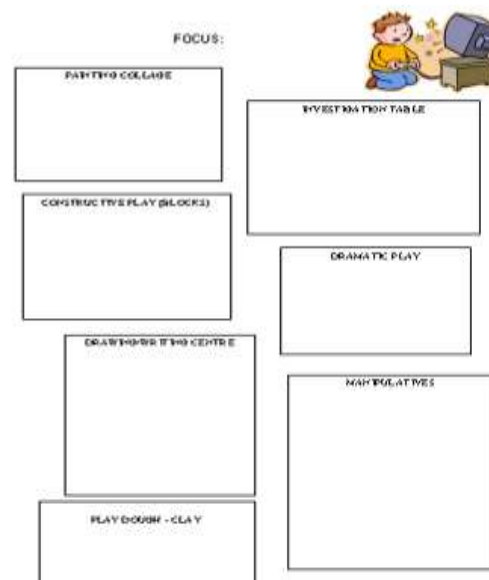


3. Plan Learning Centres

Plan learning centres which provide opportunities for children to explore, wonder, respond, engage with, discover, communicate and investigate through the identified experiences.

4. Assess Learning and Review Planning

Assess the learning through the same methods used for all learning areas e.g. observation, checklists etc.

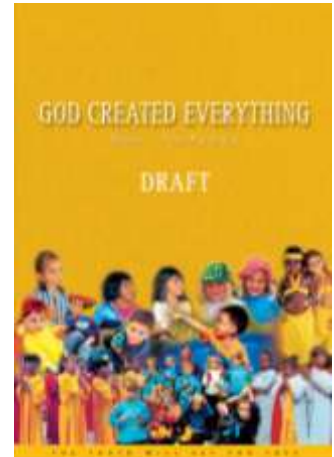
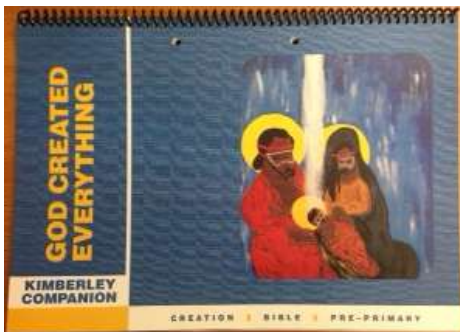


GETTING PREPARED FOR RE PLANNING IN THE KIMBERLEY

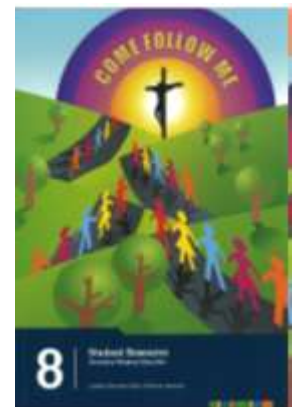
These are the documents you will need to assist you in your planning for RE in the Kimberley if you are teaching **Primary** students from **Pre-Primary to Year 7** –

The Unit of Work you are planning (either hard copy or from the intranet)

The corresponding Kimberley Companion (either hard copy or from The intranet)



If you are teaching **Middle School (Yr 8-10)**, you will need the Come Follow Me Book related to your year level. There are no Kimberley Companions for Secondary students, although as a teacher you are always aware of ensuring that you cater for your student's needs, interests and cultural context.



You will also need a year planner (your REC will show you where you can get this), which looks like this –

YEAR PLANNER 2014 - PRE-PRIMARY				
LEARNING AREA	UNIT OF WORK	RELIGIOUS EDUCATION	REINFORCING THE SYSTEMS	OTHER ACTIVITIES
<p>Religious Education Learning about the Christian faith and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world.</p>	<p>Unit 1: The Bible The Bible is the Word of God. The Bible is the Word of God. The Bible is the Word of God.</p>	<p>Unit 1: The Bible The Bible is the Word of God. The Bible is the Word of God. The Bible is the Word of God.</p>	<p>Unit 1: The Bible The Bible is the Word of God. The Bible is the Word of God. The Bible is the Word of God.</p>	<p>Unit 1: The Bible The Bible is the Word of God. The Bible is the Word of God. The Bible is the Word of God.</p>
<p>Religious Education Learning about the Christian faith and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world.</p>	<p>Unit 2: The Church The Church is the Body of Christ. The Church is the Body of Christ. The Church is the Body of Christ.</p>	<p>Unit 2: The Church The Church is the Body of Christ. The Church is the Body of Christ. The Church is the Body of Christ.</p>	<p>Unit 2: The Church The Church is the Body of Christ. The Church is the Body of Christ. The Church is the Body of Christ.</p>	<p>Unit 2: The Church The Church is the Body of Christ. The Church is the Body of Christ. The Church is the Body of Christ.</p>
<p>Religious Education Learning about the Christian faith and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world.</p>	<p>Unit 3: The Sacraments The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith.</p>	<p>Unit 3: The Sacraments The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith.</p>	<p>Unit 3: The Sacraments The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith.</p>	<p>Unit 3: The Sacraments The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith. The Sacraments are the signs and symbols of the Christian faith.</p>
<p>Religious Education Learning about the Christian faith and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world. Understanding the meaning of the Bible and the role of the Church in the world.</p>	<p>Unit 4: The Christian Life The Christian life is a journey of faith and love. The Christian life is a journey of faith and love. The Christian life is a journey of faith and love.</p>	<p>Unit 4: The Christian Life The Christian life is a journey of faith and love. The Christian life is a journey of faith and love. The Christian life is a journey of faith and love.</p>	<p>Unit 4: The Christian Life The Christian life is a journey of faith and love. The Christian life is a journey of faith and love. The Christian life is a journey of faith and love.</p>	<p>Unit 4: The Christian Life The Christian life is a journey of faith and love. The Christian life is a journey of faith and love. The Christian life is a journey of faith and love.</p>

FOCUS: "Building communities centered on prayer, culture and reflection."

Finally you will need a format for planning. Some ideas for planning formats can be found on the intranet.

SUGGESTED TIMINGS FOR THE PRIMARY UNITS OF WORK

PP-1 (15 minutes per day)

EACH UNIT OF WORK LASTS FOR THREE WEEKS

	MON	TUES	WED	THURS	FRI
WEEK 1	A1-A2				A3
WEEK 2	B1-B2				
WEEK 3	C1-C2				C3

Pre-Primary – Year One

Read the overview for a summary of the unit. Read the Teacher Background Material. What are the Key Understandings and Learning Points? Which aims are most appropriate for this unit of work?

A WONDERING AT THE CREATOR

A1 Wondering at the experiences of being human *(all timing approximate)* 2/3 days

What are common human experiences that I can tap into with the children?

Which strategies will explore common human experiences?

Which resources may be appropriate? Which prayers?

A2 Wondering at the religious meaning of these experiences

A3 Understanding what these experiences reveal about God 2 days

Select appropriate strategies that will explore the meaning of their human experience and what they reveal about God.

Focus on the attribute of God outlined in the unit

Which strategies and resources may be appropriate? Which prayers?

B THE PROMISE OF CHRISTIAN SALVATION

B1 Christ models the Christian Promise 2 days

Which pieces of Scripture will the class explore?

Which strategies will help the students know more about Jesus?

Which resources will be helpful? Which prayers?

B2 Christ empowers people to live like him 2 days

Which strategies will help the students explore how people are empowered to live as Jesus teaches?

Which resources will be helpful? Which prayers?

C CHRISTIAN RESPONSE

C1 Church life 2 days

Which strategies will help students know and understand the basic experiences of Catholic life?

Which resources will be helpful? Which prayers?

C2 The person of Christ calls the believer to become 2 days

Which strategies will help students explore how people are called to live as Jesus wants?

C3 Continuing to wonder at Christian possibilities 2 days

Which strategies will best help the students review the KU's and LP's?

Which prayer experiences relating to the unit will draw it to a close?

Yrs 2-7 (30 minutes per day)

EACH UNIT OF WORK LASTS FOR FIVE WEEKS

	MON	TUES	WED	THURS	FRI
WEEK 1	A1-A2				A3
WEEK 2	B1-B2				
WEEK 3	C1-C3				
WEEK 4					
WEEK 5	C3/C4				

Years Two-Six/Seven

Read the overview for a summary of the unit. Read the Teacher Background Material. What are the Key Understandings and Learning Points? Which aims are most appropriate for this unit of work?

A WONDERING AT THE CREATOR

A1 Wondering at the experiences of being human *(all timing approximate)* 2/3 days

Students think about and reflect upon human experiences.
Which strategies will explore common human experiences?
Which resources may be appropriate? Which prayers?

A2 Wondering at the religious meaning of these experiences

A3 Understanding what these experiences reveal about God 2 days

Select appropriate strategies that will explore the meaning of their human experience and what they reveal about God.

Focus on the attribute of God outlined in the unit

Which resources may be appropriate? Which prayers?

B THE PROMISE OF CHRISTIAN SALVATION

B1 Christ models the Christian Promise 4 days

Which pieces of Scripture will the class explore?
Which strategies will help the students know more about Jesus?
Which resources will be helpful? Which prayers?

B2 Christ empowers people to live like him 3 days

Which strategies will help the students explore how people are empowered to live as Jesus teaches?

Which resources will be helpful? Which prayers?

C CHRISTIAN RESPONSE

C1 Church life 8 days

Which strategies will help students know and understand the basic experiences of Catholic life?

Which resources will be helpful? Which prayers?

C2 The person of Christ calls the believer to become 3 days

Which strategies will help students explore how people are called to live as Jesus wants?

C3 Continuing to wonder at Christian possibilities 2 days

Which strategies will best help the students review the KU's and LP's?

Which prayer experiences relating to the unit will draw it to a close?

AN OUTLINE OF THE PLANNING PROCESS IN RE IN PRE-PRIMARY TO YEAR SEVEN

1. FILL OUT YOUR YEAR PLANNER

- Get the year planner that corresponds to the year level/s that you have in your class and that fits the Scope and Sequence plan of Units for your school, if your school has composite classes.
- Collect dates for school events that will impact on your teaching time each term. Enter these events, along with any liturgical feasts celebrated by your school, in the celebrations column of your Planning Calendar.
- Determine the order of units for the year, considering the liturgical calendar to ensure that the units for Lent/Easter and Advent are taught at the appropriate time.
- Consider any units that may focus on Mary and teach them around May and October.
- Consider class sacramental celebrations and plan to teach sacramental units in plenty of time before the reception of the sacrament.
- Consider school sacramental celebrations and plan to teach units that relate to that sacrament at that time. In this way, they whole school is learning about the same thing!
- Consider units that may be more appropriate:
 - ✓ as an introduction to the year (eg. A unit on uniqueness or family)
 - ✓ as a conclusion to the year
- Fill in the catechesis column of the planner with school and class events, liturgies and prayer experiences – eg. Stations of the Cross, Advent prayer service, Class Mass...



2. READ THE TEACHER BACKGROUND MATERIAL FOR YOUR UNIT OF WORK

- The teacher background material can be found at the front of both the Unit and the corresponding Kimberley Companion. Read both and they will give you the information that you need to help you plan and teach the unit.
- On the front page of your planning sheet (found on the intranet), in the Unit Context box (see below) write one sentence summing up where the unit is going in the A section, one sentence summing up where the unit is going in the B section and one sentence summing up where the unit is going in the C section. (See Appendix One, for an example)

Unit Level	Year	Unit Title
UNIT CONTEXT BOX (WRITE ONE SENTENCE SUMMING UP WHERE THE UNIT IS GOING IN THE A SECTION, ONE SENTENCE SUMMING UP WHERE THE UNIT IS GOING IN THE B SECTION AND ONE SENTENCE SUMMING UP WHERE THE UNIT IS GOING IN THE C SECTION)		
UNIT DESCRIPTION		



3. COPY AND PASTE THE KEY UNDERSTANDINGS AND LEARNING POINTS FROM THE ONLINE UNIT OF WORK

- Go to the intranet and find the year level and then Unit that you are planning and open the PDF of the document. Copy the Key Understandings and Learning Points and paste them into the columns under the Unit Context.

Note: The Key Understandings and Learning Points in the Kimberley Companions match the Key Understandings and Learning Points in the Units, they may just be simplified or extended, depending on the content.



Year Level	Unit	Unit Title



4. PLAN YOUR PROGRAM

- In your program, block out days when you know you will not be able to teach RE (eg. Whole school sports carnival, excursion, public holiday).
- Using the sample timings above, work out the timing for each learning point.
- Using the suggested strategies in both the Unit and the Kimberley Companion, and with your students in mind, plan strategies to teach the content of the program.
- Remember to consider the different learning styles and levels of your students, making sure to cater for all.
- Consider how you can raise the thinking from lower order to higher order in some of the activities.
- Consider how you will incorporate the Australian Curriculum General Capabilities and Cross-curriculum Priorities in your program and indicate these links in your planning. If you are teaching in the early years, you also need to consider how you are using the EYLF Principles and Practices in your program and indicate these links in your planning.
- Plan for assessment within the program. Indicate on your program what will be assessed and how it will be assessed. Also indicate what learning point this assessment informs (this can be done on the bottom of the front page of your program).

CHECKLIST FOR PRIMARY RE PROGRAMS

Unit context completed	
RE Aim/s to be assessed noted	
Assessment task/s highlighted and outlined in program	
All Key Understandings covered and numbered	
Learning Points for each Key Understanding stated	
Links to the EYLF (K-Yr 2) and the Australian Curriculum General Capabilities and Cross-curriculum Priorities (P-Yr 10) noted.	
A variety of strategies used that lead to higher order thinking	
Links with other Learning Areas demonstrated	
All levels of student ability catered for	

TIMING FOR SECONDARY RE

YEAR 7: EACH UNIT OF WORK LASTS FOR FIVE WEEKS (see suggested timings on p. 12) (30 mins a day)

YEAR 8-10: ONE UNIT A TERM, IN THE ORDER PRESCRIBED BY THE “COME FOLLOW ME” BOOKS (160 mins a week)

YEAR 11-12: ONE UNIT A SEMESTER (220 mins a week)

AN OUTLINE OF THE PLANNING PROCESS IN RE IN YEARS EIGHT TO TEN

1. FILL OUT YOUR YEAR PLANNER

- Get the year planner that corresponds to the year level/s that you have in your class and that fits the Scope and Sequence plan of Units for your school, if your school has composite classes.
- Collect dates for school events that will impact on your teaching time each term. Enter these events, along with any liturgical feasts celebrated by your school, in the celebrations column of your Planning Calendar.
- Fill in the catechesis planning column of the planner with whole school, class and year level liturgies, prayer experiences, retreats etc...



2. READ THE TEACHER BACKGROUND MATERIAL FOR YOUR UNIT OF WORK

- Read the text of the unit. Read the Teacher Background Material.
- What are the Key Understandings and Learning Points?
- Which outcomes are most appropriate for the unit of work?
- On the front page of your planning sheet (found on the intranet) in the Unit Context box (see below) write one sentence summing up where the unit is going.

Year Level	Term	UNIT TITLE

The diagram shows a table with three columns: 'Year Level', 'Term', and 'UNIT TITLE'. A yellow arrow points to the 'UNIT TITLE' column, which is the 'Unit Context box' mentioned in the text. The table is currently empty.



3. COPY AND PASTE THE KEY UNDERSTANDINGS AND LEARNING POINTS FROM THE BOOK



Year Level	Topic	Unit No.



4. PLAN YOUR PROGRAM

- In your program, block out days when you know you will not be able to teach RE (eg. Whole school sports carnival, excursion, public holiday).
- Work out the timing for each learning point. The timing of the unit will depend on the content for each chapter. How much content is involved in the chapter? How much time is required by each of the selected activities?
- It is important to understand that the units of work in secondary classes should be taught in the order presented in the Student Resource. The Key Understandings and Learning Points are essential to the unit and must be covered in the learning and teaching program.
- Using the suggested strategies in the “Come Follow Me” book, the student resource, learning and teaching program and the teacher resource (see p. 10 for where to get these) and any other sources you’ve collected, and with your students in mind, plan strategies to teach the content of the program.
- Remember to consider the different learning styles and levels of your students, making sure to cater for all.
- Consider how you can raise the thinking from lower order to higher order in some of the activities.
- Plan for assessment within the program. Indicate on your program what will be assessed and how it will be assessed. Also indicate what outcome this assessment informs (this can be done on the bottom of the front page of your program). Focus assessment items on the outcomes being covered in the unit. Determine assessment items that are varied and allow all students to demonstrate their understanding of the work covered. Use a variety of techniques to record student achievement.
- Plan an activity at the end of each unit that allows the students to reflect and celebrate their understandings e.g. prayer service, mass, meditation, reflection etc.

CHECKLIST FOR SECONDARY RE PROGRAMS

Unit context completed	
RE Aim/s to be assessed noted	
Assessment task/s highlighted and outlined in program	
All Key Understandings covered and numbered	
Learning Points for each Key Understanding stated	
A variety of strategies used that lead to higher order thinking	
Cross-curricula connections indicated	
All levels of student ability catered for	

APPENDIX ONE: SAMPLE PRIMARY PROGRAM

YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

⊕ KEY: TN=Teacher Note FQ=Focus Question ☪=Prayer /italics=Integration **Bold**=Resources needed **Shaded**=Assessment

Unit Context:

The Unit starts with students wondering at the forces in creation (such as wind and water) and the all-powerful God who created them.

The Unit then moves onto looking at how Jesus taught us to trust in God who provides what we really need. Students then recall the Last Supper and learn how Jesus gave the Eucharist so his followers could be drawn closer to him and wonder at a world where more people were closer to Jesus through the Eucharist.

The conclusion of the Unit focuses on the Eucharist as a way to say 'thank you' to God and looks at the features of and responses to the two parts of the Mass- the Liturgy of the Word and the Liturgy of the Eucharist. The First Commandment is then taught and related to adoration within the Eucharist, as well as through other actions.

Essential Content (Key Understandings & Learning Points):

A WONDERING AT THE CREATOR OF THE UNIVERSE

A1 Wondering at the forces in creation

A1.1 Expresses wonder at the forces in creation (wind).

A1.2 Expresses wonder at the forces in creation (water).

A2 Wondering at the God who created the forces in creation

A2.1 Expresses wonder at the God who created the forces in creation.

A3 Attribute: God is Almighty

A3.1 Celebrates that God is Almighty.

B THE PROMISE OF CHRISTIAN SALVATION

B1 Jesus taught trust in God as Creator

B1.1 Identifies ways in which Jesus taught trust in God as Creator.

B2 Jesus gave the Eucharist so his followers could draw closer to him

B2.1 Retells incidents from the Last Supper.

B2.2 Explains ways people today remember the special words and actions of Jesus at the Last Supper.

B2.3 Describes how communities might be different if people drew close to Jesus through the Eucharist.

C CHRISTIAN RESPONSE

C1 Catholics celebrate the Eucharist to say 'thank you' to God

C1.1 Shares examples of ways people say 'thank you' and relates this to saying 'thank you' to God in the Eucharist.

C2 Catholics celebrate the two main parts of the Eucharist

C2.1 Draws and labels furnishings found in the church.

C2.2 Illustrates furnishings, responses and actions used during the Liturgy of the Word.

C2.3 Draws and labels furnishings, sacred vessels and actions used during the Liturgy of the Eucharist.

C2.4 Memorises prayers and responses used during the Liturgy of the Eucharist.

C3 Jesus calls his followers to adore God

C3.1 Names ways followers of Jesus adore and worship God.

C4 Continuing to wonder at creation

C4.1 Reviews and expresses the main ideas presented in the unit.

Assessment Focus for this Unit:

B2.2, C2.1 and C2.3

YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

KEY: TN=Teacher Note

FQ=Focus Question

⊕=Prayer

Italics=Integration

Bold=Resources needed

Shaded=Assessment

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A1 WONDERING AT THE FORCES IN CREATION		A2 WONDERING AT THE GOD WHO CREATED THE FORCES IN CREATION	A3 ATTRIBUTE: GOD IS ALMIGHTY	B1 JESUS TAUGHT TRUST IN GOD AS CREATOR
<p>A1.1 Expresses wonder at the forces in creation (wind). Display a wind montage and ask students to guess what we are going to be talking about in our lesson today. <i>Students make a kite (in English – procedural texts) and fly it outside. As a class, discuss what the wind is able to do – both enjoyable and destructive (see p. 31 for ideas). Use the Wonder Questions from p. 29 and discuss. Students write their own wonder question/s on their kite and display.</i> *Wind montage created at - http://grant.robinson.name/projects/montage-a-google/app/</p>	<p>A1.2 Expresses wonder at the forces in creation (water). b) In the sandpit, show the power of water by running a hose with strong pressure, on the sand to form a river. Ask students for ideas on what could be added to the water to see the force of the water differently (adding rocks, bridges etc...) Students predict outcome. Note changes in the water flow and how the water changes the landscape and talk with the students about the power and force of water. Discuss the Wonder Questions on p. 31.</p>	<p>A2.1 Expresses wonder at the God who created the forces in creation. (Lesson to take place in the computer lab) Start discussion with a few Wonder Questions from p. 33 and then students think, pair, share their own wonder question/s. Students then use a search engine to find suitable graphic/s to illustrate their own wonder question/s. Students create a poster with their question and graphic/s in Publisher. More able students could do more than one question and graphic, less able to do just one. <i>Integration with ICT.</i></p>	<p>A3.1 Celebrates that God is Almighty. Discuss who the strongest person they know is and what they can do. Display Isaiah 40:12 and read it to the students, using props and motions - "Can anyone measure the ocean by handfuls (hold up your hands as if holding water), or measure the sky with his hands (point to the sky)? Can anyone hold the soil of the earth in a cup (hold up a cup), or weigh the mountains and hills on scales (hold up a set of scales)?" Discuss each line of the verse and include information from TN on p. 35. In pairs/small groups, students find magazine pictures that represent God's almightiness and glue onto outlines of the letters to make the banner "God is Almighty". Tchr to ask students to explain their choices to help ascertain if students grasped the concept. ⊕Prayer circle around banner and say part of the Creed (p. 35) as a cumulative prayer.</p>	<p>B1.1 Identifies ways in which Jesus taught trust in God as Creator. Retell the story of the calming of the sea (Mark 4: 35-41), ensuring the story concludes with the words 'Who then is this, that even the wind and the sea obey him?' Repeat the final line of the story and discuss its meaning. Use the information in the Teacher Note, p.36, to explain: God uses divine power to provide what people really need: God's power is used only for good: Jesus told people to trust in God as Creator. Students complete a Scriptural ThinkPad on the story. *Scriptural ThinkPad worksheet</p>

YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	B2 JESUS GAVE THE EUCHARIST SO HIS FOLLOWERS COULD DRAW CLOSER TO HIM				C1 CATHOLICS CELEBRATE THE EUCHARIST TO SAY 'THANK YOU' TO GOD
2	<p>B2.1 Retells incidents from the Last Supper. Read the story of the Last Supper (Mark 14:12-26), highlighting the consecration. In pairs, students create a song (to a known tune) outlining the events of the Last Supper. Share songs with the class.</p>	<p>B2.2 Explains ways people today remember the special words and actions of Jesus at the Last Supper. Read "Wilfred Gordon McDonald Partridge" to the students and discuss the FQ on p. 43. Have pictures of the things collected to help Miss Nancy remember and move them onto the IWB as children remember them from the story. Discuss what each object helped Miss Nancy remember. Discuss the symbols that are used in the Eucharist and as each is discussed move them onto the IWB and discuss what each helps us to remember in the Mass. Talk about TN on p. 41 with students. ⊕ Thank you Jesus, for loving me so much. I am glad that in the Mass we remember in a special way what you taught us. Help us to continue to grow closer to you through the Mass. Amen. *Mem Fox book *Pictures of symbols from book and Mass on IWB</p>	<p>B2.2 Explains ways people today remember the special words and actions of Jesus at the Last Supper. (cont'd) Retell the story of the Last Supper using peg people. Students complete part of the worksheet noting the words, symbols and actions used during the Last supper. Then change the Last Supper scene into the Mass by moving the disciples in front of the table (now the altar) and placing the Church backdrop behind the scene. Discuss who each of peg characters now becomes at Mass. Briefly go through the Eucharistic Prayer, focussing on the consecration and the words "Do this in memory of me". Review TN on p. 41 with students. Students complete the rest of the worksheet, noting the symbols, words and actions of the Mass. *Props for Last Supper/Mass script *Symbols, actions and words worksheet - pictures for lower, blank for higher</p>	<p>B2.3 Describes how communities might be different if people drew close to Jesus through the Eucharist. Discuss the First Commandment - (see TN on p.43) with students. Ask students to get a piece of string and tie a knot in one end. Ask them then to think about a time when they experienced someone not showing love to others or doing good. Share some. As they think of this time, slide a bead in the colour that reminds them of that time on their string. Repeat the process 2 or 3 more times. Then ask students to add a gold bead to their string. This bead represents us getting closer to Jesus in the Mass and how this can change our community. Then repeat the process with the multi-coloured beads thinking of examples of people being loving towards others after coming close to Jesus. *Multi-coloured beads in bowls *Plastic string cut to size *Smaller bowls of gold beads</p>	<p>C1.1 Shares examples of ways people say 'thank you' and relates this to saying 'thank you' to God in the Eucharist. Using online program <u>Wallwisher</u>, class brainstorms ways people say 'thank you'. Explain to the students that Catholics celebrate the Eucharist as a way of saying 'thank you' to God for the many things God provides (see TBM, p.13). Students construct thank you cards (perhaps on the computer) to God, thanking God for the power of the rain or water (as discussed in A1/A2). Keep cards for use in the end of Unit liturgy. ⊕ Litany of Thanks - see p. 45/47. *<u>Wallwisher</u> wall setup *Materials for cards</p>

YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

KEY: TN=Teacher Note FQ=Focus Question ☉=Prayer *Italics*=Integration **Bold**=Resources needed **Shaded**=Assessment

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	C2 CATHOLICS CELEBRATE THE TWO MAIN PARTS OF THE EUCHARIST				
	<p>C2.1 Draws and labels furnishings found in the church.</p> <p>Do an online tour of the sanctuary of a Church from Together at One Altar (http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=34). Explain each object further, if necessary using information under the photos. Use flashcards with the names of the objects seen on the web and go to parish Church and label objects on the sanctuary and revise their use. Back in the classroom, add photos to the labels and display in the room.</p>	<p>C2.1 Draws and labels furnishings found in the church (cont'd).</p> <p>Students create a 3-d diorama of the sanctuary of a Church, labelling at least three furnishings found on the sanctuary. Students requiring extension could be asked to label more and then provide an explanation of the use of each piece.</p>			
3					

YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C2 CATHOLICS CELEBRATE THE TWO MAIN PARTS OF THE EUCHARIST				
<p>C2.2 Illustrates furnishings, responses and actions used during the Liturgy of the Word. Present the two parts of the Mass to students using an adapted Circle of the Holy Eucharist script from Godly Play Volume 4 (p. 106). Present the parts of the Liturgy of the Word and go through the responses and actions that are used during this part of the Mass (Include information from TN on p. 49). Either as a class or in the lab go through the gestures and actions involved in the Liturgy of the Word from Together at One Altar (http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=76). *Circle of the Holy Eucharist cards (adaptation: include pictures next to word)</p>	<p>C2.2 Illustrates furnishings, responses and actions used during the Liturgy of the Word (cont'd). Revise learning with the Circle of the Holy Eucharist cards – students in small groups to put the parts of the Liturgy of the Word in the correct order. Students to do a matching activity matching the responses from the Liturgy of the Word to their stem (oral or written). *Circle of the Holy Eucharist cards for small groups *Matching activity worksheet – adapted from AS 1</p>	<p>C2.3 Draws and labels furnishings, sacred vessels and actions used during the Liturgy of the Eucharist. Present the Circle of the Holy Eucharist again, briefly revising the Liturgy of the Word part, but focussing on the actions and responses during the Liturgy of the Eucharist, using information from the TN on p. 51. Discuss the gestures and actions involved in the Liturgy of the Eucharist (final two) from Together at One Altar (http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=76). Revise learning with the Circle of the Holy Eucharist cards – students in small groups put the parts of the Liturgy of the Eucharist in the correct order. *Circle of the Holy Eucharist cards *Circle of the Holy Eucharist cards for small groups – with pictures and words</p>	<p>C2.3 Draws and labels furnishings, sacred vessels and actions used during the Liturgy of the Eucharist (cont'd). Walk to the Church and Father John to name and explain the use of each sacred vessels used in the Liturgy of the Eucharist, including the tabernacle. Students to play picture/word bingo using the correct names for the vessels. (see Liturgical Objects Used in Mass in the Games section at http://catholicblogger1.blogspot.com for ideas) ☉ Before leaving the Church allow some time for silent prayer in front of the tabernacle. *Organise for Father to come in or us to go to the Church *Bingo cards with picture and words</p>	<p>C2.3 Draws and labels furnishings, sacred vessels and actions used during the Liturgy of the Eucharist (cont'd). Revise the furnishings and sacred vessels used during the Liturgy of the Eucharist. Students create labelled replicas of these to add to their diorama from C 2.1 (students who are able to can provide a n explanation of the use of each). *Air-dry clay, white material, paint</p>

YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	C2 CATHOLICS CELEBRATE THE TWO MAIN PARTS OF THE EUCHARIST			C3 JESUS CALLS HIS FOLLOWERS TO ADORE GOD	C4 CONTINUING TO WONDER AT CREATION
5	<p>C2.4 Memorises prayers and responses used during the Liturgy of the Eucharist.</p> <p>Revise the words of the Lord's Prayer. Play a game on the IWB where students order jumbled sentences of the prayer. Students complete a cloze activity on the Lord's Prayer (oral or written).</p> <p>*Lord's Prayer cloze worksheet.</p>	<p>SCHOOL SPORTS CARNIVAL</p>	<p>C2.4 Memorises prayers and responses used during the Liturgy of the Eucharist (cont'd).</p> <p>Revise the Circle of the Holy Eucharist learning of the parts of the Mass, focussing on the Liturgy of the Eucharist. Discuss the responses we make during this part of the Mass. Have the stem and responses on jigsaw pieces and students match their piece with the person with the matching piece. Repeat a few times after swapping jigsaw pieces. Students complete a matching activity (worksheet or oral).</p> <p>*Circle of the Holy Eucharist cards</p> <p>*Stem and response jigsaw pieces - class set</p> <p>*Matching worksheet - adapt to oral responses for students whose reading level is low.</p>	<p>C3.1 Names ways followers of Jesus adore and worship God. Brainstorm ways people show respect and disrespect to others. Discuss TN on p. 53 with students and then brainstorm ways people show respect and disrespect to God. Students complete AS 5.</p> <p>⊕A Psalm of Praise - p. 53</p> <p>*Photocopies of AS 5 worksheet - if necessary adapt for space for pictures/more space for words</p>	<p>C4.1 Reviews and expresses the main ideas presented in the unit (cont'd).</p> <p>⊕Class Liturgy of the Word based on learning, and using thank you cards from C1.1.</p>

KEY:

Differentiation through the use of open-ended tasks

Differentiation through the use of varying levels of a task

APPENDIX TWO: SOME EXAMPLES OF ASSESSMENT - PRIMARY

PRE-PRIMARY: MY FAMILY

ASSESSMENT – RECONCILIATION WITHIN MY FAMILY

Content:

Students are able to identify ways they show love to others.
Students are able to identify ways to say sorry to others.

Task:

Students draw and write/ have scribed two ways they show love to members of their family.
Students draw and write/have scribed one way they can say sorry to a member of their family.

In this assessment the students will:

- identify ways to show love in their family.
- identify ways they can say sorry to members of their family.

YEAR THREE: CHRISTIAN CONSCIENCE

ASSESSMENT – THE SECOND RITE OF RECONCILIATION

Content:

Students are able to correctly order the steps in the Rite of Reconciliation.

In this assessment the students will:

- correctly sequence the parts of the Second Rite of Reconciliation.

THE 2ND RITE OF RECONCILIATION

We listen to readings from the Bible that tell us of God's love and forgiveness.

The priest says the words of absolution: "I absolve you from your sins, in the name of the Father and of the Son and of the Holy Spirit." We responds with "Amen."

As a group, the priest greets us, and we listen to the Opening Prayer.

We talk to the priest individually about the times when we have not acted as Jesus taught.

We join with the community to thank God for forgiving our sins and receive the final blessing from the priest.

We join in the community Examination of Conscience and think about times we might not have lived as Jesus would like.

YEAR SIX: GOD PROVIDES FOR ALL – EUCHARIST

Content:

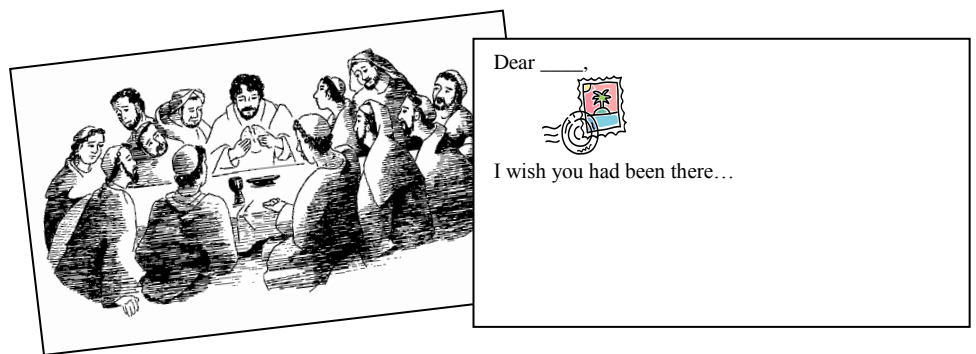
Students are able to retell the events of the Last Supper.

Students are able to identify what Jesus was teaching his disciples when he washed their feet.

Students explain how the events of the Last Supper are celebrated by Catholics today.

Assessment Task

Jesus shared the Last Supper with his friends. Complete the written activities and write a postcard to a friend telling them about the event as though you were there. Describe what happened including how Jesus taught his friends about love for each other. Conclude by explaining what all that happened might mean for a friend of Jesus today.



Assessment Rubric

You are expected to	Your response will be assessed 'Satisfactory' if you,	Your response will be assessed 'Good' if you,	Your response will be assessed 'Very Good' if you,
Compare the Last Supper with the story from Exodus	Makes some comparisons with the Exodus story	Make some relevant comparisons with the Exodus story	Link your comparisons with specific references to both passages
Give three examples of how people show they are keeping the 'new covenant' of Jesus	Give three examples with some explanation of the ways Jesus' followers care for others and can say why Christians are obeying Jesus' when they celebrate together at Mass	Give three examples that show you understand that Christians are called to care for others and that Christians obey Jesus by celebrating Mass where he is present	Give three examples that show you understand that the Church promotes love and forgiveness and that the Church community celebrate their relationship with God in the Mass
Describe what happened in the Last Supper to a friend	Can recall the main points of the story of the Last Supper	Can recall the story of the Last Supper in detail	Can recall the story of the Last Supper in detail – listing steps and comparing it to the Mass