

INQUIRY LEARNING

1. How will I TEACH the GOSPELS SO THAT STUDENTS WILL LEARN what they are, what they mean and their relevance in contemporary society as specified in the curriculum?
2. What do I need to know to be able to do?
3. How will I demonstrate my new knowledge and skills?
4. How will I know if I am successful?

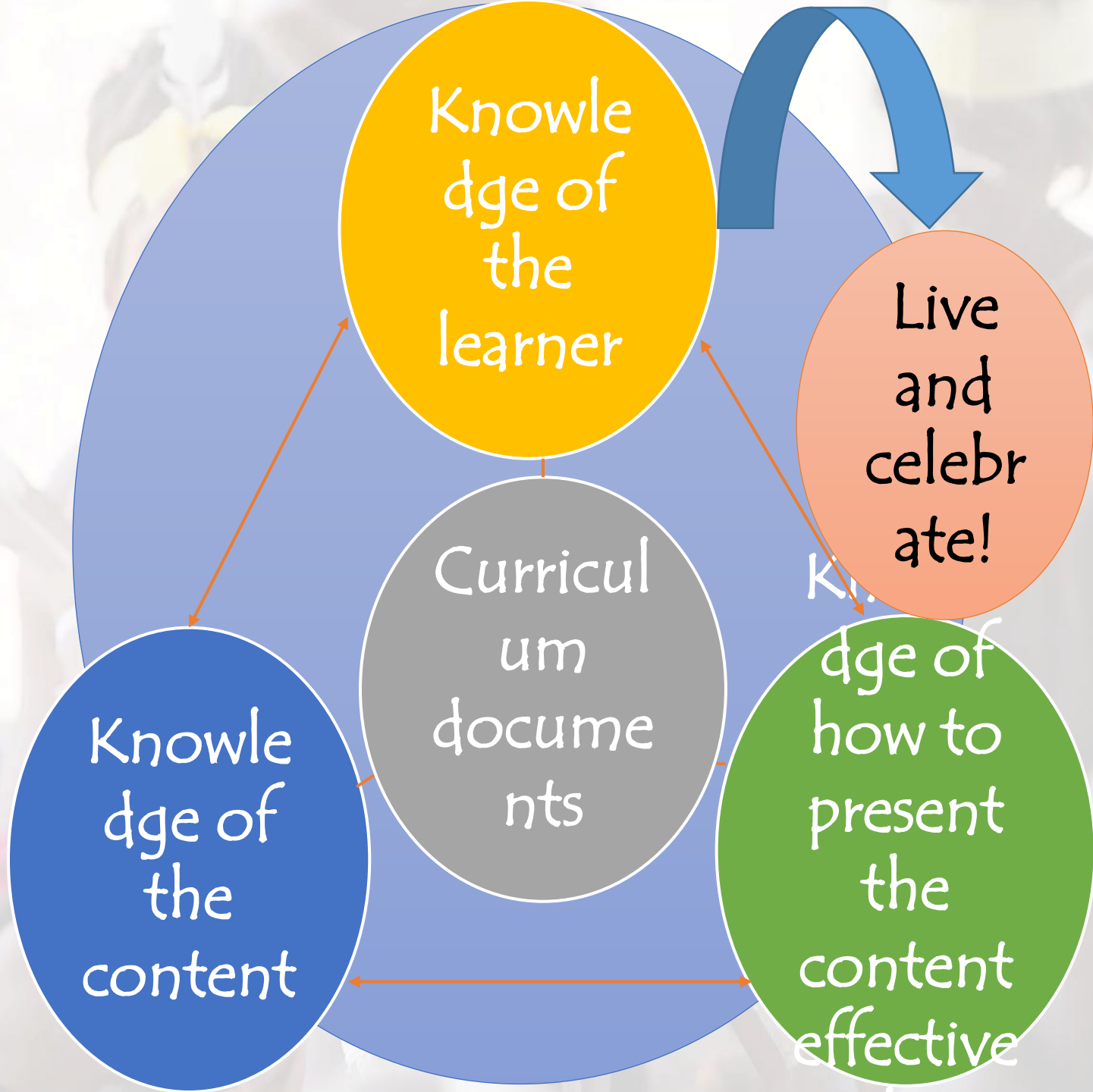
GENERATE

INVESTIGATE

COMMUNICATE

EVALUATE

PROCESS	INVOLVES	SPECIFICS	
GENERATE	Ask a question; pose an authentic task; provoke an issue or challenge.	How <i>will I teach</i> the <i>gospels so that students will learn</i> what they are, what they mean and their relevance in contemporary life as specified in the curriculum?	
INVESTIGATE	Find resources, research, background, check curriculum, summarise, analyse, apply, synthesise, critique. (Teacher – scaffolds, models, teaches intentionally and explicitly throughout)	<ul style="list-style-type: none"> • Research the scripture. • Consult the RE program to ascertain what students are to learn and do. • Decide on intentional teaching sessions that will develop student learning points. • Identify effective teaching strategies and activities that will engage students and activate their learning. 	
COMMUNICATE	Report/present findings, demonstrate new knowledge/findings/ learning; answer question, provocation.	Present an outline of how you might teach one of the stories presented today.	
EVALUATE	Students and teacher reflect on and evaluate process. Evaluate students' engagement and learning; your teaching strategies and approaches; sequence of teaching; resources; timing. Students reflect on their own engagement and learning.	Teacher – <ul style="list-style-type: none"> • What worked? • What didn't“? • What could be improved? • If I taught this unit again, what would I change, add, delete? 	Students – <ul style="list-style-type: none"> • Which activity did I enjoy most? Why? • Which was my best piece of work? • What have I learned about myself as a learner?





TEACHING
CONTENT
IN ANY
LEARNING
AREA -
INCLUDING
RE!!!!





THE PARABLE OF THE GOOD SAMARITAN

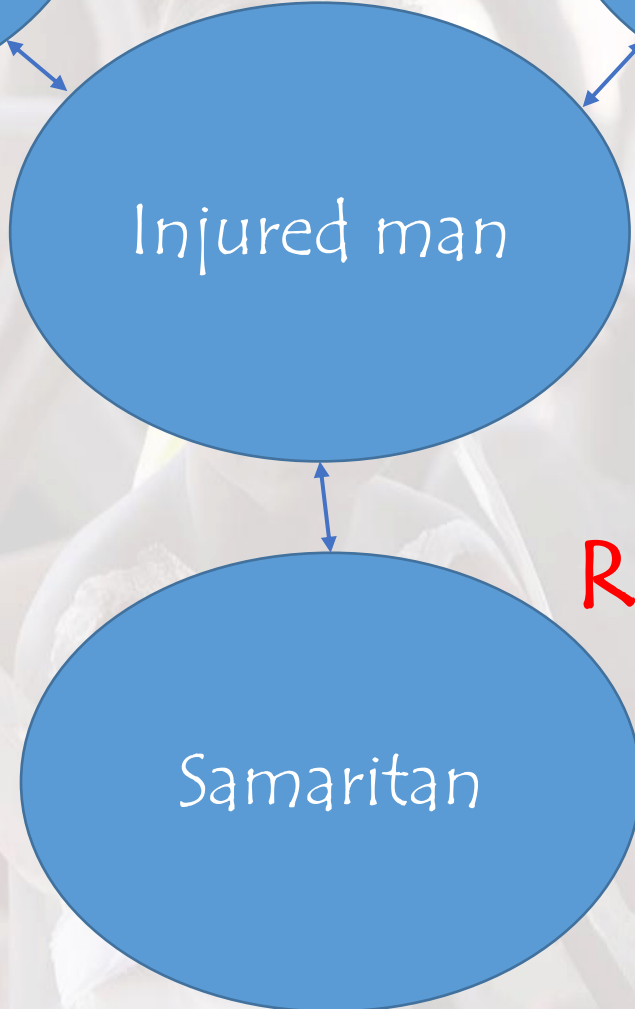
Priest

Levite

Injured man

Samaritan

CHARACTER
RELATIONSHIPS



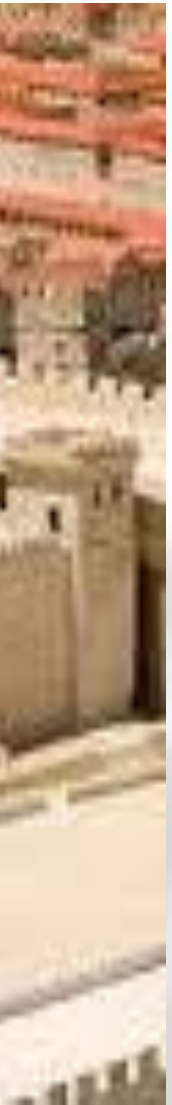
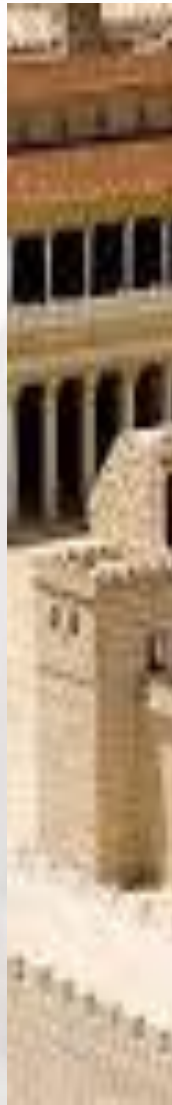
WHO IS IN THE
PASSAGE?



THE PRIEST

- Were from the tribe of Levi.
- Elite (like upper) class.
- Strict rules by which they had to live – marry only certain women, not perform if physical defect, ritually impure.
- Had specific jobs in the Temple – performance of sacrifices, blew trumpets (ram's horn), maintenance of Temple, purification rites, diagnosing the disease of leprosy...
- Lots were drawn for the role. It was very significant to be chosen.







THE LEVITE

- An assistant to the priest – like a sacristan.
- Singers in the Temple choir.
- Maintaining order with in the Temple.

- Neither the priest or the Levite should touch blood or a dead body (verse 30) or they will be defiled and not be able to do their duties in the Temple, if that's where they were going.

- They cared about purity
needed to be in a state
ritually
worthy to
come in front of God

- There is however, an
overarching law that
must care for people.



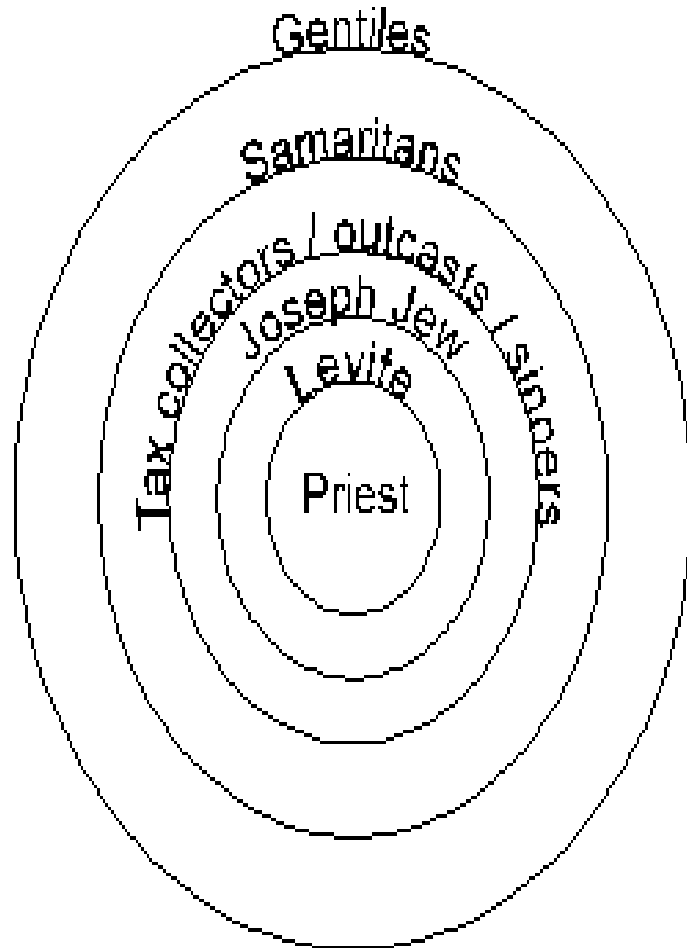
THE SAMARITAN

Mt Gerizim is sacred to the Samaritans who regard it as having been the location chosen by God for a holy temple.

Both Jewish and Samaritan religious leaders taught that it was wrong to have any contact with the opposite group, and neither was to enter each other's territories or even to speak to one another.



JEWISH SOCIAL STRUCTURE



WHAT ACTUALLY DID THE ROBBERS DO TO HIM



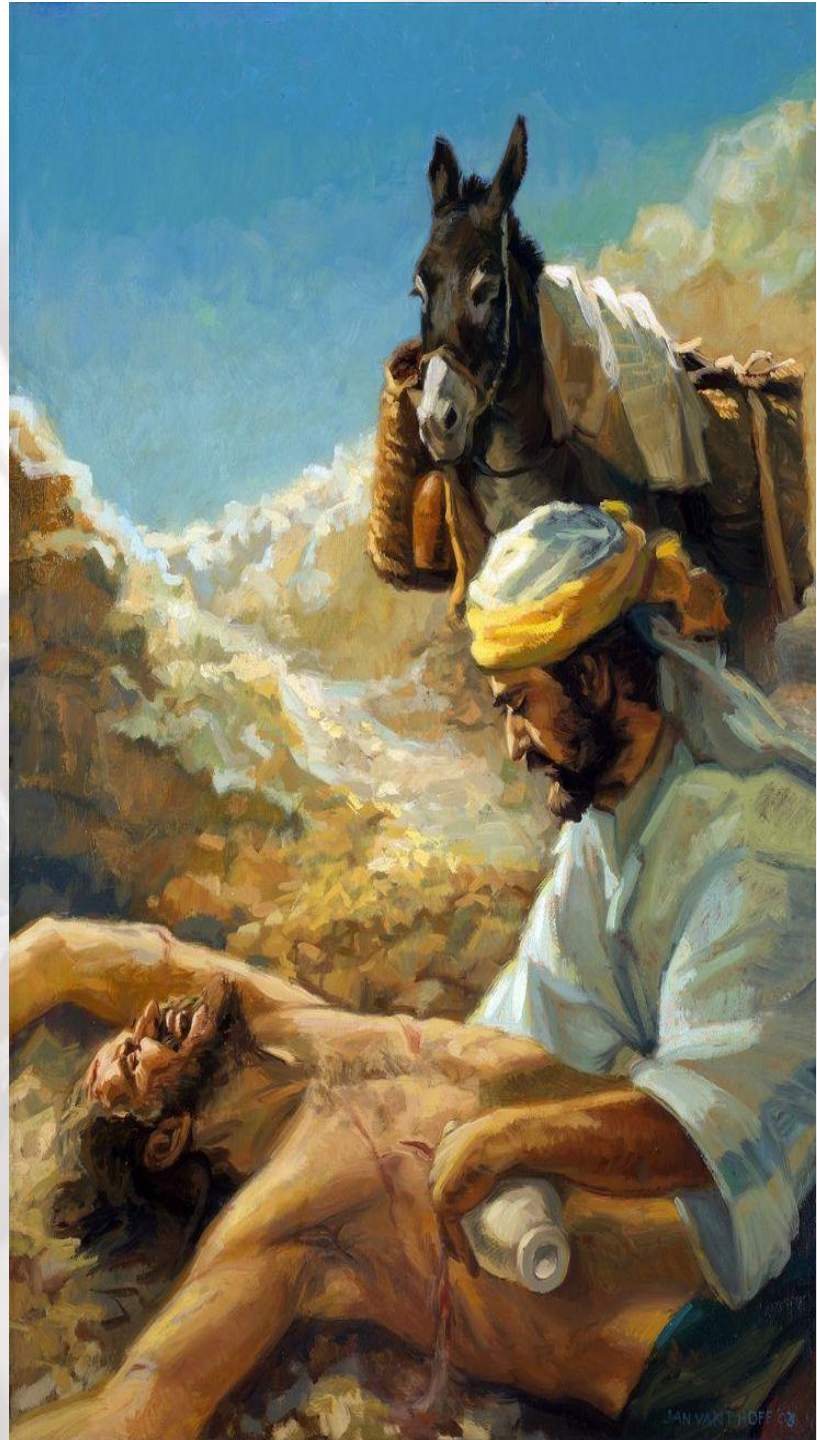
He was stripped and beaten

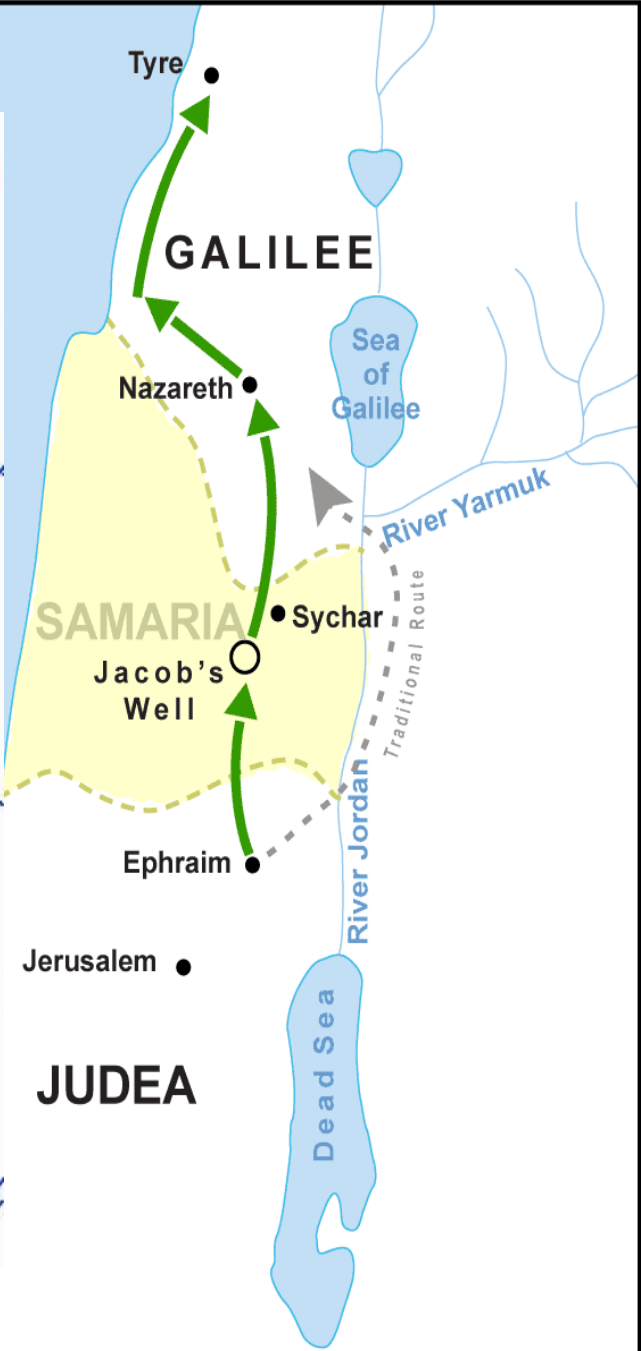
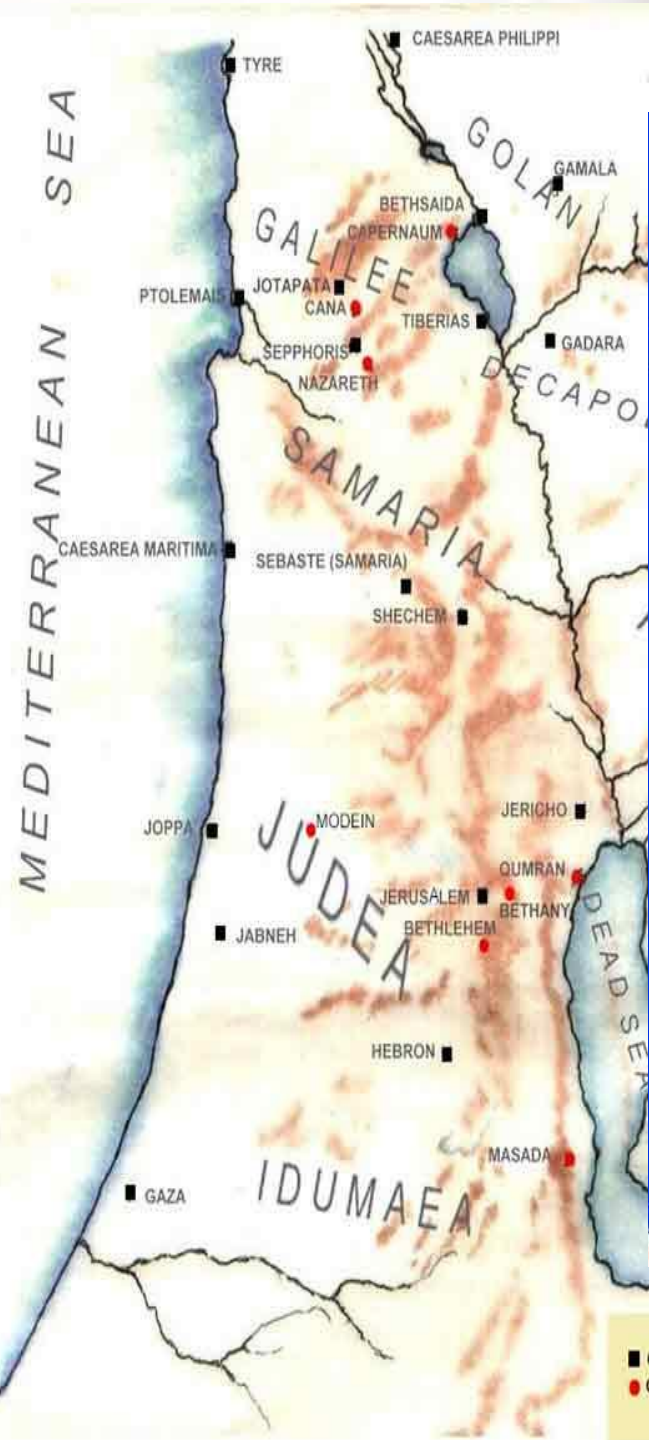
WHAT ITEMS AND PLACES
ARE IN THE TEXT?





Wine was used as an antiseptic and olive oil was a salve to seal the wounds.





Jesus Passes Through Samaria

Jericho Road



WORDS, IMAGES AND EXPRESSIONS



In your group, highlight the

- key words,
- images and
- expressions

What might they have meant at the time the text was written?

How might you explain them to your students?

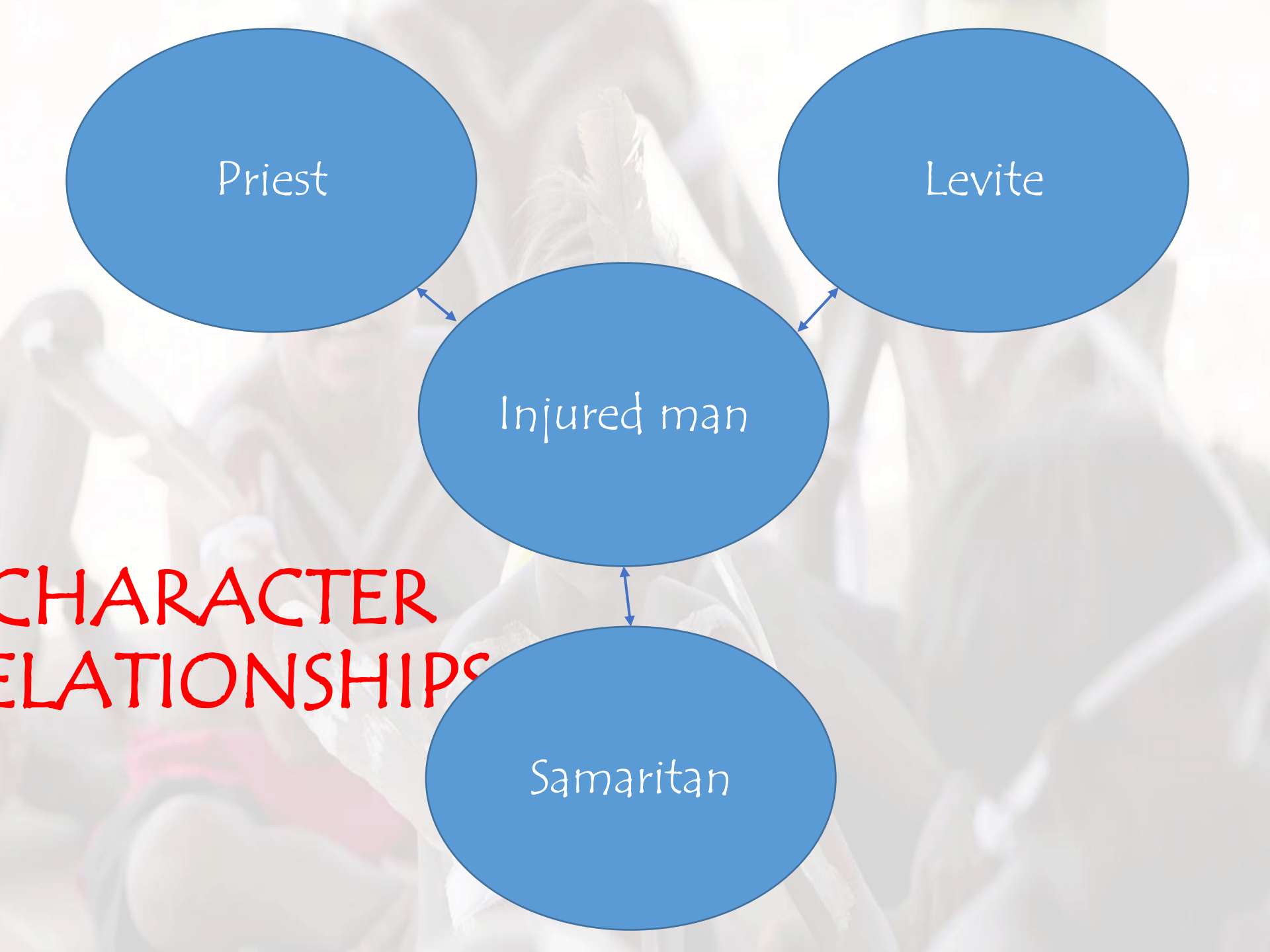
Priest

Levite

Injured man

Samaritan

CHARACTER
RELATIONSHIPS



THERE'S SOMETHING ABOUT LUKE

- A Syrian of Antioch, a physician and collaborator of Paul.
- Written around 80-90CE.
- Written for a community of Gentile Christians (who did not know Palestine) during a period of Christian expansion.
- Luke's themes – table fellowship (starts with the manger!); poor and marginalised; Holy Spirit and prayer; compassion and forgiveness; stewardship of wealth; women.
- Luke's Jesus was the saviour of the oppressed.



2 ● Thessalonica

The Church
established by Paul earlier
in his Second Journey

1 ● Corinth

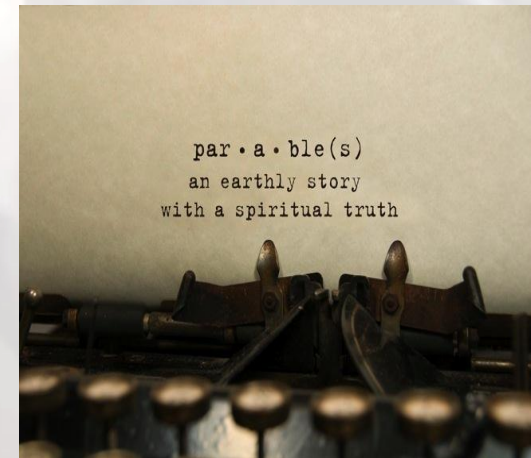
Paul staying in Corinth
for 18 months during
his Second Journey
writes Two Letters to
Thessalonica c AD52



TEXT TYPE – PARABLES

STORIES JESUS TOLD

- Parables have always been part of the Jewish literary tradition.
- Jesus told parables to teach about the Kingdom of God.
- There are three types of parables;
 - ❖ those that tell about the *arrival* of the Kingdom;
 - ❖ those that tell about the *values* of the Kingdom; and
 - ❖ those that tell about the *growth* of the Kingdom.
- This parable is about the ... of the Kingdom as it focusses on...



THE STRUCTURE OF A PARABLE



- **REPETITION:** look for the words or phrases that are repeated.
- **CONTRAST:** look for words that are opposites.
- **RULE OF THREE:** look for three main characters or groups within the parable.
- **END STRESS:** look for the twist or unexpected ending that is the lesson



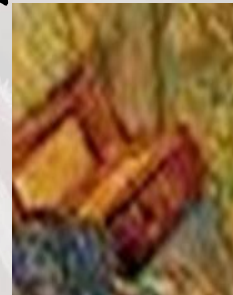
- What part of the image are your eyes drawn to?
- What colours are used?
- How does the artist use texture?
- What mood is conveyed?
If you cropped this picture, which section would you focus on?
- Who is in the image?
 - ✓ How people are positioned; forefront; background; obscured?
 - ✓ How are the people painted? Are they joyful, sad, serious, wondrous?
- What part of the story has the artist painted? Why?
- Is there anything in the image that is not in the gospel account?
- Or, is there anything missing from the image?

Or does each part that you focus on, help you focus on a part of the story?

In what ways does each altered picture change your perspective?



If you cropped this picture, which section would you focus on?



A group of Native Americans, likely from the Plains region, are shown in traditional ceremonial attire. They wear feathered headdresses and have white body paint or clay applied to their faces and chests. The scene is brightly lit, possibly outdoors, and the overall tone is solemn and respectful.

WHAT DOES THIS TEXT MEAN
FOR BELIEVING COMMUNITIES
AND BELIEVERS?

What does this Gospel mean for your Catholic school community?

So what is lived and celebrated?

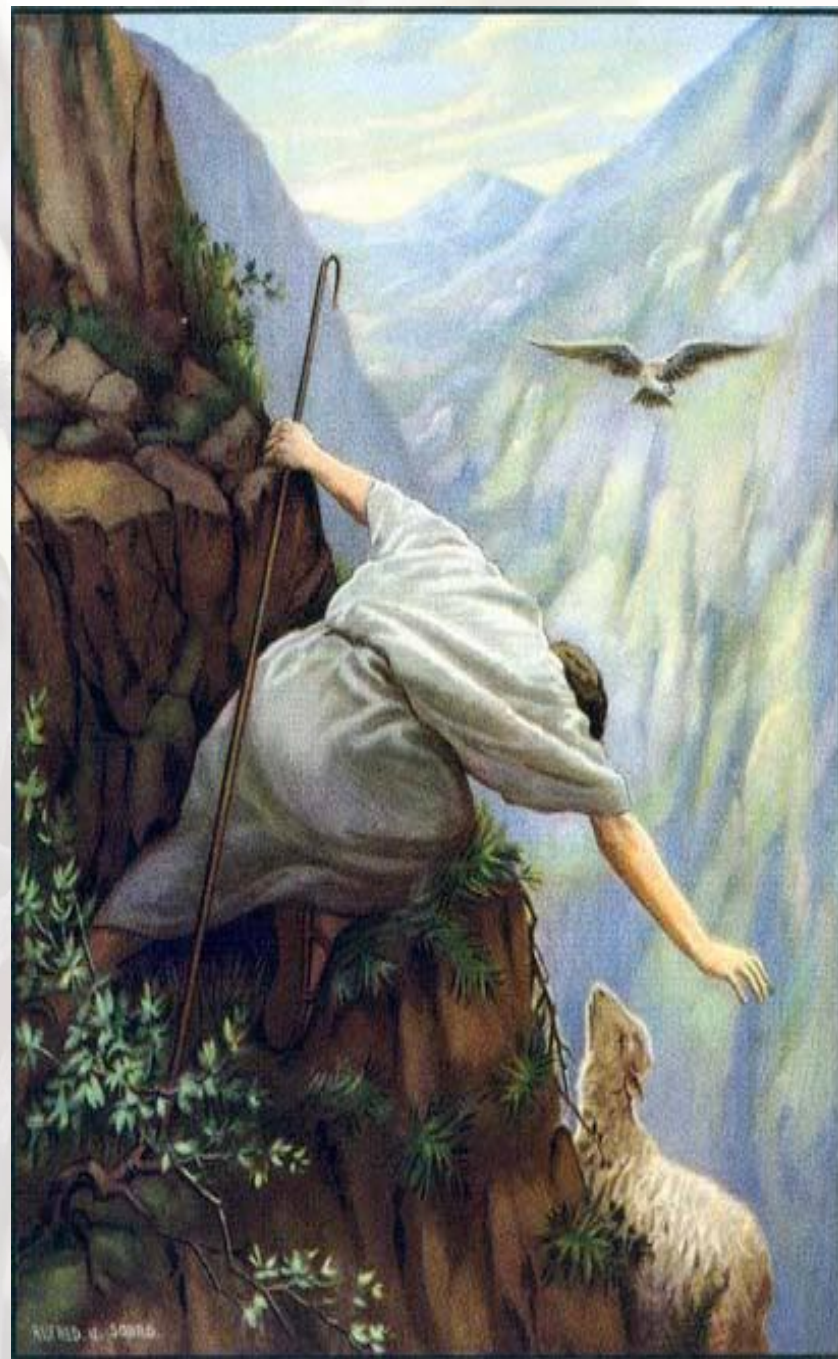
What is essential for students to know, understand and appreciate about this passage?



THE PARABLE OF THE LOST SHEEP

Now all the tax-collectors and sinners were coming near to listen to him. ²And the Pharisees and the scribes were grumbling and saying, 'This fellow welcomes sinners and eats with them.'

³ So he told them this parable: ⁴'Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it? ⁵When he has found it, he lays it on his shoulders and rejoices. ⁶And when he comes home, he calls together his friends and neighbours, saying to them, "Rejoice with me, for I have found



STORY MAP OF THE PARABLE

Identify five key events of this parable.

- 1** Shepherd loses one of 100 sheep.
- 2** Shepherd leaves 99 to find one lost sheep.
- 3** Shepherd finds lost sheep.
- 4** Lays it on his shoulders and rejoices.
- 5** Calls his friends to celebrate with

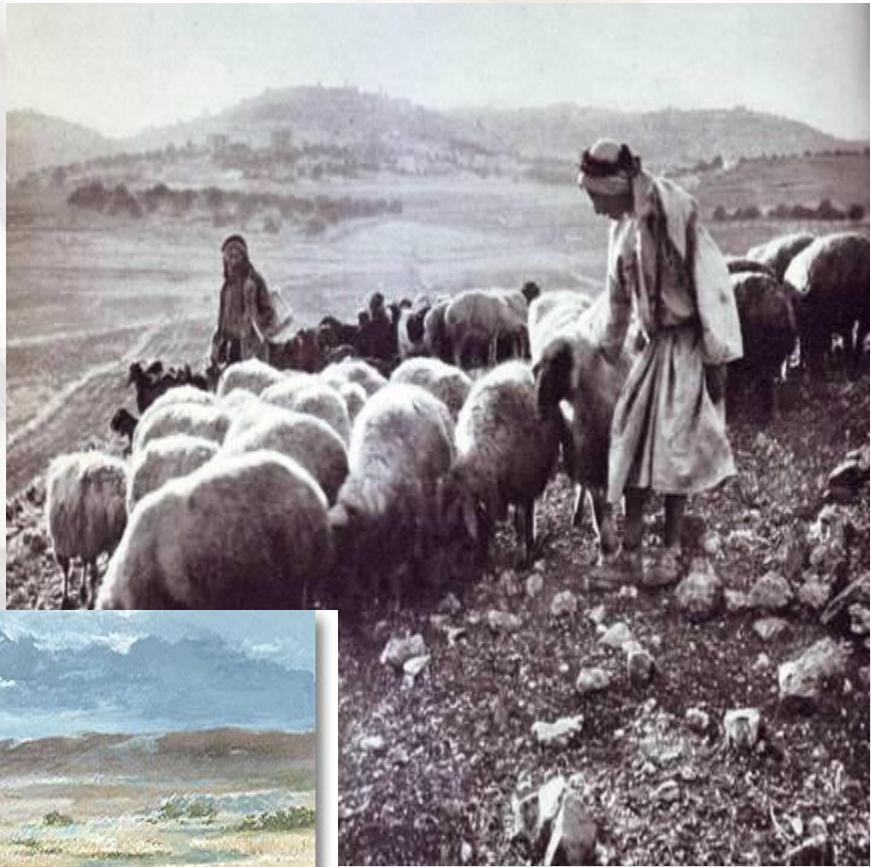
Which is the most important?

WHO IS IN THE PASSAGE?

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SHEPHERD



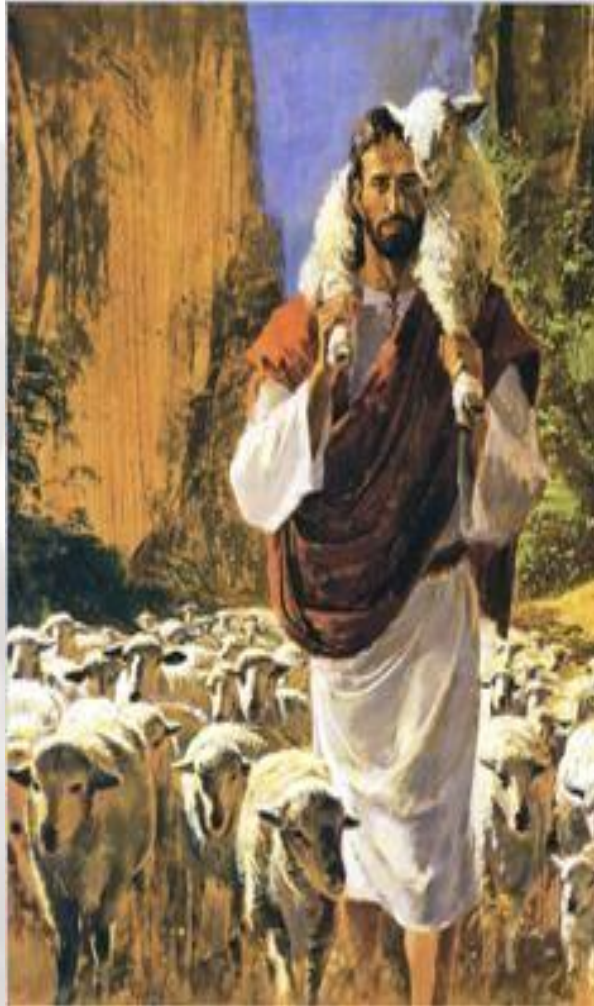
TAX COLLECTORS AND SINNERS



PHARISEES AND SCRIBES



WORDS, IMAGES AND EXPRESSIONS



What are the

- key words,
- images and
- expressions

What might they have meant at the time the text was written?

How might you explain them to your students?

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3	Shepherd finds lost sheep.
4	Lays it on his shoulders and rejoices.
5	Calls his friends to celebrate with

Which is the most important?

A group of Native Americans, likely from the Plains region, are shown in traditional ceremonial attire. They wear feathered headdresses and have white face paint. The image is semi-transparent, serving as a background for the text.

WHAT DOES THIS TEXT MEAN
FOR BELIEVING COMMUNITIES
AND BELIEVERS?



What does this Gospel mean for your Catholic school community?
Who is the lost person in your class/school?
How is your school a shepherd?

So what is lived and celebrated?
What does the parable tell us about God?

What is essential for students to know, understand and appreciate about this passage?

THE PARABLE OF THE SOWER



TEXT TYPE – PARABLES

STORIES JESUS TOLD

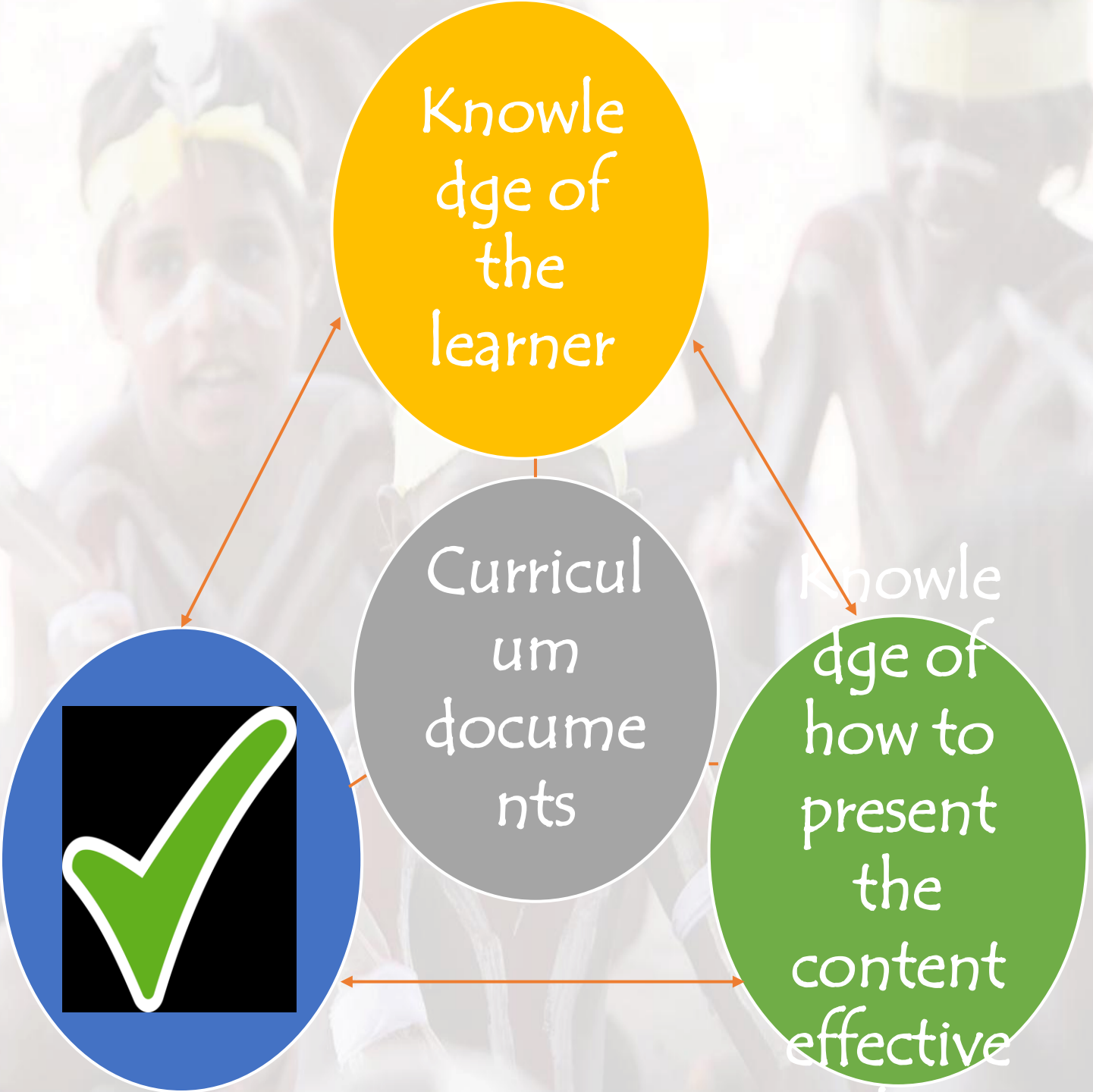
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KNOWLEDGE OF THE LEARNER/ HOW TO PRESENT THE CONTENT

Teachers have deep knowledge of their students that enables them to provide the most effective teaching and learning strategies and activities. Teachers need to implement activities that appropriately and effectively meet the need of their learners and consider students' characteristics, conceptions, dispositions and learning styles.



CHILDREN'S LEARNING

- Personal experience and participation
- Imagination
- Senses
- Emotions
- Environments
- Play
- Problem solving, investigation, and risk-taking
- Interaction and response
- Concrete materials
- Scaffolding
- Explicit and intentional teaching with class, groups and individuals
- Assessment *for, as and of* learning



- Sustained shared conversations
- Stories
- concrete materials (puppets, games)
- drama experiences
- learning centres,



CONSIDERATIONS, CONCERNS AND CAUTIONS

"Don't teach anything that has to be
retaught" (Stead, 1996)

- Gospel version or adaptation
- How you use/implement Gospel
- How you represent each Gospel



ADAPTING THE BIBLICAL TEXT



Three key guidelines:

- ✓ Use the text itself
- ✓ Adapt as necessary
- ✓ Remain as faithful to the text as possible

ADAPTING THE BIBLICAL TEXT

Criticism of children's Bibles and Bible stories, videos, YouTube clips is valid on several grounds:

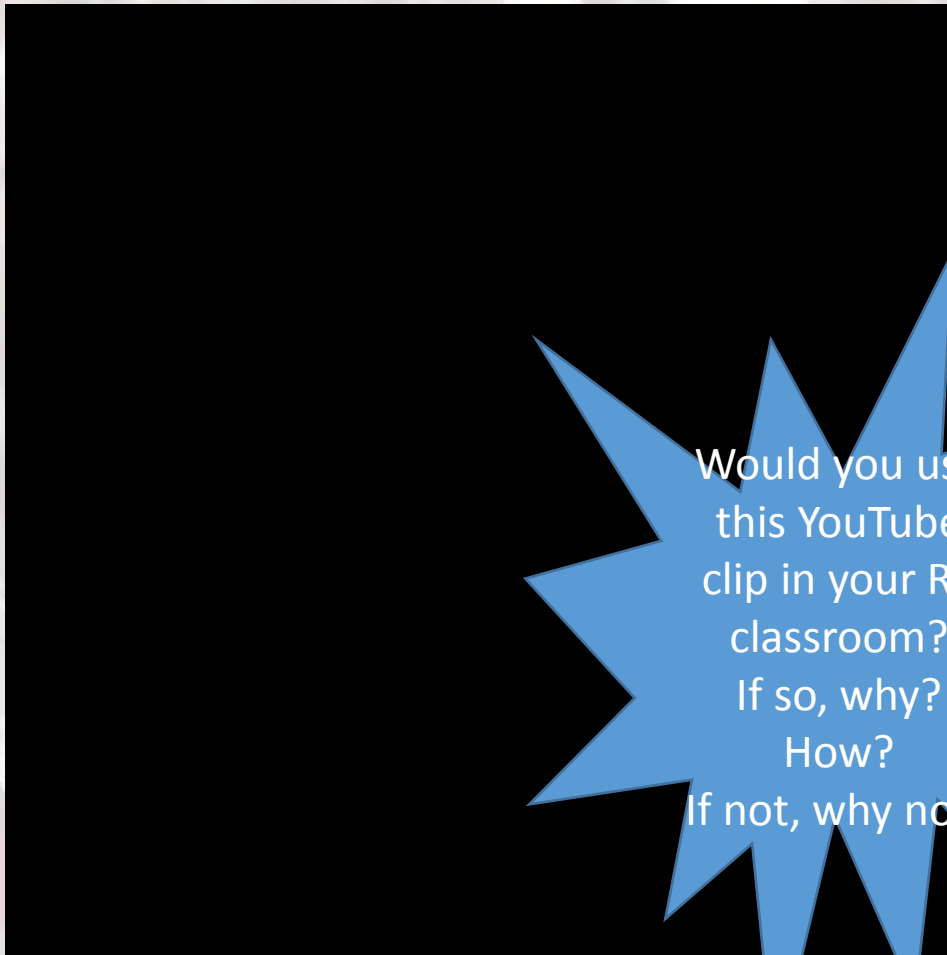
- Many are so laden with interpretation that it is difficult to recognise the original text
- Many ignore the literary form used by the author
- Most combine the four gospels into one narrative
- Most create the impression that it is possible to write a life of Jesus
- Many present the characters,

GODLY PLAY



- Is the script faithful to the specific text?
- Is the language reflective of the original text?
- Are the props authentic to first century Palestine?
- Is the pedagogy reflective of contemporary early childhood education theory?
- Is the theology in line with

YOUTUBE CRITIQUE



Would you use
this YouTube
clip in your RE
classroom?
If so, why?
How?
If not, why not?

TEACHING STRATEGIES/ACTIVITIES

1. ROYAL COMMISSION

Using one of the characters from the Parable of the Good Samaritan, prepare some interview questions and answers from your knowledge of that character in Jewish society.

2. SONG TO A KNOWN TUNE/4 BEAT RAP

Using one of the parables from today, create a song or a rap incorporating some of the information you have learned to contextualise the story.

3. BIO-POEM

Create a bio-poem for each of the characters in the Parable of the Good Samaritan.

4. CREATE A STORY BAG

Using the Parable of the Good Samaritan as a focus, plan a story bag and a script to help tell the story to students.