



# ST AUGUSTINE'S RELIGIOUS EDUCATION PRACTICES

## MISSION STATEMENT

*St Augustine's School is a Catholic Community of life-long learners empowered by Gospel values to shape and enrich our world.*

*Our school community endeavours to nurture and educate each individual intellectually, physically, emotionally and spiritually.*

## RELIGIOUS EDUCATION PRACTICES

*The Religious Education Curriculum is covered yearly through classroom units and educational e-bytes [Learning Bytes](#) [Learning Bytes Map](#)*

*It also incorporates the following essential elements;*

- ↪ Significant Religious Dates / Feast Days & Events*
- ↪ Inclusion of whole school masses (1 per term) and class mass (1 per semester) [RE Yearly Roster](#)*
- ↪ Meditative Practices [Meditation Practices - Booklet](#)*
- ↪ Mandated Prayers [Meditation Practices - Booklet](#)*
- ↪ Mandated Scripture [BCE Religious Education Curriculum - Appendix B](#)*



# St Augustine's Catholic Primary School

'A WORLD OF LOVE – Saying Sorry and Forgiving Others'



| Religion Planning Grade 2  |   | Duration: 10 weeks   |   |  |
|--|---|--|---|--|
| <i>Fertile Question: How can I continue to build a world of love by showing Forgiveness?</i>   |   |  |   |  |
| STRAND   | SACRED TEXT   | BELIEFS  | CHURCH  | CHRISTIAN LIFE   |
| SUB STRAND   | Old Testament<br><br>New Testament<br><br>Christian Spiritual Writings and Wisdom | Trinity: God, Jesus the Christ, Spirit<br><br>Human Existence<br><br>World Religions   | Liturgy and Sacraments<br><br>People of God<br><br>Church History | Moral Formation<br><br>Mission and Justice<br><br>Prayer and Spirituality  |
| Religious Life of the School   |   | General Capabilities   |   | Cross-Curricular Priorities  |
| <ul style="list-style-type: none"> <li><b>Religious Identity and Culture</b></li> </ul> <p>Authentic Christian community builds quality relationships modelled on the vision and values of Jesus.</p> <p>An authentic school community supports the dignity of each person, practises Christian hospitality and proclaims its values through word and action.</p> <ul style="list-style-type: none"> <li><b>Social Action and Justice</b></li> </ul> <p>Reflection on action for justice requires critical reflection and prayerful discernment based upon the scriptures and Catholic social teaching.</p> <ul style="list-style-type: none"> <li><b>Evangelisation and Faith Formation</b></li> </ul> <p>Living the gospel calls for openness that invites each person to experience a change of heart by engaging with the world as Jesus did.</p> <ul style="list-style-type: none"> <li><a href="#">Prayer and Worship</a></li> </ul> |   | <ul style="list-style-type: none"> <li><a href="#">Literacy</a></li> <li><a href="#">Numeracy</a></li> <li><a href="#">Information and communication technology (ICT) capability</a></li> <li><b>Critical and creative thinking</b><br/>Reflecting on thinking and processes</li> <li><a href="#">Personal and social capability</a></li> <li><a href="#">Ethical understanding</a></li> <li><a href="#">Intercultural understanding.</a></li> </ul> |   | <ul style="list-style-type: none"> <li><a href="#">Aboriginal and Torres Strait Islander histories and cultures</a></li> <li><a href="#">Asia and Australia's engagement with Asia</a></li> <li><b>Sustainability.</b><br/>World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</li> </ul> |

## Year Level Description

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

In Year 2, students learn about aspects of God's nature and God's relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus, and Old Testament texts that describe God's relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways.

Students learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God's creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God offers to people unconditionally; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance.

Students examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer.

## Achievement Standard

By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. They discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.

Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise free choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness.

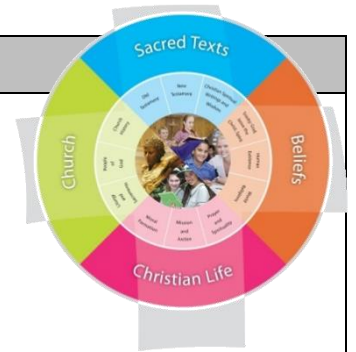
# Content Descriptions



## Sacred Texts

Old Testament  
New Testament

Christian Spiritual Writings and Wisdom



### Old Testament – STOT5

#### *Religious Knowledge and Deep Understanding*

The Church teaches that the Bible is an inspired account of God’s self-revelation. The Old Testament describes God’s relationship with the Jewish people. The Abraham and Sarah story is one example of how God relates with people (e.g. the call of Abraham and Sarah, Genesis 17: 1-8; 15-22).

#### *Skills*

Identify people, places, events and things in some Old Testament stories

Identify behaviours and actions in some Old Testament stories that reveal aspects of God’s nature (e.g. loving, just, relational, forgiving)

Share and compare ideas and opinions with others about God’s relationship with people in Old Testament stories.

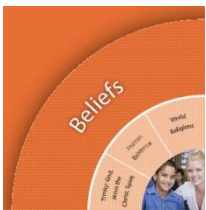
### New Testament – STNT5

#### *Religious Knowledge and Deep Understanding*

The life and teaching of Jesus is the primary source of God’s self-revelation in the New Testament.

#### *Skills*

Identify some teachings and actions of Jesus that reveal aspects of God’s nature (e.g. father, loving, just, forgiving, welcoming, inclusive).



## Beliefs

Trinity: God, Jesus the Christ, Spirit

Human Existence

World Religions

### Trinity – BETR4

#### *Religious Knowledge and Deep Understanding*

Jesus lived a truly human life. His mission and ministry was to preach and bring about the Kingdom of God, including through his teaching, healing, and forgiving.

#### *Skills*

Identify the purpose and nature of Jesus’ mission and ministry as depicted in some Gospel stories.

Describe the effect of Jesus’ mission and ministry on the lives of key characters in some Gospel stories.



## Church

Liturgy and Sacraments

People of God

Church History

### Liturgy and Sacraments – CHLS3

#### *Religious Knowledge and Deep Understanding*

Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance, believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus' healing ministry in the life of the community.

#### *Skills*

Identify and analyse scenarios from the Gospels and from life experience that involve restoring broken relationships (reconciliation).

Recognise and record ways in which believers celebrate reconciliation with God and with each other in the Sacrament of Penance.

Make connections between Jesus' healing ministry and the Church's healing ministry in the Sacrament of Penance



## Christian Living

Moral Formation

Mission and Justice

Prayer and Spirituality

### Prayer and Spirituality – CLPS5

#### *Religious Knowledge and Deep Understanding*

Prayer involves talking and listening to God, wither alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature.

#### *Skills*

Participate with respect in a variety of personal and communal prayer experiences, including prayer for forgiveness, that nurture the spiritual life of believers.

Prayer in the Christian tradition, including prayer for forgiveness, nurtures the spiritual life of believers.

### Prayer and Spirituality – CLPS6

#### *Religious Knowledge and Deep Understanding*

Prayer for forgiveness requires admission of sin, saying sorry, asking God's help to change and seeking to heal one's loving relationships with God, with others and with all creation.

#### *Skills*

Communicate an understanding of the language, purpose, gestures and context of prayers for forgiveness including acts of contrition and Penitential Act (A, B, C).

Participate with respect in a variety of personal and communal prayer experiences, including prayer for forgiveness.

## Prayer and Spirituality – CLPS7

### *Religious Knowledge and Deep Understanding*

Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including centred breathing and attending to posture) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'.

### *Skills*

Participate respectfully in meditative prayer.

Identify and use practices and spiritual exercises that assist in preparing and engaging in meditative prayer.

## Who Are my Learners?

Who are the children in my class?

| Type of Students             | ✓ | Notes   |
|------------------------------|---|---|
| Cultural – family background |   |   |
| Religious Background         | ✓ | Anglican – 3<br>Catholic – 39<br>Non Religion – 16<br>Other Christian – 2 |
| Verified                     |   |   |
| IEP<br>EAP                   | ✓ | Domenic – learning support<br>Ayla – leaning support                      |
| ESL                          | ✓ | Luka - Portuguese   |
| Other                        |   |   |

## Learning Intentions

By the end of this series of learning experiences, students

- Make connections between stories of the Old Testament and God's relationship with Jewish people
- Are able to investigate New Testament stories that reveal aspects of God's nature
- Recognise how some choices harm relationships
- Explain the purpose of reconciliation and the sacrament of penance
- Make connections between Jesus' teaching and actions and the way the communities of believers live today
- Participate with respect in a variety of personal and communal prayer experiences including prayers for forgiveness

## Mandated Scripture

| Overarching Ideas   | Core Texts   | Supplementary Texts  |
|---|--|--|
| <b>Stewardship</b>  | Judeo-Christian Creation Stories<br>Genesis 1:1-2:4a;<br>Genesis 2:4b-25<br><br>God's agreement with Noah<br>Genesis 9:8-17  | Creation<br>Psalm 24:1-2<br>Psalm 50:10-12   |
| <b>Loving relationships with God, others and creation</b> | The Good Samaritan<br>Luke 10:25-37<br><br>The Greatest Commandment<br>Matthew 22:34-40  | The call of Levi<br>Mark 2:13-17<br><br>Peace<br>John 20:21-23<br><br>Justice<br>Micah 6:8   |
| <b>Covenant in the Old Testament</b>                      | Promise to Abraham and Sarah<br>Genesis 17:1-8; 15-19; 21-22   | Moses - The Two tablets of the Covenant<br>Exodus 31:18  |
| <b>Teachings and actions of Jesus</b>                     | Parable of unforgiving servant<br>Matthew 18:21-35<br><br>Jesus heals two blind men<br>Matthew 20:29-34<br><br>Jesus heals a crippled woman<br>Luke 13:10-13<br><br>Jesus walks on the water<br>John 6:16-21 | Jesus teaches about love, justice and peace<br>Matthew 5:1-12<br>Matthew 5:38-42<br><br>Welcome all to the table<br>Luke 14:7-14<br><br>Jesus in the synagogue<br>Mark 6:1-6 |
| <b>Reconciliation and forgiveness</b>                     | Jesus teaches about forgiving others<br>Luke 17:3-4<br><br>The Forgiving Father<br>Luke 15:11-31<br><br>Zacchaeus<br>Luke 19:1-10  | Pharisee and Tax Collector<br>Luke 18:9-14<br><br>Jesus Forgives a Loving Woman<br>Luke 7:36-50<br><br>The Lost Coin<br>Luke 15:8-10   |



## Explicit Teaching about Prayer

- Prayers for forgiveness, including [acts of contrition](#) and [Penitential Act](#)
- [Meditative Prayer Practices](#) including centered breathing and [attending to posture](#)
- Revise [Hail Mary](#) and [Grace](#)

## Success Criteria Assessment

- ✓ [Principles of Assessment - BCE](#)
- ✓ Students discuss ideas about God's relationship with Jewish people as described in Old Testament stories
- ✓ Students provide evidence of how New Testament texts reveal aspects of God's nature
- ✓ Students explain how believers seek healing through reconciliation and how they celebrate reconciliation through the Sacrament of Penance.
- ✓ Students identify and describe ways that Jesus' teaching and actions influence how members of church communities live today.

**Objective:** The students will be able to identify and describe, through pictures and words, ways that Jesus' teaching and actions influence how we love, welcome, forgive within our community.

- ✓ Describing a time through words and illustrations when and where students have acted to build a community of love by forgiving someone
- ✓ Describing a time through words and illustrations when and where students have witnessed others building a community of love by forgiving others.

**Objective:** The students will be able to provide evidence through a story retell and explanation of how New Testament texts reveal aspects of God's nature.

- ✓ Use pictures to retell the scripture passage of...The Lost Son (The Prodigal Son / The Forgiving Father)...[Luke 15:11-31](#)
- ✓ explaining what is happening.
- ✓ Explain the meaning of the scripture passage.
- ✓ Complete statements about God using prescribed words

**Objective:** The students will be able to complete a 'Saying Sorry Prayer Plan', responding to:

- ✓ Calling God by name, expressing faith in God's goodness, identifying a personal growth area needing forgiveness, making a promise to fix a situation, closure.

## Learning Experiences

Core Content Area One: Weeks 1-3

Fertile Question: How is God's love unconditional?

| Stage of Inquiry   | Topic  | Skills  | Resources  |
|--------------------|--|---|--|
| <b>Tuning In</b>   | <i>Students are introduced to the fertile question</i>                           | <ul style="list-style-type: none"> <li>• Cage the student's knowledge and understanding about what it means to FORGIVE</li> <li>• What do they know about forgiveness and what have been some of their experiences with forgiving others or being forgiven.</li> <li>• Create a story wall displaying their experiences.</li> <li>• Discuss what it looks like, feels like, sounds like to forgive someone.</li> <li>• Act out different scenarios of forgiveness.</li> </ul>   |  |
|                    |  | <ul style="list-style-type: none"> <li>• Pose the questions:                             <ul style="list-style-type: none"> <li>✓ Why do we need to forgive?</li> <li>✓ How do you decide on who and when to forgive?</li> </ul> </li> <li>• Reflect on whether the Bible talks about forgiveness and who may have showed sin and forgiveness.</li> </ul>   |  |
| <b>Finding Out</b> | <i>Explore ideas about sin and forgiveness as revealed in the New Testament.</i> | <ul style="list-style-type: none"> <li>• Students draw/write what kinds of 'Sins' are common for children.</li> <li>• Explore some bible verses: <a href="#">Matthew 18:21-35</a>, <a href="#">Luke 17: 3-4</a> and <a href="#">Colossians 3:13b</a> – create conversations about the meaning of sin/forgiveness in each.</li> <li>• Pose 'real-life' scenarios for the children to act out and discuss how forgiveness is represented.</li> <li>• Discuss how many times they think they have been forgiven by different people, especially God?</li> <li>• Reflect in stillness and silence practice how, when and amount of times we should show forgiveness.</li> </ul> | <p>Catholic Children's Bible: <a href="#">Matthew 18:21-35</a><br/>                     Jesus answered, "I tell you, not seven times, but seventy-seven times"</p> <p><a href="#">Luke 17: 3-4</a><br/>                     "If your brother sins, rebuke him, and if repents, forgive him.."</p> <p><a href="#">Colossians 3:13b</a><br/>                     "Forgive as the Lord forgave you."</p> <p>Appendix A: 'Real-life' Scenarios</p> |
| <b>Sorting Out</b> | <i>Make connections between NT Bible stories and how we live our life</i>        | <ul style="list-style-type: none"> <li>• Locate other verses in the bible which talk about forgiveness.</li> <li>• Read aloud in small groups</li> <li>• Revise forgiveness verses and have students write them down from memory. Make note of how many mistakes were made and ask them whether they should be forgiven for not having it correct after all the time spent discussing the verses.</li> </ul>  | <p>Appendix B: Forgiveness Bible Verses</p> <p><a href="#">Matthew 6:12</a><br/> <a href="#">Matthew 6:14</a><br/> <a href="#">1 Peter 3:9a</a></p>  |

|                      |  |   |   |
|----------------------|--|---|---|
|                      |  | <ul style="list-style-type: none"> <li>• Students draw different faces and add adjectives for how they are feeling when they think they are not being forgiven for their mistakes.</li> <li>• Do we sometimes forget or not forgive others when we have been hurt, but expect to be forgiven when we have sinned?</li> <li>• Students draw outline of body and then write about times when they have either forgiven or been forgiven by someone</li> </ul>   | Body outline – boy and girl   |
|                      |  | <ul style="list-style-type: none"> <li>• Brainstorm ways that we can show we are sorry for our mistakes and what we can do to say we are sorry.</li> <li>• How does God/Jesus forgive us (erase) the sins of others who hurt us...or if we hurt others...even when it happens over and over again.</li> <li>• Watch VeggieTales youtube clip– God wants us to Forgive Them<br/><a href="http://www.dailymotion.com/video/x26sn7y_veggietales-god-wants-me-to-forgive-them_school">http://www.dailymotion.com/video/x26sn7y_veggietales-god-wants-me-to-forgive-them_school</a></li> </ul> | <a href="#">VeggieTales</a>   |
|                      |  | <ul style="list-style-type: none"> <li>• Display different prayers that incorporate saying sorry for doing wrong, asking for forgiveness and show forgiveness to others.</li> <li>• Create Forgiveness posters incorporating the different aspects of forgiveness</li> </ul>  | Appendix C: Forgiveness Prayers<br><br><a href="#">The Power of Forgiveness</a> |
| <b>Communicating</b> |  | <p><b>Assessment Objective:</b> The students will be able to identify and describe, through pictures and words, ways that Jesus’ teaching and actions influence how we love, welcome, forgive others.</p> <ul style="list-style-type: none"> <li>✓ Describing a time through words and illustrations when and where students have acted to build a community of love by forgiving someone.</li> <li>✓ Describing a time through words and illustrations when and where students have witnessed somebody else building a community of love by showing forgiveness.</li> </ul>              |   |

|                                    |  |
|------------------------------------|--|
| <b>Reflecting &amp; Evaluating</b> | <ul style="list-style-type: none"> <li>• Reflect on the following scenario: What would you do if someone pushed you from behind? Many kids say they would yell, or push them back, or ask why they did it or explain how rude that was.</li> <li>• Ask how they would feel if they discovered the person pushing them was blind? You'll see it in their eyes - it is an immediate shift to compassion - the point of forgiveness. Pushing is no longer an issue; and instead they find themselves wanting to help the other person. This "scenario" makes for great discussions on the wonderful love Jesus had for everyone.</li> <li>• Start a forgiveness journal. Write down everything you need to forgive and start forgiving. Create a special symbol when you have forgiven a person (yourself, too) or an event.</li> <li>• Create a Forgiving Tree for the classroom to help realize and reinforce the importance of forgiveness.</li> <li>• Have them list on a leaf who they forgive, why, what they have learned, and the date. See how many leaves they can add to the tree in a year's time.</li> </ul> |
|------------------------------------|--|

## APPENDICES

### **APPENDIX A: 'REAL-LIFE' SCENARIOS**

- For the third time, your sister took your favourite CD without asking. Now she tells you it's lost and she's sorry. How should you react?
- One of your best friends says you can't be on his team at recess. You are the captain of the team tomorrow. What should you do?
- My mother forgot to bring cookies to school as she had promised. I refused to forgive her. I went to my room, slammed my door, and buried my head in the pillow. She came up to the room and just sat there. I thought I heard her laughing, so I turned in anger. I realized she wasn't laughing; she was actually crying. And the second I saw my mother cry, I forgot all about being mad; I forgot about holding a grudge. All I knew was that my mother was crying, and I had caused that. In that instant I forgave her. And then I wanted to be forgiven at that point.

### **APPENDIX B: FORGIVENESS BIBLE VERSES**

**Matthew 6:12** "Forgive us our debts, as we also have forgiven our debtors."

**Matthew 6:14** "For if you forgive men when they sin against you, your heavenly Father will also forgive you."

**1 Peter 3:9a** "Do not repay evil with evil..."

### **APPENDIX C: FORGIVENESS PRAYERS**

- ↪ Dear God, I am having a hard time forgiving \_\_\_\_\_ for \_\_\_\_\_. Please give me your love in my heart so I can forgive as you have forgiven me. Amen.
- ↪ Dear God, I feel like hurting \_\_\_\_\_ rather than forgiving him/her. Please help me to remember that it is your job to discipline others and not mine. Amen.
- ↪ Dear God, thank You for sending Jesus to die on the cross so that we can have our sins forgiven. Thank You for forgiving my sins. Please help me to forgive others as you forgive us. Amen.
- ↪ Dear God, I am sorry I did \_\_\_\_\_. Will you please forgive me? Amen.
- ↪ Dear God, I am afraid to ask forgiveness from \_\_\_\_\_. Please give me the courage to do the right thing. Amen.

## Learning Experiences

Core Content Area Two: Weeks 4-6

Fertile Question: What are the ways we contribute to building a world of love through forgiveness?

| Stage of Inquiry   | Topic  | Skills   | Resources   |
|--------------------|--|--|---|
| <b>Tuning In</b>   | <i>Students are introduced to the fertile question</i>   | <ul style="list-style-type: none"> <li>Introduce students to emotions and reactions.</li> <li>Read story: Rose and the Midnight Cat or Rose meet Mr Wintergarden</li> <li>Use post-it notes or digital notes on <a href="#">Padlet</a> to post emotions identified.</li> <li>Share and discuss times when they as individuals have felt emotions. Use these to create a classroom display of emotion (display in the shape of a head or Jesus' face)</li> </ul>  | Rose and the Midnight Cat<br>Rose meet Mr Wintergarden<br>Resources Sheet: Emoticons  |
|                    |  | <ul style="list-style-type: none"> <li>In small groups using a <b>Y Chart</b> strategy share understanding about the following words: <i>loving, just, welcoming, forgiving and sorry.</i></li> <li>Devise a definition for each word and write on a strip of poster paper to display on wall.</li> </ul>  | Resource Sheet: Y chart   |
|                    |  | <ul style="list-style-type: none"> <li>Create masks to illustrate emotions</li> <li>Use masks for freeze frames which illustrate a feeling response to teacher created scenarios (frames can be photographed to add to wall display.)</li> </ul>   | Camera  |
| <b>Finding Out</b> | <i>Identify teachings and actions of Jesus through New Testament stories that reveal aspects of God's nature for forgiveness</i> | <ul style="list-style-type: none"> <li>Explain The mission of Jesus and its influence on believers <a href="#">T.B</a></li> <li>Exploring New Testament stories to discover Jesus' purpose of his mission and ministry is not just about forgiveness:                             <ul style="list-style-type: none"> <li>↪ Parable of Jesus Forgiving</li> <li>↪ Parables of Jesus Healing</li> <li>↪ Parable of Jesus Teaching</li> </ul> </li> <li>Concentrate on one of the stories and complete a character map for one of the characters in the story.</li> </ul> | <a href="#">T.B –Teacher Background</a><br><br>Catholic Children's Bible<br><a href="#">The Foolish Man</a><br><a href="#">Jesus Heals a Leper</a><br><a href="#">The Two Sons</a><br><br>Resource Sheet: Character Map |
|                    |  | <ul style="list-style-type: none"> <li>Create a Jesus portrait (words surrounding picture) depicting his key characteristics of the type of qualities Jesus was trying to teach his people.</li> <li>Highlight the key characteristics associated with forgiveness.</li> <li></li> </ul>   | Resources sheet: Jesus outline  |
|                    |  |  |   |

|                                    |   |   |  |
|------------------------------------|---|---|--|
| <b>Sorting Out</b>                 | <i>Students identify and describe terms such as loving, just, welcoming and forgiving</i> | <p><b>ZACCHAEUS:</b></p> <ul style="list-style-type: none"> <li>• Listen to the story of Zacchaeus <a href="#">Luke 19: 1-10</a></li> <li>• Use the <b><i>What's in my Head</i></b> strategy to identify the thoughts of the main characters in the story.</li> <li>• Create an illustrated poster of Zacchaeus with the message of Jesus printed on it.</li> <li>• Or create a small comic strip with a retell of story using <a href="#">Toondoo</a></li> </ul>   | <p>Catholic Children's Bible <a href="#">Luke 19:1-10</a></p> <p>Worksheet: What's in my head</p> <p>Resource Sheet: Zacchaeus up a tree</p>                       |
|                                    |   | <p><b>JOSEPH:</b></p> <ul style="list-style-type: none"> <li>• Look at the story of Joseph and his coat of many colours Genesis 37</li> <li>• Discuss how and where forgiveness is mentioned in the story.</li> <li>• Watch the video about the forgiving of brothers adapted from the bible passage.</li> <li>• Students write about times they <i>have and have not</i> forgiven family members on a drawing of Joseph (split experiences into two sides of the drawing.)</li> <li>• Engage in craft activity to reinforce the importance of forgiveness.</li> </ul>  | <p>Catholic Children's Bible <a href="#">Genesis 37</a></p> <p><a href="#">Forgive your Brothers</a></p> <p>Joseph drawing worksheet</p> <p>Joseph craft hands</p> |
| <b>Communicating</b>               |   | <p><b>Assessment Objective:</b> The students will be able to provide evidence through a story retell and explanation of how New Testament texts reveal aspects of God's nature.</p> <ul style="list-style-type: none"> <li>✓ Use pictures to retell the scripture passage of...The Lost Son (The Prodigal Son / The Forgiving Father) <a href="#">Luke 15:11-31</a></li> <li>✓ Explain what is happening and the meaning of the scripture passage.</li> <li>✓ Complete statements of God, using prescribed words about building a world of love through forgiveness.</li> </ul>   | <p><a href="#">Luke 15:11-31</a></p>   |
| <b>Reflecting &amp; Evaluating</b> |   | <ul style="list-style-type: none"> <li>• Students reflect in Prayer Circle where and when they have witnessed themselves or others acting to build a community of love through forgiveness.</li> <li>• Children write about this on a prayer card (green leaf) and attach it to the forgiving tree in centre of the circle.</li> <li>• Reflective messages/prayers are then read out and students respond accordingly.</li> <li>• At the end of the week students look at the forgiving tree and reflect on how much it has grown (how many forgiving leaves have been added)</li> <li>• Reinforce the importance of forgiveness in helping to building a world of love.</li> </ul> | <p>Class Forgiving Tree</p> <p>Cardboard leaves</p>  |

## Learning Experiences

Core Content Area Three: Weeks 7-10

Fertile Question: What are ways I can show unconditional love like God did in my Church Community?

| Stage of Inquiry                   | Topic  | Skills   | Resources  |
|------------------------------------|--|--|--|
| <b>Tuning In</b>                   | <i>Students are introduced to the fertile question</i>                                   | <ul style="list-style-type: none"> <li>Y Chart – What does Jesus’ teachings about sin and forgiveness LOOK, FEEL, SOUND like?</li> <li>Create a class ‘big book’ consisting of key teachings and actions of Jesus about forgiveness               <ul style="list-style-type: none"> <li>↪ <b>Side A:</b> words stating actions / teachings of Jesus</li> <li>↪ <b>Side B:</b> illustrate (drawings / photos) how Christians live that aspect today</li> </ul> </li> </ul> | Resources sheet – Y Chart  |
| <b>Finding Out</b>                 | <i>The Church community draws from the teachings of Jesus to guide the way they live</i> | <ul style="list-style-type: none"> <li>List ways as a Christian Community we can act forgiving in the ways God intended.</li> <li>What are the formal ways, we as Christians show repentance for our sins.</li> <li>Explore in books and on the internet different ways to express forgiveness, focussing on prayers.</li> </ul>   | Catholic Children’s Bible<br>Variety of Prayer Books – isolate forgiveness prayers<br>Internet |
| <b>Sorting Out</b>                 | <i>Church rituals assist in the understanding of God’s plan for forgiveness</i>          | <ul style="list-style-type: none"> <li>Look at the <u>Act of Contrition</u> and the <u>Penitential Rite</u></li> <li>Discuss their content and purpose.</li> <li>Students break down the <u>Act of Contrition</u> adding their own experiencing into the prayer</li> <li>Students share their prayers</li> </ul>   | <a href="#">Yr 2 Mandated Prayers</a>  |
| <b>Communicating</b>               |  | <p><u>Assessment Objective:</u> The students will be able to complete a ‘Saying Sorry Prayer Plan”, responding to:</p> <ul style="list-style-type: none"> <li>✓ Calling God by name, expressing faith in God’s goodness, identifying a personal growth area needing forgiveness, making a promise to fix a situation, closure.</li> </ul>  |  |
| <b>Reflecting &amp; Evaluating</b> |  | <p>Retrieval Chart:</p> <ul style="list-style-type: none"> <li>✓ Jesus showed us how to.... (name action)</li> <li>✓ Jesus taught us how to....(name the teaching)</li> <li>✓ Christians do this today by.....</li> <li>✓ Sometimes this is difficult to do this when.....</li> <li>✓ Create class posters to place around the room</li> </ul>   | Resources sheet – Retrieval Chart  |





Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

## A World of Love: Saying Sorry and Forgiving Others

### ASSESSMENT ACHIEVEMENT

**AB** = Above

**A** = Achieved – shows evidence

**WT** = Working Towards

### EFFORT

**Con** = Consistently

**S** = Sometimes

**G** = Generally

**R** = Rarely

|   | AB | A | WT |
|---|----|---|----|
| <p><b>Fertile Questions:</b> How is God’s love unconditional?</p> <p><b>Objective:</b> : The students will be able to identify and describe, through pictures and words, ways that Jesus’ teaching and actions influence how we love, welcome, forgive within our community.</p> <ul style="list-style-type: none"> <li>✓ Describing a time through words and illustrations when and where students have acted to build a community of love by forgiving someone</li> <li>✓ Describing a time through words and illustrations when and where students have witnessed others building a community of love by forgiving others.</li> </ul>          |    |   |    |
| <p><b>Fertile Questions:</b> What are they ways we contribute to building a world of love through forgiveness?</p> <p><b>Objective:</b> The students will be able to provide evidence through a story retell and explanation of how New Testament texts reveal aspects of God’s nature.</p> <ul style="list-style-type: none"> <li>✓ Use pictures to retell the scripture passage of...The Lost Son (The Prodigal Son / The Forgiving Father)...<b>Luke 15:11-31</b></li> <li>✓ Explaining what is happening.</li> <li>✓ Explain the meaning of the scripture passage.</li> <li>✓ Complete statements about God using prescribed words</li> </ul> |    |   |    |
| <p><b>Fertile Questions:</b> What are ways I can show unconditional love like God did in my Church Community?</p> <p><b>Objective:</b> The students will be able to complete a ‘Saying Sorry Prayer Plan”, responding to:</p> <ul style="list-style-type: none"> <li>✓ Calling God by name, expressing faith in God’s goodness, identifying a personal growth are needing forgiveness, making a promise to fix a situation, closure.</li> </ul>   |    |   |    |
| <b>Overall Report Achievement</b>   |    |   |    |
| <b>Report Effort</b>  |    |   |    |

## Learning Evaluation / Recommendations

### *Evaluation:*

- ⌘ What activities and lessons were engaging for students?
- ⌘ What resources were most useful?
- ⌘ Were the lesson plan ideas helpful?

### *Recommendations:*

- ⌘ What would you change should you teach this unit again?
- ⌘ What resources might you use to further engage the children in the unit?

# 2 Stars and A Wish



## 2 STARS

### Questions to consider for the completed Religious Unit

- ↪ What activities did you find interesting?
- ↪ What did you learn about, that you didn't know before?
- ↪ What did you find easy to understand?



## 1 WISH

### Questions to consider for the completed Religious Unit

- ↪ What would you like to learn more about the topic?
- ↪ What did you find difficult to understand that you may need help with?
- ↪ What do you need to do to be more involved in the learning?

