



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

"IN THE SPIRIT"

Religion Planning Grade 5		Duration: 10 weeks (Term 3)		
<i>Fertile Question:</i> How does the Holy Spirit guide the actions of believers?				
STRAND	SACRED TEXT	BELIEFS	CHURCH	CHRISTIAN LIFE
SUB STRAND	Old Testament	Trinity: God, Jesus the Christ, Spirit	Liturgy and Sacraments	Moral Formation
	New Testament			Mission and Justice
	Christian Spiritual Writings and Wisdom	Human Existence World Religions	People of God Church History	Prayer and Spirituality

Religious Life of the School	General Capabilities	Cross-Curricular Priorities
<ul style="list-style-type: none"> Religious Identity and Culture <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"> Social Action and Justice <p>Respect for the dignity of the human person underlies Catholic social justice themes.</p> <ul style="list-style-type: none"> Evangelisation and Faith Formation <p>- Spiritual formation in a Catholic school occurs within the context of the Catholic Christian faith tradition. Such formation is orientated to the spiritual growth of each individual and the spiritual flourishing of the school community.</p> <p>- School communities recognise moments and opportunities for formation and find ways to nurture the spirituality of each individual in ways that respect their religious background and their informed conscience.</p> <ul style="list-style-type: none"> Prayer and Worship 	<ul style="list-style-type: none"> Literacy <p>- Comprehending texts through listening, reading and viewing - Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> Numeracy <ul style="list-style-type: none"> Information and communication technology (ICT) capability <p>- Applying social and ethical protocols and practices when using ICT - Investigating with ICT - Creating with ICT</p> <ul style="list-style-type: none"> Critical and creative thinking <p>- Self-awareness - Self-management - Inquiring – identifying, exploring and organising information and ideas - Reflecting on thinking and processes</p> <ul style="list-style-type: none"> Personal and social capability <p>- Self-awareness - Self-management</p> <ul style="list-style-type: none"> Ethical understanding <p>- Understanding ethical concepts and issues Reasoning in decision making and actions - Exploring values, rights and responsibilities</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander histories and cultures <ul style="list-style-type: none"> Asia and Australia's engagement with Asia <ul style="list-style-type: none"> Sustainability.

<p>Celebration of liturgy and sacraments are part of the formal, public prayer and worship of the Church.</p>	<ul style="list-style-type: none"> • Intercultural understanding. <p>Interacting and empathising with others.</p>	
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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 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE – c.1900 CE). Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration (the gifts of the Holy Spirit) of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship, including the Eucharist, the Psalms, Sabbath rituals and prayers; and the wisdom of the Saints (St Augustine and St Monica), including St Mary of the Cross MacKillop, for communities of believers. They learn about the significance of Marian prayers in the life of the Church, including the Hail Mary, the Rosary and the Litany of Mary of Nazareth, in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.

Achievement Standard

By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They describe different experiences of communities of believers living according to Jesus' new commandment of charity (love); going beyond existing laws to care for the well-being of others; making and acting upon informed moral choices. They locate and record information about the contribution of pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

Content Descriptions

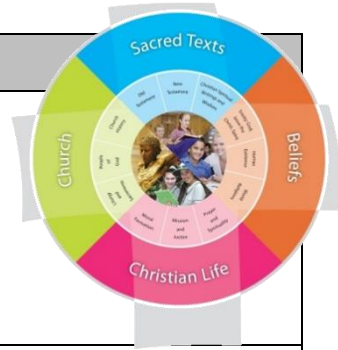


Beliefs

Trinity

Human Existence

World Religions



Trinity: God, Jesus the Christ, Spirit – **BETR7**

Religious Knowledge and Deep Understanding

The action of the Holy Spirit in the lives of believers is described in Scripture using a variety of titles and images.

Skills

Identify some titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind) of the Holy Spirit found in Scripture.

Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers.



Church

Liturgy and Sacraments

People of God

Church History

Liturgy and Sacraments – **CHLS7**

Religious Knowledge and Deep Understanding

The key parts of the Catholic Rite of Confirmation are: calling on the Holy Spirit and the laying on of hands, the anointing with the oil of chrism together with the words 'Be sealed with the Gift of the Holy Spirit'.

The gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life.

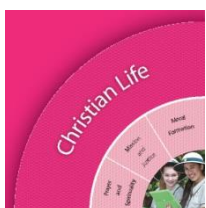
The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control Galatians 5:22-23) are visible signs of God's active love and work within and through believers as they live spirit-filled lives.

Skills

Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers.

Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today.

Explain the meaning of some of the fruits of the Spirit and how they are visible signs of God's active love and work in the lives of believers.



Christian Living

Moral Formation

Mission and Justice

Prayer and Spirituality

Moral Formation – **CLMF9**

Religious Knowledge and Deep Understanding

Conscience is a judgement of reason that, as far as possible, takes into account the good of all. For Christians, conscience is formed by the Word of God (e.g. The Decalogue and Jesus' moral teaching), assimilated in faith and prayer and put into practice. Formation of conscience is assisted by the gifts of Holy Spirit, the witness and advice of others and the authoritative teaching of the Church. Moral choice involves both judgment and then acting according to that judgment.

Skills

Describe some key considerations in the formation of conscience for Christians, including the Word of God, put into practice through faith and prayer; the gifts of Holy Spirit; the witness and advice of others; the authoritative teaching of the Church.

Develop and explain a reasoned judgement or informed moral choice by applying questions based on some key considerations in the formation of conscience.

Christian Life: Mission and Justice – CLMJ6

Religious Knowledge and Deep Understanding

Jesus makes charity (love) the new commandment: "As the Father has loved me, so have I loved you; abide in my love. ... "This is my commandment, that you love one another as I have loved you" (John 15: 9 - 17).

Charity is the source and goal of Christian practice. Christian charity calls people to go beyond existing laws to care for the well-being of others.

Skills

Distinguish between choices or actions that fulfil existing laws or obligations and those that respond to Jesus' new commandment.

Develop and explain a choice or action within their own lives that demonstrates the application of Jesus' new commandment of love.

Who Are my Learners?

Who are the children in my class?

Type of Students	✓	Notes
Cultural – family background	✓	Students come from a range of cultural backgrounds including Vanuatu, The Philippines and Spain.
Religious Background	✓	Most students are Catholic however there are some students who are identify as being of "no religion"
Verified	✓	There are 2 students who are verified.
I.E.P	✓	There are 4 students on I.E.Ps.
ESL	✓	One student identifies as ESL.
Other	✓	In addition to the information above, there is an array of learners who bring with them varying views and ideas when it comes to Religion.

Learning Intentions

By the end of this series of learning experiences, students will:

- Identify some titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind) of the Holy Spirit found in Scripture.
- Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers.
- Explain the meaning of some of the gifts of the Spirit and the fruits of the Spirit (Galatians 5:22) and how these guide and give strength to believers today.
- Write prayers to the Holy Spirit.

Mandated Scripture – Year 5

Overarching Ideas	Core Texts	Supplementary Texts	
<p>The action of the Holy Spirit in the lives of the believers</p>	<p>The story of Pentecost Acts 2:1-15</p> <p>Fruits of the Spirit Galatians 5:22-23</p> <p>The spirit of God 1 Corinthians 2:9-13</p>	<p>Gifts of the Spirit Isaiah 11:1-3</p> <p>Fruits of the Spirit 1 Corinthians 12:6-12 Romans 12:3-8 Ephesians 1:13-14 Colossians 1:7-12</p> <p>Conversion of Saul Acts 9:1-19</p> <p>Baptism of Cornelius Acts 10:44-49</p> <p>Paul baptises twelve men in Ephesus Acts 19:1-12</p> <p>Fire Matthew 3:11-12</p> <p>transforming, creating, energising Acts 2:1-4</p>	<p>Dove Luke 3:21-22</p> <p>Water John 7:37-39, initiating, baptising</p> <p>Wind Acts 2:1-4 John 3:8 - refreshing, life force; breath of God, Ruah</p> <p>Paraclete John 14:16-17, 25-26; 15:26-27, 16:7</p> <p>Helper; comforter Acts 1:4-5, 8</p> <p>Spirit of adoption Romans 8:14-17, 22-24, 26-27 - becoming a child of God</p>

<p>Significance of personal and communal prayer and worship</p>	<p>Mary's song of praise to God Luke 1:46-56</p> <p>The Shema Deuteronomy 6:4-9, 11:13-21 Numbers 15:37-41</p>	<p>Lamentation Psalms 3-7 Psalms 25-28</p> <p>Thanksgiving Psalms 30, 32, 34, 65-68, 75, 116, 118</p>	<p>Praise Psalms 95-100; 144-150; 113, 114</p> <p>The Lord's Prayer Matthew 6:9-15 Luke 11:1-4</p>
<p>Mary's role as mother of Jesus and mother of the Church</p>	<p>Mary visits Elizabeth Luke 1:39-45</p>	<p>The Annunciation Luke 1:26-38</p> <p>Mary visits her cousin Elizabeth Luke 1:39-56</p> <p>The birth of Mary's son Jesus Luke 2:1-7</p> <p>Mary takes Jesus to the Temple Luke 2:21-38</p> <p>Mary and Joseph lose Jesus over Passover in Jerusalem Luke 2:41-52</p> <p>Jesus is rejected at Nazareth Luke 4:16-30</p> <p>The family of Jesus visit him during his ministry Luke 8:19-21</p>	<p>The birth of Mary's son Jesus Matthew 1:18-25</p> <p>Mary and Joseph flee to Egypt with Jesus Matthew 2:13-21</p> <p>The family of Jesus visit him during his ministry Matthew 12:46-50</p> <p>Jesus is rejected at Nazareth Matthew 13:53-58</p> <p>Community in Jerusalem Acts 1:13-14</p> <p>Wedding at Cana John 2:1-12</p> <p>Mary witnesses the crucifixion John 19:25-27</p> <p>The family of Jesus visits him Mark 3:31-35</p>
<p>Christian charity (love)</p>	<p>"This is my commandment" John 15:9-17</p>	<p>1 Corinthians 13:1-13</p>	<p>The Rich Ruler Luke 18:18-25</p>

		<p>The Last Judgement</p> <p>Matthew 25:35-40</p> <p>1 John 4:20-21</p> <p>Jesus' new commandment of love</p> <p>John 13:34-35</p> <p>Matthew 22:36-40</p> <p>Romans 13:8-10</p> <p>Jesus Blesses Children</p> <p>Luke 18:15-17</p>	<p>The Parable of the Good Samaritan</p> <p>Luke 10:25</p> <p>Love One Another</p> <p>John 14:34</p> <p>The True kinsmen of Jesus</p> <p>Mark 3:31-35</p> <p>On Faith and Good Works</p> <p>James 2:14-17</p>
<p>Formation of Conscience</p>	<p>The Decalogue</p> <p>Leviticus 19:1-3, 9-18</p> <p>The Beatitudes</p> <p>Luke 6:20-36</p> <p>Matthew 5:1-12</p>	<p>What does God require?</p> <p>Micah 6:8</p> <p>The Gold Rule</p> <p>Matthew 7:12/Luke 6:31</p> <p>The Greatest Commandment</p> <p>Matthew 22:34-40/Mark 12:28-31/Luke 10:25-58</p>	<p>Parable of the two sons</p> <p>Matthew 21:28-32</p> <p>Parable of Unforgiving Servant</p> <p>Matthew 18:21-35</p> <p>Preaching of John the Baptist</p> <p>Luke 3:10-14</p> <p>The Greatest Commandment</p> <p>Deuteronomy 6:4-5</p> <p>Leviticus 19:18</p> <p>Galatians 5:14</p> <p>Romans 13:8-10</p> <p>James 2:8</p>

Gospel writers shaped their Gospels for particular communities	Infancy narratives in the Gospels of Matthew and Luke	
	Announcement to Mary Luke 1:26-38	
	Announcement to Joseph Matthew 1:18-25	The Beatitudes
	Birth of Jesus Luke 2:1-14	Matthew 5:1-12
	Visit of Shepherds Luke 2:15-20	Luke 6:20-36
	Visit of Magi Matthew 2:1-12	
	Flight to Egypt Matthew 2:13-15	

Explicit Teaching about Prayer

- Revise The Sign of the Cross (Prep), Glory Be (Year 3). Litanies (Year 4) exploring a Litany to the Holy Spirit (see end of unit p.16).
- Write prayers to the Holy Spirit that are based on one of the gifts of the Spirit.

Success Criteria - Assessment

- ↪ Research Bible references to investigate other names for the Spirit and other symbols that are commonly used.
- ↪ Design a visual representation of a gift of the Spirit along with an explanation of that gift and how it guides believers – multi-media.
- ↪ Organise and match the parts of the Confirmation Ceremony including symbols, actions and significance in their own lives- demonstrate understanding visually.

Learning Experiences

Core Content Area One: The Gifts/Fruits of the Spirit in Confirmation

Weeks: 1-3

Fertile Question: [How is the Holy Spirit active in my world?](#)

Stage of Inquiry	Topic	Skills	Resources
Tuning In	Students are introduced to the fertile question	<ul style="list-style-type: none"> • What is meant by the word spirit e.g. spirit – sport (team) – school – family – community – cultural? (Brainstorm in small groups – share responses) • What is meant by Spirit with a capital ‘S’ e.g. sacred – special – part of Trinity? (Reflective journal) • Discuss where they have heard the ‘Holy Spirit’? eg. Sign of the Cross, Church, Prayer etc. Complete a ‘KWL’ of what they know about the ‘Holy Spirit’. • Create a class Y Chart poster 	Journal KWL Worksheet Y Chart (see end of unit, p.17).
Finding Out	Explore actions of the Holy Spirit using titles and images as described in Scripture	<ul style="list-style-type: none"> • Teacher modelling of website Biblegateway to introduce online searching. Use Act 2: 1-15 The Story of Pentecost and discuss the role of the Spirit and the images and words used. • Children participate (pairs) using navigation tools Biblegateway.com to locate scripture references that use images or titles to express the mystery of the Holy Spirit. • Student complete worksheet on one mystery of the Holy Spirit, selecting a scripture reference and explaining the meaning of the title or image e.g. <ul style="list-style-type: none"> ↪ Oil: Mk 6:13; Ex: 29:7 – anointing, healing ↪ Fire: Mt 3:11; Acts 2:3-4 – transforming, creating, energising, ↪ Dove: Lk 3:22 – ‘paraclete’; advocate comforter, helper, hope ↪ water: John 7:37 – 39 – initiating, baptising ↪ Wind: Acts 2: 2-4 ; John 3:8 – refreshing, life force; breath of God, Ruah (CCC 691) ↪ Paraclete –John 14:16, 26; 15:26, 16:7; Acts 1:5; 1:8 - helper; comforter ↪ Spirit of adoption; Romans 8:15, 23 – becoming a child of God ↪ Spirit of Christ – uniting (CCC 797) ↪ Spirit of God – 1 Corinthians 6:19; 1 Corinthians 2:9-13 – gift, prompting and stirring of conscience, Spirit of Truth – John 14:16-18; John 15:26-27-advocate; helper; be with you. <p>Students share their worksheet with several others.</p>	Bibles Biblegateway Worksheet: Image or Title of the Holy Spirit (see end of unit, p. 18).
Sorting Out and Communicating	Explaining the meaning of the gifts and fruits of the Holy Spirit in the Rite of Confirmation	<ul style="list-style-type: none"> • Identify and define the ‘GIFTS’ of the Holy Spirit and discuss their relevance and meanings. • Locate scriptural references to “Gifts” of the Spirit in the following: Galatians 5: 22; 1 Corinthians 12: 6-11; Romans 12:6-8; Ephesians 1:13 -14. Students list and discuss their findings of the Spirit through discussion. • Repeat with the ‘FRUITS’ of the Spirit. Get students to recognise people who bear fruits of the Spirit. 1 John 4:7-8; Luke 4; 16-19. <p>The questions below will assist the students to investigate and differentiate between these concepts.</p>	Teacher Background Notes (see end of unit, p. 19-20). Gifts of the Holy Spirit

		<ul style="list-style-type: none"> - What are the gifts of the Spirit? 1 Corinthians 12. - What the gifts of the Spirit mean in our lives? How we bear the gifts of the Spirit? - When/where do you see the gifts of the Spirit living and working in the Church? • What are the fruits of the Spirit? Gal 5:22-25. <ul style="list-style-type: none"> - What the fruits of the Spirit mean in our lives? - How we bear the fruits of the Spirit? - When/where do you see the fruits of the Spirit living and working in the Church? • Create a class definition of each • Students choose one gift or fruit to describe and show how they use this in their everyday life (illustrate through either visual or written text) <p>In small groups explore prayers to the Spirit to focus on structure and content of these prayers.</p>	Fruits of the Spirit Galatians 5:22-25 Teacher Background Notes for examples
Reflecting and Evaluating		<ul style="list-style-type: none"> • Design a visual representation of a gift of the Spirit along with an explanation of that gift and how it guides believers and is relevant to you today. Share with your peers. • Write a prayer incorporating words from their learnings of the gifts/fruits of the spirit to use in class prayer time. 	Assessment : Multi- media presentation Circle prayer time

Learning Assessment

Fertile Question: [How is the Holy Spirit active in my world?](#)

Objective: The students will be able to design a visual representation of a gift of the Spirit along with an explanation of that gift and describe *how* and *why* this gift guides believers and is relevant today. They will create a multi-media presentation and share with their peers.

Learning Experiences

Core Content Area Two: The Sacrament of Confirmation

Weeks 4-6

Fertile Question: [How does the Sacrament of Confirmation use symbols and images of the Spirit?](#)

<i>Stage of Inquiry</i>	<i>Topic</i>	<i>Skills</i>	<i>Resources</i>
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<p style="text-align: center;">Tuning In</p>	<p>Students are introduced to the fertile question</p>	<p>Discussion about Confirmation being the sacrament through which the baptised are sealed with the gift of the Holy Spirit. What do students know about this sacrament? How does the strength of the Holy Spirit help Christians be true witnesses of Jesus in the world – through word and action?</p> <p>Students devise questions to ask: What would we like to know? How will this help us answer our fertile question? Use a KWHL chart eg. www.itcpublications.com.au</p> <p>Bring in photos from confirmation, personal recollections, gifts they may have received. These can be collated on a class Confirmation table. What symbols, images and words seem to be used.</p>	<p>Journal</p> <p>KWL Worksheet</p> <p>A3 Class KWL</p>
<p style="text-align: center;">Finding Out</p>	<p>Explore actions of the Holy Spirit using titles and images as described in Scripture</p>	<p>As a class devise interview questions for information we'd like to know about the Sacrament and what it means in the lives of Christians.</p> <p>Arrange with parish priest to visit the parish church for a talk about symbols, words and actions used in the Rite of Confirmation. (seal, gift, oil, anointing, calling on the Holy Spirit, laying on of hands)</p> <p>In pairs students go through the booklets used in the Sacrament of Confirmation. Discuss and locate the different parts of the ceremony. This will be made easy if either Fr John or APRE assist the students. Mark the booklets with the discoveries.</p> <p>Sort out the information they have collected, using main ideas e.g. Words, symbols, actions, gifts, fruits.</p> <p>Students reflect on the content and in pairs devise a summative statement about the Rite of Confirmation and the Holy Spirit.</p>	<p>Biblegateway</p> <p>Organise visit from Fr John or APRE</p> <p>Teacher Background Notes for examples</p>
<p style="text-align: center;">Sorting Out and Communicating</p>	<p>Explaining the meaning of the gifts and fruits of the Holy Spirit in the Rite of Confirmation</p>	<p>Your class has been asked to assist Father John in preparing a reflection using PowerPoint or a suitable digital tool for the Confirmation showcase, for those preparing for the Sacrament of Confirmation. The presentation should include appropriate music, images and words to depict the symbols, words, gifts and actions of the Holy Spirit. Students will work in pairs to complete this task. Students and teacher devise a suitable criteria sheet to evaluate the final presentations, using the success criteria.</p> <p>The slideshow needs to contain:</p>	<p>Andrew Chinn Songs</p> <p>The Spirit Of The Lord (<i>People Of Peace</i>)</p> <p>That All May Be One (<i>Let Your Light Shine</i>);</p> <p>God of All Hearts (<i>This Day</i>) and (<i>Together As One</i>); Spirit of God (<i>This Day</i>) and (<i>Together As One</i>)</p>

		<ul style="list-style-type: none"> • An image of one symbol and one action, related to the Rite of Confirmation. • A scripture reference which supports your symbol or action. • 3 different digital images of gifts of the Holy Spirit which show how these help us live our lives as Christians. • Include an appropriate song or piece of music. • A minimum of 8 slides, maximum of 12. 	<u>John Burland Songs</u> Celebrating in the Spirit; Holy Spirit Live in Us; Pentecost song; Spirit Be With Us; the Gifts of the Spirit; The Holy spirit; Yes Lord I Believe <u>Michael Mangan Songs:</u> Come, O Come Holy Spirit; Come Together; Children of the Light; Feel the Power; Hearts on Fire; Holy spirit of Fire; Holy Spirit Rock; Let our Light Shine;
Reflecting and Evaluating		Discuss with peer/group to assess your PowerPoint presentation	Assessment : Multi- media presentation

Learning Assessment

Fertile Question: How does the Sacrament of Confirmation use symbols and images of the Spirit?

Learning Objective: The students will be able to identify and explain symbols and images used in the Sacrament of Confirmation which highlight the action of the Holy Spirit in the lives of believers. These symbols, with a brief explanation, will be presented in a short PowerPoint presentation.



Learning Experiences

Core Content Area Three: Formation of a conscience

Weeks: 7-10

Fertile Question: What is a moral dilemma? How can I use my moral compass in my daily life? How can the gifts of the Holy Spirit support me when I'm making decisions?

Stage of Inquiry	Topic	Skills	Resources
Tuning In	Students are introduced to the fertile question	<ul style="list-style-type: none"> • Model a moral dilemma to the class • Set up class scenario presenting a moral dilemma involving jar of lollies. Play out scenario and discuss student's reactions. • Show You-tube clip on The Marshmallow Test – in Pair/Share Rotations (2-3mins) discuss the children's reaction and what they would do in that situation. • Refer to the 10 Commandments- Decalogue Leviticus 19:1-3, 9-18 and Beatitudes. Explain each commandment and emphasise the importance of remembering and using these teachings as a guide in our daily lives. See 10 Commandments for Kids (God's Top 10). • Students answer questions that provide guidance for making moral choices (e.g. Have I considered the facts and truth of the situation? Have I prayed about my decision? Have I reflected on the Word of God, including the life and teaching of Jesus (e.g. Jesus' great commandment and the Beatitudes)? Have I considered the moral teaching of the Church? Have I considered the advice of others (e.g. my teachers and parents)? Who is affected by my decision/action? Does my decision/action take into account the good of all?) • In a PRAYER CIRCLE session children respond on card to these questions – place cards in bucket and burn • investigating some examples of secular wisdom or advice (e.g. such as 'Walk the talk', 'action not words', 'Talk doesn't cook rice') or advice given by community representatives (e.g. police, firemen, child protection officers, counsellors) and explaining the role these might play in the formation of Christian conscience and moral choices • Look at different jobs whereby they are presented with a moral dilemmas – discuss what their actions may be in different real-life situations/scenarios • Get students to present/role-play various moral dilemmas/scenarios, have them demonstrate what Jesus would NOT have done versus what Jesus would HAVE done in such situations. • Classroom discussion: what is a moral dilemma? What is a moral compass? And how can we gauge and use our moral compass? 	<p>Refer to Friendly School's Program for age appropriate social/moral dilemmas</p> <p>You-tube clip: The Marshmallow Test</p> <p>Refer to "Gods Top 10" (see end of unit, p.21).</p> <p>Coloured card squares</p> <p>Teacher Background sayings</p>

<p style="text-align: center;">Finding Out</p>	<p>Explore ideas about the formation of conscience</p>	<ul style="list-style-type: none"> Investigate scriptural references that assist the formation of a Christian conscience (e.g. Morality: Values and Pathways: Matthew’s message p.18; Micah 6:8 (pp.33-35); Beatitudes: Luke 6: 20-36 and Matthew 5 1:12. Elaborate and emphasis that the formation of conscience can derive from many things- such as: The word of God, The teachings of the Church, the witness and advice of others, the 10 Commandments, The Fruits of the Spirit and simply asking “what would Jesus do?” Emphasise that the conscious good takes into account the <i>good of all</i>. Discuss a moral dilemma and explain with a reasoned judgement the moral choice/s they would make in that particular situation. Highlight some words of advice or authoritative teaching of the Church and describe how these may assist them when making moral choices (e.g. Pope Benedict’s Address to Pupils, September 2010; with audio/visual; Pope Benedict’s address to children in Mexico, 2012) 	
<p style="text-align: center;">Sorting Out and Communicating</p>	<p>Making reasoned judgements and informed moral choices</p>	<ul style="list-style-type: none"> Review current school and/or classroom rules in light of the call of Christian charity to care for the wellbeing of others. Using different examples of moral dilemmas in relation to the school and class rules, discuss how a person’s moral choice may differ with and without the assistance of particular gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) and / or fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control). In small groups students create a dramatic performance of a scenario which depicts moral dilemma (expressing both right and wrong sides to the situation.) 	<p>Assessment Worksheet: See-Saw (see end of unit, p.22-23).</p>
<p style="text-align: center;">Reflecting and Evaluating</p>		<p>Reflect back on fertile question: How does the Holy Spirit guide the actions of believers?</p> <p>Use the KWL chart started at the beginning of the unit to reflect on what I have learnt.</p> <p>What surprised you?</p> <p>What did you like best about the learning?</p> <p>How did you feel about the learning?</p> <p>Was there anything you felt you could have done better?</p> <p>Students form pairs to use the 3:2:1 strategy to reflect on their learnings in this unit of work. Suggested prompts for the strategy may include:</p> <p> Name three ways in which the Holy Spirit is active in my world.</p> <p> Give two examples of actions of Christians today who display the gifts / fruits of the Holy Spirit.</p>	



Name one action that you are going to take to put the gifts / fruits of the Spirit into your daily living.

Learning Assessment

Fertile Question: What is a moral dilemma? How can I use my moral compass in my daily life? How can the gifts of the Holy Spirit support me when I'm making decisions?

Learning Objective: The students will be able to identify people in the school community who act according to Jesus' new commandment of charity and describe how they 'go beyond existing laws and obligations'

Learning Evaluation / Recommendations

Evaluation:

✦ Most activities and lessons were engaging for students. They seemed genuinely interested in the Unit and were able to relate the themes and messages being delivered, taught and explored to their everyday lives. Fundamentally, based on the comprehensiveness and range of activities offered we are confident that the students have grasped the wholeness of the main fertile question of "How does the Holy Spirit guide the actions of believers?" We feel students are equipped with this understanding and can hopefully continue to apply and live this message beyond the completion of this unit.

✦ Various resources were helpful and useful. The range of Bibles, be it book form or electronic were good. However, electronic versions seemed to be more time efficient. The online resources were easy to get to and explore.

✦ The lesson plan ideas were helpful and very comprehensive.

Recommendations:

✦ What would you change should you teach this unit again? We would integrate more student centred lessons and allow them to make more discoveries for themselves, rather than being taught most of the content through the teacher. Also, we would also incorporate more cooperative learning/small group tasks throughout the unit as this has multiple benefits to students learning. In future we would mix up the use of the strategies used-for example perhaps use something other than KWL as it is often used. Also, we would like to provide students with an ownership and choice with the format in which they could present symbols and images used in the Sacrament of Confirmation (rather than just a powerpoint presentation) as long as they includes all the requirements.

✦ What resources might you use to further engage the children in the unit? We would like to explore and incorporate other technology programs/tools. Be it using laptops, ipads, microphones, web 2 tools or just being creative with existing computer programs.

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?





Name: _____

Grade: 5

Date: _____

In The Spirit

Assessment Achievement

AB = Above

A = Achieved – shows evidence

WT = Working Towards

Effort

C = Consistently

S = Sometimes

G = Generally

R = Rarely

	AB	A	WT
<p>Fertile Questions: How is the Holy Spirit active in my world?</p> <p>Objective: The students will be able to design a visual representation of a gift of the Spirit along with an explanation of that gift and describe <i>how</i> and <i>why</i> this gift guides believers and is relevant today. They will create a multi-media presentation and share with their peers.</p>			
<p>Fertile Questions: How does the Sacrament of Confirmation use symbols and images of the Spirit?</p> <p>Objective: The students will be able to identify symbols and images used in the Sacrament of Confirmation. These symbols will be presented in a short powerpoint presentation.</p>			
<p>Fertile Questions: What is a moral dilemma? How can I use my moral compass in my daily life? How can the gifts of the Holy Spirit support me when I'm making decisions?</p> <p>Objective: The students will be able to use the guidance of the Holy Spirit as explored through Scripture to assist with moral dilemmas.</p>			
Overall Report Achievement			
Report Effort			

