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Uniting Church in Australia  
SYNOD OF VICTORIA AND TASMANIA

# Come and See

Religious and Values Education  
Middle Years 5&6



## Acknowledgements

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Teachers and Chaplains from Uniting Church Schools who advised us and trialled the units of work.

Many members of the Uniting Church whose insights and wisdom contributed to the thinking and writing, with enthusiasm and energy.

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## A Message from the Moderator

Uniting Church Schools are an important part of the mission and ministry of the church.

It is within the school now more than ever that our young and their families are likely to hear and experience the Christian message in all its richness.



The production of ***Come & See Yr 5-6***, is an exciting development which builds on the popular ***Come & See Yr 3-4***. Religious and Values Education in Uniting Church Schools. The curriculum is also being used by independent schools of other Christian denominations as well as by some congregations

Once again it has been written to be used by lay teachers and it is encouraging that this subject, taught well and supported by sound and interesting curriculum materials, is truly worthy of a place on the timetable at every level.

One strength among many of this document is the acknowledgement that it speaks from a Christian perspective, but constantly reminds us that this is one pathway among many to God in our multi faith society. There is opportunity to explore some of these pathways. Opportunity is also offered to explore indigenous Australian issues.

I wholeheartedly support and endorse this curriculum for use in schools and offer encouragement to all involved in Religious and Values Education, teachers, chaplains and leaders in schools. You all participate in a ministry of privilege and responsibility as you guide young people towards wholeness, strong in the belief of their own worth, challenged to turn to others and to contribute to a more just and equitable society.

**Rev Jason Kioa**

Moderator

Synod of Victoria and Tasmania

Uniting Church in Australia



# Introduction

Religious and Values Education to be meaningful for students in the third millennium seeks to bring the Gospel into dialogue with the concerns of our times and with the issues and concerns which students experience and are witness to in their lives. It makes use of the best of current research, theory and practice in education, to lead students to an appreciation of how to live a life which contributes to building a better world.

Living in a pluralist society calls for Religious and Values Education to have a broader approach than in the past. This raises questions at both theoretical and practical levels. The challenge of pluralism is to go beyond the horizons of our own faith and to be open to learn from the other. What assumptions should be made about the truth status of world religions taught in a multi-faith society? Religious educators face the challenge of respecting truth for students of other faiths while being true to the tradition from whence they spring.

While this curriculum attempts to meet this criteria it presents ways in which beliefs and practices of the Uniting Church may give direction for students and enliven them with a desire to engage positively with life and to contribute to building a better world.

The intention is that students will be drawn to new and deeper understandings about human life, (as modelled by Jesus). The curriculum offers learning experiences and activities directed at self discovery (knowing and valuing self) leading to a deepening understanding of their capacity for relationship with others and they will become ever more aware of the many ways they can contribute to care of the world. At every level P-12 one of the primary purposes is to call for a lived response from each student.

The document offers students access to the language, symbols and rituals of Christianity, but continually reminds teachers of the different pathways to God – other faiths, which all enshrine language, rituals and symbols in an equally authentic way. The richness of these different pathways is experienced as the classroom teacher continually revisits them and provides students with a variety of opportunities to learn about other religions.

As principals, school leaders, religious education teachers, chaplains and classroom teachers in Uniting Church schools, you exercise a very significant ministry. You will be supported in this process through the ongoing provision of professional development and enrichment programs and faith formation experiences, made available to schools by a number of providers:

eg

- Education in Schools Unit, CFM. Synod of Victoria and Tasmania
- Dialogue Australasia National – DAN which offer excellent support services for RE teachers [www.dialogueaustralasia.org](http://www.dialogueaustralasia.org) - for membership
- Centre for Theology and Ministry, Melbourne
- Australian Catholic University – National
- Australian Association of Religious Educators (VARE in Victoria)
- Melbourne College of Divinity (and providers in other states)

As religious educators you are one group among many who are forming young people through your teaching and by your genuine concern for the students in your care. Everyone involved in Religious and Values Education needs to be supported and encouraged. Together we participate in a ministry of privilege and responsibility. You are part of a life-giving tradition.



# Come and See

Religious & Values Education

## Rationale

The opening scene of the ministry of Jesus presents the call of the first disciples. Jesus inquires of Andrew 'What do you seek?' Andrew asks 'Where do you live?' Jesus replies 'Come and see'. Andrew spends the rest of the day with Jesus and next morning he seeks out his brother Peter, announcing to him he has found the Messiah. (*John 1: 38-39*)

These encounters at the outset of the Gospel establish the themes of call and response, invitation and acceptance. Jesus takes the initiative, calls the disciples and they respond. The invitation to spend time with Jesus enables the disciples to listen, respond, learn and pray.

These units of work for primary school communities are an extension of the experience of Andrew.

The essence of this curriculum is to enable students to come and see signs of God's presence in our world, our community, and in the ordinariness of our daily lives.

The curriculum is invitational – come with me on this exciting journey of discovery about myself, others, the world, and God.

The units are specifically oriented toward eliciting a life response from the students. They are encouraged to listen, respond, learn, pray and share life with each other and with God.

### Victorian Essential Learning Standards

The three interwoven purposes of the Victorian Essential Learning Standards (VELS) are *'to equip students with capacities to manage themselves and their relations with others, understand the world and act effectively in that world'*. (Victorian Essential Learning Standards:

Overview, page 6, Victorian Curriculum and Assessment Authority, March 2005).

The units in **Come and See** have been developed around four concepts:

- Understanding Myself
- Understanding Other People
- Understanding the World
- Understanding the Faith Community to enable students' to develop understandings about and relationships with themselves (knowing & valuing self), other people, the world and their own community.



The interwoven purposes of Victorian Essential Learning Standards are deeply embedded in the fabric of this curriculum.

### **The Richness of Our Multi-Faith Classroom and of our Society**

One of the many tasks of Religious and Values Education is to develop a relationship with God. It is within that relationship we learn a language with which to communicate.

Just as we are born into the language of our family, our culture, so we learn the language of our tradition – for Uniting Church schools, Christianity. A Muslim student will learn the language of Islam, a Jewish student, the language of Judaism. Each tradition and language offers an authentic way to God. While this curriculum attempts to address these issues it does not claim to offer ‘all the answers’.

This will only be developed over time and with wisdom, experience and wide consultation.

The curriculum speaks from a Christian standpoint, yet teaches students and their families about the richness of our multi-faith society and encourages teachers to offer many opportunities for students to engage in learning about other faiths. Personal faith experience is at the core of all religions. The more we understand the experience of another the less misunderstanding is likely to occur.

A dimension which also requires consideration is the position of the student who claims no faith. Parents have sought entrance to a Christian school. Is it reasonable to expect that the student will engage in the curriculum of the school? Class teachers ought to always respect the faith position (or lack of) of all students. Does the school have a policy here?

This curriculum is to be seen as a living document – growing and changing as units of work are added, replaced or further developed. It will have application in a variety of settings, as a stand-alone program or within fields of enquiry. Schools which have introduced International Baccalaureate and Primary Years Program (PYP) will find the document offers many points of entry. Ongoing consultation will further develop this as units of work are rewritten.



# Resources

Some suggestions for enrichment/support of Religious and Values Education work

**Dialogue Australasia Network** An excellent resource service for all areas of Religious and Values Education For membership enquiries: [www.dialogueaustralasia.org](http://www.dialogueaustralasia.org)

## World Religions

### Teacher Reference:

Interdisciplinary Units. World Religions. ISBN 1 – 86401 – 758 – 9 Hawker Brownlow Education.

A Lion Handbook The World's Religions, Lion publishing ISBN 10 9 8 7 65  
Spectators Guide to World Religions - an introduction to the big five. John Dickson, Blue Bottle Books ISBN 1- 920935 - 42 -8

Life Times – 4 book series Rites of passage of 6 major World Religions Publisher Evans Bros. London [www.evansbooks.co.uk](http://www.evansbooks.co.uk)

The Usborne Internet Linked Encyclopedea of World Religions  
[www.usborne-quicklinks.com](http://www.usborne-quicklinks.com)  
ISBN 07460- 4714 - 2

Imaging the Sacred, Soundings in World Religions Vernon Ruland ISBN 1 – 57075 – 209 – 5 Orbis Books

Website: [www.caritas.org.au](http://www.caritas.org.au)

### Student Reference:

Website: [www.reonline.org.uk](http://www.reonline.org.uk) An excellent resource – some interactive sites Primary, Middle and Senior sections Links to other worthwhile sites

Living Religions: Christianity ISBN 0 431 49860 0 Islam ISBN 0 431 14987 9 Judaism ISBN 0 431 14988 7 Hinduism ISBN 0 431 14989 5 Sikhism ISBN 0 431 14990 9 Buddhism ISBN 0 431 14999

### For Younger Students:

Festivals My Hanukkah ISBN 0 431 186 308

My Divali My Id-ul-Fitr My Rosh Hashanah Publisher Heinemann  
[www.heinemann.co.uk/library](http://www.heinemann.co.uk/library)

Celebrations Divali ISBN 1 884 21521 0 Hanukkah Publisher Raintree  
[www.raintreepublishers.co.uk](http://www.raintreepublishers.co.uk)

Start up Religion Series, Ruth Nolan Publisher Evans Brothers, London  
[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

Your school librarian will be your greatest resource. There are many other World Religions books available. It is recommended that you visit some of the listed websites

## Christian Resources

What About God? – Rev Prof Bill Loader  
[http://www.tcpc.org/library/article.cfm?library\\_id=137](http://www.tcpc.org/library/article.cfm?library_id=137)



The Uniting Church in Australia UCA Justice Website:  
<http://nsw.uca.org.au/schoolprojects/index.htm>

Seasonal resources, music resources and list of storybooks

Pancake Day website [www.pancakeday.com.au](http://www.pancakeday.com.au)

Unichurch Books [unichurch@victas.uca.org.au](mailto:unichurch@victas.uca.org.au) Storybooks & music especially for Christmas, Lent, Easter, Advent & other Christian celebrations

Ozspirit An electronic gateway to the promotion of justice, spirituality and global education presenting a fortnightly e-magazine. An excellent resource for teachers. Produced by Caritas Australia - a Catholic Church social justice agency  
[www.caritas.org.au](http://www.caritas.org.au)

Enhance Multi media Bible resources [www.digistry.org](http://www.digistry.org)

### Environmental Issues

<http://www.greenhouse.gov.au>

<http://www.kidsforsavingearth.org>

<http://nat.uca.org.au/home/>

type in "environment" in search- go to - Energy and the Environment Kid's Call to Action Booklet Cherishing Creation Centre for Ecology and Spirituality 183 Burns Rd Glenburn. For schools groups  
Telephone: 5780 5600

### Indigenous Education

Narana Creations An Australian Aboriginal Cultural and Educational enterprise of the Uniting Church  
410 Torquay Rd Grovedale [www.narana.com.au](http://www.narana.com.au)  
3216

[www.dreamtime.net.au](http://www.dreamtime.net.au)

[www.koorimail.com](http://www.koorimail.com) links to many other websites

National Uniting Aboriginal and Islander Christian Congress  
<http://nat.uca.org.au/uaicc/resources>

National Aboriginal and Torres Strait Islander Ecumenical Commission (NATSIEC) Part of the National Council of Churches in Australia (NCCA)  
[www.ncca.org.au/natsiec](http://www.ncca.org.au/natsiec)

Ozspirit Excellent teachers resources & lesson ideas  
[www.caritas.org.au](http://www.caritas.org.au)

Yarra Healing Gives voice to local Indigenous people and to the growth of the Reconciliation movement across the nation  
[www.yarrahealing.melb.catholic.edu.au](http://www.yarrahealing.melb.catholic.edu.au)

Reconciliation Australia [www.reconciliation.org.au](http://www.reconciliation.org.au)

Lore of the Land [www.loreoftheland.com.au](http://www.loreoftheland.com.au)

Human Rights and Equal Opportunity Commission [www.hreoc.gov.au](http://www.hreoc.gov.au)

These resources all available at: Pauline Books & Media, 7 Denmark Hill Rd East Hawthorn Ph. 03 9 882 3424



Unichurch Books and Resources, 130 Little Collins St Melbourne Ph. 03 9251 5291  
Songs for use with Cycles 3 Part 1 The Council for Christian Education in Schools 3<sup>rd</sup> Floor  
377 Little Lonsdale Street, Melbourne Ph. 03 9602 1993

There are many other resources available. Time would be well spent visiting a book store offering a range of such resources.

eg. in Melbourne: Unichurch Books and Resources 130 Little Collins St, Melbourne  
Ph. 03 9251 5291

## Music Resources

Hi God Gesture Book Cary Landry, Carol Jean Kinghorn

25 Bible Action Songs. Brian Green Castlebury Productions, Franklin TN

Hi God 5. Cary Landry, Carol Jean Kinghorn

Let's Celebrate Too! John Burland Ovation Music Services, 1999

All the World is Sacred. Songs for Children Peter Kearney

God Delights In You (**CD included here**) Book available Unichurch Bookshop

Pauline Books and Media 7 Denmark Hill Rd, East Hawthorn Ph. 039 8823424

Rainbow Books

303 Arthur St, Fairfield Vic 3078 Ph. 039 4816611

[www.rainbowbooks.com.au](http://www.rainbowbooks.com.au)

Scripture Union

828 Sydney Rd. Coburg North 3058 Ph 039 319 9100

[www.suvic.org.au](http://www.suvic.org.au)

Open Book 703 Station St, Box Hill Box Hill Vic

Also, mainstream providers of children's picture story books.

## Picture Story Books to Accompany Units of Work for this level

### 1.2 Hopes and Dreams

*The Stone of the Mountain The Hugh Evans Story*  
by Hugh Evans , (Lothian Books, 2004)

The Lion Illustrated Bible for Children  
Retold by Lois Rock  
Illustrated by Christina Balit  
Lion Hudson 2005  
ISBN 0 7459 4936 3

### 1.3 Relationships

'The Summer My Father Was Ten'  
by Pat Brisson  
(Author) and Andrea Shine (Illustrator)  
ISBN-13: 978-1-56397-829-6

### 2.2 Belonging

The Usborne Children's Bible, Usborne Publishing Ltd, 1998.



Joseph and His Wonderful Coat (page 24)

## 2.3 Communication

Tan, S. (2006). **The Arrival**. South Melbourne: Lothian Books. ISBN 978-0-7344-0694-1

\*Wild, Margaret (2006) **Woolvs in the Sitee**: Penguin, Victoria

\*King, Stephen Michael (2004) **Mutt Dog** : Scholastic, Sydney

\*Miller, (David 2003) **Refugees** Lothian

\*Winch, John (2005) **Run, Hare, Run!** Little Hare Books

\*Wild, Margaret (1999) **Miss Lily's Fabulous Pink Feather Boa: Puffin**, Australia

\*Lofthouse, Liz (2007) **Ziba came by Boat** : Hardcover ISBN 978-1-933605-52-

## 3.2 The Environment

**"Window,"** Jeannie Baker, Walker Books, 2002 ( a Big Book is available)

**"Green Fingers"** Emily Rodda, Scholastic, 1998.

**"The Lorax,"** Dr Seuss, Harper Collins, 1971, 1999.

**"The Story of Rosie Dock,"** Jeannie Baker, Random House, 1995

## 3.4 Cultural Diversity

"Friendly Families", Gary & Shelley Underwood,  
Blake Education P/L, 2006

**"Liba came on a Boat"**, Liz Lofthouse, Illustrations Robert Ingpen,  
Penguin/Viking, 2007

## 4.1 Presence of the Spirit

"An Angel for Solomon Singer" by Cynthia Rylant  
Orchard Books, New York ISBN 0-531-07082-4

**Grandma's Shoes** by Libby Hathorn  
Penguin Books Australia ISBN O 670 85980 X.

A class set of bibles. The Good News bible recommended.





# MULTI FAITH CALENDAR 2009

Yearly variation of dates and greater detail available online. eg REonline.org.uk

## January

**1<sup>st</sup> Shinto: Shagatsu.**  
**Guatan-sai**  
New Year

**5<sup>th</sup> Sikhism: Birthday of Gobind Singh.**  
The tenth Sikh Guru who formed the Khalsa on Vaisakhi (Baisakhi).

**6<sup>th</sup> Christian: Epiphany**  
The visit of the wise men

**11th Buddhist: Mahayana New Year (3 days)**

**25<sup>th</sup> Christian: Conversion of St Paul**  
A feast celebrated during the liturgical year on January 25, recounting the Conversion of Saul of Tarsus, on the road to Damascus

**26<sup>th</sup> Confucian/Daoist: Chinese New year**

## February

**9<sup>th</sup> Jewish: Tu B'shvat**  
Marks the "New Year of the Trees"

**15<sup>th</sup> Buddhist: Nirvana Day**

**24<sup>th</sup> Christian: Shrove Tuesday**  
Shrove means 'forgiveness' Pancake Day is held on this day

**25<sup>th</sup> Christian: Ash Wednesday**  
Marks the first day of Lent and the forty days that lead up to Easter.

**25th -8<sup>th</sup> April Christian: Lent**  
Time of fasting and discipline in preparation for Easter.

## March

**6<sup>th</sup> Christian: World Day of Prayer**  
Interdenominational Prayer Day

**8th Orthodox Christian: Orthodox Sunday**

**10<sup>th</sup> Jewish: Purim**  
Commemorates the preservation of the community and Jewish history.

**11<sup>th</sup> Hinduism: Holi/Spring Festival**  
Hindus celebrate the arrival of spring

**17<sup>th</sup> Christian: St Patrick's Day**  
Is an annual feast day which celebrates Saint Patrick

**29<sup>th</sup> Christian: Passion Sunday**  
5<sup>th</sup> Sunday in Lent when Christians concentrate on the suffering or passion of Jesus





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## April

### **3rd Hindu: Ramanavami**

Ram Navami is the celebration of the birthday of Rama, a divine figure in Hinduism.

### **5<sup>th</sup> Christian: Palm Sunday**

First day of Holy Week when Christians remember Jesus' entry into Jerusalem followed by his arrest and Crucifixion.

### **9th Jewish: Passover/Pesach**

Commemorates the exodus from slavery in Egypt. Lasts 8 days.

### **10<sup>th</sup> Christian: Good Friday**

Commemorates the crucifixion of Christ

### **14<sup>th</sup> Sikh: Vaisakhi (Baisakhi)**

Celebrates the founding of the Order of the Khalsa by the Guru Gobind Singh.

### **21<sup>st</sup> Yom Ha-Shoah**

Remembers the six million Jews who were victims of the Nazi holocaust.

### **23<sup>d</sup> Christian: St George's Day**

Celebrates the martyrdom of the patron Saint of England.

## May

**9th Buddhist: Buddha Day (Visakha Puja – Vesak)** encompasses the birth, enlightenment Nirvana, and passing (Parinirvana) of Gautama Buddha.

**12<sup>th</sup> Jewish: Lag B'Omer**  
Jews observe the link between Pesach and Shavout.

### **21st Christian: Ascension Day**

The 40<sup>th</sup> day after Easter when the disciples remember the last earthly appearance of Jesus.

**29<sup>th</sup> May Jewish: Shavout/Pentecost**  
Celebrates the revelation of the Torah to Moses on Mount Sinai.

**31<sup>st</sup> Christian: Pentecost**  
Also known as Whitsuntide is often thought of as the 'birthday' of the church. Christians celebrate the coming of the Holy Spirit

## June

### **7<sup>th</sup> Christian: Trinity**

### **11<sup>th</sup> Christian: Corpus Christi (Catholic) and Day of Thanksgiving (Anglican)**

Celebrates the Eucharist and occurs 60 days after Easter.

### **16<sup>th</sup> Sikhism: Martyrdom of Guru Arjan**

Celebrates the fifth Guru who made the first compilation of the Sikh Scriptures.

### **30<sup>th</sup> Buddhism: Asalha Puja**

Celebrates the First Proclamation by Gautama.





# MULTI FAITH CALENDAR 2009

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## July

### **7<sup>th</sup> Buddhist: Asalha Puja Day**

Festival which typically takes place in July, on the fifteenth day of the waxing moon of the eighth lunar month. It commemorates the Buddha's first sermon in the Deer Park in Benares and the founding of the Buddhist *sangha*. I

### **9<sup>th</sup> Baha'i: Martyrdom of the Bab**

### **20<sup>th</sup> Islam: Lailat al Miraj**

### **25<sup>th</sup> Christian: St James the Great Day**

### **30<sup>th</sup> Jewish: Tisha B'Av**

A day of mourning and reflection focusing on the destruction of the first and second temples in Jerusalem.

## August

### **5<sup>th</sup> Hindu: Raksha Bandhan**

Is a Hindu festival, which celebrates the relationship between brothers and sisters

### **6<sup>th</sup> Christian: The Transfiguration**

Commemorates Jesus being transformed in the presence of three of his disciples.

### **14<sup>th</sup> Hindu: Krishna Janmashtami**

### **22<sup>nd</sup> – 20<sup>th</sup> September Islam: Ramadan**

A time where Muslims fast from dawn to Sunset.

### **15<sup>th</sup> Catholic: Assumption of Virgin Mary**

## September

### **8<sup>th</sup> Christian: Nativity of Mary**

The Nativity (Birth) of Mary is celebrated as a liturgical feast

### **14<sup>th</sup> Christian: Elevation of the Life Giving Cross**

### **17<sup>th</sup> Islam: Lailat al Kadr**

### **19<sup>th</sup>-27<sup>th</sup> Hindu: Navaratri**

Festival of worship and dance

### **28<sup>th</sup> Jewish: Yom Kippur (Day of Atonement)**

The final day of the 10 days of repentance.





# MULTI FAITH CALENDAR 2009

Yearly variation of dates and greater detail available online. eg REonline.org.uk

## October

**3<sup>d</sup>-9<sup>th</sup> Jewish: Sokkot**

**11<sup>th</sup> Jewish: Simchat Torah**

Celebrates the annual cycle of the reading of the Torah.

**17<sup>th</sup> Hindu: Diwali (Deepavali)**

"Festival of Light," where the lights or lamps signify victory of good over the evil within every human being.

**20<sup>th</sup> Sikh: Installation of Scriptures as Guru Granth**

**29<sup>th</sup> Baha'i: Birth of the Bab**

## November

**1<sup>st</sup> All Saints' Day**

Honouring all saints known and unknown.

**12<sup>th</sup> Baha'i: Birth of Baha'u'llah**

The holy day celebrates the birth of Bahá'u'lláh, the founder of the Bahá'í Faith

**22<sup>nd</sup> Christian: Christ the King**

The Feast of Christ the King on the last Sunday of the liturgical year, before a new year begins with the First Sunday of Advent, the earliest date of which is 27 November.

**24<sup>th</sup> Sikh: Guru Tegh Bahadur Martyrdom**

9th Guru of Sikhism

**25-28 Islam: Hajj**

Is a pilgrimage to Mecca. It is the fifth pillar of Islam, an obligation that must be carried out at least once in their lifetime by every able-bodied Muslim who can afford to do so.

## December

**8<sup>th</sup> Buddhism: Bodhi Day**

Celebration of Gautama's attainment of Enlightenment under the Bodhi tree.

**5<sup>th</sup>-12<sup>th</sup> Jewish: Hanukah**

Celebration of the rededication of the Temple in Jerusalem after it was recaptured.

**25<sup>th</sup> Christmas Day:**

Celebrates the birth of Jesus. The Christmas candle is lit symbolising the light of Christ coming into the world. The culmination of Advent.

**27<sup>th</sup> Islam: Ashura**

Well-known because of mourning for the martyrdom of Husayn ibn Ali.





# G'night God

Night Time Prayers



## Another Day has Gone

Father in heaven,  
You love me.  
You're with me night and day.  
I want to love you always in  
all I do and say.  
Guard me in the darkness of  
the night and in the morning  
send you light. Amen  
Jacqueline, aged 12

I going to speak to God  
tonight.  
Zac, aged 5

## Thanks for Today

Dear Lord,  
I give thanks for my life  
today.  
I give thanks for the things  
you gave.  
I give thanks for the lives you  
saved.  
I give thanks for today.  
Uraine, Year 8



## Prayers for peace

Dear God,  
Wars start for silly reasons.  
Just because countries don't  
get on it doesn't mean they  
have to have wars which are  
not very nice.  
No matter which side wins  
there is a great loss on both  
sides.  
People starve and people's  
homes are destroyed.  
Oh Lord, help people to know  
that peace is better than  
wars. Amen  
Hannah, aged 9

## Families

Dear God,  
Thank you for my family.  
Without my family I would  
have no one to love.  
They love me just as much  
as you love me.  
My family give me happiness.  
So thanks God. Amen  
Belinda, Year 3

Dear Lord  
Many time I act as though I  
don't appreciate the love,  
manners and gestures my  
family give to me. But deep  
inside I am thankful. Also  
please bless all the families  
who are hungry, broken up,  
lost a loved one and other  
problems most families face.  
Help them not to be  
embarrassed or ashamed to  
seek help and always guide  
them with your powerful love.  
Emily

## Loss and Grief

Dear God,  
Please will you make my  
grandpa well in heaven and  
let peace go into his heart.  
Zac, aged 7

God,  
Please comfort all the  
children who have lost both  
their parents or whose  
parents have divorced. May  
they still be loved just the  
same no matter who they live  
with. Amen  
Chloe

Lord,  
please help the people who  
have lost a friendship. Let  
them grow closer together  
and closer to your heart. Let  
them understand each other  
and be faithful to each other.  
Amen  
Dominique

## Faith and Love

Dear God,  
We ask you a question of life,  
To open our hearts and let  
our love shine on others. We  
ask you to send your  
message through our body,  
spirit, soul and mind. To love  
is to live. As you said once  
and shall say again – love,  
love and love some more.  
Amen  
Lauren, Year 5

Loving each other is GOD'S  
gift. If LOVE wasn't made  
then this world would be full  
of hate and God wants us to  
love each other the way that  
he loved us.  
Samantha, Year 6



## Prayers at special times

### Christmas

On Christmas Day we  
celebrate Jesus' birthday. It's  
a time for giving not  
receiving. God help us not to  
be greedy on Christmas Day.  
Help us to be kind and let us  
be satisfied with the presents  
we receive.  
Freda, Year 6

### Night time prayers

Dear God,  
As I go to bed alone, cuddle  
me in your arms like a baby  
koala on its mother's back.  
Amen  
Mitchell, Year 3

Dear Lord Jesus, at night I  
sometimes hear noises like  
the windows rattling and the  
floorboards creaking. I try to  
block my ears or turn on my  
walkman so I can't hear.  
Whenever I watch shows that  
scare me I get the sneaky  
feeling someone's watching  
me. Please help me to think  
of nice things instead of bad  
things. In Jesus' name. Amen  
Tari, aged 8





# Good on ya' God

Prayers of Praise & Thanks

## Prayers of thanks and praise

Dear Father,  
You are the best for making the world.  
Sometimes I just feel that I want to be with you.  
Can you please be with me when I get hurt.  
Thank you for reading this prayer.

Jarryd, aged 8

Dear Lord, Good job. Amen  
Nathan

Thank you God for my imagination.  
Thomas, Kinder

## The world around us

Loving God, we pray for everyone in your life, animals, trees, flowers, everything in your special plan. Amen

Courtney, Year 3

Dear Father, Thank you for the waves so I can go surfing more often. Amen

Matthew, aged 7

Thank you God,  
For our food, my life,  
The care from my family,  
The love for them, and for me.  
God, let us hope that there is not another world war.  
God, keep up your love for the world and for me.

Jamie

## God's gifts

Dear Lord,  
Thank you for blessing me with the gift of learning and dancing at ballet lessons. I am trying to praise you when I dance. Amen.

Lauren

Dear God,  
Thank you for today's technology. It helps in almost every way. From computers to microwaves. But it doesn't help people in some countries. It doesn't help people who live on the streets. It doesn't help people who can't afford it. Hopefully on day technology will be able to help them. Amen

Ben , Year 6

## The environment

Dear Jesus,  
Please help us to love one another and to care.  
Please help the people knocking down the forest to know how they are hurting nature. Help them to think of others, not just themselves and the money they make. Amen.

David, Year 6

Dear Lord,  
Can you help us look after the environment? We love you Lord. You are very special to me.

Stephanie, Year 1

## Love the Lord

Dear God,  
Help me to love and care

Raymond, year 3

God,  
I love you and I always will. Through my sickness and health, and in summer, winter, spring and autumn. I love you, Lord.

Rebecca, aged 9

## Mission and justice

Dear Lord,  
We pray for all the people and children in war countries. Especially children who have to grow up quickly to take care of younger brothers and sisters, and miss out on an education. May all these children and adults be treated equally and find happiness and peace to help them through their day. Amen.

Sarah, Year 7

Please pray for the exploited people and all the people who are having trouble at school and people who can't get a job. Amen.

Clinton, Year 6

Dear God,  
Help me to be unique and not to act as the media tells us to.

Help me to be thankful for what I have and not to be greedy.

Please help people that are going through struggle an depression, or people who just need someone to talk to. Amen

Amy

## Friendship

Dear Heavenly Father, please bless people all over the world who have friends. Those who don't, please help them to find someone because I don't know how someone could live without a companion. The world is made up of all sorts of people – black, white and all different colours. Make them look at a person from the inside and not out. Help the to look for beautiful and colourful colours inside the person and not the ugly. Thank you God almighty for creating such people who treasure wonderful moments with you. Amen

Kathryn, Year 6



## Good on ya God

### Family

Dear Lord,  
The dog's a mess, the dishes  
aren't done,  
The washing is still on the  
line and the TV's on.  
O Lord, I know my family is a  
mess but I love them so.  
They help me to learn and  
grow.  
I love my family. Amen.

Anon

Dear God, I pray for those  
families who have broken up  
and may they grow back  
together in love as one  
family. Amen

Michael

Lord, Thank you for my family  
and friends who cheer me up  
when I am sad. y family loves  
me even when I am bad. I  
hope that you will look after  
my sister especially because  
she is in a wheelchair and  
finds many things hard.  
Amen

Kate

We thank you for sisters.  
Older sisters that help us  
correct our school work and  
younger sisters that ask us  
for help. Help us not to fight  
but to try and listen to each  
other.  
Thank you for the special  
moments like when we pray  
together peacefully. Amen  
Lisa, aged 9

Loving Jesus,  
My brother played with me  
when I was a baby and looks  
after when mum and dad are  
out. You know how important  
a brother is to his sister.  
Amen

Anthea

### Faith

Dear\God, I know that  
whenever danger is near you  
will protect me like an  
echidna's spikes. Thank you.  
Amen

Megan

God,  
You will walk everywhere  
with me. My life is in your  
hands.  
Help me to realise what is  
best for me, what is best for  
the people around me and  
what is best for you.  
You know what I will turn out  
to be. I will do all that I can to  
make the most of my future  
and all you have given me.

Amy

### Forgiveness

Loving Father, sometimes we  
hurt the ones we love. We  
don't mean to Lord, but we  
do. Help us to forgive, to love  
and respect others. We ask  
this through Jesus Christ, our  
Lord. Amen

Julianne

Dear God,  
I do things I don't want to do  
-I don't do things I should -  
Please help me.

David, Year 4

Lord,  
My brother and I don't get  
along. This upsets my  
parents. I try just for them  
and then he makes a  
comment and I ignore it but  
he just makes another and  
another until I get so angry  
and scream at him. I  
apologise just for mum's  
sake. I love him deep in my  
heart. Please help me to  
forgive him so one day when  
he is bigger than me, he will  
remember the day I forgave  
him and he will forgive me.  
Amen

Lucy

Dear God, Please forgive me  
for the times I have been  
unthankful. Amen. Love Am

### In search of meaning

Lord,  
Sometimes it's hard to tell the  
truth. It's hard to come to  
grips with the right thing.  
Sometimes, when people lie  
to me, I feel bad like I'm left  
out. When I lie, help me to  
own up. Amen.

Annabel

### Serving God

Two little ears to hear your  
word  
Two little eyes to read the  
Bible  
One little nose to smell your  
creation  
One little mouth to praise  
your name  
Two little arms to reach out to  
you  
Two little hands to pray to  
you  
Two little legs to stand firm  
for you  
Two little feet to walk in your  
ways  
Lord, help me to use my  
whole body to serve you.

Susan, Year 7

### Love the Lord

Dear God,  
Help me to love and care.

Raymond, Year 3

Dear God,  
Sometimes I am alone on the  
playground and thinking of  
you makes me happy. Thank  
you

Amber

God,  
I love you and I always will.  
Through my sickness and  
health and in summer, winter,  
spring and autumn, I love  
you, Lord.

Rebecca, aged 9

Remember to let me love you  
Jasleen, Year 3





# C'mon God

Prayers of Petition

## Help, God!

Dear Jesus,  
I need your help because I  
am worried about my mum.  
She's sick and she's always  
working and she can't sleep  
at nights and that worries me.  
Jesus I want you to help her  
sleep better.  
I feel sad.

Diana

Dear God can you help me  
with my writing please.

Jack Year 2

Dear Lord, I am scared. I am  
in a concert with lots of  
people around me. Help me.  
Is there anything I can do  
Lord? I need help.

My friends are staring at me.  
My Mum is not here to  
comfort me.  
I have to do it now. It's my  
turn. Help me do good Lord.  
Amen

Melissa, Year 3

## Feeling alone

Lord, I'm lonely. Help me to  
understand that I'm not  
alone. Help me to know that  
you'll always be there. Amen

Katrina, aged 8

Dear God I am sorry that  
every time I get in a bad fight  
with my mum I always say I  
wish you were dead. God you  
can help me so I don't say  
that. Amen

Kade, Year 3

## Prayers for sick people

Dear God,  
Can you help all the kids with  
cancer. Help them to be  
brave. Thank you God for  
making me and giving me a  
wonderful family who care for  
me and love me. Amen

Dominic

Dear Lord,  
Please look after the people  
who are sick and have no  
family to look after them.  
Take care of all the poor, the  
hungry people who have no  
money to buy food or  
presents, especially those  
who will be in need at  
Christmas time. Most of all,  
Lord, look after all your  
children wherever they may  
be. Amen

A Year 1 Class Prayer

## Tolerance

God our Father,  
Today we thank you for all  
the goodness you gave the  
Aboriginals. Amen

Jamilia, Year 2

Dear God, I pray for the  
Aboriginal people and that we  
take care of the land and that  
we don't break down the  
trees and thank you for them  
and their music. Amen

Alex Year 2

Dear God,  
You made the hills, you made  
the grass. You made the  
birds flying past. You made  
him, you made her. Which of  
us do you prefer? None of  
course, you love us all.

Whether we are big or small,  
Short or tall, you love us all  
You are our God. Amen

Amanda, Year 5

## Let there be peace

Dear God,  
We pray for world peace  
For friendship  
For all fighting to stop  
For everyone to be treated  
equally  
And for all wars to stop  
Thank you God. Amen

Joshua, Year 6

Dear Lord,  
Some of us are friends and  
are always there to lend a  
hand, but some of us are  
enemies and fight day and  
night. With your help you can  
guide us to peace in our  
lives. Amen

Andrew Year 6

## Family

Dear Lord,  
Thank you for our special  
families. I know some  
families don't have mums or  
dads or brothers and sisters  
but all our families are  
precious to us. Thank you for  
all the great things they do for  
us ... But families can't  
always be fun. Our mums  
and dads can have fights.  
Our brothers and sisters  
annoy us and tease us. But  
most of all our families are  
great fun to be with and give  
us all the love and support  
we need.

Georgia

Dear Lord,  
Thank you for all people who  
have to get up really early in  
the morning especially dairy  
farmers. Help us to  
remember their hard work as  
we have a glass of icy cold  
milk or a slice of cheese.

Danielle, aged 10

Dear God,  
... Even if things become  
worse I know you are still  
there.

Amy





### Friendship

Dear God,  
How come some people have lots of friends and some don't? Please help them not to feel lonely and sad. And help us to play with them and make them feel happy and wanted. Please give them love, joy and happiness. And help them to make good friends.

Sometimes old people feel unwanted and unloved. Please help us to visit them and make them happy.

Claire Year 4

Dear Lord,  
Today my friend came to school crying. Everything I tried to do did not work. Lord give me the strength and the words to make her feel part of the group. Amen

Leah aged 10

### Forgiveness

Dear God, please help me to forgive those who hurt me like you forgave those who hurt you. With love

Joanna

Lord Jesus,  
Thank you for loving me  
Even when I do things I shouldn't.

Thank you for loving me  
Because that means I can trust you to care for me.

Thank you for loving me  
Because sometimes I feel no one else does.

Thank you for loving me  
Anthony Year 3

Lord,  
Please forgive the people who hate others.

They don't really mean it, I am sure of that.

But some people don't believe in you.

But I do.

Thank you for making my parents

and the people who love me.

Please help the sick, the poor and the unloved. Amen

Stephanie, aged 10

God give us happiness when we expect hate

God give us smiles when we expect tears

God give us strength when we expect weakness

God give us friends when we expect enemies

God give us love when we expect war

During these times of joy and despair God hold us. Amen

Jenayah, aged 11

### We Believe

Dear God,  
Thank you for everything you've given me.

When I look at all the things surrounding me,

I think of you.

But one thing that I'm really grateful for

is for making me, me.

You've given me my parents and through my parents you

guide me each day of my life and you teach me what is right and what is wrong.

Deep inside me I feel really close to you even though I can't see you.

I know you walk beside me every step I take in my life.

Lord, help me each day as I grow older to understand more about you. Amen

Vy





Please look after the people  
in heaven.                      Jamie

### Prayers before meals

Before I eat my lunch, I would  
like to stop and say thank you  
God. Thank you God for this  
nice food today.

Mary



Thank you for the food that  
we are given to eat. Please  
help us to not just think of  
ourselves. Help us to be  
grateful for what we get and  
use the gifts from God  
properly. Help us to have  
faith in each other and  
ourselves.

Amen

Anna

### The Seasons

Thank you God for summer.  
It is a time for wearing light  
clothes, a time for games and  
swimming. Thank you for this  
wonderful, warm time of the  
year.                      Joshua, year 3



Thank you god for the  
beautiful winter. I like winter  
because it is fun to slide on  
ice. Winter makes me feel  
happy. I love to sit in front of  
the fire and feel the warmth  
and watch the flame flicker.  
Thank you God for the  
seasons.

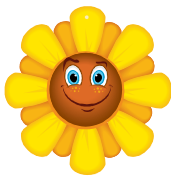
Yvette

# G'day God Daytime Prayers

## Starting the Day

Dear God,  
When I wake up and see the  
sun shining, I see you Lord  
welcoming me to a brand  
new day.

Brendan



Dear Jesus,  
I will be the best I can be  
today, but please help me  
throughout.  
Amen

Anon

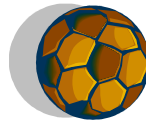
## Creation

God,  
If there were no sun,  
we couldn't see.  
Thank you for making the sun  
rise.                      Claire aged 5

## Prayer for Australia

As I look across the sunburnt  
land I wonder why people  
take Australia for granted. It  
has so many gifts that we  
don't know about. The little  
gifts are often the best that  
we just walk past. From a  
daffodil to Ayers Rock,,  
The touch of the soft water  
splashing up against your  
feet. Just sitting and watching  
the day unfold, what a  
wonderful sight.  
Thank you for Australia, God.  
If we treat it well other people  
will have something to look  
forward to. Amen                      Renee

## Sport



God,  
Help me play soccer and not  
get hurt, and the same for my  
team mates.                      Tim 8

Dear god,  
I don't care if I win or lose. I  
should always go over and  
say 'good game' and shake  
their hands. I won't go over  
and make a fuss. Please help  
me to be a good loser and  
thanks for a good game.

Tony

## Justice

Loving God,  
I have everything that I could  
hope for: a house, food,  
education. But this is not true  
for everyone in the world. I  
hope all people could live like  
my friends a I. No ward, no  
hunger, educated and most  
of all a roof over their head.  
God, all I am asking is that  
there is peace throughout the  
world.

Amen

Jade year 4

## For generosity

Lord Jesus,  
Please help us to remember  
that you think it is better to  
give things than to get them.  
Please teach us to be  
givers...Amen

Rebecca, year 3

## Losing loved ones

My fish is dead God.  
Keep my fish happy.  
Nathan aged 5

Dear God,

# **A Framework for Religious and Values Education in Schools**



## Framework for Religious and Values Education in Schools

### Purpose

This document is intended to be helpful in the planning, implementation and co-ordination of Religious and Values Education across the school. It attempts to address the complexities which constitute sound practice at the beginning of the third millennium. The introduction into some schools of the International Baccalaureate requires that curriculum is designed to accommodate the enquiry method of learning.

Contemporary educators are conscious of the distinction made between (a) education about religions – the academic study of faiths, and (b) religious education, education in faith, education in the spirit, education in personal development. These last four are interdisciplinary and invitational as the life/faith synthesis is an integral part of the overall program. Studies include disciplines such as the study of ethics, environment, peace, justice, sexuality, drug education, relationship education, religion and science, philosophy. (*Values permeate all learnings*). An effective Christian school will develop curriculum which addresses both these components.

The society in which the document is to be used is deeply multi-faith and multicultural. The particular educative process concerned must take account of the religious and social background, and the secular nature of society in which our young people are being formed. The influence of the student's peer group and the involvement of teachers and other members of the adult community in the total development of each young person, should be emphasised.

### Theological Rationale

The complex network of relationships that exists between people, the world, church and God, provides Religious and Values Education with its content. To understand something of this content, an understanding of the Christian concepts of people, life, church and God, as developed in the Uniting Church, is desirable.

- *The Basis of Union, 1992 Ed. Publisher Media Com;*
- *Understanding the Uniting Church, David Merritt, 1992;*
- *Where Did the Joy Come From? Revisiting the Basis of Union, Andrew Dutney, Uniting Church Press Melb. 2001*

### God

Belief in and worship of God are the common factors in many religions. All religions are identified by their different beliefs and practices. A belief about the Christian concept of God, is that God shares life with us. Christians know something of the mystery of God who, through Jesus and the Holy Spirit, shares life with people in the midst of their own lives. We come to know a God of love and relationship.

The Christian teaching of Trinity proclaims that it is of God's nature to live in relationship. The one God is Father, Son and Spirit.

The Christian teaching of Incarnation proclaims that God became human (in Jesus) and lives in close relationship with everything that constitutes human life.

This document helps us to discover the many ways we can encounter God, and teaches us to recognise the presence and action of God in the ordinariness of our everyday routine, as well as in the great moments of life.

### Revelation - revealing/encountering God in the world

Revelation is more than a list of words or truths about God. It is the act of God communicating to us through all moments of our life – in our relationships with others, in the natural world, in life's experience. We respond by living our life as best we are able in our human condition.



It is the activity of God, which the Scriptures articulate, but which cannot be totally contained in any language, culture or concept. It is only in our lives, however, with their cultures and histories and through their languages and concepts that we can come to experience God's way of working.

### **Jesus Christ**

Jesus Christ unites himself to all human life by becoming human (the Incarnation). God continues to be revealed through the human life of Jesus with its implicit message of 'love one another'.

### **Church**

The Uniting Church through '*The Basis of Union*' endeavours to shed light on the experience of human life, interpret it in the light of faith and call for a radical way of living which testifies to the gospel and its values. The Uniting Church is a pilgrim people, discerning and responding to the living revelation of God amidst the ambiguity of history and life experience.

### **Holy Spirit**

Through the Holy Spirit, God is present in our daily lives – in the people with whom we interact, in daily events, in nature. A part of the educational enterprise is to lead students to recognise these encounters and enable them to respond each in her/his own way.

### **Faith**

God respects the freedom, which has been made integral to human life. We are able to reinforce and contribute to building a better world by our lives of witness, and our openness to God's Word – the bible. God loves and works for each one of us – whatever our situation or our capabilities, and is careful to take each one of us differently. It is in those different personal ways that our lives develop.

### **Life**

Any encounter with God in the world takes place within the realities of each person's journey of life, which is unique. Human development is personal.

It therefore follows that the only forum for the interaction of these aspects of God's work is people's lives. There is no other way in which God is revealed to us and our responses invited, except in our lives; in the actual situations, places, events, activities and the people which constitute them. Any suggestion that God works in other ways implies that we have been abandoned for a time; and that is to deny the Christian concept of God – constantly living among people for their sake.

For our purposes we can schematise life into four broad areas:

- (a) Each person's life
- (b) is lived in relationship with other people,
- (c) in the midst of the world,
- (d) knowing that God is also present in a particular way in our community of faith (the school community, or a church community).

There is no other forum for God's activity, but life.

This, then is our starting point – the life of each one of our students.

We now have a **Typology** – for the development of a curriculum framework.



The following areas of human life provide the structure for the content of a program for Religious and Values Education:

1. Dimension of **understanding myself**
2. Dimension of **understanding other people**
3. Dimension of **understanding the world**
4. Dimension of **understanding the faith community**

All of these dimensions are important to students in their growth.

As students grow in **understanding of myself**, they come to recognise themselves as unique, gifted and loved by God. In response to this they come to value themselves more. (*Development of self esteem, self worth, resilience.*)

As students grow in their **understanding of other people**, they are more able to relate with others. Through these relationships students experience God's presence and action in their lives. (*They are led to see that God's love is experienced through those people who love and care for them, and develop capacity to be in relationship with a wide range of people in various situations, some life giving, others challenging.*)

As students grow in **understanding of the faith community**, they are invited to participate in its life of worship, scripture, mission, prayer. For the vast majority this school experience will be the only experience of belonging/participation in a faith community. (*It is therefore important to offer students developing their sense of self worth and belonging, regular positive, engaging experiences.*)

As students grow in **understanding of the world**, they reflect on God's presence. They are invited to become aware of the major issues facing our society today, and to be collaborators in creating and transforming the world. They are encouraged to explore questions of meaning and purpose, beliefs and world views. (*It is important to recognise and affirm the faith community experiences of students of other faiths both in the classroom and through whole school initiatives, using a variety of strategies which honour that faith tradition.*)

### **Broad Goals of Religious and Values Education**

The broad goals of Religious and Values Education are concerned with:

- (a) encouraging students to question, think, explore, share, contribute to enquiry and to make connections to their own life;
- (b) the development of life and faith through a variety of learning experiences both cognitive and affective;
- (c) development in students of: -an appreciation of the world (*environment*); -an understanding of and respect for other faiths, through exposure to the beliefs and practices of other world religions; -an understanding and appreciation of and sensitivity to others including the marginalised in our world; -an ever deepening understanding of and appreciation for values, ethics, peace, justice, human rights, environment, and health, leading to a lived response; -an openness to enquiry, in their search for truth (*philosophy, science and religion*); -a love of learning; -a response of service and love in helping to build up and renew this world.

In working towards these goals we are concerned with a process which respects the individual person and their stage of development.



Religious and Values Education is seen as an area in curriculum which brings together many other disciplines and aspects of life, and calls for a lived response.

Ever sensitive to personal freedoms, it is possible for us to evaluate or to view the entire program in the light of these broad goals.

### **A Teaching Process**

A teaching process which respects and attends to individual differences attempts to facilitate the integration of these broad goals. Students will learn, respond, act, grow and believe in varying capacities and in different ways one from another and in so doing will confidently respond to the challenges of life.

### **Sources of Religious and Values Education**

In order that the teaching process may work satisfactorily, it constantly refers to and uses these sources (see *diagram*). From these sources and with the leadership of a skilled, competent, sensitive teacher and the visible support of Principal, school leaders and other staff, learning and personal growth will occur.

Thus it is not adequate simply to recount doctrinal expressions, biblical stories or liturgical formulae; the lived experience of each student provides the basic matter which may be drawn on in the teaching and learning process. This process will also be enriched through the use of various mediums, literature, music, drama, art, technology and other creative arts. A necessary dimension to this will be ongoing professional development/enrichment for all teachers of Religious and Values Education.

### **Policy and Curriculum Development**

In developing its Religious and Values Education policy and curriculum which will incorporate formal teaching and learning, faith development, spirituality, community outreach, social justice programs, pastoral care, and formal worship times, the school will take into account the school profile, vision and mission statements and beliefs about how young people learn. As with all areas of policy and curriculum, these documents and policy statements are continual points of reference.

### **Principles to Guide the Development of the School's Religious and Values Education Policy and Program.**

The Religious and Values Education of students takes place within the specific nature of each school. Inspiration is drawn from the bible and the direction of the Uniting Church. Therefore, policy and programs should reflect the vision and mission statements of the school underpinned by *The Basis of Union* – the faith statement of the Uniting Church. This is a way the links with the Uniting Church will be manifest and enduring; school being supported by church(through EIS Unit) to develop school-based documentation of policy and programs.

When developing a policy and program, the following tenets require attention.

A Religious and Values Education policy will:

- respect students' freedom to explore or reject faith;
- be relevant to and respectful of the students' stages of development, socio-economic backgrounds, cultural heritage and religious background and experiences;
- be based on respect for all people;
- take into account the multi-cultural, multi-faith nature of the Australian population and of the particular school population, ever respectful of the reality that Christianity is one authentic pathway among many to God.



### **The Purposes of Religious and Values Education within the School are to:**

- teach the content of the Christian faith in a way which contributes to understanding;
- provide opportunities for students to respond in life;
- lead students to know, appreciate and respect the beliefs of classmates and those of other faiths by inviting those students to share experiences of their beliefs and celebrations;
- immerse students in the life of the school in such a way that they can experience the values of a Christian community, together with opportunities for participation in prayer and worship;
- form resilient young people with a strong sense of their own worth;  
form young people with a growing capacity to know and understand themselves and those with whom they will form relationships as they mature, through programs specifically targeted at health, sexuality and drug education as well as seminars on mental /emotional health and wellbeing;
- skill students to critique the world, not merely function in it;
- provide regular opportunities for stillness, reflection using a variety of strategies;
- develop an openness to enquiry;
- provide a language with which to explore beliefs, values, alternate world views and the world view they are forming.

### **Methodology of Religious and Values Education:**

- is based in life; it begins with the experience of students and leads towards deeper insights and understandings of life
- is concerned with the integration of faith and life, in order that the Christian message relates to the life situations of students
- is based on an enquiry approach to learning which invites students to discover meaning in their lives and encourages a lived response
- is concerned with understandings about how students learn. These understandings are integral to decisions made concerning classroom strategies and teaching methods
- is concerned with attainable objectives, learning strategies and assessment and evaluation procedures, all of which are integral to the learning process.

### **The Delivery of Religious and Values Education**

It would be important to consider the number of ways Religious and Values Education might be delivered in your school. In formulating a model, the following could be considered:

Two distinct but interrelated areas working side by side and supporting each other:

- The classroom curriculum – overseen by the Head of RE Curriculum who would have responsibility for the oversight and teaching of the curriculum;
- The pastoral dimension – overseen by the Head of Formation who would have responsibility for such areas as pastoral care of individuals within the whole school community, community outreach programs and the reflection on action process which follows, retreats, worship, prayer/spiritual/ reflection experiences, social justice programs, whole school activities like Pancake Day etc.

It should be noted that many schools employ professional counsellors. This is a separate and distinct professional service area, not to be confused with Pastoral Care of the whole school community, which has a sacramental and spiritual context. One of the most significant roles of the school chaplain is to offer pastoral care to the whole school community. This cannot be contained in any timetable. A school community is diminished when the centrality of this is minimised. The chaplain will work in cooperation with classroom teachers who all practice pastoral care by their daily interaction with students in their care.



### **Religious and Values Education as Part of the Whole School Curriculum**

Effective Religious and Values Education programs are designed to educate the whole person. Therefore, many experiences within the school contribute to students' personal/spiritual development.

Curriculum provision in a Uniting Church school is concerned with education across all learning areas. Therefore the school will give some priority to Religious and Values Education both at the formal level seen in the commitment within the time-table and the informal level by the infusion of the curriculum with the Gospel values.

The school will provide opportunity for exploration of alternative world views – in the search for truth.

The whole school curriculum integrates religious, pastoral, and co-curricular dimensions. It is important to pay continuing attention to these aspects and ensure that they are appropriately related and integrated into the life of the school.

In making these explicit, the school is providing a full and inclusive curriculum, which responds to the needs of all students. Religious and Values Education in this context permeates all areas of the curriculum, is enriched by the cultural and social diversity of the school community and brings together many disciplines and aspects of life.

Religious and Values Education therefore is not restricted to the classroom but spreads far beyond to the school grounds, the school community, the wider community and to all people with whom students interact in their daily lives. The school assists its students in the development of knowledge, skills, values and attitudes that will enable them to affect their responsibility of living justly.

It is through the provision of these opportunities that students will grow to full freedom as strong, resilient young adults, imbued with a sense of altruism able to:

- engage positively in life;
- achieve their personal best;
- turn to others in love;
- contribute to building a more just and equitable society.

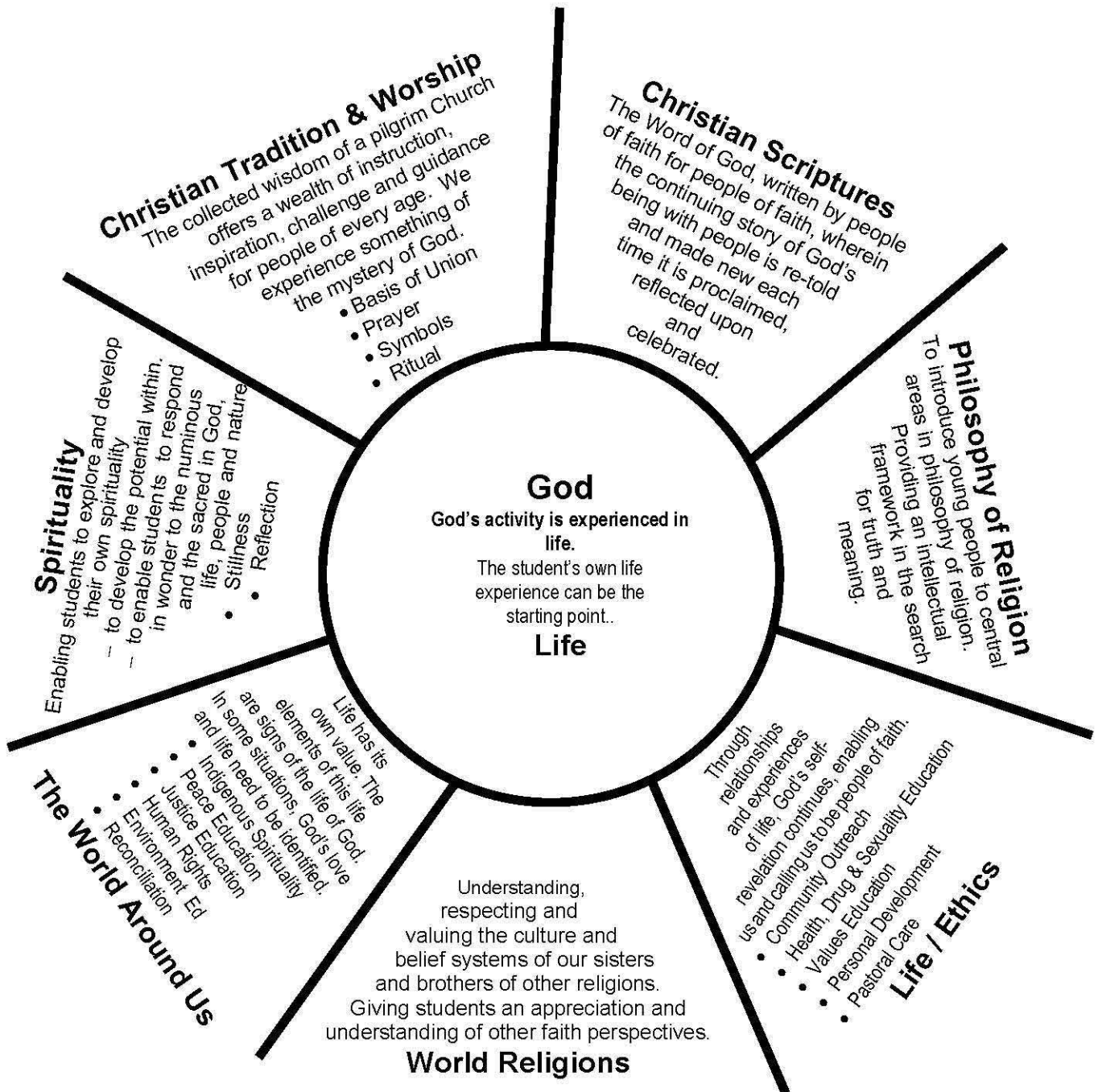




# Religious and Values Education

Dimensions.

diagram A

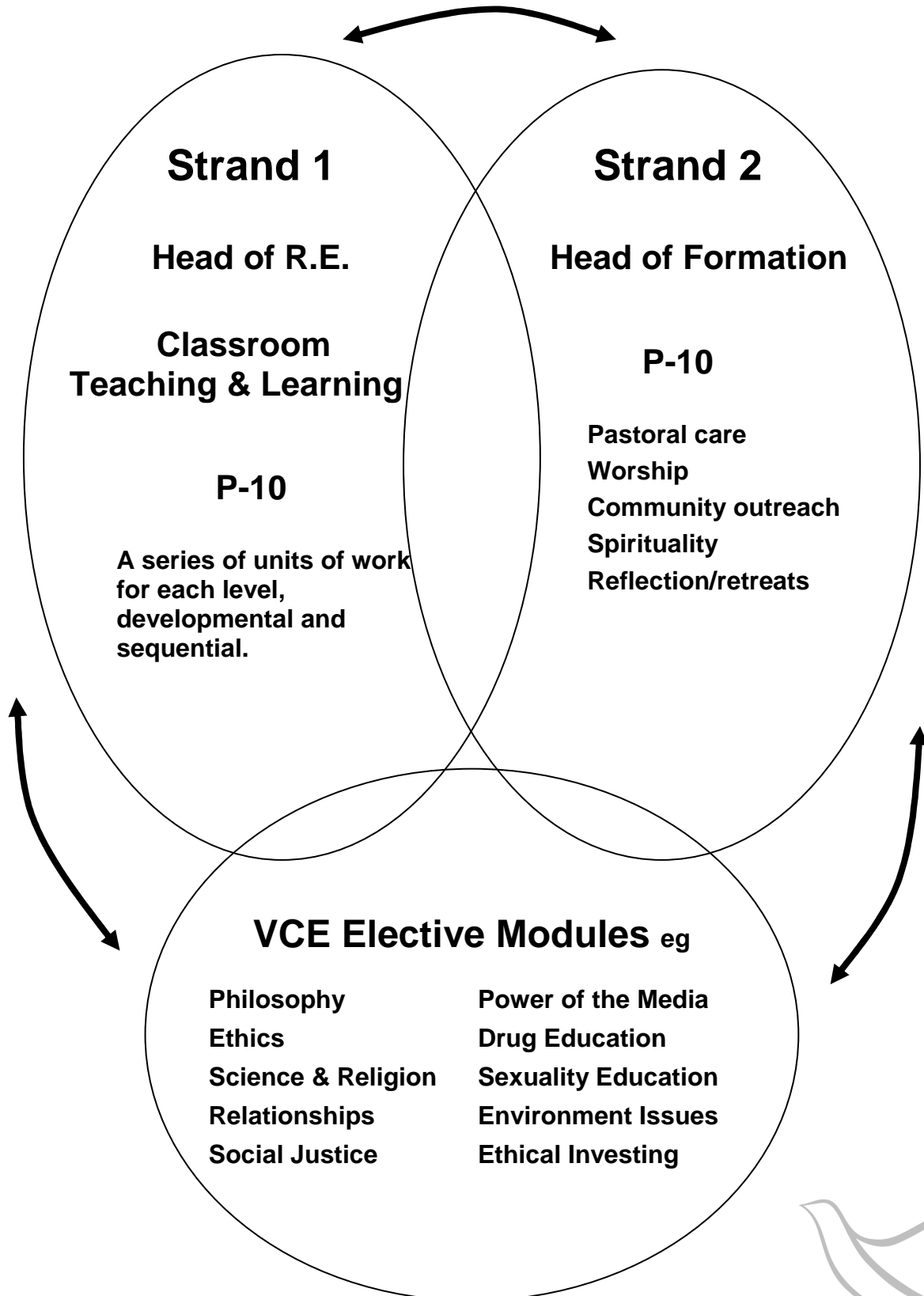


The interaction of these dimensions in the teaching and learning process and the provision of a variety of opportunities to engage students spiritually, emotionally, socially and intellectually will support their growth towards wholeness, to enable them to participate fully in life and generously contribute to building a more just and equitable society.



## Diagram B

### A model for Religious and Values Education





## Overview of Units

Middle Years Level 5 & 6	
<b>Understanding Myself</b> 1.1 Decision Making 1.2 Hopes and Dreams 1.3 Relationships	<b>Understanding Other People</b> 2.1 Harmony 2.2 Belonging 2.3 Communication
<b>Understanding the World</b> 3.1 Social Justice 3.2 The Environment 3.3 Our Changing World - Media/Technology 3.4 Cultural Diversity:	<b>Understanding Faith Communities</b> 4.1 Christianity : <ul style="list-style-type: none"><li>• Easter &amp; Christmas</li><li>• Let's Explore the Bible</li><li>• Presence of the Spirit</li></ul> 4.2 World Religions <ul style="list-style-type: none"><li>• Learning About World Religions</li></ul>

### Invitational

- Come on a journey of discovery about myself, others, the world and God
- Come and see signs of God's presence, in our world, our community and in our lives
- Come and listen, respond, pray and share life in ways that honour personal faith and culture
- Come and See





## Understanding Myself: 1.1 Decision Making

### Student Objectives

#### That students will:

- Appreciate that decision-making is a complex process.
- Learn that when we make decisions we need to discern, choose and then do / act.
- Understand that decision-making helps us to grow and change.
- Deepen their awareness that our decisions need to be informed by the values of Jesus.
- Deepen their awareness of their own faith tradition and its teachings about values in life?
- Come to an awareness that the Spirit is with us when we choose and decide, and urges us to act.

#### Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will learn about making decisions and we will also think about the values that should guide our decision-making.

#### Notes for the Teacher

##### Decision Making:

- *All decisions are made in conflict – to choose one thing means to forego another.*
  - *Select / leave aside.*
- *All decisions are made in a context of change – human life is in motion.*
- *Decision-making is a complex skill.*
  - *The skill of good judgement is called prudence.*
  - *Acknowledge that not all good things can be done – select.*
  - *Sort through the alternatives.*
  - *Choose the best.*
  - *Be humble about your ability – ask others to help.*
  - *Only in community can proper decisions be made*
    - *Discern*
      - *Acknowledge that you must choose – get the facts, line up the alternatives.*
      - *Cut away (from the Latin de-cedere).*
    - *Choose*
      - *Select with a community – check with others for a reaction.*
      - *Be humble.*
    - *Do*
      - *Having made the choice, act upon it.*
      - *Have the community assist / encourage you.*
- *The community must be*
  - *Open*
  - *Honest*
  - *Dialogical – ready to discuss.*



## Understanding Myself: 1.1 Decision Making

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

#### Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

*(go to People of Faith)*

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans BMaria. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

#### Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding Myself: 1.1 Decision Making

Lesson 1	Don't <i>Just Do It</i>
Resources	Lesson Format
Worksheet 1	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What process do we go through when we make decisions?</li> <li>• What values guide our decisions?</li> </ul> <p>Students analyse a decision that is being made.</p> <ul style="list-style-type: none"> <li>• migrating to another country</li> <li>• deciding on which sport among many to pursue</li> <li>• your family pet dog is sick and you need to decide whether to put him down or treat him. eg The following scenario:</li> </ul> <p><u>Eddie Hypothetical</u> (See Worksheet 1 for full text which can be copied for students to read)</p> <p>Eddie, a seven-year-old golden Labrador, was in the back yard of his house and saw an opportunity to get out and go exploring. No one really knows exactly how he managed to get out, but he did.</p> <p>The RSPCA picked Eddie up and contacted the family who owns him. They told the family that Eddie has a few problems with his health – infection in his ear, the need for vet treatment and care, which could be costly. The family needed to make an urgent decision – should they pick Eddie up, bring him home and have him treated or should they give permission for Eddie to be put down. What to do?</p> <ul style="list-style-type: none"> <li>• <i>Discern, get the facts.</i></li> </ul> <p>Meanwhile, the grandmother of Peter, Eddie's owner, was celebrating her 84<sup>th</sup> birthday with her adult children and some grandchildren. The phone rang. It was Peter, wanting to speak to his mother who was celebrating her mother's birthday. It was announced to the gathering at the birthday luncheon that Peter needed to make an urgent decision and was asking for guidance from his mother, father, aunts and uncles and grandmother. What should he do with Eddie? What to do?</p> <ul style="list-style-type: none"> <li>• <i>Community involvement, dialogue, be humble.</i></li> </ul> <p>Some thought that if Eddie was so sick, he should be put down. Yes, that seemed a reasonable decision to make.</p> <p>Then others asked if his sickness was life-threatening or was it treatable. Well, it was treatable but it would be costly and Peter could not afford it. Peter and Maria his wife have a four year old daughter and a baby daughter just three months old. They have just bought a house, and Maria has had to give up work. They are very stretched financially and don't know how they would meet the vet's bill. What to do?</p> <ul style="list-style-type: none"> <li>• <i>Discern, get the facts, line up the alternatives.</i></li> </ul> <p>Some still believed that they needed to bring Eddie home and treat him rather than have him put down. Peter and Maria were left to make their decision. What to do?</p>



## Understanding Myself: 1.1 Decision Making

- *Discern, choose.*

Peter and Maria decided that they should have Eddie put down. They have their children to consider and it would be in the family's best interest not to have such a financial burden. Peter, however, could not bring himself to going in to the vet and Maria agreed that she would.

- *Discern, the decision is made, act.*

They put the children in the car to go to the vet. On the way, Katie (four years old) tells baby Sarah that they were going to pick Eddie up and that she can't wait until Eddie is home with them again. Peter and Maria heard Katie saying this and tried to explain to her that Eddie would be staying at his new home because he would be happier there. Katie started to cry.

What to do?

Maria left Peter, Katie and Sarah in the car while she went into the vet. She told the vet of their decision to have Eddie put down. The vet immediately gave her some documents to sign, stating that Maria gives permission for Eddie to be put down. Maria read the documents, picked up the pen, and started to cry.

What to do?

- *Evaluate, discern again, choose again, act.*

Maria could not sign the documents. She made the decision that Eddie would not be put down. She went out to the car to get Peter and the children and they took Eddie home.

Peter and Maria came to a realization that Eddie was loved by all of them. This took preference over their financial difficulties and they would have to find some way of meeting the costs. But Eddie was going to get better, be loved by them all and be part of their family – because ultimately that was what was best for their children.

Students nominate the process that the decision makers in the Eddie Hypothetical used to come to their final decision.

- *Discern – what are the facts.*
- *Choose – make a choice.*
- *Evaluate the decision and return to the discernment process again if necessary before acting.*
- *Do – act on that choice.*

Students discuss the implications of the decision on others and address the values that therefore guided the decision in the Eddie Hypothetical.

- *Notice that this whole question or decision saw several different levels. The discernment component is getting the facts and outlining the reasons for and against the action. The choice was made to have Eddie put down but the action of doing that necessitated a new discernment.*



## Understanding Myself: 1.1 Decision Making

- *In looking at a decision the question that must also be included in the process is 'What are the values that are part of this question?' Once that is clear, then the process of discernment includes addressing the values.*
- *With Eddie, a further value was the love that Eddie offered Katie, the value of pets in a household for young people, the value of Katie's ideas and contribution to the decision. Ultimately, the values of love and care and responsibility for the family pet outweighed the value on financial stability and comfort.*

Students could develop a *decision-making toolbox* together.

### **Eg My decision-making toolbox - think before I act.**

*My tools are the following questions:*

- *Why do I want to do this? What motivates my decision?*
- *What are my options?*
- *What are the consequences of my actions?*
- *How will my decision affect others?*
- *Is this decision in my best interests?*

(from Dr. Jim Taylor – [www.drjimtaylor.com](http://www.drjimtaylor.com))



## Understanding Myself: 1.1 Decision Making

### Worksheet 1

#### Eddie Hypothetical

Eddie, a seven-year-old golden Labrador, was in the back yard of his house and saw an opportunity to get out and go exploring. No one really knows exactly how he managed to get out, but he did.

The RSPCA picked Eddie up and contacted the family who owns him.

They told the family that Eddie has a few problems with his health – infection in his ear, the need for vet treatment and care, which could be costly. The family needed to make an urgent decision – should they pick Eddie up, bring him home and have him treated or should they give permission for Eddie to be put down.

What to do?

Meanwhile, the grandmother of Peter, Eddie's owner, was celebrating her 84<sup>th</sup> birthday with her adult children and some grandchildren. The phone rang. It was Peter, wanting to speak to his mother who was celebrating her mother's birthday. It was announced to the gathering at the birthday luncheon that Peter needed to make an urgent decision and was asking for guidance from his mother, father, aunts and uncles and grandmother. What should he do with Eddie?

What to do?

Some thought that if Eddie was so sick, he should be put down. Yes, that seemed a reasonable decision to make.

Then others asked if his sickness was life-threatening or was it treatable. Well, it was treatable but it would be costly and Peter could not afford it. Peter and Maria his wife have a four year old daughter and a baby daughter just three months old. They have just bought a house, and Maria has had to give up work. They are very stretched financially and don't know how they would meet the vet's bill.

What to do?

Some still believed that they needed to bring Eddie home and treat him rather than have him put down. Peter and Maria were left to make their decision.

What to do?

Peter and Maria decided that they should have Eddie put down. They have their children to consider and it would be in the family's best interest not to



## **Understanding Myself: 1.1 Decision Making**

have such a financial burden. Peter, however, could not bring himself to going in to the vet and Maria agreed that she would.

They put the children in the car to go to the vet. On the way, Katie (four years old) tells baby Sarah that they were going to pick Eddie up and that she can't wait until Eddie is home with them again. Peter and Maria heard Katie saying this and tried to explain to her that Eddie would be staying at his new home because he would be happier there. Katie started to cry.

What to do?

Maria left Peter, Katie and Sarah in the car while she went into the vet. She told the vet of their decision to have Eddie put down. The vet immediately gave her some documents to sign, stating that Maria gives permission for Eddie to be put down. Maria read the documents, picked up the pen, and started to cry.

What to do?

Maria could not sign the documents. She made the decision that Eddie would not be put down. She went out to the car to get Peter and the children and they took Eddie home.

Peter and Maria came to a realization that Eddie was loved by all of them. This took preference over their financial difficulties and they would have to find some way of meeting the costs. But Eddie was going to get better, be loved by them all and be part of their family – because ultimately that was what was best for their children.



## Understanding Myself: 1.1 Decision Making

Lesson 2	No Easy Answers
Resources	Lesson Format
Worksheet 2	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What decision will we come to?</li> <li>• How will we do it?</li> <li>• What values will we check our decision against?</li> </ul> <p>Students develop a scenario where they need to make a decision. (See Worksheet 2 for scenarios that can be copied for the students) eg</p> <p><i>Scenario 1</i></p> <ul style="list-style-type: none"> <li>• <i>You are one of five children in your family. You are 12 years old. You have 3 older brothers and 1 younger brother. You love to play sports and are interested in tennis, cricket, football, athletics and basketball and want to play them all. What do you do? What choice do you make? How many sports are reasonable? How does your decision affect the rest of your family?</i></li> </ul> <p><i>Scenario 2</i></p> <ul style="list-style-type: none"> <li>• <i>You are 11 years old. You have joined the Scouts but you don't know if you should continue. You don't want your friends to think that you are giving up but you realize that you don't really enjoy going to Scouts. Should you stay in anyway and pretend that you like it?</i></li> </ul> <p><i>Scenario 3</i></p> <ul style="list-style-type: none"> <li>• <i>Lying to a friend</i> (Students develop their own facts around this scenario).</li> </ul> <p><i>Scenario 4</i></p> <ul style="list-style-type: none"> <li>• <i>Stealing from a store with friends</i> (Students develop their own facts around this scenario).</li> </ul> <p>Students use the process identified in lesson 1 to make their decision.</p> <ul style="list-style-type: none"> <li>• <i>Discern – what are the facts.</i></li> <li>• <i>Choose – make a choice.</i></li> <li>• <i>Evaluate the decision and return to the discernment process again if necessary before acting.</i></li> <li>• <i>Do – act on that choice.</i></li> </ul> <p>Students are encouraged to articulate the <i>values</i> that guided their decision and check the integrity of their decision against those values.</p> <ul style="list-style-type: none"> <li>• Teacher will need to guide students in this process of articulating values that guide decisions eg values of truth, justice, peace, love, respect for life, etc.</li> </ul> <ol style="list-style-type: none"> <li>1) <i>Discern – get the facts</i></li> <li>2) <i>Check if the process is employing the correct values. That is, check with others / community the question that is to be decided.</i></li> <li>3) <i>Don't rush an important decision process. Take time to weigh the ideas.</i></li> </ol>



## Understanding Myself: 1.1 Decision Making

### Worksheet 2

#### Scenario 1

- *You are one of five children in your family. You are 12 years old. You have 3 older brothers and 1 younger brother. You love to play sports and are interested in tennis, cricket, football, athletics and basketball and want to play them all. What do you do? What choice do you make? How many sports are reasonable? How does your decision affect the rest of your family?*

#### Scenario 2

- *You are 11 years old. You have joined the Scouts but you don't know if you should continue. You don't want your friends to think that you are giving up but you realize that you don't really enjoy going to Scouts. Should you stay in anyway and pretend that you like it?*

#### Scenario 3

- *Lying to a friend*  
(Students develop their own facts around this scenario).

#### Scenario 4

- *Stealing from a store with friends*  
(Students develop their own facts around this scenario).



# Understanding Myself: 1.1 Decision Making

Lesson 3	Check it out – values to live by
Resources	Lesson Format
<p>The Parable of the Prodigal Son from a suitable children’s bible.</p> <p>Worksheet 3</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do we grow and change through our decision-making?</li> <li>• How are our decisions informed by the values of Jesus.</li> </ul> <p><b>Teacher Notes</b>  <i>Check a decision against values:</i></p> <ul style="list-style-type: none"> <li>• <i>Jesus preached that the Good News of God is that there exist divine values in life and that they are close at hand. If you employ these and live by them you will be blessed in life. Your reward will be peace since God’s Spirit is found in the key Christian values of truth, love, justice, and respect for life.</i></li> <li>• <i>Jesus by his words and actions always modelled the values of truth, justice, peace, love and respect for life.</i></li> </ul> <p><b>Multi faith perspective</b></p> <ul style="list-style-type: none"> <li>• <i>All our faith traditions offer us values by which to live our lives.</i></li> <li>• <i>Students should be encouraged to explore this within their particular tradition.</i></li> <li>• <i>Teacher and students could then compile a list of values taking account of all faith traditions in the classroom.</i></li> <li>• <i>Discussion could centre around the richness of our traditions and the strength of values that are in our classroom and in our multi-faith society.</i></li> </ul> <p>Parable of The Prodigal Son</p> <ul style="list-style-type: none"> <li>• Jesus taught in parables (short simple stories intended to illustrate a moral or religious lesson).</li> <li>• Jesus taught through the parable of The Prodigal Son.</li> <li>• What did Jesus want us to learn through this parable?</li> <li>• What decisions were made by the father and each of his two sons?</li> </ul> <p>Teacher and students read together the parable of The Prodigal Son.</p> <ul style="list-style-type: none"> <li>• <i>Remember that the young boy was expected to stay obedient to the father and his request for his inheritance prior to the death of his father is insulting. He is telling him to ‘drop dead’. Throughout this story the father continues to act in a loving and forgiving way.</i></li> <li>• <i>Notice that the son plans his apology speech whilst with the pigs and when he meets the father he delivers the speech word for word. Luke has his confession, something that he rehearses and delivers exactly.</i></li> <li>• When people plan an apology in private they often water it down when they confront the person they have hurt. The prodigal son does not. He is very sincere.</li> </ul> <p>Discussion and perhaps a second reading of The Prodigal Son.</p> <ul style="list-style-type: none"> <li>• Teacher and students fill in Worksheet 3 together. (The teacher copy of Worksheet 3 is offered as suggestions to guide the discussion).</li> </ul>



## Understanding Myself: 1.1 Decision Making

Pay attention to the decisions that are made by:

- a) The Father
  - How many decisions does he make? What are they?
  - *To let the son go, to wait and watch for him, to welcome him home and forgive and to call a celebration.*
- b) The prodigal son
  - *To insult his father, to leave the family, to waste the money, to discern what has happened and choose to ask forgiveness, to act upon that and deliver his apology word for word.*
- c) The son who stays at home
  - *To stay and not request his inheritance, to refuse to enter the celebration and to begrudge his brother the forgiveness of the father.*

What values (positive and negative) guide the decisions made by the father, the prodigal son and the son who stays at home? (Worksheet 3)

Why does Jesus present this parable?

- *It is a story of the father's forgiveness. On another level, it might be the story of the human race and our failure to appreciate the gifts that God has given us. At yet another level, it is a lesson in decision-making. There are some bad decisions that people make which cause disruption to a family or community and cause pain and sorrow to loved ones. When these occur people can choose to stay estranged or they can embark upon a forgiving process which will require discernment, choosing and action.*

### **Teacher Notes**

*Teachers might wish to give students the opportunity to consider the work of the Spirit in our decision-making process.*

*The Spirit of Jesus is with us, guiding us in our decision-making.*

- *The Holy Spirit is God's action in the world. Not only is God present, but our decisions and actions can be assisted by God's Holy Spirit.*

*The Holy Spirit works at each level of the decision-making process.*

1) *Discern*

- *God's spirit of wisdom helps us to be clear as to the facts; helps us to see.*

2) *Choose*

- *God's Spirit helps us make decisions in community. The very discussion is an experience of God's Spirit.*

3) *Do*

- *God's Spirit gives us the courage to act on a decision that we have discerned and chosen.*

Reflection and Prayer

- Pray for people making decisions, that they will not just do it, but slow down, discern carefully, choose wisely and have the courage to act.



## Understanding Myself: 1.1 Decision Making

### Worksheet 3 (For the Teacher)

# The Prodigal Son

	Decisions	Negative Values	Positive Values
The Father	<p><i>To let the son go</i></p> <p><i>To wait and watch for him</i></p> <p><i>To welcome him home</i></p> <p><i>To forgive his son</i></p> <p><i>To call a celebration</i></p>		<p><i>Love of his child</i></p> <p><i>Family unity</i></p> <p><i>Forgiveness</i></p> <p><i>Patience</i></p> <p><i>Waiting for gradual growth</i></p> <p><i>His own integrity</i></p> <p><i>Celebration</i></p>
The Prodigal Son	<p><i>To insult his father</i></p> <p><i>To leave the family</i></p> <p><i>To waste the money</i></p> <p><i>To discern what has happened</i></p> <p><i>Choose to ask forgiveness</i></p> <p><i>To act upon his decision</i></p> <p><i>To deliver his apology word for word</i></p>	<p><i>Selfishness</i></p> <p><i>Greed</i></p> <p><i>Have it now</i></p> <p><i>Just do it</i></p> <p><i>Disregard for family</i></p>	<p><i>Process of discernment</i></p> <p><i>Sorrow</i></p> <p><i>Repentance</i></p> <p><i>Humility</i></p> <p><i>Sonship</i></p>
The Son who Stays Home	<p><i>To stay</i></p> <p><i>To not request his inheritance</i></p> <p><i>To refuse to enter the celebration</i></p> <p><i>To begrudge his brother the forgiveness of the father</i></p>	<p><i>Selfishness</i></p> <p><i>Cold disregard</i></p> <p><i>Holding a grudge</i></p>	<p><i>Family</i></p> <p><i>Perseverance</i></p>



## Understanding Myself: 1.1 Decision Making

### Worksheet 3 (For the Students)

# The Prodigal Son

	Decisions	Negative Values	Positive Values
The Father			
The Prodigal Son			
The Son who Stays Home			



## Understanding Myself: 1.1 Decision Making

### Assessment Ideas

#### How well did the students

- Demonstrate their understanding of the decision-making process through their analysis of the Eddie Hypothetical and through their own decision-making scenarios?
- Demonstrate a deeper appreciation of the values that inform our decisions through their discussion about the Prodigal Son and through their reflections on their own faith traditions and values?

### Evaluation

#### How well did the unit

- Lead the students to a deeper appreciation and knowledge of the decision-making process?
- Enable the students to articulate their insights and response to the process of making decisions?
- Deepen student's knowledge and connection to Jesus' story and his teachings about values in their own life?
- Deepen student's knowledge and connection to their own faith tradition and its teachings about values in life?
- Encourage students to question, think, explore, share and contribute to inquiry into decision-making and to make connections to their own life?



## Understanding Myself: 1.2 Hopes and Dreams

### Student Objectives

#### That students will:

- Appreciate that we can have hopes and dreams for ourselves, others and the world.
- Have confidence, based on the example of others, that they can pursue their dreams.
- Gain an understanding of the story of Moses as a story of hope and that our faith in God gives us the power to live in hope.

#### Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will think about the hopes and dreams of people and how they turned those hopes and dreams into community actions. We will also think about our own hopes and dreams for our world and learn from the examples of others that we can confidently pursue our dreams. The story of Moses will also help us to learn more about being people of hope.

#### Notes for the Teacher:

##### Hope

*These things will last: faith, hope and love. Hope is one of the greatest elements of Christian belief.*

*For any person, the concept of hope simply means the will to live, the desire to get through some experience or attain some good.*

*Hope for humans generally demands a community context and some social support for the desire of the individual or group. The community plays a key role in the crafting of a hope and in enabling the dream to be maintained and sometimes achieved.*

*So hope can simply be called to 'reach beyond yourself and your current situation'.*

*In religious history of the Christian church hope means to reach out for God or call out to God. Moses and Jesus are people who gave hope to their communities. Jesus gave hope to humanity with his life, death, and resurrection. The Holy Spirit in Christian theology gives the gift of hope to the world. The Holy Spirit 'renews the face of the earth'.*

#### From Dreams to Hopes / Reality

*What is the difference between a dream and a hope? A dream is something you wish for, a personal desire. A hope is the community response to someone's dream and the encouragement that it can be achieved. The community gives energy and life to the dream.*

*Martin Luther King Junior's famous speech 'I have a dream' was not met with discouragement and any lack of support. The thousands of people who listened that day and in subsequent years supported his sentiments, his dream. His ideas changed from his personal dreams to the community's hope for the future. Thousands of people support his ideas and they then become their hopes. Note that their hopes are concrete things that together all people can work towards.*

*The dream can become a hope and with the support of a community can come true.*



## Understanding Myself: 1.2 Hopes and Dreams

*Many would say that with the election of Barack Obama as the first African American President of the United States of America that the dream of Martin Luther King Junior has been partially realised (that his children would be judged –not by the colour of their skin but the content of their character).*

*Moses was discouraged at the slavery of the Hebrews in Egypt. He dreamt of their liberation but could not do anything to change that. His encounter with God on Mt Sinai enabled his dream to become a clear hope. God called for the liberation of the Hebrews. Moses gained the support of Aaron and the people and was able to liberate them. His dream became a hope and it came true with the escape from Egypt through the Red Sea.*

*The key elements remain: dreams shared by a community combined with actions by the group and by God, to make the hope a reality.*

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

#### Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

*(go to People of Faith)*

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

#### Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding Myself: 1.2 Hopes and Dreams

Lesson 1	Young Australian Of The Year
Resources	Lesson Format
<p>Ryan's Well (DVD) ABC shop</p> <p><i>The Stone of the Mountain The Hugh Evans Story</i> by Hugh Evans (Lothian Books, 2004)</p> <p>Hugh Evans The Oaktree Foundation Email: <a href="mailto:info@theoaktree.org">info@theoaktree.org</a> Phone: 03 9882 4311</p> <p>Australian of the Year website: <a href="http://www.australianoftheyear.gov.au">www.australianoftheyear.gov.au</a></p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What does it mean to dream, to hope?</li> <li>• Who is chosen as Young Australian of the Year?</li> <li>• What is it about their life that makes them stand out?</li> </ul> <p>Students explore the usage of the words HOPE and DREAM in our everyday lives.</p> <ul style="list-style-type: none"> <li>• Brainstorm sayings or phrases that we use that are connected to the words dream and hope. (See <b>Worksheet 1</b>)</li> <li>• Eg <i>In your dreams. A dream come true, Dream home, Dream holiday, Dream on, You're dreaming, Sweet dreams, Ticket to dream, etc.</i></li> <li>• <i>Hope you can...Hope to see you...I hope so, Get your hopes up, Where there's life there's hope, Hopefully, etc.</i></li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• What does it mean <i>to hope</i>?</li> <li>• What does it mean <i>to dream</i>?                             <ul style="list-style-type: none"> <li>• <i>What is the difference between a dream and a hope? A dream is something you wish for, a personal desire. A hope is the community response to someone's dream and the encouragement that it can be achieved. The dream can become a hope and with the support of a community can come true.</i></li> </ul> </li> </ul> <p>It's all about making a difference. Look at the stories of 2 young Australians eg</p> <ul style="list-style-type: none"> <li>• Tania Major (Young Australian of the Year 2007) <a href="http://www.australianoftheyear.gov.au/pages/page310.asp">http://www.australianoftheyear.gov.au/pages/page310.asp</a></li> <li>• Hugh Evans (Young Australian of the Year 2004) <a href="http://www.australianoftheyear.gov.au">www.australianoftheyear.gov.au</a> <i>The Stone of the Mountain The Hugh Evans Story by Hugh Evans (Lothian Books, 2004)</i></li> <li>• Trish Broadbridge (Young Australian of the Year 2006) <a href="http://www.australianoftheyear.gov.au">www.australianoftheyear.gov.au</a></li> </ul> <ul style="list-style-type: none"> <li>• What are their dreams?</li> <li>• How do their dreams turn into hopes? How does the community support and encourage their dream?</li> <li>• What are their actions?</li> <li>• Why do you think they were chosen as Young Australians of the Year?</li> </ul>



## Understanding Myself: 1.2 Hopes and Dreams

OR

View and discuss Ryan's Well.

- *Documentary available for purchase from the ABC shop.*
- *Year of production: 2004.*
- *Duration: 50 minutes © Journeyman Pictures.*
- *Ryan's Well "is an amazing, inspirational story about 7 year old Ryan Hreljac from Ontario who was determined to build a well for his pen pal Jimmy and the people of Angola, Uganda so they would have fresh, clean water." (ABC website).*
- What dream did Ryan have?
- How did his dream turn into a hope? How did his family and his community support and encourage his dream?
- What were their actions?

OR

Students could research for themselves the story of people who have had a dream and turned it into a community action.

- There may be people in the school or church community who could be invited to tell the students about their dreams and how they became the hope and actions of the community.



# Understanding Myself: 1.2 Hopes and Dreams

Worksheet 1  
Brainstorm Hope and Dream

# Dream

In your dreams

Dream home

A dream come true

Dream holiday

**Dream on**

Ticket to dream

you're dreaming

Sweet dreams

# Hope

Hope you can...

Hope to see you...

I hope so

Get your hopes up

Hopefully

Where there's fire there's hope  
Where there's fire there's hope



## Understanding Myself: 1.2 Hopes and Dreams

Lesson 2	I Have A Dream
Resources	Lesson Format
<p>Web search: Martin Luther King Junio I have a dream for links to the famous I have a dream speech.</p> <p>Go to: sunday.ninemsm.co m.au/sunday/feature/ article For a background report 'Remembering 'the dream' of Martin Luther King' – reporter Peter Jennings, ABC America.</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What dream does Martin Luther King Junior have?</li> <li>• How does his dream turn into the hope of the community?</li> </ul> <p>Read and discuss Martin Luther King Junior's <i>I have a dream</i> speech. <i>(Teacher will need to use excerpts from the speech so that it is manageable for Year 5 &amp; 6 students)</i></p> <p>The following excerpts could be used, after the background and context has been set up for the students.</p> <ul style="list-style-type: none"> <li>▪ <i>The report 'Remembering 'the dream' of Martin Luther King' by Peter Jennings is very good for teacher background knowledge and setting the context.</i></li> </ul> <p>(See Worksheet 2 for a student copy of the following excerpts).</p> <p><b>I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.</b></p> <p><b>I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."</b></p> <p><b>I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood.</b></p> <p><b>I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.</b></p> <p><b>I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.</b></p> <p><b>I have a dream today.</b></p> <p><b>I have a dream ... where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.</b></p> <p><b>I have a dream today.</b></p> <p><b>This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope.</b></p> <p><b>Let freedom ring from the snow-capped Rockies of Colorado!</b></p> <p><b>Let freedom ring from the curvaceous peaks of California!</b></p> <p><b>But not only that; let freedom ring from Stone Mountain of Georgia!</b></p> <p><b>Let freedom ring from Lookout Mountain of Tennessee!</b></p> <p><b>Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.</b></p> <p><b>When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"</b></p> <p>Reference: <a href="http://www.famousquotes.me.uk/speeches/Martin_Luther_King">www.famousquotes.me.uk/speeches/Martin_Luther_King</a></p>



## Understanding Myself: 1.2 Hopes and Dreams

What dream does Martin Luther King Junior have?

- *Freedom from oppression for the black people.*
- *Equality of opportunity for all people.*
- *Justice for all people, in particular for black people.*
- *That black and white people will live together in peace and equality.*

How does his dream turn into the hope of the community?

- *Martin Luther King Junior's famous speech 'I have a dream' was not met with discouragement and any lack of support.*
- *The thousands of people who listened that day and in subsequent years supported his sentiments, his dream.*
- *His ideas changed from his personal dreams to the community's hope for the future.*
- *Thousands of people support his ideas and they become their hopes.*
- *Note that their hopes are concrete things that together all people can work towards.*
- *The dream can become a hope and with the support of a community can come true.*
- *The community takes these as it's own hopes and begins to work for them.*



## Understanding Myself: 1.2 Hopes and Dreams

### Worksheet 2

Excerpts from:

### **I Have a Dream Speech by Martin Luther King August 28<sup>th</sup> 1963**

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.  
I have a dream today.

I have a dream ... where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.  
I have a dream today.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope.

Let freedom ring from the snow-capped Rockies of Colorado!  
Let freedom ring from the curvaceous peaks of California!  
But not only that; let freedom ring from Stone Mountain of Georgia!  
Let freedom ring from Lookout Mountain of Tennessee!  
Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.  
When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Reference: [www.famousquotes.me.uk/speeches/Martin\\_Luther\\_King](http://www.famousquotes.me.uk/speeches/Martin_Luther_King)






**Understanding Myself: 1.2 Hopes and Dreams**

Lesson 3	Ticket to Dream – I Have A Dream
Resources	Lesson Format
Worksheet 3	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are my dreams?</li> <li>• What do I put my hope in?</li> </ul> <p>Students reflect individually on what their dreams are for their world.</p> <ul style="list-style-type: none"> <li>• Students write their dreams on personal cards.</li> </ul> <p>Students share in groups of 4 what their dreams are.</p> <ul style="list-style-type: none"> <li>• The group summarizes the dreams and hopes of the group to present them to the class.</li> <li>• The discussion could be             <ul style="list-style-type: none"> <li>▪ How could our dreams turn into the hopes of a community that could then take action?</li> <li>▪ What dream might the class work on to become a hope for all?</li> <li>▪ What action could be taken?</li> </ul> </li> </ul> <p>Students report back to whole class.</p> <ul style="list-style-type: none"> <li>• Student responses could be charted using <b>Worksheet 3</b>.</li> </ul>



# Understanding Myself: 1.2 Hopes and Dreams

## Worksheet 3



## Understanding Myself: 1.2 Hopes and Dreams

Lesson 4	Moses – Story of Hope.
Resources	Lesson Format
<p>The Lion Illustrated Bible for Children Retold by Lois Rock Illustrated by Christina Balit Lion Hudson 2005 ISBN 0 7459 4936 3</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How does the story of Moses help us understand hope?</li> </ul> <p>Notes for the teacher:</p> <ul style="list-style-type: none"> <li>• <i>Moses was discouraged at the slavery of the Hebrews in Egypt. He dreamt of their liberation but could not do anything to change that. His encounter with God on Mt Sinai enabled his dream to become a clear hope. God called for the liberation of the Hebrews. Moses gained the support of Aaron and the people and was able to liberate them. His dream became a hope and it came true with the escape from Egypt through the Red Sea.</i></li> <li>• <i>Our hope is tested.</i> <ul style="list-style-type: none"> <li>▪ <i>Examples of victory or defeat at the last minute.</i></li> <li>▪ <i>Have you been to a football match when you have won or lost in the last minute?</i></li> <li>▪ <i>The Australians got into the World Cup with a penalty goal at the end of the game.</i></li> <li>▪ <i>Commonwealth Games Melbourne 2006 – Women’s Marathon was famously won in the last 100m.</i></li> <li>▪ <i>Horse racing – photo finish.</i></li> </ul> </li> <li>• <i>The story of Moses is a story of hope that is tested.</i></li> <li>• <i>Our faith and trust in God can give us the power to live in hope too.</i></li> </ul> <p><i>Exodus 14: 15 – 31</i></p> <ul style="list-style-type: none"> <li>• <i>This is a story of hope being tested and a community staying together.</i></li> </ul> <p><i>Look at this from the people’s point of view:</i></p> <ol style="list-style-type: none"> <li><i>1. In slavery for generations, working, with no rights, for the Egyptians.</i></li> <li><i>2. Moses and Aaron become strong spokesmen for them.</i></li> <li><i>3. Ten plagues are sent to Egypt. Their hopes are built up that God will save them.</i></li> <li><i>4. They plan an escape after the last plague and celebrate a meal on their departure; Passover.</i></li> <li><i>5. Their hope is fulfilled – they escape.</i></li> <li><i>6. Their hopes are dashed – Pharaoh and his army chase them to the edge of the sea and they are trapped.</i></li> <li><i>7. Moses remains firm as their leader and listens to God who works a miracle and parts the waters of the sea.</i></li> <li><i>8. They walk dry-shod through the sea to the other side.</i></li> <li><i>9. They are terrified again as the Egyptians make chase.</i></li> <li><i>10. God saves them by drowning the enemy and now they are certainly free and very safe.</i></li> </ol> <p><i>Exodus 15</i></p> <ul style="list-style-type: none"> <li>• <i>A song of victory praising God for saving them from the Egyptians. It gives great detail on how the army sank into the sea. It praises God for this victory.</i></li> </ul> <p><i>This story of the Hebrew’s escape from Egypt is the core event in the history of the Jewish tradition.</i></p>



## Understanding Myself: 1.2 Hopes and Dreams

The story of Moses in 8 parts:

Students work in groups of three or four:

- Read their section of the story of Moses. (Teachers will need to copy the following sections for the students)
1. The Great Exodus (The Lion Illustrated Bible for Children, page 56)
  2. The Baby Moses (The Lion Illustrated Bible for Children, page 58)
  3. Moses and His People (The Lion Illustrated Bible for Children, page 60)
  4. Moses and the Burning Bush (The Lion Illustrated Bible for Children, page 62)
  5. Moses Goes to the Pharaoh (The Lion Illustrated Bible for Children, page 64)
  6. The Stubborn Pharaoh (The Lion Illustrated Bible for Children, page 66)
  7. The Passover (The Lion Illustrated Bible for Children, page 68)
  8. Crossing the Red Sea (The Lion Illustrated Bible for Children, page 71)

In groups students:

- Discuss how they will retell their part to the rest of the class – students might decide to read and act, depict the key scenes with pictures, use Powerpoint presentation etc.
- Work on their presentation.
- Present their section of the story to the class in the above order.

Discussion and Reflection:

What does the story of Moses help us understand about hope? (See *Notes for the Teacher* above for suggestions)

- The text of the 8 parts of the story of Moses (which the students used for their group work) could be placed on a display board or stapled together as a book.
- Students could write their reflections (after the discussion) on what they have learnt about hope through the story of Moses.
- Their reflections could be displayed around the text or added to the book.



## Understanding Myself: 1.2 Hopes and Dreams

### Assessment Ideas

#### How well did the students:

- Demonstrate their understanding of the meaning of hopes and dreams through their engagement with the brainstorming activity?
- Demonstrate an appreciation of the dreams and hopes of others through their discussion and response to the stories of the Young Australians of the Year and the speech of Martin Luther King Junior?
- Demonstrate a confidence that they too can pursue their dreams through their contribution to the chart of dreams, community hopes and actions?
- Demonstrate and understanding of the story of Moses through their retell of the story and their reflections on hope.

### Evaluation

#### How well did the unit:

- Lead the students to a deeper appreciation of the hopes and dreams that people have for their world?
- Enable the students to articulate their insights into their own hopes and dreams and their confidence to pursue them?
- Deepen student's knowledge and connection to the story of Moses in the Hebrew scriptures?
- Encourage students to question, think, explore, share and contribute to inquiry into hopes and dreams and to make connections to their own life?



**Understanding Myself: 1.2 Hopes and Dreams**



## Understanding Myself

## 1.3 Relationships

### Student Objectives

#### That students will:

- Recognise and celebrate relationships with friends and family.
- Grow in understanding that each person is called to treat others with dignity and respect.
- Recognise the need for trust in human relationships.
- Develop an appreciation that relationships 'test me, challenge me, change me'.
- Develop an understanding of the relationship of trust between Abraham and his God.
- Become aware of the relationship of trust that they can have with their God.

#### Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will explore some understandings about relationships. We will think about how we develop relationships or friendships with others. We will also discuss how relationships can test, challenge and change us and how trust is important in relationships.

#### Notes for the Teacher

*Many relationships develop smoothly, with few problems and wonderful trust. Grandparents, relatives and friends at school – we all get on well and the relationship grows. However, some relationships encounter difficulties and problems and these can also deepen the bond between people.*

*We will explore the notion that relationships test us, challenge us and change us, using two examples, one from a picture story book, 'The Summer My Father Was Ten', and one from the Hebrew Scriptures, Genesis 22, the story of Abraham putting his trust in God.*

#### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

#### Recommended Resources

##### Teacher Reference

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*(go to People of Faith)*

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

##### Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

## Understanding Myself      1.3 Relationships

Lesson 1	Signs of Welcome
Resources	Lesson Format
	<p><b>Focus Questions</b>            How do we welcome friends and family into our homes?            Why do we use these rituals of welcome?            How do we develop a new relationship with a stranger?</p> <p><b>Welcome friend</b></p> <ul style="list-style-type: none"> <li>• In groups of three, students develop a representation of the words and gestures of welcome when friends or family enter their homes.               <ul style="list-style-type: none"> <li>○ Representation could include:                   <ul style="list-style-type: none"> <li>▪ words, gestures, preparations, greetings, farewells.</li> </ul> </li> </ul> </li> <li>• students consider, discuss and record the reasons why people put so much effort into the rituals of welcome.               <ul style="list-style-type: none"> <li>○ <i>The people that they are welcoming are special.</i></li> <li>○ <i>They have a good relationship with the people and want to treat them with respect and honour.</i></li> </ul> </li> </ul> <p>What process do we go through in developing a new friendship or relationship with a stranger?</p> <p><b>Class brainstorm</b>            What behaviours or characteristics do you look for in a person when you meet them for the first time?            eg. a friendly smile, warmth in their interactions, interest in communicating etc.</p> <p><b>Class discussion</b>            How do you decide if you want to develop a friendship with that person?</p> <p>Notice the process we go through in developing a new friendship with a stranger</p> <ul style="list-style-type: none"> <li>Meeting a person for the first time</li> <li>Meeting someone/ observing someone several times</li> <li>Noticing the patterns of behaviour</li> </ul> <p>If I meet a person and they are showing unfriendly characteristics then I will not want to develop a relationship with that person.</p> <p>If the new person displays friendly characteristics I may want to develop a friendship with that person.</p> <p>The difference with relatives is that you are given the assessment of the character. They are not strangers and so you are told that Aunt or Uncle are great people and you anticipate a good visit on the basis of your parents' statement. You do not have to go through the introductory process.</p> <p><b>Student reflection and sharing</b>            Share the first impressions of a new person to your class or neighbourhood with whom you developed a friendship.            In what ways did developing this new relationship/friendship challenge me?</p>

## Understanding Myself      1.3 Relationships

Lesson 2	Test Me, Challenge Me, Change Me										
Resources	Lesson Format										
<p>'The Summer My Father Was Ten' by Pat Brisson (Author) and Andrea Shine (Illustrator) ISBN-13: 978-1-56397-829-6</p> <p>Worksheet 1</p>	<p><b>Focus Questions</b> Relationships test me, challenge me, change me.</p> <ul style="list-style-type: none"> <li>• When am I tested?</li> <li>• When am I challenged?</li> <li>• How am I changed?</li> </ul> <p>Read 'The Summer My Father Was Ten' and guide students through the text eg</p> <ul style="list-style-type: none"> <li>• The Summer My Father Was Ten is about a little boy who plants a garden with his father and every year, when they plant the garden, his father tells him the story of the summer when he was ten.</li> <li>• And so the story begins ... the little boy tells us the story that his father told him.</li> <li>• The story is about Mr. Bellavista, an old Italian neighbour who plants a garden every year. But one summer, when his father was ten, he and his friends destroyed Mr. Bellavista's garden.</li> <li>• Let's see what happens, and why this is such an important story to tell.</li> </ul> <p>Develop a chart of the relationship that the ten year old boy has with Mr Bellavista.</p> <p>Discuss and document how the ten-year old was tested, challenged and changed by his relationship with Mr Bellavista. (Worksheet 1)</p> <p><b>Possible responses:</b></p> <p>Relationships TEST me, CHALLENGE me, CHANGE me</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 25%;">TEST</th> <th style="width: 25%;">CHALLENGE</th> <th style="width: 30%;">CHANGE</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Ten-year old boy</td> <td style="vertical-align: top;">                     Attitude towards the Mr Bellavista who was different. Behaved badly without thinking about the consequences.  His attitudes and behaviour were put to the test.                 </td> <td style="vertical-align: top;">                     Developed a relationship with the old man. Wanted to make amends. Needed to do an act of kindness. Helped Mr. Bellavista with his garden.  His conscience was challenged. His values were challenged.                 </td> <td style="vertical-align: top;">                     Became more sensitive. Developed a deep friendship. Cared for Mr. Bellavista when he was dying. Needed to pass on the values that he learned from his experience.  He came through. He changed his behaviour and his life was richer for it. He learned from his experience and was changed.                 </td> </tr> </tbody> </table>				TEST	CHALLENGE	CHANGE	Ten-year old boy	Attitude towards the Mr Bellavista who was different. Behaved badly without thinking about the consequences.  His attitudes and behaviour were put to the test.	Developed a relationship with the old man. Wanted to make amends. Needed to do an act of kindness. Helped Mr. Bellavista with his garden.  His conscience was challenged. His values were challenged.	Became more sensitive. Developed a deep friendship. Cared for Mr. Bellavista when he was dying. Needed to pass on the values that he learned from his experience.  He came through. He changed his behaviour and his life was richer for it. He learned from his experience and was changed.
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	<p>Notes: <u>How did the relationship TEST him?</u></p> <p><i>His attitudes and behaviour were put to the test.</i></p>										

## Understanding Myself      1.3 Relationships

Worksheet 1	<p><u>How did the relationship CHALLENGE him?</u></p> <p><i>His conscience was challenged. His values were challenged.</i></p> <p><u>How did the relationship CHANGE him?</u></p> <p><i>He changed his behaviour and his life was richer for it. He learned from his experience and was changed.</i></p> <p>Students are invited to name the values that are present in The Summer My Father Was Ten. Look at the list of values, locate the value and locate in the story/ in the character, where this value is found. (See Values list below)</p> <p>Group / class activity – students share their findings of values in the story.</p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Care and compassion</li> <li>• Doing your best</li> <li>• Fair go</li> <li>• Freedom</li> <li>• Honesty and trustworthiness</li> <li>• Integrity</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Understanding, tolerance and inclusion</li> </ul> <p>Think about people in your life. Choose one experience with a friend, family member, etc. How does the relationship you have with that person TEST you, CHALLENGE you, CHANGE you?</p> <p>Students and teachers may wish to use the same chart to develop their thinking about how their particular relationship tests, challenges and changes them. (Worksheet 1)</p> <p>Relationships TEST me, CHALLENGE me, CHANGE me</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%;">TEST</th> <th style="width: 25%;">CHALLENGE</th> <th style="width: 25%;">CHANGE</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		TEST	CHALLENGE	CHANGE				
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Middle Years (5-6)



Uniting Church in Australia  
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## Understanding Myself      1.3 Relationships

Worksheet 1

**Relationships TEST me, CHALLENGE me, CHANGE me**

	<b>TEST</b>	<b>CHALLENGE</b>	<b>CHANGE</b>

## Understanding Myself      1.3 Relationships

Lesson 3	Trust Matters
Resources	Lesson Format
<p>Online Bible Resources:  <a href="http://www.devotions.net/bible/00bible.htm">http://www.devotions.net/bible/00bible.htm</a>                      or  <a href="http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb">http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb</a></p>	<p><b>Focus Questions</b>                      How did God test Abraham in their relationship?                      What did God ask Abraham to do?                      How do we put our trust in our friends and family and in God?</p> <p>Teacher Notes:</p> <p><i>Genesis 12</i>                      God <b>tested</b> Abraham to see if he would trust him. God asks Abraham to leave his home town and go to another country and just trust that God will care for him. Abraham does so. He leaves and goes to a new place with his wife. Abraham trusts in God. Abraham, a young man with a wife takes off with all his possessions to another land. He has wealth, relations and age on his side. This was not a really difficult command.</p> <p><i>Genesis 22</i>                      God <b>challenged</b> Abraham by asking him to sacrifice his only son. This is a far deeper challenge, a far more serious request. Abraham has only one son and God is asking him to sacrifice him. The key to this story is that Abraham has been promised to be the father of a great nation and now God is asking him to sacrifice his son who will be the one to start the great nation. Abraham is old. This is not a question of moving countries, when you have plenty of back-up. This challenge of Abraham is impossible. It makes no sense. But Abraham trusts in God again. He has total confidence that somehow God will be true to his promise.</p> <p><i>This <b>changed</b> Abraham. God provided a ram for sacrifice, not Isaac, and saved Isaac. Because of this event, Abraham is famous for his faith. He is therefore the founder of the Jewish religion. In a world where there were many God's he started a religion that believed in only one God. Not only is Abraham changed, but Sarah and Isaac and all the Jewish descendents have changed too, trusting completely in God is the relationship Christians and Jewish people strive for.</i></p> <p>Read the story of Abraham from a suitable children's bible or an online bible resource (<b>Genesis 12:1-9</b> and <b>Genesis 22:1-19</b>)</p> <p><a href="http://www.devotions.net/bible/00bible.htm">http://www.devotions.net/bible/00bible.htm</a>                      or  <a href="http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb">http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb</a></p> <ul style="list-style-type: none"> <li>• Discuss how Abraham was tested, challenged and changed through his relationship with God. (See teacher notes above.)</li> <li>• Discuss how Abraham trusts in God and has confidence that God will care for him. (See teacher notes above.)</li> <li>• Teacher and students develop a relationships chart as was done with 'The Summer my Father was Ten'. (Worksheet 1)</li> </ul>

## Understanding Myself 1.3 Relationships

	<b>Possible responses:</b>			
		<b>TEST</b>	<b>CHALLENGE</b>	<b>CHANGE</b>
	Abraham	God <b>tested</b> Abraham to see if he would trust him.	God <b>challenged</b> Abraham by asking him to sacrifice his only son.	This <b>changed</b> Abraham. Because of this event, Abraham is famous for his faith. He is therefore the founder of the Jewish religion. In a world where there were many God's he started a religion that believed in only one God.
<p>Abraham trusted in God. How do we put our trust in our friends and family and in God?</p> <p>Students are invited to name the values that are present in the story of Abraham. Look at the list of values, locate the value and locate in the story, where this value is found. (See Values list below)</p> <p>Group / class activity – students share their findings of values in the story.</p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Care and compassion</li> <li>• Doing your best</li> <li>• Fair go</li> <li>• Freedom</li> <li>• Honesty and trustworthiness</li> <li>• Integrity</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Understanding, tolerance and inclusion</li> </ul> <p>Students find synonyms for TRUST in the thesaurus:</p> <ul style="list-style-type: none"> <li>• trust – <i>believe, rely on, depend on, confide in, have confidence in, count on, bank on, be sure about.</i></li> </ul> <p>Trust scenarios:</p> <ul style="list-style-type: none"> <li>• Students could develop scenarios of times when they put their trust in their friends, their family – when they relied on them, believed in them, confided in them, had confidence in them, banked on them, depended on them. Eg trusting their friends to support them.</li> <li>• Students could act out their scenarios of trust.</li> </ul> <p>We can trust (<i>believe, rely on, depend on, confide in, have confidence in, count on, bank on, be sure about</i>) in God and have confidence that God will care for us.</p> <ul style="list-style-type: none"> <li>• Invitation to reflect on times when I have placed my trust in God.</li> <li>• What does my faith tradition say about placing trust in my God?</li> </ul>				

## Understanding Myself      1.3 Relationships

<p>Online Bible Resources:  <a href="http://www.devotions.net/bible/00bible.htm">http://www.devotions.net/bible/00bible.htm</a>          or  <a href="http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb">http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb</a></p>	<p>Invitation to pray together. A prayer of trust and faith in God who cares for us.</p> <p><b>Suggested Prayer Service</b></p> <p><b><i>Leader's Introduction</i></b>          We have been looking at relationships in our lives. We have seen that relationships can change and with trust they can become very strong. Whereas once a relationship was weak, in the story of The Summer My Father Was Ten, the relationship was challenged and became strong. In this story both Mr Bellavista and the boy were called and challenged and changed. We have seen that relationships can grow strong.</p> <p><b><i>Reader 1</i></b>          In the Book of Genesis God called Abraham and his wife to leave his land and go to a new place, simply trusting that he would be all right. Abraham did as God requested and God rewarded him. He settled in the new land with his family and his possessions and he prospered in that land. Their relationship was strong.</p> <p><b><i>Reader 2</i></b>          God called Abraham again and even though he promised him great descendants God asked him to sacrifice his only son Isaac. Amazingly, Abraham does not even discuss this request but immediately trusts in God. God saves Isaac from death and rewards Abraham for his great trust. Their relationship is one of the strongest in the bible; he is called the father of faith.</p> <p><b><i>Reader 3</i></b>          Let us pray:          Ever-loving God, you have shown us in the story of Abraham that you call and challenge people and they deepen their relationship with you. May we trust you more and more and rely upon you in difficult times. May we follow the example of Abraham and grow in trust. Amen.</p> <p><b>Extension task – Psalm 146</b></p> <p><b>This task offers teachers and students the opportunity to depth the already rich learnings about trust and relationships.</b></p> <p><b>Notes for teacher</b>          Of the 150 psalms in the bible, several speak clearly about trusting in God. <b>Psalm 146</b> could easily have been prayed by Abraham.</p> <ul style="list-style-type: none"> <li>• He praises God all his days,</li> <li>• he trusts in God,</li> <li>• his hope is in God and</li> <li>• he is just.</li> </ul>
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## Understanding Myself

### 1.3 Relationships

Many of the phrases in the psalm look towards the future time when Jesus Christ will come. He who :

- gives bread to the hungry,
- gives sight to the blind,
- protects the stranger and
- helps those who are oppressed.
- 

Just as Abraham keeps faith forever, Jesus keeps faith forever also.

This psalm may be used in several ways.

Students may look at the text and underline which of the nine values are present in this psalm.

Look at the list of values, locate the value and locate in the psalm, where this value is found. (See Values list below)

Group / class activity – students share their findings of values in the psalm.

#### Values

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

The psalm could be used as part of a prayer service. Students may read different stanzas and pray it together, right hand side and left hand side.

Or

Students could read a stanza each.

Or

One person could read the psalm and all recite the refrain after each stanza.

Suggested refrain: **It is the Lord who loves the just (or) I will praise the Lord all my days.**

<http://www.devotions.net/bible/00bible.htm>

or

<http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/300/eVerseID/300/version/gnb>



## Understanding Myself

## 1.3 Relationships

### Assessment Ideas

#### How well did the students:

- Demonstrate a deeper appreciation of relationships, through their reflection on the way they develop friendships and relationships with others?
- Demonstrate an understanding of the concept that relationships test me, challenge me, change me, through their contribution to discussion and reflection on 'The Summer My Father Was Ten' and Abraham's story in Genesis?
- Demonstrate an awareness of the concept of the importance of trust in relationships through their reflections on their trust scenarios and their response to Abraham's trust in God?

### Evaluation

#### How well did the unit:

- Lead the students to a deeper appreciation and knowledge of the concept of relationships and trust?
- Enable the students to articulate their insights and response to relationships in a personal sense and through their faith traditions?
- Deepen student's knowledge and connection to God as a person in whom we can place our trust?
- Encourage students to question, think, explore, share and contribute to inquiry into relationships and to make connections to their own life?



## Understanding Other People: 2.1 Harmony

### Student Objectives

#### That students will

- Develop a deeper understanding of 'community' in their lives and an appreciation of the call to take responsibility for others, to care for the needy and to serve.
- Appreciate that we all have a need to be respected and accepted and that this creates harmony.
- Explore ways to bring about harmony in their community.
- Gain an understanding of the teachings of Jesus through an exploration of The Beatitudes.
- Gain an understanding of their particular faith tradition and its insights about what people should do to ensure harmony with one another?
- Gain an appreciation of the unconditional love of God and its message that all people have value and dignity.

#### Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will think about what it means to have harmony in our lives and we will explore ways that we can bring about harmony in our community and in our world. We will also learn about what our faith traditions teach us about bringing about harmony with one another.

#### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

#### Recommended Resources

##### Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

*(go to People of Faith)*

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

##### Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding Other People: 2.1 Harmony

Lesson 1	Harmony – music to our ears
Resources	Lesson Format
<p>Any song where there is discernible harmony – perhaps consultation with the music teacher / music department would enable selection of a song that students have learned or are familiar with</p> <p>Worksheet 1</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is harmony?</li> <li>• Singing in harmony – what needs to happen?</li> </ul> <p>Students listen to a song and pay particular attention to the harmony. A Human Nature song would be particularly suitable.</p> <p><i>(Teacher will need to select a song where there is discernible harmony – perhaps consultation with the music teacher / music department would enable selection of a song that students have learned or are familiar with).</i></p> <p>Discussion:</p> <p>What is harmony?</p> <ul style="list-style-type: none"> <li>• <i>A combination of parts to form a unity.</i></li> </ul> <p>What did they need to do to sing in harmony?</p> <ul style="list-style-type: none"> <li>• <i>Listen to each other</i></li> <li>• <i>Work together</i></li> <li>• <i>Trust each other</i></li> <li>• <i>Respect each other</i></li> </ul> <p>(Students could sing in harmony a song that they have learnt, paying particular attention to what they need to do to be in harmony with each other.)</p> <p>What does having <i>harmony</i> in our family, classroom, community and world mean?</p> <ul style="list-style-type: none"> <li>• Students could work in small groups of three or four to discuss this question and report back to whole class.</li> <li>• Teacher and students build up a list of the meaning of <i>harmony</i> in our lives. <b>(Worksheet 1)</b></li> </ul>

Middle Years (5 & 6)



Uniting Church in Australia  
*Come and See*

## Understanding Other People: 2.1 Harmony

Worksheet 1

# ***HARMONY*** is...



## Understanding Other People: 2.1 Harmony

Lesson 2	Harmonising our World
Resources	Lesson Format
Worksheet 2	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is the essence of harmony?</li> <li>• How can we create harmony in our classroom, our community, our world?</li> </ul> <p>Revisit the chart from previous lesson on what Harmony is.</p> <p>Students again work in small groups to discuss:</p> <ul style="list-style-type: none"> <li>• What is the essence or the most important components of harmony? What does harmony require?</li> <li>• <i>(Harmony requires people to treat each other with respect, dignity, acceptance. It requires that we recognise the value of each person. It also requires reconciliation when things go wrong. Etc)</i></li> </ul> <p>Teacher charts the key words on chart paper: respect, dignity, acceptance, value, reconciliation and discusses definition of each word with the students:</p> <ul style="list-style-type: none"> <li>• <b>Respect</b> – each person should be treated with thoughtfulness and consideration.</li> <li>• <b>Dignity</b> – each person is deserving of respect, esteem and honour.</li> <li>• <b>Value</b> – each person has value, not because of what they do or say or own, but because they have been created by God. Our value as human beings is unconditional, no conditions are placed on it.</li> <li>• <b>Acceptance</b> – each person should be treated as a valued member of the group.</li> <li>• <b>Reconciliation</b> – the ending of conflict and the renewing of friendly relationships between people or groups.</li> </ul> <p>Students work out ways to bring those elements (respect, dignity, value, acceptance, reconciliation) into their classroom, their community, their world. (<b>Worksheet 2</b>)</p>



## Understanding Other People: 2.1 Harmony

### Worksheet 2

<b>Harmony in our classroom</b>	<b>Harmony in our community</b>	<b>Harmony in our world</b>
<p>We treat each other with: <b><i>respect</i></b> <b><i>dignity</i></b> <b><i>acceptance</i></b> <b><i>value</i></b></p> <p>when we:</p>	<p>We treat each other with: <b><i>respect</i></b> <b><i>dignity</i></b> <b><i>acceptance</i></b> <b><i>value</i></b></p> <p>when we:</p>	<p>We treat each other with: <b><i>respect</i></b> <b><i>dignity</i></b> <b><i>acceptance</i></b> <b><i>value</i></b></p> <p>when we:</p>
<p>We demonstrate <b><i>reconciliation</i></b> when we:</p>	<p>We demonstrate <b><i>reconciliation</i></b> when we:</p>	<p>We demonstrate <b><i>reconciliation</i></b> when we:</p>



## Understanding Other People: 2.1 Harmony

Lesson 3	Congratulations, Blessings – The Beatitudes
Resources	Lesson Format
<p>The Beatitudes from suitable children’s Bible.</p> <p><b>Worksheet 3</b></p> <p>Song of The Beatitudes (Peter Kearney version recommended)</p> <p>Available UNICHURCH BOOKS 130 Little Collins ST MELB. Ph. 03 9251 5291</p> <p>Pauline Books &amp; Media; Hawthorn Vic 9 882 4324</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are the Beatitudes?</li> <li>• How does Jesus teach us about harmony through the Beatitudes?</li> </ul> <p><i>Teacher notes</i> Jesus saw harmony as: Steward – you are responsible for others Shepherd – some in our community need caring for (eg young, babies, needy etc) Servant – the best communities are those where people serve each other (eg family, workplaces, schools etc)</p> <p><b>Multi faith perspective</b></p> <ul style="list-style-type: none"> <li>• All our faith traditions offer us insights on what harmony means in our lives.</li> <li>• Students should be encouraged to explore this within their particular tradition.</li> <li>• Teacher and students could then compile a list of insights taking account of all faith traditions in the classroom.</li> <li>• Discussion could centre around the richness of our traditions and the strength of those teachings that are in our classroom and in our multi-faith society.</li> </ul> <p>Jesus taught the Beatitudes</p> <ul style="list-style-type: none"> <li>• The Beatitudes are an exclamation, a congratulations, a cry of joy.</li> <li>• Jesus says congratulations (blessed), you show that God’s love can be seen today when you ...</li> </ul> <p>Let’s see what Jesus congratulates people on.</p> <ul style="list-style-type: none"> <li>• Read the Beatitudes together from a suitable children’s Bible version.</li> <li>• Teacher and students discuss what each of the Beatitudes might mean in today’s language. (<b>Worksheet 3</b>)</li> <li>• As a pre discussion or follow-up activity, Worksheet 3 could be cut up and students could match each of the Beatitudes to the agreed current day meaning.</li> </ul> <p>Teacher might wish to teach students The Beatitudes in song version.</p>



## Understanding Other People: 2.1 Harmony

Reflection and prayer.

- Students gather in a circle and light a candle.
- Class sings together The Beatitudes (in harmony!).

### **The Beatitudes**

(Words and music by Peter Kearney)

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are the gentle for they shall possess the land.

Blessed are they that hunger and thirst after justice.

Blessed are they that suffer gladly for justice sake.

Blessed are they that mourn, for they shall be comforted.

Blessed are the clean of heart, for they shall see God.

Blessed are you when they revile and harm you

And speak all evil against you untruly for my sake.

Blessed are the merciful, for mercy they shall find.

Blessed are the peacemakers, for they shall be called God's children.



## Understanding Other People: 2.1 Harmony

### Worksheet 3

<b>The Beatitudes</b> <i>Blessed are...</i>	<b>What does this mean for us today?</b> <i>Congratulations, well done...</i>
The poor in spirit	People who live a simple, uncomplicated life. People who are true to their values.
The gentle	People who always treat others with respect.
They that hunger and thirst after justice	People who work and act for justice.
They that suffer gladly for justice sake	People who hold firm to their beliefs and values even through ridicule.
They that mourn	People who have deep compassion for others and who take time to mourn.
The clean of heart	People who have a clear understanding of their dignity and who know how to live.
You when they revile and harm you and speak all evil against you (The persecuted in the cause of right)	People who are prepared to stand up for what is right.
The merciful	People who will always forgive and allow others to grow.
The peacemakers	People who work for peace and strive to maintain peace.
<b><i>They shall be called God's children.</i></b>	<b><i>You show that God's love can be seen in our world today.</i></b>



## Understanding Other People: 2.1 Harmony

### Assessment Ideas

#### How well did the students

- Demonstrate an appreciation that we all have a need to be respected and accepted and that this creates harmony through their discussion on what harmony means in their lives.
- Demonstrate an understanding about harmony in their community and in their world through their participation in the harmony and reconciliation grid.
- Demonstrate an understanding of the teachings of Jesus through their contribution to what the Beatitudes might mean for us today.

### Evaluation

#### How well did the unit

- Lead the students to a deeper appreciation of harmony in their lives?
- Enable the students to articulate their insights and responses to their responsibility in bringing about harmony in the world
- Deepen student's knowledge and connection to Jesus' story and his teachings about what people should do to ensure harmony with one another through the Beatitudes?
- Deepen student's knowledge and connection to their particular faith tradition and its insights about what people should do to ensure harmony with one another?
- Encourage students to question, think, explore, share and contribute to inquiry into Harmony and to make connections to their own life?

Middle Years (5 & 6)



Uniting Church in Australia  
*Come and See*

## Understanding Other People: 2.1 Harmony



## Understanding Other People: 2.2 Belonging

### Student Objectives

#### That students will:

- Learn that it is good to belong to a group, clan or family.
- Appreciate that the concept of belonging is found in the Hebrew scriptures and that the plan of God is for people to belong, to feel safe and to interact with others.
- Deepen their awareness of the person of Jesus who belonged to a community.
- Understand that we belong to many different groups and appreciate the role we play in belonging to a nation and a future.
- Learn that we can assist or impede the process of belonging for others.

We are confident that this unit can be related easily to the Victorian Essential Learning Standards, particularly in the areas of Interpersonal Development, Communication, Thinking Processes. The unit can also be linked to enquiry based learning.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will think about and talk about what belonging means for us. We will learn about the way we come to belong to different groups and what we discover about ourselves through the process of belonging. We will also learn about how Jesus came to belong to his community and also how the Hebrew scriptures can help us understand more about our relationship with God. We will also think about the ways that we can belong to the future through the things we do today.

#### Notes for the Teacher:

*The pressure on students to belong to a group is heightened these days by*

- *the fear of rejection,*
- *the enjoyment of being accepted in a group,*
- *the experience of loneliness,*
- *the knowledge that some are ostracized in our society.*

*In response to the stress that students experience we see two responses.*

- *Firstly, the young must exert enormous energy in crafting a look, attitude and demeanour that is appropriate for the all-important group. A certain fear of social condemnation, therefore, fuels the selection of wardrobe and accessories.*
- *Secondly, above this fear-filled endeavour is the equally anxious task of keeping a calm exterior and a perceived I'm-OK persona.*

*A cool teenager is beset with tensions.*

- *Cool is therefore a group of self-centred and socially detached adolescents who keep the lid on their intense feelings and emotions.*
- *Paradoxically these dispositions are basic to normal adolescent growth and mature development; the cool one attempts to dismiss them.*
- *S/he walks the tightrope of being at the same time firmly attached and yet seemingly detached.*



## Understanding Other People: 2.2 Belonging

- *The adolescent is anxious to look calm and relaxed.*
- *This is also true of the Year 5 and 6 student.*

*What makes some young people strain so hard to get the right image? Fear plays a big part.*

*Recent scholarship shows that being un-cool can be the ultimate social condemnation.*

- *People in the group can offer withering glances and comments that deflate the student.*
- *Community life can counter this drive to be cool.*

*Authentic belonging is the goal of human life.*

- *The ability to have real contact with another person is desired in life.*

*The bible offers many stories of people who are bonded by their relationship with God.*

- *The stories do not merely emanate from the interaction of people alone rather a relationship is forged in virtue of the relationship with God.*
- *In the Hebrew Scriptures the people of God came together and formed a covenant community.*
- *The plan of God is for people to belong, to feel safe and interact with others.*
- *The natural solidarity of a family or clan becomes a community of thought and life in the service of God.*
- *Loyalty to this saving God includes considering a fellow Israelite as a "brother or sister".*

*In the Christian Scriptures we see that in Jesus, God becomes a reality in our world*

*.(Further reading-Yr 7-8 level RE Curriculum As We Walk Along – Unit1 What is Christianity? Lesson 2 -Exploring the Jesus of History. Lesson3 Exploring the Christ of Faith*

- *Christ shares a nature common to all people. (He became human, like us –Christmas story- also called Incarnation)*
- *Jesus called together a group of followers to be his disciples.*
- *The union of the followers is the result of the common faith in the Lord Jesus. They have only one heart and one soul (Acts 4:32).*
- *The gift of the Holy Spirit to the Christians sets the seal on the communion they share.*
- *The Gospel of John sees the keeping of the new commandment as the essence of communion.*

### **Teacher Reflection: Multi-Faith Perspectives**

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### **Recommended Resources**

Teacher Reference	Student Resources
www.reonline.org.uk	Living Religions:
(go to People of Faith)	Christianity ISBN 0 431 49860 0
Life Times – 4 book series	Islam ISBN 0 431 14987 9
Rites of passage of major World Religions	Judaism ISBN 0 431 14988 7
Publisher Evans Bros. London, 1998	Hinduism ISBN 0 431 14989 5
www.evansbooks.co.uk	Sikhism ISBN 0 431 14990 9
	Buddhism ISBN 0 431 14999 9

Your librarian will be a great resource.



## Understanding Other People: 2.2 Belonging

Lesson 1	New Members Welcome
Resources	Lesson Format
	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What groups do you or your family belong to?</li> <li>• Why do we become members of a group?</li> </ul> <p><b>What groups do you or your family belong to?</b></p> <p>Brainstorm with students the groups that they and their families belong to and chart their responses.</p> <p>From their responses try to categorise the groups.</p> <ul style="list-style-type: none"> <li>• Eg sports clubs, hobby groups, church groups, professional associations, friendship groups, family groups,</li> </ul> <p><b>Why do we become members of a group?</b></p> <p>Students work in pairs to discuss reasons why people become members of groups.</p> <ul style="list-style-type: none"> <li>• Think of the groups that you belong to – why did you choose to join those groups?</li> <li>• Now think of general reasons why people join groups. What is it that they want to get out of their membership of a group. Eg friendship, support, fun, interest, new learning, connection, etc.</li> </ul> <p>Students report back to whole class. Record students responses on the chart that has the groups listed.</p> <p><b>What stories do we remember and retell of the groups that we belong to?</b></p> <p>Students share with their partner a memory of a group that they are a part of. Write the word REMEMBER on the chart. What does this word mean?</p> <ul style="list-style-type: none"> <li>• <i>Keep in mind, recall, bear in mind, consider, take into account</i></li> </ul> <p><b>We re-member</b></p> <p>When we tell stories of the groups that we belong to, when we remember events and occasions of importance that we share together, we re-member, we become again part of the group, we belong.</p>



## Understanding Other People: 2.2 Belonging

Lesson 2	Count Me In
Resources	Lesson Format
<p>Family photos</p> <p>Worksheet 1</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do you come to belong to a group?</li> <li>• What is the fear of not being included in a group?</li> <li>• Why is it good to belong to a family and to a group?</li> </ul> <p><b>How do you come to belong to a group?</b> My personal story and how I came to belong to some groups. (<b>Worksheet 1</b>)</p> <p>Students develop a timeline of key events in their life, perhaps through photographs (either hard copy or digital).</p> <ul style="list-style-type: none"> <li>• Brainstorm key events eg birth, birthdays, beginning kindergarten, beginning school, etc.</li> <li>• For each of these events give the following details:             <ul style="list-style-type: none"> <li>○ The people involved. These people were significant because...</li> <li>○ What I learned about myself was...</li> <li>○ How this event enabled me to belong</li> </ul> </li> </ul> <p>Students then reflect on the key events that enabled them to belong.</p> <ul style="list-style-type: none"> <li>• Now when I reflect upon these events I can see that they helped me to belong in these ways:</li> <li>•</li> </ul> <p>See Worksheet 1 as an example. Students may wish to present their Personal Story of Belonging as a Powerpoint presentation or in hard copy.</p> <p><b>What is the fear of not being included in a group?</b></p> <p>Students are invited to respond to this question by writing a word or a phrase on a card and posting their card in a box.</p> <p>Cards can then be randomly read out and responses recorded so that a list of fears can be developed.</p> <ul style="list-style-type: none"> <li>• <i>Eg being rejected, not being accepted, being laughed at, feeling left out, feeling that you are not good enough, feeling that people don't like you, feeling alone, etc</i></li> </ul> <p><b>Why is it good to belong to a family and to a group?</b> It is good to belong to a family and to groups because: Students reflect on this by thinking about their personal story, and their fears of not being included in a group. Encourage students to reflect on how they can be a support to people in the groups that they belong to so that the <i>fears</i> discussed do not eventuate for themselves and for others.</p>

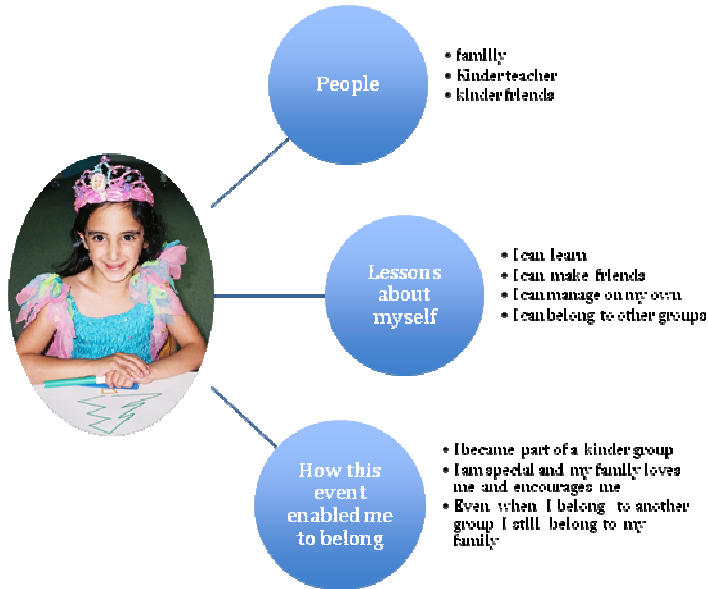


## Understanding Other People: 2.2 Belonging

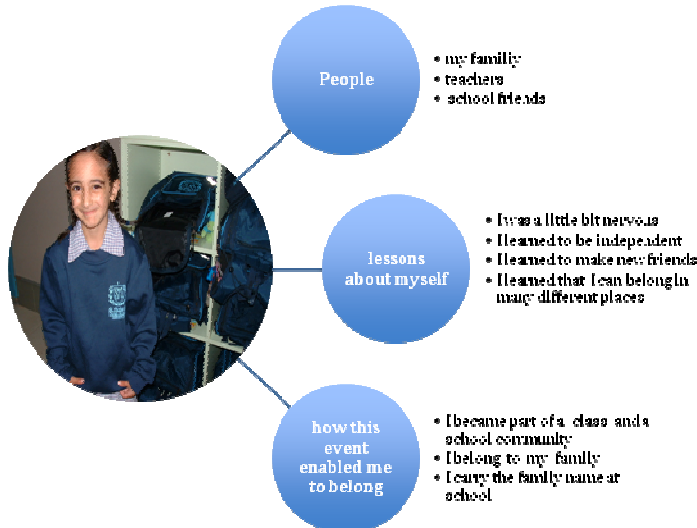
### Worksheet 1

## My Personal Story of Belonging – an example





### My Kindergarten Year



### My First Day at School



Now when I reflect upon these events I can see that they helped me to belong in these ways:

-  I developed a sense of belonging
-  I became confident in my relationships with different people
-  I knew that I was loved and welcomed in the group
-  I learned to welcome others



## Understanding Other People: 2.2 Belonging

Lesson 3	I Still Call Australia Home - Belonging in Australia
Resources	Lesson Format
Worksheet 2	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do we come to feel that we belong in a city or country?</li> </ul> <p><b>Belonging in Australia</b></p> <p>How does one feel that he/she belongs in a city or country? Familiarity with people and a locality helps us belong</p> <ul style="list-style-type: none"> <li>• Feeling familiar with the streets and locality</li> <li>• An awareness of different identities and nationalities in the local area</li> <li>• Coming to note the different buildings in the area.</li> <li>• The familiarity with the local sporting groups.</li> <li>• An awareness of the national sporting teams.</li> </ul> <p>A recognition of local news items as against national and international events. An awareness of the natural setting of the area with trees, rivers and creeks An awareness of the artificial setting with roads, freeways and shopping centres.</p> <p>Recognition of the history of an area helps us belong</p> <ul style="list-style-type: none"> <li>• A recognition that this area has a long history.</li> <li>• The monument to the ones who fought in major wars</li> <li>• A recognition that the indigenous people occupied the land long before the arrival of the English settlers.</li> </ul> <p><b>Familiar Landmarks</b> In groups, students share their knowledge and experiences to fill in the following table. (<b>Worksheet 2</b>)</p> <p>Students then report back to whole class and a comprehensive list is developed.</p>



## Understanding Other People: 2.2 Belonging

Internet access	<p><b>Discussion:</b>                  How did we develop this list?                  What knowledge did we have?                  We have this instinctive knowledge because this is where we belong.                  The familiarity enables us to belong.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #008000; color: white;"> <th style="padding: 5px;">Local Area</th> <th style="padding: 5px;">City and State</th> <th style="padding: 5px;">Australia</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Eg Essendon</td> <td style="padding: 5px;">Eg Melbourne Victoria</td> <td style="padding: 5px;">Sydney Harbour</td> </tr> <tr> <td style="padding: 5px;">Shopping centre park</td> <td style="padding: 5px;">Arts centre MCG</td> <td style="padding: 5px;">Uluru The Kimberleys</td> </tr> <tr> <td style="padding: 5px;">Airport</td> <td style="padding: 5px;">Botanical Gardens Myer</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p><b>In the News</b></p> <p>Students could read headlines in newspapers from other countries eg The New York Times or the Canberra Times and headlines from The Age and The Herald Sun on any given day. The internet could be used for this.</p> <p>What do they discover about their knowledge of the meaning behind the headlines?</p> <p>The Age and The Herald Sun make more sense to us because we belong to the area behind the headlines – we are familiar with the context.</p> <p><b>Birds Eye View</b></p> <p>Teacher and students could do a web search of the location of the school to get a satellite view of the area.</p> <p>Students could identify familiar landmarks and features.</p>	Local Area	City and State	Australia	Eg Essendon	Eg Melbourne Victoria	Sydney Harbour	Shopping centre park	Arts centre MCG	Uluru The Kimberleys	Airport	Botanical Gardens Myer							
Local Area	City and State	Australia																	
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## Understanding Other People: 2.2 Belonging

Lesson 4	The Future is in Our Hands - Belonging to the Future
Resources	Lesson Format
	<p><b>Focus Question</b> How can we belong to the future?</p> <p><b>How are we affected today by people's actions in the past? How do the people who have gone before us belong now? What is their legacy?</b></p> <ul style="list-style-type: none"> <li>• Discuss the definition of LEGACY – <i>something from the past; something that is handed down or remains from a previous generation or time.</i></li> <li>• Students could research members of their family and the contributions that they made to the family of the present.</li> <li>• Students could also research local identities who have left a legacy in their community.</li> <li>• Students could research past students of the school who are on the school's honour board and establish how they are influencing the school of the present.</li> </ul> <p><b>Students reflect on the question: 'How can we belong to the future?'</b></p> <p>Guiding questions from the teacher could assist students:</p> <ul style="list-style-type: none"> <li>○ What do we need to care for so that people will be able to use it in the future? eg. the land, the resources such as water, the environment</li> <li>○ What gifts do we share in Australia that need to be protected for the future? eg. freedom, democracy, concern for everyone's well-being, respect</li> </ul> <p><b>We can belong to the future if we are aware of our responsibility toward future generations.</b></p> <ul style="list-style-type: none"> <li>• An awareness that we must care for the land so that people will be able to use it in the future.</li> <li>• An awareness that we must care for the water resources for our needs and for the future needs.</li> <li>• An appreciation that the gifts we share in Australia need to be protected.</li> <li>• What will be our legacy in the future? What might students of this school in fifty years time say about us?</li> </ul>





## Understanding Other People: 2.2 Belonging

### Worksheet 5

Discussion could focus on students' existing knowledge of the events and also teacher input:

Teacher Notes:

*Just as Jesus came to belong to an era and a people, so too the early church gradually came to belong as a group. The early church, filled with the Holy Spirit, came to belong as a strong group. These first Christians were bound together by God and shared several actions and patterns of life.*

***A Christian Timeline / Belonging to Jesus / Belonging through Baptism, Belonging through Service***

*The people of the early church lost their leader who was cruelly killed.*

*They experienced Jesus as alive after the Resurrection.*

*They were filled with the Holy Spirit at Pentecost.*

*They gained strength from the Holy Spirit and started a new pattern – Belonging in the Early Church.*

*The following shared actions bound them together:*

- *Sunday Prayer including the Eucharist*
- *Daily Prayer*
- *Life of care for each other*
- *Outreach to others*

*These things combined to enable them to belong.*

*New members are baptized into this community – Belonging through Baptism*

*The following shared actions bind Christians together:*

- *The gathering on a Sunday*
- *Bring together the community and a Godparent or special sponsor*
- *Reading of Scripture*

*Christians belong through Service*

- *The community comes together each week for prayer and Eucharist.*
- *The community continues to care for each other and care for the outcast.*
- *In a group there is an expectation that you contribute to the community.*
- *The essence of belonging is found in the commitment to the group.*

### **2. How do we belong through baptism and through service?**

Teachers could invite students to reflect on:

- How do your faith rituals and traditions enable you to belong?
- Revisit your personal story of belonging. What are the community and family events that have developed your sense of belonging? Eg weekly prayer services at your school or local church.
- Think about your faith traditions and family traditions that have contributed to your sense of belonging.
- In what ways does your faith tradition (at school ) enable you to belong through service? What actions of service to the community do you and your family engage in through your faith or school community?

Teachers might wish to record student responses in some way so that a visual representation of the faith traditions and service to the community are displayed in the classroom.



## Understanding Other People: 2.2 Belonging

### Worksheet 3

## Jesus' Personal Story of Belonging

Investigate some key events in the story of Jesus.

- The Birth of Jesus
- The Visit Of The Shepherds And Magi
- The Baptism of Jesus
- The Miracle at the Wedding Feast at Cana

**How did Jesus come to know that he belonged to his community through these key events in his life?**

<b>Event</b>	<b>People</b>	<b>The event taught Jesus these things about himself, his region, his religion and era</b>
<i>The Birth of Jesus</i> <i>Luke 2:1 – 20</i>		
<i>The Visit of the Shepherds and the Magi</i> <i>Luke 2:15 – 20</i> <i>Matthew 2:1 - 12</i>		
<i>The Baptism of Jesus</i> <i>Mark 1:9 – 13</i>		
<i>The Miracle at the Wedding Feast at Cana</i> <i>John 2:1 – 12</i>		

**Jesus gained a sense of belonging through the key events in his life.**

Process of Investigation:

1. Choose an event to investigate
2. Brainstorm what you know about the event
3. Brainstorm ways to find out more details about the event
4. Find out more details about the event
5. Retell the event
6. Who are the people involved in the event?
7. Why are they important?
8. How might Jesus have known about the event?
9. What might the event have taught Jesus about himself?
10. How did the event enable Jesus to develop a sense of belonging?

Choose to work individually or in pairs.

Choose to work with electronic media and/or printed media for your investigation.

Choose to present your findings using electronic and/or printed media.

Presentation

How will you present your information?

What resources do you need?

In order of the events, present your findings in answer to the question:

**How did this event enable Jesus to develop his sense of belonging to his community?**



## Understanding Other People: 2.2 Belonging

### Worksheet 4

### *Jesus' Personal Story – possible responses*

<b>Event</b>	<b>People</b>	<b>The event taught Jesus these things about himself, his region, his religion and era</b>
<i>The Birth of Jesus Luke 2:1 – 20</i>	<i>People of the region Mary, Joseph, Jesus</i>	<i>Lived in a specific land and time. Belonged to a family and a clan that had to flee their country for protection. Predictions were made about him.</i>
<i>The Visit of the Shepherds and the Magi Luke 2:15 – 20 Matthew 2:1 - 12</i>	<i>Jesus is welcomed by the outsiders and the poor.</i>	<i>He was special, he had a special purpose. People were looking out for his coming. He touched the lives of the poor, the lowly and the mighty alike. Predictions were made about his life. Gifts were symbolic – gold because he was a king; incense because he was a god; myrrh because he will suffer.</i>
<i>The Baptism of Jesus Mark 1:9 – 13</i>	<i>Submitted to Baptism. The Holy Spirit came upon him. People watched him being baptised. All Judea and Jerusalem go to John the Baptist and Jesus does too.</i>	<i>He belonged to a faith tradition. He belonged to a community. He was welcomed into the community. He was set aside for a special role. The Father blessed him.</i>
<i>The Miracle at the Wedding Feast at Cana John 2:1 – 12</i>	<i>Bridegroom Chief steward Mary Jesus' disciples</i>	<i>He had responsibilities in the community to which he belonged. People had expectations of him. He had a special relationship with his mother. He is aware of his relationship with his people. He is also aware of his special gifts and his close connection to the Father. 'He let his glory be seen and his disciples believed in him.' John 2:12</i>

*Jesus gained a sense of belonging through the key events in his life.*



## Understanding Other People: 2.2 Belonging

### Worksheet 5

(Copy, cut, re-construct timeline)

*A Christian Timeline  
Belonging to Jesus  
Belonging through Baptism, Belonging through Service*

*The people of the early church lost their leader who was cruelly killed.*

*They experienced Jesus as alive after the Resurrection.*

*They were filled with the Holy Spirit at Pentecost.*

*They gained strength from the Holy Spirit and started a new pattern – Belonging in the Early Church.*

*The following shared actions bound them together:*

*Sunday Prayer including the Eucharist*

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*Outreach to others*

*These things combined to enable them to belong.*

*New members are baptized into this community – Belonging through Baptism*

*The following shared actions bind Christians together:*

*The gathering on a Sunday*

*Bring together the community and a Godparent or special sponsor*

*Reading of Scripture*

*Christians belong through Service*

*The community comes together each week for prayer and Eucharist.*

*The community continues to care for each other and care for the outcast.*

*In a group there is an expectation that you contribute to the community.*

*The essence of belonging is found in the commitment to the group.*



## Understanding Other People: 2.2 Belonging

Lesson 6	The Hebrew Scriptures – lessons from the past
Resources	Lesson Format
<p>The Usborne Children's Bible, Usborne Publishing Ltd, 1998. Joseph and His Wonderful Coat (page 24)</p>	<p><b>Focus Questions</b> How do the Hebrew scriptures teach us that the plan of God is for people to belong, to feel safe and to interact with others?</p> <p>Teacher Notes: <i>The bible offers many stories of people who are bonded by their relationship with God.</i></p> <ul style="list-style-type: none"> <li>• <i>The stories do not merely emanate from the interaction of people alone rather a relationship is forged by virtue of the relationship with God.</i></li> <li>• <i>In the Hebrew Scriptures the people of God came together and formed a covenant community.</i></li> <li>• <i>The plan of God is for people to belong, to feel safe and interact with others.</i></li> <li>• <i>The natural solidarity of a family or clan becomes a community of thought and life in the service of God.</i></li> <li>• <i>Loyalty to this God includes considering a fellow Israelite as a "brother or sister".</i></li> </ul> <p>Read the story of Joseph the dreamer, reuniting and saving his family <b>(Genesis 37 – 50)</b></p> <p><b>Joseph and his Wonderful Coat</b></p> <ul style="list-style-type: none"> <li>• <i>A story of belonging – how a family despite problems can stick together through difficult times.</i></li> <li>• <i>It is a story of God caring for Joseph and then caring for his family.</i></li> </ul> <p><b>Part A – the setting of the story</b></p> <ul style="list-style-type: none"> <li>• <i>Jacob and his family</i></li> <li>• <i>Joseph is the dreamer and his brothers hated him</i></li> <li>• <i>Jacob gave Joseph a long robe with sleeves</i></li> <li>• <i>Joseph is sold to the traders</i></li> <li>• <i>His father is told he is dead</i></li> </ul> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>1. <i>How does Joseph belong to his family?</i></li> <li>2. <i>What special relationship does he have with his father?</i></li> <li>3. <i>His brothers sell him and therefore do not value a relationship with him. Some people do not value relationships. The worst rejection one can offer is to abandon a relationship.</i></li> </ol>



## Understanding Other People: 2.2 Belonging

<p>CD: Joseph and the Amazing Technicolor Dreamcoat. Lyrics by Tim Rice Music by Andrew Lloyd Webber Readily available in all outlets</p>	<p><b>Part B – God saves Joseph</b></p> <ul style="list-style-type: none"> <li>• <i>Joseph interprets dreams of the Pharaoh</i></li> <li>• <i>Joseph becomes Governor of Egypt</i></li> <li>• <i>Seven years of famine</i></li> </ul> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>1. <i>God has a special relationship with Joseph and his family.</i></li> <li>2. <i>God cares for Joseph and saves him.</i></li> <li>3. <i>God protects him in Egypt.</i></li> <li>4. <i>God enables him to become a leader and places him in charge of the granary.</i></li> <li>5. <i>God sets up the situation for him to reunite the family.</i></li> </ol> <p><b>Part C – God saves his family</b></p> <ul style="list-style-type: none"> <li>• <i>Joseph’s brothers don’t recognise him and come and ask for food</i></li> <li>• <i>Joseph tells his brothers who he is</i></li> <li>• <i>Joseph’s family comes to Egypt</i></li> </ul> <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>1. <i>Joseph’s brothers need assistance from him.</i></li> <li>2. <i>They seek a relationship with him through buying grain.</i></li> <li>3. <i>Joseph reveals a deeper relationship that they share.</i></li> <li>4. <i>God reminds them of the importance of belonging to a family.</i></li> <li>5. <i>God reunites them.</i></li> </ol> <p><b>Further Activities</b></p> <p>Use the musical by Andrew Lloyd Webber to sing and narrate the story of Joseph and his technicolour coat.</p> <p>Develop a mural of Joseph and his technicolour dreamcoat – groups of students could work on different parts of the mural.</p>
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## Understanding Other People: 2.2 Belonging

### Assessment Ideas

#### How well did the students:

- Demonstrate a deeper appreciation of belonging through their investigation into their personal story of belonging and Jesus' personal story of belonging?
- Demonstrate an understanding of the concept of belonging to Australia and belonging to the future through their contribution to discussion and reflection?
- Demonstrate an awareness of the concept of belonging in the Hebrew Scriptures through their reflection on the story of Joseph and his Coat?
- Demonstrate an understanding of belonging through Baptism and belonging through service through their sharing of their faith traditions and the service to community that they offer?

### Evaluation

#### How well did the unit:

- Lead the students to a deeper appreciation and knowledge of the concept of belonging?
- Enable the students to articulate their insights and response to belonging in a personal sense and through their faith traditions and community?
- Deepen student's knowledge and connection to Jesus' story of belonging to a community?
- Encourage students to question, think, explore, share and contribute to inquiry into what it means to belong and to make connections to their own life?



## Understanding Other People: 2.2 Belonging



## Understanding Other People : 2.3 Communication

### Student Objectives

#### That students will:

- Identify and grow in awareness of the variety of the ways they can communicate with the people in their immediate environment.
- Understand that communication has an “attitude” attached to it and can be interpreted in the positive or the negative depending on how it is delivered.
- Come to know more about themselves within the process of communication, and begin to develop an awareness of the Spirit of God within them.

**Values** (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will explore the variety of ways that we, as a society, have to communicate. We will grow in awareness of the complexities of communication and how it feels to be a recipient of positive interaction.

We will learn through the gospel stories how Jesus communicated with his followers and the messages he gave us about the importance of being Christian disciples in our day and age. Students will have the opportunity to explore elements of their own faith tradition and reflect on some of their important messages.

#### Notes for the Teacher:

*Communication is the primary source of building positive relationships in our world.*

- *Effective communication goes hand in hand with the development of many social skills.*
- *The variety of ways we communicate (listening, speaking, nonverbal, electronic) allows us to develop meaningful and deep relationships with others.*
- *Being a successful communicator allows the students to understand more about who they are in our complex world.*



## Understanding Other People : 2.3 Communication

- *In understanding the need for developing good communication skills students grow in awareness of the being a person who is welcoming and encouraging as opposed to being a person who excludes others and gives negative messages , perhaps simply by being unresponsive.*
- *Communication is more than an expression of ideas and an indicator for emotions.*
- *Self disclosure is an important element of developing a relationship with any person .*
- *Scripture is one significant way God communicates with us. The beauty of nature, and the people we encounter in our lives are also ways God communicates.*
- *Gospel means “good news”. The question we must continually ask ourselves and our students is, “Are we good news people?”*

### ***In this unit of work we look at two scripture readings.***

*The first scripture reading (Luke 4:16-23) relates the story of Jesus in the synagogue reading from the Hebrew Scriptures.*

- *Jesus chooses the scripture that defined what his purpose was on this earth. Jesus lived and worked within Jewish customs.*
- *In this reading, Jesus is shown carrying out his faithful practices in the synagogue at Nazareth.*
- *Luke has Jesus quoting from Isaiah 61 and 58. Jesus’ words are both a summary of his ministry and a reminder of his solidarity with all marginalised people of society.*
- *Jesus had been sent by his Father to interpret the scriptures to the Jewish people.*
- *We need to be aware of the need to continually improve our skills to communicate what is good and true in our world, to our family, friends and colleagues.*

*The second scripture reading within this unit of work is called a parable The Parable of the Sower ( Luke 8:5-15).*

- *Jesus told stories that related to real life. This is what people understood.*
- *As with all parables there is an underlying agenda (a hidden message) and a moral attached to the story line. In a parable we have to search out the message.*
- *Jesus always used real life situations from his world: the farmers the family, soil, grain, sheep, builders, travellers, friends.*
- *Human nature, - has changed little throughout the ages.*
- *Today as in Jesus time there are people who are positive, kind and generous, and people who are negative, greedy and selfish.*



## Understanding Other People : 2.3 Communication

- *Parables are timeless stories about such life experiences.*
- *In The Parable of the Sower we are challenged to live out our faith, our beliefs and our values by everything we say and do.*
- *This parable calls us to commit ourselves to the Christian ethos of listening to the word of God, understanding the message and synthesising it into our lives, through the way we live.*

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

Teacher Reference	Student Resources
<a href="http://www.reonline.org.uk">www.reonline.org.uk</a>	Living Religions:
(go to People of Faith)	Christianity ISBN 0 431 49860 0
Life Times – 4 book series	Islam ISBN 0 431 14987 9
Rites of passage of major World Religions	Judaism ISBN 0 431 14988 7
Publisher Evans Bros. London, 1998	Hinduism ISBN 0 431 14989 5
<a href="http://www.evansbooks.co.uk">www.evansbooks.co.uk</a>	Sikhism ISBN 0 431 14990 9
	Buddhism ISBN 0 431 14999 9

Your librarian will be a great resource.



## Understanding Other People : 2.3 Communication

Lesson 1	Communication Highway
Resources	Lesson Format
<p>Appendix: Teacher's notes on De Bon's Thinking Hats</p> <p>Worksheet Student Worksheet : De Bono's Thinking Hats</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do we communicate with others in our immediate world?</li> <li>• What do we consider the most effective forms of communication?</li> </ul> <p><b>Teacher's Notes:</b> <i>Students need to build foundations for understanding communication. They need to bring to mind the variety of ways they communicate in their immediate world and how technology is influencing the way they interact. This first lesson allows the students to discern the importance of the variety of ways they are able to communicate in their world.</i> <b>Refer to appendix: Teacher's Notes on De Bono's Thinking Hats.</b></p> <p><b>Activities:</b> <b>How do we communicate with others in our immediate world?</b></p> <p>Think/Pair /Share</p> <ol style="list-style-type: none"> <li>1. Present the students with the focus question and get them to list all of the ways they communicate.</li> <li>2. Students share this list with a partner and pick their top four ways of communicating.</li> <li>3. Students then form a group of four who share their eight preferred styles of communication and once again decide on the top four.</li> <li>4. Each group then presents to the class their top four communication skills that will be recorded on the white board.</li> <li>5. As a class the students will then vote for four forms of communication.</li> <li>6. Each group of four will then use De Bono's Thinking Hats as a structure to develop an in depth appraisal or discussion of one of these forms of communication.</li> </ol> <p><b>( Worksheet 1 )</b></p> <p><b>What do we consider the most effective forms of communication?</b> Groups will do a 2 minute presentation on their findings.</p>



## Understanding Other People : 2.3 Communication

### Appendix 1

#### De Bono’s Six Thinking Hats (Teachers Notes)

Edward De Bono proposes that people use six thinking hats or styles of approaching a problem or issue. The main purpose of De Bono’s thinking process is to give the student a tool that encourages creative, parallel and lateral thinking. It allows for improved communication and decision making when presenting data. This process can be used in any problem solving activity in your classroom. It allows students to view a problem or issue from a variety of viewpoints and come to a better understanding of the thinking processes of others.





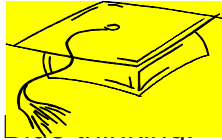
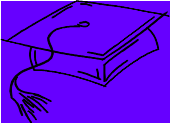
White Hat	State the Facts. It is neutral and objective. Facts and figures
Black Hat	Gloomy and negative. Identifying concerns What are the negative aspects of this issue or topics?
Red Hat	Emotions, intuition. How do you feel about this issue or topic?
Green Hat	Creative Ideas. Creatively seeing the problem or issue in a new light. How many creative uses are there for these ideas?
Yellow Hat	Positives: What are the strengths associated with this issue or problems? What are the good points?
Blue Hat	Summary of what we have learnt. Reflection on the process. What have we done so far? What do we do next?



## Understanding Other People : 2.3 Communication

### Worksheet 1

Use De Bono's Thinking Hats to explore the issue of \_\_\_\_\_ as a form of effective communication.

<p>White hat: The facts</p>  <p>Black hat: bad points</p>  <p>Red hat: emotions</p>  <p>Green hat: creative points</p>  <p>Yellow hat: the good points.</p>  <p>Thinking about my thinking!</p> 	<p>What do you know about this form of communication? Using a variety of sources, locate and share 4 interesting facts you have discovered.</p> <p>List anything negative about this form of communication.</p> <p>Are there any emotions attached to your research.</p> <p>Think how this form of communication can be used in a variety of ways.</p> <p>How can this form of communication be used for the good of all.</p> <p>As a result of your thinking, summarise in 3 sentences the importance of this form of communication.</p> <p>Propose one thing you could do to promote this form of communication.</p>
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## Understanding Other People : 2.3 Communication

Lesson 2	Walk a Mile in My Shoes
Resources	Lesson Format
<p>**Tan, S. (2006). <b><u>The Arrival</u></b>. South Melbourne: Lothian Books. ISBN 978-0-7344-0694-1</p> <p>*Wild, Margaret (2006) <b><u>Woolvs in the Sitee:</u></b> Penguin, Victoria</p> <p>*King, Stephen Michael (2004) <b><u>Mutt Dog:</u></b> Scholastic, Sydney</p> <p>*Miller, (David 2003) <b><u>Refugees</u></b> Lothian</p> <p>*Winch, John (2005) <b><u>Run, Hare, Run!</u></b> Little Hare Books</p> <p>*Wild, Margaret (1999) <b><u>Miss Lily's Fabulous Pink Feather Boa:</u></b> <b><u>Puffin</u></b>, Australia</p> <p>*Lofthouse, Liz (2007) <b><u>Ziba came by Boat :</u></b> Hardcover ISBN 978-1-933605-52-</p>	<p><b>Focus Question:</b></p> <p>What does “walking in another’s shoes” do to help to us understand that each person has a responsibility to use their skills of communication for the common good?</p> <p><b>Teacher’s Notes:</b>  <i>In this lesson the students will be set a task that will take them into the world of the “other”. They will seek to be understood by the new student who has no understanding of their culture or language.</i>  <i>The class will be allocated a time slot each to use their communication skills to help this new student in his/her new environment.</i>  <i>The students will discover the joys and frustrations of communicating with someone who does not speak their language. They will experience what it is like to “walk in the shoes of another”.</i>  <i>Picture story books are a powerful way of entering into the experience of another (see resources suggestions listed here -highly recommended ‘The Arrival’)</i></p> <p><b>Scenario:</b>  <b>A new student in your class is a refugee from a country that has been divided by civil war. It is the task of the students in your class to find effective ways of communicating with this student who has no understanding of the culture or the language into which he/ she is placed.</b></p> <p>1. Discuss with your students:</p> <p>What would some of the cultural differences be?</p> <p>How could they support this person?.</p> <p>What would the class need to know about this student?</p> <p>What could the class do to help her/him settle in?</p> <p>What class procedures could be changed to support the student?</p>



## Understanding Other People : 2.3 Communication

<p>Action For World Development: <a href="http://www.awd.org.au">www.awd.org.au</a> Amnesty International: <a href="http://www.amnesty.org.au">www.amnesty.org.au</a> Caritas Australia and Project Compassion kits: <a href="http://www.caritas.org.au">www.caritas.org.au</a> World Vision <a href="http://www.worldvision.org.au">www.worldvision.org.au</a></p> <p>School librarian could assist with displaced family stories</p>	<p>Record responses on whiteboard for students to use in the following activity.</p> <ol style="list-style-type: none"> <li>2. Using charted responses and working in pairs students devise a communication plan. Use websites to enrich understandings of refugees.</li> <li>3. Working in pairs students spend time playing the role of the new student with their partner whose task it is to devise ways of communicating. Swap roles.</li> <li>4. Students report back to class about the challenges faced in immersing themselves in this scenario.</li> </ol> <p><b>5. Reflection Time:</b></p> <p>There are many stories of family displacement, -a family known to students, maybe a class member. There are many excellent story books dedicated to this: (see resources)</p> <p>Have the student's research a family story. (Use websearch – 'Displaced Families, OR a known story OR a picture story book )</p> <p>How did they overcome the language barrier? What were the things that helped the family settle in this new country? What were some of the things that hindered resettlement?</p> <p>A student, from a displaced family might, on a voluntary basis, be invited to tell the family story. (for some, the experience is too difficult)</p>
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## Understanding Other People : 2.3 Communication

Lesson 3	We got you at “Hello!”
Resources	Lesson Format
<p>Internet access</p> <p>Scripture Luke 4:16-21</p> <p><a href="http://www.devotions.net/bible/00bible.htm">www.devotions.net/bible/00bible.htm</a></p> <p><i>It is important to offer students experiences of finding their way round a bible so hard copies are necessary (a class set)</i></p>	<p><b>Focus Questions (Verbal Communication)</b></p> <ul style="list-style-type: none"> <li>• How can we make the most of positive communication in our immediate environment?</li> <li>• How do we build positive people skills in communication?</li> </ul> <p><b>Teacher’s Notes:</b></p> <p><i>Because of the exciting technological world in which we live, communication is becoming increasingly more removed from personal interaction. ipods, text messaging, emails and internet are distancing and distracting our students from developing the skills of human and personal connection with each other.</i></p> <p><i>Jesus was a great communicator and he spoke of his message of love and compassion for all without fear or compromise. He spoke in accessible language that people understood.</i></p> <p><i>Students use the language of modern technology. They need to be given the necessary tools to discern how this language enhances or detracts from them developing good communication skills.</i></p> <ol style="list-style-type: none"> <li>1. Discussion:                     <p>Ask your students with whom, and how they have communicated with in their world today? Graph their responses and open up a discussion on the simplicity and the complexities of communicating with friends, family and peers.</p> </li> <li>2. Teacher and Students; Share reading Luke <b>4:16-21</b> <p>This passage tells us that Jesus had a mission from his Father in Heaven to go out and work to build a better world especially for the marginalised and oppressed.</p> <p>This same message applies today.</p> <p>As Christians we have a mandate to communicate and to activate this message in our world.</p> <p>Invite students of other faith traditions to reflect upon a message within their sacred texts which challenges them to contribute to making the world a better place.</p> <p>Invite these students to share their reflections/knowledge with the class.</p> </li> </ol>



### Understanding Other People : 2.3 Communication

<p>Internet access</p>	<p>3. How do we get started? Simply by communicating with our immediate world. Invite students to do this simple exercise in daily life communication.</p> <p>In our world the initial greeting can always be positive and uplifting.</p> <p>Research greetings from different cultures. Search the internet for greetings and list the country and greeting.</p> <p>4. Have the students work in pairs creating a “Graffiti Multicultural Greeting Poster” which can be displayed throughout the school or in the classroom.</p> <p>5. Set the students the task for the following week to greet 10 new people each day for a week/day in the language of their choice.</p> <p>6. After this exercise: Invite student responses about how it felt to extend their greetings beyond their comfort zone What were some of the responses of the people with whom they spoke? Was it frustrating when people did not respond? Was it surprising when people did respond?</p> <p>7. Opportunity now presents to deepen students understanding of the effect of positive people skills.</p> <p>They deal with many people in a variety of settings each day. Family, friends, teachers, students, people in retail places. Guide students to become more aware of how others experience them.</p> <p>Not all of us are blessed with the natural ability to communicate positively in all situations. We have to consciously remember to be positive and joyful, showing respect for all people.</p> <p>It is important that we become aware of the people/communication skills we can develop.</p>
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### Understanding Other People : 2.3 Communication

<p>Worksheet 2</p>	<p>8. Using sticky notes invite students to list one “Positive People Skill” (High Five, Thumbs Up, Smiling, Winking, a spoken greeting ) Similarly list one “Habit to Avoid”(Ignoring, grunting, turning back, silence, )</p> <p><i>(Refer back to list of Communication Lesson 1)</i></p> <p>9. Have the students place the sticky note under the headings on the white board “Good People Skills”, “Negative people skills”</p> <p>10. Discuss the lists and together devise a plan for implementing some of the student’s suggestions for developing “Good Daily Communication Skills.</p> <p>Students keep a personal record on <b>Worksheet 2.</b></p>
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## Understanding Other People : 2.3 Communication

### Scripture

#### Luke 4:16-21

When he came to Nazareth where he was brought up, he went to the synagogue on the Sabbath day, as was his custom. He stood up to read, and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written:

“The Spirit of the Lord is upon me,  
because he has anointed me  
to bring the good news to the poor.

He has sent me to proclaim release to the captives  
and recovery of sight to the blind,  
to let the oppressed go free,  
to proclaim the year of the Lord’s favour.

And he rolled up the scroll, gave it back to the attendants, and sat down. The eyes of all in the synagogue were fixed upon him. Then he began to say to them, “Today this scripture has been fulfilled in your hearing.”



## Understanding Other People : 2.3 Communication

### Worksheet 2

#### My Daily Communication Skills Record Sheet

You will be the only person who will have access to the list.  
It is aimed at raising your awareness of how you communicate on a daily basis  
Honesty is essential!!!!

Add 5 points for positive communication (Doing and saying)  
Subtract 5 points for negative communication. (Doing and saying)

Date	Positive	Negative
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total		

My reflection on the above data:

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**Understanding Other People : 2.3 Communication**

Lesson 4	On Solid Ground
Resources	Lesson Format
<p>Scripture: The Parable of the Sower (Luke 8:4-15)</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What can we learn from the stories within Christian Scripture and in Christian faith traditions about being a disciple today.?</li> </ul> <p><b>Teachers Notes:</b> <i>Have students look up the word disciple and invite responses.</i></p> <p><i>(disciple: follower, adherent, one who believes in something -ie a healthy lifestyle -a particular cooking expert etc) see also- discipleship.</i></p> <p><i>Jesus’ small group of disciples were those who followed &amp; believed in his message. After his death and resurrection this group who followed him in Palestine began, to spread his teachings &amp; message of ‘love one another’ In the first century after his death these messages were gradually written down and make up what we know today as The New Testament (Scripture) Today as Christians we are all called to be disciples (followers) of Jesus’ message which offers us a way to live our lives.</i></p> <p><i>In this lesson we look at the parable Jesus told called “The Sower”.</i> <i>A parable has, at the very heart of it, a message which calls us to receive and respond to it.</i> <i>Jesus spoke to people in a language they understood.</i></p> <p><i>The messages of this parable is the importance of being on solid ground- living a generous life and reaching out to others.</i> <i>We will learn through the parable how Jesus communicated with his followers, and the messages he gives us about the importance of being his disciples in our world today.</i></p> <ul style="list-style-type: none"> <li>❖ <i>A parable tells us to be receptive to the message and respond according to our understanding.</i></li> <li>❖ <i>Students of other faiths might be invited to research their sacred texts (or ask their parents) and recognise an important message for them.</i></li> </ul> <p><i>In a parable:</i></p> <ul style="list-style-type: none"> <li>• <i>The students have to seek out the hidden agenda or message within the story.</i></li> <li>• <i>A parable invites us to hear God’s Word and respond each in our own way.</i></li> </ul> <p><b>Activities:</b> <b>1. Discussion:</b> All of the discussion sets the scene for the reading of “<b>The Parable The Sower (Luke 8:4-15</b></p> <p><i>How do we create a new garden?</i></p>



## Understanding Other People : 2.3 Communication

	<ul style="list-style-type: none"> <li>• <i>We decide on the design and the plants for the garden.</i></li> <li>• <i>We prepare the soil so that it is rich and fertile.</i></li> <li>• <i>We decide the best place to plant so that the plants receive maximum sunlight or shade.</i></li> <li>• <i>We talk about maintenance and how weeds quickly appear and can take over the garden.</i></li> <li>• <i>We water and weed our garden regularly.</i></li> </ul> <p><b>2. Read Part A “<i>The Parable The Sower (Luke 8:4-8)</i>”</b></p> <p>Explain what a parable is to the students and how Jesus told stories that had hidden meanings/underlying agendas.</p> <p><b>Background Notes for the Parable of the Sower:</b></p> <ul style="list-style-type: none"> <li>• The people knew of the earth and the seasons for planting. They knew about rich deep soil and shallow sandy soil.</li> </ul> <p>The Parable Jesus told us unfolds like this:</p> <ul style="list-style-type: none"> <li>• Some people don’t hear God’s word because they are impatient and don’t listen properly (this is the seed at the edge of the path)</li> <li>• Other people don’t have enough courage to follow God’s word when it gets difficult (this is the seed on rocky ground)</li> <li>• Then there are people who want to follow God but like their material comforts too much. They don’t want to give them up. (this is the seed in the thornbushes)</li> <li>• Then there are people who hear God’s word and use all their talents and gifts to live generous lives reaching out to others and generally doing good.( this is the seed that is on fertile soil)</li> </ul> <p>Illustrate the story on <u><b>Worksheet 3</b></u></p> <ol style="list-style-type: none"> <li><b>1. Read Part B <i>The Parable of the of the Sower Explained (Luke 8:11-15)</i>, of the Gospel reading.</b></li> <li><b>2. Reflect upon a time you have been open to a message, you have listened and you have responded. A time when you were on fertile ground and acted with kindness, patience, love and understanding, towards another person. Record your reflection on <u><b>Worksheet 3</b></u></b></li> </ol>
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## Understanding Other People : 2.3 Communication

Luke 8:4-15

### **Part A: The Parable of the Sower**

When a great crowd gathered and people from town to town came to him, he said in a parable. "A sower went out to sow his seeds; as he sowed some fell on the path and was trampled on, and the birds of the air ate it up. Some fell upon the rock; it grew up and withered for lack of moisture. Some fell among thorns and the thorns grew up with it and choked it. Some fell into good soil, and when it grew, it produced a hundredfold." As he said this, he called out "Let everybody with ears to hear listen!"

### **Part B: The Purpose of the Parables**

Then his disciples asked him what this parable meant. He said "to you it has been given the secrets of the kingdom of God but to others I speak in parables, so that looking they may not perceive and listening they may not understand"

### ***The Parable of the Sower Explained***

"Now the parable is this: The seed is the word of God.

The ones on the path are those who have heard; then the devil comes along and takes the word away from their hearts, so that they may not believe and be saved.

The ones on the rock are those when they hear the word, receive it with joy. But these have no root; and believe for a while and in time of testing fall away.

As for what fell among the thorns, these are the ones who hear; but as they go on their way, they are choked by the cares and riches and pleasures of life and their fruit does not mature.

But as for that in the good soil, these are the ones who when they hear the word, hold it fast in a honest and good heart, and bear fruit with patient endurance.



**Understanding Other People : 2.3 Communication**

**Worksheet 3**

<p><b><u>Response to Scripture Reading</u></b> Refer to the description of the parable below and illustrate <b>Matthew 13:1-23</b> <b>The Parable of the Sower</b></p>		<p><b><u>Connect to your Own Life</u></b> Tell about a time you have been open to a message, you have listened and you have responded. A time when you have been on fertile ground and acted with kindness, patience, love and understanding, towards another person.</p>
<p><b>Edge of the Path</b></p>	<p><b>Rocky Ground</b></p>	
<p><b>Thorns</b></p>	<p><b>Good Soil</b></p>	

**Matthew 13:1-23 The Parable of the Sower**

**Edge of the path:** These are the people who hear God’s word but don’t understand it.

**Rocky ground:** These people are happy to hear God’s word but when trials come and things get tough they give up.

**Thorns:** These people hear the word of God but the temptation of riches choke their faith and God’s word does not grow in their heart.

**Good soil:** God wants us to be like the good soil, hear his word, take it into our minds and hearts and follow him.



## Understanding Other People : 2.3 Communication

### Assessment Ideas

#### How well did the students:

- Demonstrate their understanding of communication through their engagement in initial brainstorming activity?
- Demonstrate a deeper appreciation of communication through their response to their role-playing of a student from another culture?
- Demonstrate an understanding that every day communication with peer group can have a positive affect on attitudes and how they live their lives?
- Demonstrate and understand that the scriptures communicate in ways that help us live our lives as Christians?

### Evaluation

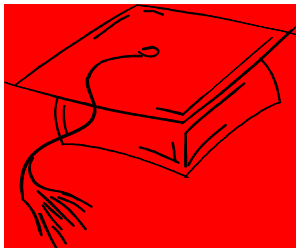
#### How well did the unit:

- lead the students to a deeper appreciation and knowledge of communication in their world.?
- enable the students to articulate their insights and response to communication?
- deepen student's knowledge and connection to Jesus' story and his teachings about communication
- encourage students to question, think, explore, share and contribute to inquiry into communication and to make connections to their own life?

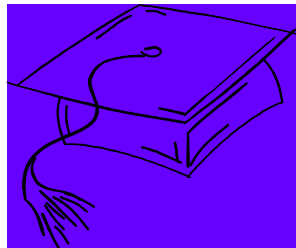


Understanding Other People : 2.3 Communication

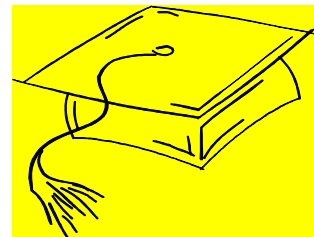
# De Bono's Six Thinking Hats



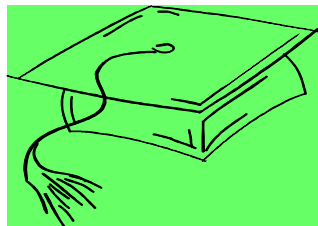
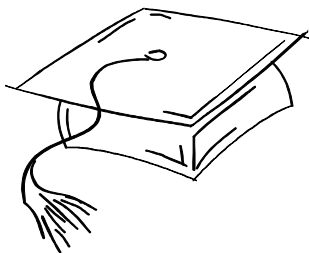
**Feelings and emotions**



**Thinking about my thinking**



**Positive issues**



**Creative new ideas**



**Negative issues**

**Middle Years 5-6**



**Uniting Church in Australia**  
***Come and See***

## **Understanding Other People : 2.3 Communication**

## Understanding The World: 3.1 Social Justice

### Student Objectives

#### That students will:

- Recognise that we belong to one world and that we are united in many ways.
- Become sensitive to the right of all people to experience justice in their life.
- Become aware that we have a responsibility towards building a better and just world for all people where the value and dignity of each individual is paramount.
- Learn about what our various faith traditions teach us about working for justice and human rights.

**Values** (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Victorian Essential Learning Standards

Level 4 standards in **Interpersonal Development**

##### Building social relationships

- students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.
- They accept and display empathy for the points of view and feelings of their peers and others.

##### Working in teams

- They work cooperatively to allocate tasks and develop timelines.
- Students accept responsibility for their role and tasks.

Level 4 standards in **Civics and Citizenship**

##### Community engagement

- They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
- They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Level 4 standards in **Communication**

##### Listening, viewing and responding

- ask clarifying questions about ideas and information they listen to and view.
- They develop interpretations of the content and provide reasons for them.

##### Presenting

- summarise and organise ideas and information, logically and clearly in a range of presentations.



## Understanding The World: 3.1 Social Justice

### Level 4 standards in **Information and Communications Technology (ICT)**

#### **ICT for creating**

- students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.

#### **ICT for communicating**

- students use email, websites and frequently asked question facilities to acquire from, or share information with, peers and known and unknown experts.
- They evaluate the integrity of the located information based on its accuracy and the reliability of the web host.

### Level 4 standards in **Thinking Processes**

#### **Reasoning, processing and inquiry**

- students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.
- They distinguish between fact and opinion.
- They use the information they collect to develop concepts, solve problems or inform decision making.

#### **Creativity**

- students use creative thinking strategies to generate imaginative solutions when solving problems.

#### **Reflection, evaluation and metacognition**

- They articulate their thinking processes.
- They document changes in their ideas and beliefs over time.

### **Opening Statement for the Unit**

In this unit we will think about and talk about what Social Justice means for us. We will explore what our faith traditions teach us about Social Justice and we will reflect on how our thinking and learning on Social Justice develops and perhaps changes.

### **Notes for the Teacher:**

*Social Justice is not just a topic for individuals, companies and countries.*

*It has a religious basis and a religious dimension.*

*If justice is the right balance/relationship between a person, others, their world and God, social justice is the endeavour that guarantees these right relationships in the world.*

*Social justice or community justice begins with God's view of people.*

*Humans, as God's creation, are supposed to live in God's wonderful homeland and enjoy the blessings and gifts of truth, life, holiness, love and peace. In other words, they are free.*

*God's view of people is that they are respected and have God's concern for their life and well-being.*

*We are called to echo that view and respect each person and show concern for each other.*

*God's other view of humanity is that essential human freedom needs to be safeguarded so that each person can live an authentic human existence.*

## Understanding The World: 3.1 Social Justice

*This means that anything that impedes this basic freedom, or rights, is to be removed. This is a call for prophetic responses.*

- *The rights have to be defended.*
- *The freedom of people to their conscience, religion, means of work is to be heralded.*

*A social justice unit will focus on*

- *God's view of people*
- *The respect and concern shown*
- *The call to be courageous and prophetic, not silent.*

### **Teacher Reflection: Multi-Faith Perspectives**

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### **Recommended Resources**

#### **Teacher Reference**

[www.reonline.org.uk](http://www.reonline.org.uk)

*(go to People of Faith)*

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

#### **Student Resources**

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.

## Understanding The World: 3.1 Social Justice

Lesson 1	Justice Matters
Resources	Lesson Format
Worksheet 1	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How are the peoples of the world united? What binds us together?</li> <li>• What are our responsibilities to the people of the world?</li> </ul> <p><b>1. Think Sheet</b>                      Before we begin talking about and learning about Social Justice</p> <ul style="list-style-type: none"> <li>• Write down what you know or think about Social Justice.</li> <li>• Write your name on your think sheet.</li> </ul> <p>At the end of our unit of work you will revisit this thinking. You will then consider how your thinking has developed / changed.                      (Teacher collects 'think sheet' and re-distributes them at the end of the unit.                      (<b>Worksheet 1</b>)</p>
Internet access	<p><b>2. Discussion:</b>                      Who protects me?                      Students are asked to reflect on who protects them.                      eg in their home environment, their school environment, their community environment.  <i>(parents, older brothers and sisters, grandparents, uncles and aunts, friends, teachers, police, etc.)</i></p>
Worksheet 2	<p>Everyone should be protected.                      The Declaration of the Rights of the Child is a statement that says that children have to be protected.                      Declaration of the Rights of the Child                      (web search: rights of the child)</p> <p>3. In pairs, students match each of the Rights of the Child with the explanation card. (<b>Worksheet 2</b>)                      Or                      In pairs students could read the Rights of the Child and write their own interpretation of the declaration.</p> <p>4. Class discussion:</p> <ul style="list-style-type: none"> <li>▪ Why do you think the United Nations wrote the declaration of the Rights of the Child?</li> <li>▪ What does the declaration say about the value and dignity of the human person?</li> <li>▪ What is the responsibility of all people towards</li> </ul>

## Understanding The World: 3.1 Social Justice

	<p>each other and towards children?</p> <ul style="list-style-type: none"><li>▪ Teacher and students could list the Rights (<i>eg love, security, education, recreation, housing, medical care etc</i>) so that students have a reference when considering their own life situation and what they can be thankful for.</li></ul> <p>5. Students can be given an opportunity to reflect on their own life situation: Look at the Declaration</p> <ul style="list-style-type: none"><li>▪ What can I be thankful for in my own life?</li><li>▪ What protection and rights do I enjoy?</li></ul> <p>6. In groups of 4, students could design a Declaration of the Rights of the Child presentation. (This could be computer generated or hard copy posters). Students might use the work done in pairs as a basis for this task.</p> <ul style="list-style-type: none"><li>▪ Students could use the 1959 language or</li><li>▪ Students could use their own language to explain each of the rights.</li><li>▪ Students deliver their presentation to the class.</li><li>▪ Hard copy posters could be displayed in the classroom or around the school.</li></ul>
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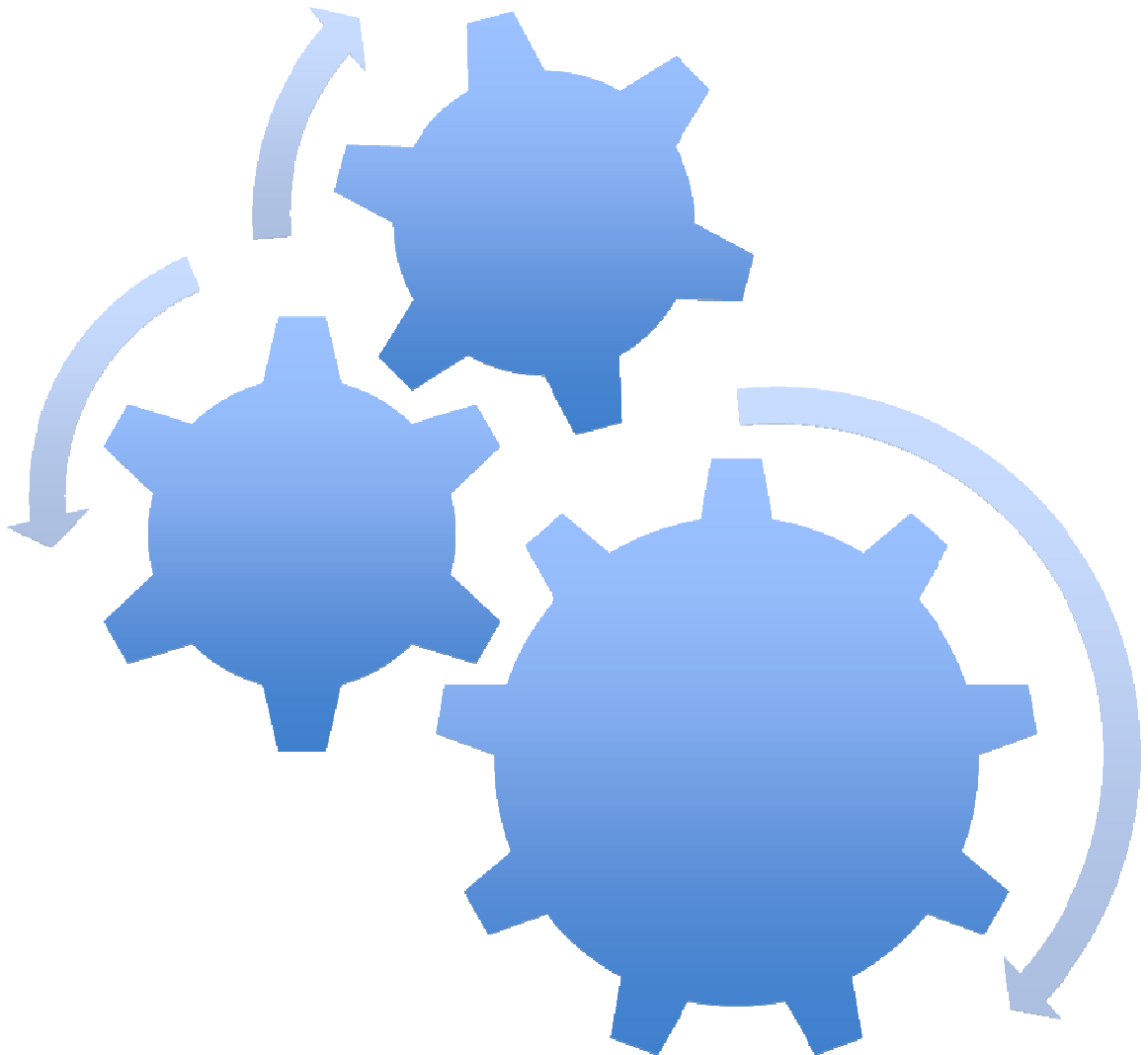
**Understanding The World: 3.1 Social Justice**

**Worksheet 1**

# Think Sheet

Name:

What I know or think about Social Justice.



## Understanding The World: 3.1 Social Justice

### Worksheet 2

Cut and match

OR

students write their own statements / ideas / words / pictures)

(See Worksheet 2A)

## Declaration of the Rights of the Child

<p>1. The child shall enjoy all the rights set forth in this Declaration. Every child, without exception whatsoever, shall be entitled to these rights, without discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.</p>	<p>All children have rights.</p>
<p>2. The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.</p>	<p>All children shall have special protection by the law and shall live in freedom and dignity.</p>
<p>3. The child shall be entitled from his birth to a name and a nationality.</p>	<p>All children shall have a name and a nationality.</p>



## Understanding The World: 3.1 Social Justice

<p>4. The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.</p>	<p>All children are entitled to good health, good food, housing, recreation and medical services.</p>
<p>5. The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.</p>	<p>Children who require it shall be given special education, care and treatment.</p>
<p>6. The child needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents and in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support.</p>	<p>All children need love, understanding, affection, security, family.</p>
<p>7. The child is entitled to receive education, which shall be free and compulsory. He shall be given an education which will promote his general culture and enable him to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society. The child shall have full opportunity for play and recreation; society and the public authorities shall endeavour to promote the enjoyment of</p>	<p>All children are entitled to education and recreation.</p>



## Understanding The World: 3.1 Social Justice

<p>this right.</p>	
<p>8. The child shall in all circumstances be among the first to receive protection and relief.</p>	<p>Children shall be among the first to receive protection and relief.</p>
<p>9. The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.</p>	<p>Children shall be protected against neglect, cruelty and exploitation.</p>
<p>10. The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.</p>	<p>Children shall be protection against discrimination. Children shall be brought up to be devoted to the service of others.</p>



## Understanding The World: 3.1 Social Justice

### Worksheet 2A

(Students write their own statements / ideas / words / pictures)

## Declaration of the Rights of the Child

<p>1. The child shall enjoy all the rights set forth in this Declaration. Every child, without exception whatsoever, shall be entitled to these rights, without discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.</p>	
<p>2. The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.</p>	
<p>3. The child shall be entitled from his birth to a name and a nationality.</p>	



## Understanding The World: 3.1 Social Justice

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<p>5. The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.</p>	
<p>6. The child needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents and in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support.</p>	
<p>7. The child is entitled to receive education, which shall be free and compulsory. He shall be given an education which will promote his general culture and enable him to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society. The child shall have full opportunity for play and recreation; society and the public authorities</p>	



## Understanding The World: 3.1 Social Justice

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<p>9. The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.</p>	
<p>10. The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.</p>	

## Understanding The World: 3.1 Social Justice

Lesson 2	Justice Works
Resources	Lesson Format
	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are some organizations that work for justice and human rights?</li> <li>• Why do these organizations do this work?</li> <li>• How can we participate in the work of building justice in our world?</li> </ul> <p>Students research organizations that work for protection and justice and human rights in our world (Students could use information and communication technology to do this)  eg</p> <ul style="list-style-type: none"> <li>▪ Justice and International Mission, Uniting Church in Australia, Synod of Victoria and Tasmania  <a href="mailto:jim@victas.uca.org.au">jim@victas.uca.org.au</a> <a href="http://justact.org.au">justact.org.au</a></li> <li>▪ Amnesty International</li> <li>▪ Red Cross</li> <li>▪ Salvation Army</li> <li>▪ Brotherhood of St Laurence</li> <li>▪ St Vincent de Paul Society</li> <li>▪ Caritas Australia</li> <li>▪ World Vision</li> <li>▪ Appeals Unit Uniting Church in Australia  <a href="http://shareappeal.org.au">shareappeal.org.au</a></li> </ul> <p>In groups, students explore:</p> <ul style="list-style-type: none"> <li>▪ The work of the organization</li> <li>▪ The social justice/human rights issue that the organization is concerned with</li> <li>▪ Ways that they could contribute to the work of building justice in our world through the organization or in other ways.</li> </ul> <p>To do this, students should be supported in the process of</p> <ul style="list-style-type: none"> <li>▪ developing their own questions for investigation,</li> <li>▪ collecting relevant information from a range of sources and</li> <li>▪ making judgments about its worth.</li> <li>▪ summarising and organising ideas and information logically and clearly in a range of presentations.</li> </ul> <p>Students present their findings and recommendations to the class.</p> <p>Guest speakers from some of the organizations could be invited to address the class, if appropriate.</p>

## Understanding The World: 3.1 Social Justice

Lesson 3	Justice Lessons
Resources	Lesson Format
<p><a href="mailto:jim@victas.uca.org.au">jim@victas.uca.org.au</a></p>	<p><b>Focus Question</b></p> <ul style="list-style-type: none"> <li>• What do our faith traditions teach us about working for justice and human rights?</li> </ul> <p>Students explore their own faith tradition: What does it teach us about protection, justice, human rights?</p> <p><b>Christian Faith Tradition</b> – examples of Jesus’ actions: Jesus protected and cared for the outcasts or the ones who are condemned by their society:</p> <p>The children – let the children come The lepers – touches them The sick – touches them and heals them The ones condemned by the society – associates with them, dines with them</p> <p>Students work in pairs to read the stories of Jesus and discuss and record:</p> <ul style="list-style-type: none"> <li>• The person and his/her situation</li> <li>• The action of Jesus towards the person</li> <li>• The social justice/human right that Jesus is valuing by his action</li> <li>• The message of Jesus – caring for the value, dignity and freedom of each person.</li> </ul> <p>(See Worksheet 3)</p> <p>What does The Uniting Church say about Social Justice?</p> <ul style="list-style-type: none"> <li>• Students might explore the Uniting Church website, particularly the Justice and International Mission (JIM) unit of the Synod of Victoria and Tasmania.</li> <li>• Students might invite members of the Uniting Church to address them with Social Justice as the focus.</li> </ul> <p>What do I say about Social Justice?</p> <ul style="list-style-type: none"> <li>• Students are invited to reflect on what they now believe and know about our duty to care and protect others.</li> <li>• Students revisit their ‘think sheet’ – what did I think before? What do I think now? How has my thinking developed / changed?</li> </ul>



Middle Years (5-6)

## Understanding The World: 3.1 Social Justice

### Worksheet 3

The situation / story	The action (of Jesus)	The value / justice / human rights	The message of Jesus
<b>The leper - not to be touched</b> <b>Matthew 8:1 - 4</b>			
<b>The blind man</b> <b>John 9:1 - 12</b>			
<b>Zaccheaus</b> <b>Luke 19:1 - 10</b>			
<b>Let the Children Come</b> <b>Matthew 19:13 - 14</b>			

## Understanding The World: 3.1 Social Justice

### Worksheet 3 (Possible Responses)

The situation / story	The action (of Jesus)	The value / justice / human rights	The message of Jesus
<b>The leper - not to be touched</b> <b>Matthew 8:1 - 4</b>	Jesus touched the leper	Dignity Freedom Protection Inclusion / Acceptance	Everybody has dignity and value
<b>The blind man</b> <b>John 9:1 - 12</b>	Jesus touched the blind man. Jesus did not judge the blind man as others judged him.	Dignity Health Freedom from discrimination	God loves and values all people
<b>Zaccheus</b> <b>Luke 19:1 - 10</b>	Befriends the person that no-one wants to befriend. Does not judge the tax collector. Changes the heart of Zaccheus by showing friendship and care.	Inclusion Acceptance	God wants us to live lives of service for others.
<b>Let the Children Come</b> <b>Matthew 19:13 - 14</b>	Made time to welcome the little children. Demonstrated that the children were important. Blessed the children.	Dignity Acceptance Protection Care	Everyone has value in God's eyes. God wants us to value and respect and protect all people.



## Understanding The World: 3.1 Social Justice

### Scripture Text for **Worksheet 3**

#### The leper – not to be touched Matthew 8:1 – 4

When Jesus<sup>\*</sup> had come down from the mountain, great crowds followed him; <sup>2</sup>and there was a leper<sup>\*</sup> who came to him and knelt before him, saying, ‘Lord, if you choose, you can make me clean.’ <sup>3</sup>He stretched out his hand and touched him, saying, ‘I do choose. Be made clean!’ Immediately his leprosy<sup>\*</sup> was cleansed. <sup>4</sup>Then Jesus said to him, ‘See that you say nothing to anyone; but go, show yourself to the priest, and offer the gift that Moses commanded, as a testimony to them.’

<http://www.devotions.net/bible/00bible.htm>

**Understanding The World:            3.1    Social Justice****Scripture Text for Worksheet 3****The blind man  
John 9:1 – 12**

As he walked along, he saw a man blind from birth. <sup>2</sup>His disciples asked him, ‘Rabbi, who sinned, this man or his parents, that he was born blind?’ <sup>3</sup>Jesus answered, ‘Neither this man nor his parents sinned; he was born blind so that God’s works might be revealed in him. <sup>4</sup>We\* must work the works of him who sent me\* while it is day; night is coming when no one can work. <sup>5</sup>As long as I am in the world, I am the light of the world.’ <sup>6</sup>When he had said this, he spat on the ground and made mud with the saliva and spread the mud on the man’s eyes, <sup>7</sup>saying to him, ‘Go, wash in the pool of Siloam’ (which means Sent). Then he went and washed and came back able to see. <sup>8</sup>The neighbours and those who had seen him before as a beggar began to ask, ‘Is this not the man who used to sit and beg?’ <sup>9</sup>Some were saying, ‘It is he.’ Others were saying, ‘No, but it is someone like him.’ He kept saying, ‘I am the man.’ <sup>10</sup>But they kept asking him, ‘Then how were your eyes opened?’ <sup>11</sup>He answered, ‘The man called Jesus made mud, spread it on my eyes, and said to me, “Go to Siloam and wash.” Then I went and washed and received my sight.’ <sup>12</sup>They said to him, ‘Where is he?’ He said, ‘I do not know.’

**Understanding The World:            3.1    Social Justice****Scripture Text for Worksheet 3****Zacchaeus****Luke 19:1 – 10**

He entered Jericho and was passing through it. <sup>2</sup>A man was there named Zacchaeus; he was a chief tax-collector and was rich. <sup>3</sup>He was trying to see who Jesus was, but on account of the crowd he could not, because he was short in stature. <sup>4</sup>So he ran ahead and climbed a sycomore tree to see him, because he was going to pass that way. <sup>5</sup>When Jesus came to the place, he looked up and said to him, 'Zacchaeus, hurry and come down; for I must stay at your house today.' <sup>6</sup>So he hurried down and was happy to welcome him. <sup>7</sup>All who saw it began to grumble and said, 'He has gone to be the guest of one who is a sinner.' <sup>8</sup>Zacchaeus stood there and said to the Lord, 'Look, half of my possessions, Lord, I will give to the poor; and if I have defrauded anyone of anything, I will pay back four times as much.' <sup>9</sup>Then Jesus said to him, 'Today salvation has come to this house, because he too is a son of Abraham. <sup>10</sup>For the Son of Man came to seek out and to save the lost.'

<http://www.devotions.net/bible/00bible.htm>



## Understanding The World: 3.1 Social Justice

### Scripture Text for Worksheet 3

#### Let the Children Come

Matthew 19:13 - 14

Then little children were being brought to him in order that he might lay his hands on them and pray. The disciples spoke sternly to those who brought them; <sup>14</sup>but Jesus said, 'Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.' <sup>15</sup>And he laid his hands on them and went on his way.

<http://www.devotions.net/bible/00bible.htm>



## Understanding The World: 3.1 Social Justice

### Assessment Ideas

#### How well did the students:

- Demonstrate their understanding of the right of all people to experience justice in their life through the Rights of the Child activity and through their reflection on what they can be thankful for?
- Demonstrate a deeper appreciation that we have a responsibility towards building a better and just world for all people where the value and dignity of each individual is paramount through their research into justice organisations and their response to the work of these organizations?
- Demonstrate a deeper knowledge of what various faith traditions teach us about working for justice and human rights through their exploration of their own faith tradition and the justice message of that tradition?

### Evaluation

#### How well did the unit:

- Lead the students to a deeper appreciation and knowledge of right of all people to experience justice in their life?
- Enable the students to articulate their insights and response to the issue of the responsibility of all to work towards social justice in our world?
- Deepen student's knowledge and connection to Jesus' story and his teachings about justice and protection for all?
- Encourage students to question, think, explore, share and contribute to inquiry into social justice and to make connections to their own life?



Uniting Church in Australia  
SYNOD OF VICTORIA AND TASMANIA  
***Come and See***

**Middle Years (5-6)**

## **Understanding The World: 3.1 Social Justice**



## UNDERSTANDING OUR WORLD 3.2 The Environment

### Student Objectives

#### That students will:

- Understand the environment as an integrated whole which we believe is a gift from God.
- Appreciate that we need to use the environment wisely and carefully and care and preserve it for future generations.
- Understand that creation depends on human involvement for its ongoing life.
- Affirm the scripture story of creation in Genesis as part of our heritage.
- Discover some of the many ways the environment can nurture us, such as camping, bushwalking.

We are confident that this unit can be related easily to the VELS standards, particularly in the areas of Interpersonal Development, Communication, Thinking Processes. The unit can also be linked to enquiry based learning.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

Prior to this level, students have had exposure to thinking about and caring for our environment, so we will explore issues and concerns, globally and locally, at a deeper level.

- In this unit we will explore the nature of the term environment as gift.
- We will reflect on our thinking and behaviour as we take responsibility of caring for the earth. We are gifted individuals who have the capacity to contribute to and change the world around us.
- We will explore some of the issues affecting our environment, globally and locally.
- We will explore how the environment can nurture us at a local and global level.

#### Notes for the Teacher:

- *Through the Genesis story we will explore what we are called to in caring for the environment.*
- *People are part of creation - we are partners in creation.*



## UNDERSTANDING OUR WORLD 3.2 The Environment

- *To exist in harmony and in good relationship requires our co-operation.*
- *Because we can make choices, we can have an impact on results. Sometimes our choices are not well informed and we create other problems.*
- *We have the capacity to help create a better world.*
- *We have a duty to co-operate in caring for the environment because we are called to be stewards of creation.*
- *The lesson plans build one upon the other. We look at creation and how it impacts on our daily lives, from a local and global perspective.*
- *It is understood that students will bring many opinions and much knowledge to this topic, which in turn should generate rich discussion.*

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

#### Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

(go to People of Faith)

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

#### Student Resources

##### Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## UNDERSTANDING OUR WORLD 3.2 The Environment

Lesson 1	And God Saw That It Was Good
Resources	Lesson Format
<p>Class sets of bibles</p> <p>Access to internet</p> <p><a href="http://www.devotions.net/bible00bible.htm">www.devotions.net/bible00bible.htm</a></p> <p>Worksheet 1.</p> <p>Genesis 1: 1- 31;</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do we respond to the idea of environment as gift from God?</li> <li>• What responsibility do we have at a local level?</li> <li>• What does the Genesis story teach us about responsibility?</li> </ul> <p>Students investigate the concept of gift.</p> <p><i>Some gifts stand alone / some require a response / some need to be reciprocated / most invoke emotions that please us / some are unexpected / some are expected and anticipated with excitement / some are small / some are large / some require sacrifice on the part of the giver</i></p> <p><b>Discussion:</b> If we think of the environment as gift what sort of response does this elicit from us?</p> <p>What are our responsibilities?</p> <p>Question the students about their knowledge if any of the Genesis story. What words might you expect to find?</p> <p><b>Worksheet 1.</b></p> <p><i>Genesis is one of the stories from our Christian tradition which is read every year as part of the Easter vigil . Prior to reading the story, explain that there are many creation stories from various cultures, that many people believe that God created the universe and that everything was made with a purpose and a sense of order.</i></p> <p><i>Teacher may choose to ask students to relate other creation stories they may know or have heard of.</i></p> <p><i>When reading the Genesis account choose the approach that best suits your students, eg. read it aloud / choose a student to read each section, etc.</i></p> <p>Read the story of creation Genesis 1</p> <p>Complete <b>Worksheet 1.</b></p> <p>Highlight key words in the story</p> <p><b>“And God saw that it was good,”</b> appears a number of times.</p> <p><i>This refers to the harmony and positive relationships which existed between created things. God was pleased with the relationship between the various aspects of creation. God approved of the relationship between all created things.</i></p> <p><i>We are called to preserve that harmony as well as be part of it.</i></p> <p><b>Dominion</b> –stewardship –taking care of.</p>



## UNDERSTANDING OUR WORLD 3.2 The Environment

<p>Access to Art department facilities for a variety of materials</p> <p>Uniting Church Assembly website <a href="http://.unitingjustice.org.au">http://.unitingjustice.org .au</a></p>	<p><b>Rest</b> –is part of the gift. In what ways do we care for ourselves?</p> <p><b>Activity</b> Retell the Genesis story in a series of pictures</p> <p><b>OR</b> In small groups, one group for each part of the creation story build a class collage in conjunction with the Art department -introduce created things in the order of the story, water, wind, light, sky, earth, vegetation, sun moon stars, creatures of the sea and air, creatures of the earth, humankind.....Rest</p> <p><b>For further reading go to <a href="http://www.unitingjustice.org.au">www.unitingjustice.org.au</a> -Uniting Church Statements -Living Sustainably to document –‘Rights of Nature –Rights of Future Generations’</b></p> <p>Think of a place where I might feel a sense of harmony within the environment, eg. by the beach, in the bush ....an unspoiled place that is respected by all users....somewhere that has beauty and allows us to appreciate and co-exist with nature.</p> <p><i>The teacher may choose to share a personal favourite place and describe it to the students. Displaying a picture of a beautiful scene may be useful.</i></p> <p><b>Questions:</b></p> <p>Why would this place be postcard material? What makes it special?</p> <p>Design a postcard and include a message for future users.</p> <p><i>This may be done on computer or as a hard copy.</i></p> <p>At completion of the postcard, share your message for the environment.</p> <p>What do you think is the key role for all people in creation?</p> <p><i>If the students respond with ideas allied to human achievement, examine these ideas with respect and care, but lead them to see that there is a greater purpose for human life shared by all people.</i></p> <p><i>People are called to live in harmony and positive relationship with all aspects of the environment in which they live ,work and enjoy.</i></p>
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## UNDERSTANDING OUR WORLD 3.2 The Environment

### **Genesis 1**

**1**In the beginning when God created<sup>\*</sup> the heavens and the earth, <sup>2</sup>the earth was a formless void and darkness covered the face of the deep, while a wind from God<sup>\*</sup> swept over the face of the waters. <sup>3</sup>Then God said, 'Let there be light'; and there was light. <sup>4</sup>And God saw that the light was good; and God separated the light from the darkness. <sup>5</sup>God called the light Day, and the darkness he called Night. And there was evening and there was morning, the first day.

**6** And God said, 'Let there be a dome in the midst of the waters, and let it separate the waters from the waters.' <sup>7</sup>So God made the dome and separated the waters that were under the dome from the waters that were above the dome. And it was so. <sup>8</sup>God called the dome Sky. And there was evening and there was morning, the second day.

**9** And God said, 'Let the waters under the sky be gathered together into one place, and let the dry land appear.' And it was so. <sup>10</sup>God called the dry land Earth, and the waters that were gathered together he called Seas. And God saw that it was good. <sup>11</sup>Then God said, 'Let the earth put forth vegetation: plants yielding seed, and fruit trees of every kind on earth that bear fruit with the seed in it.' And it was so. <sup>12</sup>The earth brought forth vegetation: plants yielding seed of every kind, and trees of every kind bearing fruit with the seed in it. And God saw that it was good. <sup>13</sup>And there was evening and there was morning, the third day.

**14** And God said, 'Let there be lights in the dome of the sky to separate the day from the night; and let them be for signs and for seasons and for days and years, <sup>15</sup>and let them be lights in the dome of the sky to give light upon the earth.' And it was so. <sup>16</sup>God made the two great lights—the greater light to rule the day and the lesser light to rule the night—and the stars. <sup>17</sup>God set them in the dome of the sky to give light upon the earth, <sup>18</sup>to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. <sup>19</sup>And there was evening and there was morning, the fourth day.



## UNDERSTANDING OUR WORLD 3.2 The Environment

20 And God said, 'Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.' <sup>21</sup>So God created the great sea monsters and every living creature that moves, of every kind, with

which the waters swarm, and every winged bird of every kind. And God saw that it was good. <sup>22</sup>God blessed them, saying, 'Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth.' <sup>23</sup>And there was evening and there was morning, the fifth day.

24 And God said, 'Let the earth bring forth living creatures of every kind: cattle and creeping things and wild animals of the earth of every kind.' And it was so. <sup>25</sup>God made the wild animals of the earth of every kind, and the cattle of every kind, and everything that creeps upon the ground of every kind. And God saw that it was good.

26 Then God said, 'Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.' <sup>27</sup>So God created humankind in his image, in the image of God he created them; male and female he created them. <sup>28</sup>God blessed them, and God said to them, 'Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.' <sup>29</sup>God said, 'See, I have given you every plant yielding seed that is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food. <sup>30</sup>And to every beast of the earth, and to every bird of the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food.' And it was so. <sup>31</sup>God saw everything that he had made, and indeed, it was very good. And there was evening and there was morning, the sixth day.

Thus the heavens and the earth were finished, and all their multitude. <sup>2</sup>And on the seventh day God finished the work that he had done, and he rested on the seventh day from all the work that he had done. <sup>3</sup>So God blessed the seventh day and hallowed it, because on it God rested from all the work that he had done in creation



## UNDERSTANDING OUR WORLD 3.2 The Environment

### Worksheet 1..... Genesis story.

**What do you know about this story?**

**What words would you expect to find?**

#### **Work through the text**

Use the story to build up a picture

**What do you know now about the story?** What does it tell us about our connectedness to all of creation. What can we learn from this story?



## UNDERSTANDING OUR WORLD 3.2 The Environment

Lesson 2	Every Problem Requires a Solution
Resources	Lesson Format
<p><i>“<b>Window,</b>”</i> Jeannie Baker, Walker Books, 2002 ( a Big Book is available)</p> <p>Two worksheets provided.</p> <p>Other resources include: <i>“<b>Green Fingers</b>”</i> Emily Rodda, Scholastic, 1998.</p> <p><i>“<b>The Lorax,</b>”</i> Dr Seuss, Harper Collins, 1971, 1999.</p> <p><i>“<b>The Story of Rosie Dock,</b>”</i> Jeannie Baker, Random House, 1995</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What does using the environment wisely and carefully look like?</li> <li>• How do we develop awareness?</li> </ul> <p><i>Prior to reading this book alert the students to the changes they will observe in the view through the window. There are changes occurring inside and outside the window. The time frame is 24 years.</i></p> <p>Read the book “Window” by Jeannie Baker.</p> <p>In pairs, list some of the changes that were observed over the 24 years the book spanned.</p> <p><b>Worksheet 2...</b> View from the Window.</p> <p>Discussion: What was implicit in the illustration on the final page? <i>The process was beginning all over again.</i></p> <p>What do you think Jeannie Baker’s message is?</p> <p><i>Environments change almost without us noticing. We have a duty as human beings to protect our planet, and to use our environment wisely. Our decisions will impact on future generations. We should try to be responsible in our decision making.</i></p> <p>Brainstorm:</p> <p>Think about your school environment. What are some of the environmental concerns in your school, both inside and outside?</p> <p><i>Recycling, rubbish in playground, lights left on in empty rooms, garden beds being used as playground areas, water wasted, doors left open so heat escapes, etc.</i></p> <p>Select a problem and try to come up with some solutions.</p> <p>Are there avenues for you as an individual or a class to address an issue? How?</p> <p>Design a poster to raise awareness of the concern.</p> <p>You may like to do a computer design or draw freehand.</p>





## UNDERSTANDING OUR WORLD 3.2 The Environment

### Worksheet 3

### In the Balance

Issue	Good news	Bad news	Solution
1. Global warming.			



## UNDERSTANDING OUR WORLD 3.2 The Environment

Lesson 3	A Helping Hand
Resources	Lesson Format
<p>Worksheet 3...In the Balance.</p> <p>Internet access</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are some of the global issues about the environment?</li> <li>• How can we contribute to the work of sustaining the environment?</li> </ul> <p>Discuss some of the many environmental issues that concern the whole world. Some of these are man-made and some are natural.</p> <p>Brainstorm some of these.</p> <p><i>global warming</i> <i>pollution</i> <i>green house gases</i> <i>carbon imprint</i> <i>rainforest destruction</i> <i>woodchipping</i> <i>loss of wilderness areas</i> <i>natural disasters, such as cyclones/ tornadoes etc.</i></p> <p>What are some of the ways people misuse their environment?</p> <p>What consequences do these behaviours have on the environment?</p> <p>What can people do to help the environment?</p> <p>In groups of 2-3 discuss / research one or two of these issues.</p> <p>Use <b>Worksheet 3</b>...In the Balance.</p> <p>Solutions bring a degree of controversy. Some are well accepted by communities around the globe and some polarise communities.</p> <p>In 2007 the Kyoto Agreement was signed by Australia.</p> <p>Locate Kyoto on a map.</p> <p>Why is this a significant event in Australian history?</p> <p>What is included in the agreement?</p> <p>Who agreed?</p> <p>Who didn't agree?</p>



## UNDERSTANDING OUR WORLD 3.2 The Environment

<p>Worksheet 4...Definitions.</p>	<p>What does the agreement mean for Australia?</p> <p><b>Sustainability</b> is very important.</p> <p>Explore what this means?</p> <p>Your school may have a sustainability plan.</p> <p>Some of this plan may be displayed in the classroom.</p> <p><b>Worksheet 4...</b> Matching words and definitions.</p> <p>If we are required to be stewards of creation, then we do have a responsibility to be aware of the issues and concerns.</p> <p>What is a steward? ( <i>care/ protect / look after</i> )</p> <p>Where do we hear this word? ( <i>racers / airlines /animal welfare</i> )</p> <p>Part of becoming a steward of creation involves being well informed.</p> <p>You may like to explore some websites that work in areas of conservation and sustainability, eg,</p> <p>Ceres Community environment <a href="http://www.ceres.org.au">http://www.ceres.org.au</a></p> <p>Gould Group <a href="http://www.gould.edu.au">http://www.gould.edu.au</a></p> <p>Royal Botanic Gardens Melbourne <a href="http://www.rbq.vic.gov.au/education">http://www.rbq.vic.gov.au/education</a></p> <p><i>You may like to explore the work of :</i></p> <ul style="list-style-type: none"><li>a) UNESCO</li><li>b) Australia</li><li>c) Local Government in your area</li><li>d) Your home.</li></ul>
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## UNDERSTANDING OUR WORLD 3.2 The Environment

Lesson 4	Stewards of Creation
<p>Suggested resources include:</p> <p>Landcare Australia <a href="http://www.landcarevic.net.au">www.landcarevic.net.au</a></p> <p><a href="http://www.primaryschool.com.au/environment.php">www.primaryschool.com.au/environment.php</a></p> <p><a href="http://www.uccamping.org.au">www.uccamping.org.au</a></p>	<p><b>Lesson Format</b></p> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How is creation part of our heritage?</li> <li>• How do we nurture our heritage?</li> <li>• How can the environment nurture us?</li> </ul> <p>We all have a responsibility to be stewards of creation. Being a steward means taking care of something, so that future people can enjoy and use it too.</p> <p>Think of the most beautiful place you have ever visited. Why do people keep returning to such a place? Why do they take photos or try to capture the place in some way? Why do they tell others about it or alternatively, not tell others?</p> <p><i>We want to share the beauty It gives us a sense of peace It gives us a sense of belonging It gives us a sense of being one with nature It gives us a sense of gratitude</i></p> <p>Think about bushwalking or camping. What are the benefits for us? How do we protect this environment? eg</p> <p><i>Keep to the paths Use bins Recycle Save water Clean up Care for animals Protect the natural flora Can be done for long or short periods of time Allow us to alter our routines Allow us to visit places we would not see otherwise Provide thinking time Allows us to experience quiet Allows us to see the natural flora and fauna Allows us to notice small changes in nature</i></p> <p>Teachers may wish to invite camp co-ordinators to speak to students about environmental issues at camp sites. Uniting Church camping website may be useful.</p>

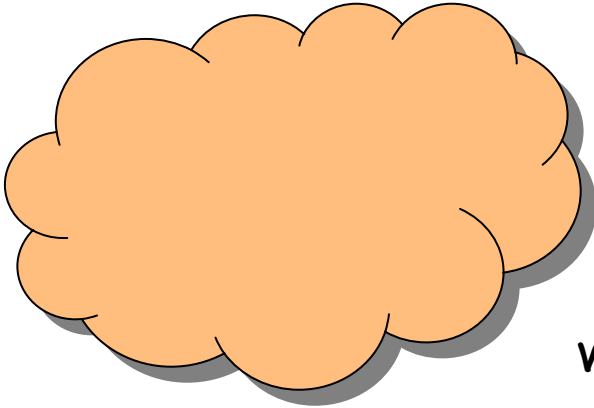


## UNDERSTANDING OUR WORLD 3.2 The Environment

<p>Psalm 148</p> <p>CD <u>Wherever You Go,</u> Andrew Chinn.</p>	<p>When we care for our environment we get something in return.</p> <p>We get a sense of peace, belonging and wellbeing. We allow the earth to nurture us.</p> <p>Discuss times when the students have experienced a sense of peace or hopefulness from their environment.</p> <p><i>Teachers may choose to take their students outside and participate in a celebration of their environment. Meditation takes practice and a willingness to participate, so prepare the students and create the right atmosphere. The earth has much to offer us if we listen.</i></p> <p><u>Outdoor Meditation</u></p> <p>Become still and silent. ( 1-2 min.) Become aware of your breath. ( 1 min.) Become aware of the sounds of creation around us. ( 1-2 min.)</p> <p>Conclude with a song / piece of music that appeals to the group, or the psalm 148 ( included).</p>
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## UNDERSTANDING OUR WORLD 3.2 The Environment



### Worksheet 4.

Match words and meanings.

Recycling	Solar	Desalination	Pollution
Wilderness	Natural disasters	Sustainability	
Stewards of creation			

- a) *something left in its natural state*
- b) *process of removing salt from sea water*
- c) *re-using or using again*
- d) *something that destroys the purity of something else*
- e) *of the sun*
- f) *sudden or great misfortune resulting from nature*
- g) *keep something going for sustained time*
- h) *Taking care for future generations*

\* *You might like to add some environmental words of your own.*

\* *You might like to investigate wave or tidal power.*



## UNDERSTANDING OUR WORLD 3.2 The Environment

### Psalm 148      Stewards of Creation.

Praise the Lord!  
Praise the Lord from the heavens;  
Praise him in the heights!  
Praise him, all his angels;  
Praise him, all his host.

Praise him, sun and moon;  
praise him, all you shining stars!  
Praise him, you highest heavens,  
and you waters above the heavens.

Let them praise the name of the Lord,  
for he commanded and they were created.  
He established them for ever and ever;  
he fixed their bounds, which cannot be passed.

Praise the Lord from the earth,  
you sea monsters and all deeps,  
Fire and hail, snow and frost,  
stormy wind fulfilling his command.

Mountains and all hills,  
fruit trees and all cedars!  
Wild animals and all cattle,  
creeping things and flying birds!

Kings of the earth and all peoples,  
princes and all rulers of the earth!  
Young men and women alike,  
old and young together!

Let them praise the name of the Lord,  
for his name alone is exalted;  
his glory is above heaven and earth.  
He has raised up a horn for his people,  
praise for all his faithful,  
for the people of Israel who are close to him.  
Praise the Lord!



## UNDERSTANDING OUR WORLD 3.2 The Environment

### Assessment Ideas

#### How well did the students:

- *Demonstrate their understanding of environment as a gift, through their reading of the Genesis story and postcard activity?*
- *Demonstrate a deeper appreciation of the effects of change to an environment through their study of the Jeannie Baker book, "The Window?"*
- *Demonstrate their understanding of the responsibility to safeguard the environment for future generations through the plans for caring for their own school and discussion on global issues and sustainability*
- *Demonstrate their understanding of how the environment can nurture us, through class discussions and meditation?*

### Evaluation

#### How well did the unit:

- *Enable the students to articulate their insights and responses to creation?*
- *Enable students to think of their responsibility to preserve the environment for future generations?*
- *Lead the students to a deeper appreciation and knowledge of the environment we live in?*
- *Encourage students to question, think, explore, share and contribute to inquiry into their response to the environment and to make connections to their own life?*

Middle Years (5 & 6)



Uniting Church in Australia  
*Come and See*

## **UNDERSTANDING OUR WORLD 3.2 The Environment**



## Understanding the World: 3.3 Our Changing World Media /Technology

### Student Objectives

#### That students will:

- Identify and grow in awareness of the world in which we live is in constant state of change.
- Identify that we need to develop skills of discernment when presented with issues in the media.
- Identify that in the ever-changing world the scriptures are a constant example of what is good and true.
- Realise that as global citizens and as people of God we show compassion and love to all.

#### Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will explore the variety of ways that the world in which we live is not static. Significant change is happening rapidly in the 21<sup>st</sup> century. Improvement in the technology we use changes at an incredible rate and we are continually faced with the questions of the positive and negative affects those changes have on our world. Learning to live with change and contribute positively to it is the essential ingredient towards being active citizens of our world.

Media plays a very significant role in shaping our thoughts, opinions and attitudes. We need to become acutely aware of the messages presented to us in the various forms of media and understand the impact they have on us. Our students need to be aware that they have a part to play as global citizens. We are called by our common belief in God to make our world a better place.

#### Notes for the Teacher:

*As students in the 21<sup>st</sup> century, we have the global village in our classrooms.*

- *The variety of cultural backgrounds of our students demands that we have a sensitivity and respect for the values beliefs, customs, and traditions of all families.*
- *We discover that in our diversity of cultures we are similar in many ways eg. family values*



## Understanding the World: 3.3 Our Changing World Media /Technology

- *We know that students at this stage of their social and physical development are experiencing change and are growing more aware of a wider world in which they can play their part as an active citizen.*
- *With approaching adolescence the students value their growing independence and we as teachers give them scope to voice opinions in a variety of ways.*

*We look at the scripture reading **Philippians 4:8** which urges us:*

- *to seek out what is true and noble in our world and act upon it?*
- *to ask the questions that seek out truth.*
- *to develop the skills of discernment when we receive messages via the media*
- *to act upon what we know to be true and just.*

*The final section of this unit of work looks to the role we play in this world and how our common needs as global citizens urge us to seek justice for all by our understanding and compassion for those in need.*

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

#### Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

(go to People of Faith)

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

#### Student Resources

##### Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding the World: 3.3 Our Changing World Media /Technology

Lesson 1	How Do Things Change So Quickly????
Resources	Lesson Format
<p>Take home activity</p> <p>Scripture: Matthew 25:14-30 Parable of the Talents</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How has the world changed in your parents and grandparents lifetime?</li> <li>• What does Christian Scripture tell us about being aware of using our gifts to make a better world?</li> </ul> <p><b>Teachers Notes:</b>  <i>Students need to build foundations for the understanding of change in their immediate world. Through the use of technology they will become aware of the variety of ways in which the world of their grandparents and parents has changed in two generations. The advances in technology have had positive and negative effects on their world. In their use of technology they need to consider and respect the value of the human person.</i></p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li><b>1. How has the world changed in your parents and grandparents lifetime?</b> List the things you can think of that have changed eg camera with film, typewriter, video recorder , music tapes etc</li> <li><b>2. (Worksheet 1)</b> Fill out a home inventory of all the technology used in your house. Lounge Room, Bedrooms, Bathrooms, Kitchen, Laundry, outside areas.</li> <li><b>3. Take Home Activity:</b> Take home list and ask your parents and grandparents how these technologies have changed in their lifetime.</li> <li><b>4.</b> Students present their home research to the class, highlighting their parent's reflection on technological change in their lifetime.</li> </ol>



## Understanding the World: 3.3 Our Changing World Media /Technology

<p>Internet access</p> <p><a href="http://www.devotions.net/bible/00.htm">www.devotions.net/bible/00.htm</a></p>	<p><b>What does Christian Scripture tell us about being aware of using our gifts to make a better world?</b></p> <p><b>Teachers Notes:</b>  <i>In this lesson we look at the scripture reading of <b>Matthew 25:14-30</b> 'The Parable of The Talents</i></p> <ul style="list-style-type: none"> <li>• <i>This Parable gives us a clear message about the opportunities that are presented to us in our lives.</i></li> <li>• <i>The servants in this parable were given this enormous amount of money by their master to do as they pleased,</i></li> <li>• <i>A Talent was an enormous amount of money –fifteen year’s wagers. It was the servant’s responsibility to use that money to increase the master’s wealth. The “talents” are not equally distributed amongst the servants</i></li> <li>• <i>In God’s plan we are all endowed with different “talents” so that we will recognise our needs for each other and practise generosity, kindness and the sharing of the abilities we have.</i></li> <li>• <i>Today we have that same responsibility to activate all of our gifts in life to make a better world.</i></li> </ul> <p><i>Parable –a short story that has an underlying message</i></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Read Scripture: <b>Matthew 25:14-30 Parable of the Talents.</b></li> <li>2. Students recount scripture story orally.</li> <li>3. Have the students discuss the language of text messaging.</li> <li>4. <b>Story Ladder (Worksheet 2 )</b>Students use text language to recount what the Master says.</li> <li>5. Model sending a message to another member of the class telling them about “talents” of kindness, generosity and sharing the students show towards one another.</li> <li>6. Use the text messages to create a classroom poster or display using the headings “Technology helps us to communicate good news in our world”</li> </ol>
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## Understanding the World: 3.3 Our Changing World Media /Technology

### Matthew 25:14-30, Luke 19:11-20

#### *Parable of the Talents*

**'For it is as if a man, going on a journey summoned his slaves and entrusted his property to them;**

- ❖ to one he gave five talents,**
- ❖ to another two,**
- ❖ to another one, to each according to his ability.**
  
- ❖ The one who had received the five talents went off at once and traded with them, and made five more talents.**
- ❖ In the same way, the one who had the two talents made two more talents.**
- ❖ But the one who received the one talent went off and dug a hole in the ground and hid his master's money.**

**After a long time the master of those slaves came and settled accounts with them.**

- ❖ Then the one who received the five talents came forward, bringing five more talents, saying 'Master you handed over to me five talents; see I have made five more talents.' His master said to him, 'Well done good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.'**
  
- ❖ And the one with the two talents also came forward saying, 'Master you handed me two talents' see, I have made two more talents. His master said to him, 'Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.'**
  
- ❖ Then the one who had received the one talent also came forward saying, 'Master I knew that you were a harsh man, reaping where you did not sow, and gathering where you did not gather seed; so I was afraid , and went and hide your talent in the ground. Here you have what is yours.'**
  
- ❖ But the master replied, 'You wicked and lazy slave! You knew, did you, that I reap where I did not sow, and gather where I did not scatter? Then you ought to have invested my money with the bankers and on my return I would have what was my own with interest. So take the talent from him and give it to the one with the ten talents. For all those who have, more will be given and they will have abundance; but from those who have nothing, even what they have will be taken away. As for this worthless slave, throw him into the outer darkness, where there will be weeping and gnashing of teeth.'**



## Understanding the World: 3.3 Our Changing World Media /Technology

### Worksheet 2

**Matthew 25:14-30, Luke 19:11-20**

1. After reading the parable, discuss with your group the events in the story.
2. Rewrite the responses the master made in the scripture story in SMS Text language.

To the first slave the Master said.....  
(eg.U hav dun gr8 things, :) u r wun d ful, u will b rewarded)

To the second slave the Master he also said.....  
(eg.U hav dun gr8 things :) u r wun d ful, u also will b rewarded)

To the third slave the Master growled .....  
(eg.U r bad, u hav not dun wot I askt :(

What would you have done if the Master gave you all that money?

Name some of the ways you can use your “talents” (generosity, kindness, sharing) to help make our world a better place.  
(Eg. ur gr8 & u dlite me.)



## Understanding the World: 3.3 Our Changing World Media /Technology

Lesson 2	Media Mayhem!
Resources	Lesson Format
	<p><b>Focus Question</b></p> <ul style="list-style-type: none"> <li>• How does media influence the way we think?</li> </ul> <p><b>Teacher Notes:</b>  <i>Computers, Internet and Television and Newspapers, are the avenues through which we are both entertained and informed. Without even realising it, our values and attitudes can be influenced to the extent that we are capable of changing our point of view.</i>  <i>To be able to discriminate what we view, read and hear is the most important tool we can use in our society. We, as teachers, have the challenge to teach and to discern the positive aspects of the mass media and to give our students the skills to question the information they are receiving via the media.</i></p> <ul style="list-style-type: none"> <li>• <b>How does media influence the way we think and live our lives?</b> <ol style="list-style-type: none"> <li>1. Have a one minute 'Media Challenge' wherein all the various mediums are recorded on whiteboard. (eg. Internet, television etc)</li> <li>2. Pose the question 'How many forms of media have you been exposed to in the last 24 hours?' Graph them on the white board.</li> <li>3. In groups of 4 on chart paper, have the students brainstorm everything they know about one form of media (eg. Internet, radio, television)</li> <li>4. Students then go on a "Print Walk" around the room to view what each group has written about a particular form of media</li> <li>5. Discuss why do we need media in our society? (eg. Information, communications, expression of opinions, entertainment )</li> </ol> </li> </ul>



## Understanding the World: 3.3 Our Changing World Media /Technology

### **Select a current issue/ a current media topic.**

Teacher will need to preselect a piece of text any form of media (eg newspaper, internet site, radio transcript film clip etc.)

#### **Teacher asks questions:**

- What is the issue?
- What prior knowledge do you have on this issue?
- Underline or record words that “jump out” at you about this issue
- What do the graphics of the particular media convey to you?
- What is the down side and upside to this issue?
- Is it fair to all parties involved?
- What do you think? (Individual Reflection)
- Students share individual reflections
- Teacher records individual response on whiteboard
- What does the class think? (Collective Reflection)
- If you could decide, how could this issue be resolved?



## Understanding the World: 3.3 Our Changing World Media /Technology

Lesson 3	Look for the Good News!
Resources	Lesson Format
<p>Scripture Reading <b>Philippians 4:8</b></p>	<p><b>Focus Question</b></p> <ul style="list-style-type: none"> <li>• What do the scriptures tell us about being Good News to the world?</li> </ul> <p><b>Teacher Notes:</b></p> <p><i>Following on from the previous lesson wherein the students analysed a current issue, we will now look at how we are challenged as Christians to live the Good News.</i></p> <p><i>The Bible gives us access to the Hebrew Scriptures, the Christian Scriptures and the writings of the first century followers of Jesus as they set up the first Christian communities.</i></p> <p><i>The Hebrew Scriptures are the ancient stories of the Israelites, their history, their laws and their prayers. Because Jesus was born a Jew he lived an observant Jewish life. The Hebrew Scriptures were the sacred scriptures Jesus read when he went to the synagogue throughout his life. Jesus died a Jew. In the first century following Jesus death his followers told the stories about their time with Jesus and the things they witnessed. These teaching and stories of Jesus then began to be recorded and eventually became the Christian Scriptures</i></p> <p><b>Let's look for the Good News!</b></p> <p>The students will explore their world by developing a class page about all the "Good News" that surrounds them everyday. Students will then reflect upon the Scripture Reading <b>Philippians 4:8</b> that asks us to seek out truth and act upon it in our world.</p> <p><b>Activity:</b></p> <p>In your class you have access to your class posting electronic messages on a class page that can be added by each student.</p> <ul style="list-style-type: none"> <li>• The task is to produce a "Good News My Class" page about the class and its activities.</li> <li>• Students can choose or devise a list to comment on (eg. Class achievements, school or out of school clubs, birthdays, pets, upcoming events etc.).</li> <li>• Remember emphasis is on the "Good News about people, places etc.</li> <li>• Students can add and enrich comments made by other members of the class.</li> <li>• Students will view the My Class page together and discuss "How has this My Class page spelt out the "Good News" for them in their classroom?</li> <li>• Read the Scripture <b>Philippians 4:8</b>. Ask the questions of the students.</li> <li>• Does our My Class page reflect the scripture piece? Is it truthful? Honourable? Show justice to all? Worthy of praise? Is it pleasing? Have we learnt anything new about our class? Can we change anything that is not "Good News "in our class?</li> </ul>



## Understanding the World: 3.3 Our Changing World Media /Technology

### Scripture Reading Philippians 4:8

Finally brothers and sisters,  
whatever is true,  
whatever is honourable,  
whatever is just whatever is pure,  
whatever is pleasing,  
whatever is commendable,  
if there is any excellence  
and if there is anything worthy of praise,  
and the God of peace will be with you.  
think about these things.

Keep on doing these things that you have learned  
and received and heard and seen in me  
and the God of peace will be with you.



## Understanding the World: 3.3 Our Changing World Media /Technology

Lesson 4	<ul style="list-style-type: none"> <li>We are One in this World of ours!</li> </ul>
Resources	Lesson Format
<p><a href="mailto:jim@victas.uca.org.au">jim@victas.uca.org.au</a></p> <p><b>A Prayer for all Children (Catholic Missions 1997)</b> Action For World Development: <a href="http://www.awd.org.au">www.awd.org.au</a> Amnesty International: <a href="http://www.amnesty.org.au">www.amnesty.org.au</a> <a href="#">u</a> Caritas Australia and Project Compassion kits: <a href="http://www.caritas.org.au">www.caritas.org.au</a> World Vision <a href="http://www.worldvision.org.au">www.worldvision.org.au</a></p>	<p><b>Focus Question</b></p> <ul style="list-style-type: none"> <li>How does our access to modern technology inform us about social justice issues and possible pathways to action?</li> </ul> <p><b>Teacher Notes:</b> <i>We belong to one world. It is our united responsibility to become aware of building a better world for all. We use media as a means to transport us to every corner of the world, to take a glimpse at what is happening and hopefully to have empathy and compassion for all.</i> <i>The poem “A Prayer for all Children”(Appendix) is confrontational and will promote solid discussion about the world in which we live. It is envisaged that the students can respond to the content of the poem by devising a class action plan. Most schools have active social justice groups that respond and support the marginalised in our world. Are the students aware of the activities this group within their school? What is the current project for this group? Can the class take an active role in this social justice project?</i></p> <ol style="list-style-type: none"> <li>1. People have basic needs (food, water, shelter and clothing) throughout the world. People suffer because of many difficult situations in the world deprive them of these basic needs.</li> <li>2. Read ‘<b>A Prayer for all Children</b>’ . This prayer presents many images that need to be discussed in detail as this is the position of many children in third world countries in the 21<sup>st</sup> Century.</li> <li>3. Discuss the poem and ask the students the question: Why is this happening to children in our world?</li> <li>4. Investigate whether your school has a Social Justice Group run by students. Invite a member of the group to discuss their project for that year.</li> <li>5. Investigate websites that help the children of the world and devise a class plan of action to contribute to the work of one of these organisations.</li> <li>6. Compose a prayer for the children of the world and use it on regular basis in the classroom.</li> </ol>



## Understanding the World: 3.3 Our Changing World Media /Technology

### A Prayer for all Children

#### **We pray for all children**

who put chocolate fingers everywhere,  
who stomp puddles and ruin their clothes  
who sneak cake before dinner,  
who can never find their shoes,  
who bring us sticky fingers,  
who squeeze toothpaste over the sink,  
who shove dirty clothes under the bed,  
who slurp their soup.

#### **We pray for all children**

who have no blanket to hug,  
who go to sleep hungry,  
who have no room to clean,  
whose monsters are real,  
who no longer bother to cry.

#### **We pray for all children**

who stare at photographers through barbed wire,  
who never play *hide-and seek*,  
who live where you wouldn't ever want to live  
whose pictures are on no one's shelves.

#### **We pray for all children**

who can't find bread to steal,  
who never get dessert,  
who will eat anything,  
who will never go to the circus,  
who will live in an X-rated world.

#### **We pray for all children**

whose nightmares come by day,  
who have never seen a dentist,  
who aren't spoilt by anybody,  
who live and move but have no being.

#### **We pray for all children**

who want to be carried  
and for those who must.  
for those we never give up on  
and for those who don't get a second chance.  
and for those who will grab the hand of anyone  
kind enough to offer.      Amen

(Adapted from Catholic Mission 1997)



## Understanding the World: 3.3 Our Changing World Media /Technology

### Assessment Ideas

#### How well did the students:

- Demonstrate their understanding of media/technology through their engagement in initial brainstorming activity?
- Demonstrate a deeper appreciation of media through their investigation of a current media issue and see how its influence has far reaching consequences?
- Demonstrate an understanding that the scriptures challenge us to use our varied talents to make a better world?
- Demonstrate and understand that action can be taken locally to help people who are marginalised in our world?

### Evaluation

#### How well did the unit:

- lead the students to a deeper appreciation and knowledge of the vital role technology plays in their world.?
- enable the students to articulate their insights and response to technology and media ?
- deepen student's knowledge and connection to Jesus' story and his teachings about the world and their responsibilities in it ?
- encourage students to question, think, explore, share and contribute to inquiry into technology and ,media and to make connections to their own life?



## Understanding the World 3.4 Cultural Diversity

### Student Objectives

#### That students will:

- *Recognise that they belong in a multi-cultural community where they can learn more about themselves and others.*
- *Celebrate the traditions that diverse cultures offer.*
- *Actively promote positive attitudes to diversity and challenge any negative biases that may exist.*
- *Explore stories that show how Jesus affirmed the self worth of all people, and develop the ability to affirm others.*
- *Become familiar with the ways in which the Dreaming continues to influence the lives of Indigenous Australians.*

We are confident that this unit can be related easily to the VELS standards, particularly in the areas of Interpersonal Development , Communication ,Thinking Processes. The unit can also be linked to enquiry based learning.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will explore the meaning of cultural diversity within the Australian context. Most students will have experienced other cultures within their school community and local neighbourhood. We aim to build upon these experiences through a process which further develops self awareness, all the while encouraging a culture that respects and values cultural diversity and opposes racism.

Within communities of believers, there are people of many cultures. We are called to respect and embrace difference, to engender a spirit of harmony and to seek unity and love. Through a study of some of the people who have made Australia their home, we can begin to understand their contribution.

We will examine how various faith leaders showed respect for all.  
In particular we will explore how Jesus recognised and affirmed the worth of others.

The Aboriginal peoples have a unique culture and a special place in Australia. Their Dreaming teaches them about their beginnings and provides them with an understanding of life.



## Understanding the World 3.4 Cultural Diversity

### Notes for the Teacher:

- *We will attempt to demonstrate the many benefits that come with developing an understanding of other cultures.*
- *Students may have been exposed to racism or even experienced it in their lives, so the development of qualities such as, understanding and acceptance is most important.*
- *The unit will provide further opportunity to develop and understand moral responsibility.*
- *The Dreaming stories tell about creation. All cultures have stories of traditions that educate.*
- *We will explore the idea that culture is embedded in the communication system. There is a strong connection between language and culture.*
- *Schools in Australia have the perfect opportunity to promote peace, harmony and empowerment among students of all cultural backgrounds. We will aim to engender a climate that allows and promotes peace, harmony and empowerment.*

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

#### Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

(go to People of Faith)

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

#### Student Resources

##### Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding the World 3.4 Cultural Diversity

<b>Lesson 1</b>	<b>Home is Where the Heart is.</b>
<b>Resources</b>	<b>Lesson Format</b>
<p>Worksheet Nos. 1 &amp; 2</p> <p>2006 <u>Census</u> figures</p> <p><a href="http://www.museumvictoria.com.au">www.museumvictoria.com.au</a></p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"><li>• What makes the Australian population unique?</li><li>• What is the history of immigration to Australia?</li><li>• What does it mean to be an Indigenous Australian?</li><li>• What does it mean to be Australian?</li></ul> <p>1. Brainstorm responses to the following questions and record answers on whiteboard or o/h.</p> <p>How many languages are spoken in Australia? (<i>over 200, according to the 2006 census figures</i>) How many languages are spoken in our school?</p> <p>2. In pairs, let students see if they can research the answers to the above questions. Compare their initial responses to their researched responses. Looking at the comparisons, elicit reactions. (<i>eg. surprise, affirmation, etc.</i>) What do the numbers tell us?</p> <p>3. Within the class list the backgrounds of the students.</p> <p>Discover who are the most recent arrivals within your class.</p> <p><i>They may like to tell of their experiences in settling into a new culture.</i></p> <p>The history of migration to Australia is varied and interesting. Most people come seeking a better way of life. Many of the early convicts stayed after their sentences were served. Throughout the short history of migration, people have come to Australia as refugees, assisted passengers, landowners, tradespeople, fortune seekers and the like.</p> <p>Students could research, then complete the table on <b><u>Worksheet 1</u></b> and discuss the reasons people have had for coming to Australia.</p> <p><i>They may wish to share the reasons their own family members had for coming to Australia, whether recently or long ago.</i></p> <p>Some of the vocabulary we will encounter during this unit needs to be understood.</p> <p><b><u>Worksheet No. 2</u></b> will assist with this development of understanding.</p>



## Understanding the World 3.4 Cultural Diversity

<p><a href="http://www.yarrahealing.melb.catholic.edu.au">www.yarrahealing.melb.catholic.edu.au</a></p> <p>CD Kanyini <a href="http://www.kanyini.com">www.kanyini.com</a> the story of Indigenous Australians as told by Uncle Bob Randall</p> <p>Reconciliation stories of the heart, sounds of the rock: Available Caritas Australia Ph: 1800024413 with teacher notes.</p> <p><i>(In the Yr 9-10 level 'As We Walk Along' is an in depth study of European invasion and its aftermath for Indigenous Australians)</i></p>	<p><i>Students may like to match the words and meanings they know and research the others.</i></p> <p><b>Question:</b></p> <p>What do you think it mean to be an indigenous Australian?</p> <p>Students may share any knowledge they have of indigenous Australians. This may include looking at the indigenous imprint on Melbourne. <a href="http://www.yarrahealing.melb.catholic.edu.au">www.yarrahealing.melb.catholic.edu.au</a></p> <ul style="list-style-type: none"> <li>- Some may know of their harsh treatment in Australia's history since white invasion.</li> </ul> <p><i>Prior to European invasion, when strangers arrived and took over the land without treaty or consent 500 Aboriginal nations lived, each with their own highly complex laws, customs, spirituality (the Dreaming stories) moral belief systems which included obligations, responsibilities, &amp; guidelines for relationships. They also had trading routes. For more than 40,000 years they had lived in peace, supported by a rich culture, intimately connected to the land which was the source of their existence physically and spiritually - ' My land is scared, it is my backbone, my spirit - it tells of how we came into being. As far back as our stories go we have been part of this land as has the soil, rocks, animals, birds -all of creation is part of the land.'</i></p> <p><b>'Kanyini' is a useful resource</b></p> <ul style="list-style-type: none"> <li>- Some may know of the some strategies that have been put in place in attempts to address some of these wrongs.</li> </ul> <p>Native Title –Land Rights –Reconciliation</p> <ul style="list-style-type: none"> <li>- Some may know about the Australian government's public apology in 2008. (Internet – Sorry Day)</li> <li>- The recent history of immigration has resulted in Australia being a relatively harmonious multi-cultural country compared to many countries</li> <li>- What do you like best about being Australian? <i>Use these responses to generate the basis of the prayers.</i></li> <li>- Compose a prayer of thanks for life in Australia. <i>This may be individual or in pairs. Perhaps the prayers could be prayed during these lessons.</i></li> </ul>
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## Understanding the World 3.4 Cultural Diversity

### Worksheet 1

#### AUSTRALIA'S MIGRATION PATTERNS. Lesson: Home is Where the Heart is.

ETHNIC GROUP	PERIOD	REASONS
British	1788- 1867 1850's	
Irish	1845 1850's	
Germans	1830's	
Pacific Islanders	1865-1900	
Southern Europeans	1920's	
Northern and Middle Europeans	1920's	
Lebanese	1965	
Vietnamese	1977	
North Africans	2000	

Reasons: Select from-----

**Punishment**

**Religious persecution**

**Discovery of gold**

**Kidnapped for labour**

**Shortage of jobs; poverty**

**Prospect of employment**

**Refugees and displaced persons**

**Escape from civil war**

**Refugees; joining family**

**Famine, harsh conditions at home**



Middle Years (5 & 6)

## Understanding the World 3.4 Cultural Diversity

### Worksheet 1.

#### **AUSTRALIA'S MIGRATION PATTERNS**

Lesson: Home is Where the Heart is

<b>ETHNIC GROUP</b>	<b>PERIOD</b>	<b>REASONS</b>
British	1788- 1867	Punishment
	1850's	Discovery of gold
Irish	1845	Harsh conditions at home Famine
	1850's	Discovery of gold
Germans	1830's	Religious persecution
Pacific Islanders	1865-1900	Kidnapped for labour
Southern Europeans	1920's	Shortage of jobs Poverty
Northern and Middle Europeans	1920's	Refugees and displaced persons
Lebanese	1965	Escape from civil war
Vietnamese	1977	Refugees Joining family
North Africans	2000	Refugees Escape from civil wars



## Understanding the World 3.4 Cultural Diversity

Lesson ----- Home is where the heart is.

**Worksheet 2:** Match word and meanings.

<b>1. nation</b>	<i>The ways of living built up by a group of human beings, which is transmitted from one generation to another.</i>
<b>2. refugee</b>	<i>Born in or natural to a country</i>
<b>3. community</b>	<i>One's native land</i>
<b>4. homeland</b>	<i>Of or pertaining to a society which embraces a number of minority cultures</i>
<b>5. culture</b>	<i>A body of people associated with a particular territory who are sufficiently conscious of their unity to seek or possess a government peculiarly their own</i>
<b>6. nationality</b>	<i>The state or fact of being diverse; difference; unlikeness</i>
<b>7. multicultural</b>	<i>One who flees for refuge or safety especially in time of political upheaval or war</i>
<b>8. origin</b>	<i>Social group of any size whose members reside in a specific locality, share government and have a cultural and historic history</i>
<b>9. diversity</b>	<i>The quality of membership in a particular nation (original or acquired )</i>
<b>10. indigenous</b>	<i>Birth, parentage, extraction</i>



## Understanding the World 3.4 Cultural Diversity

Lesson 2	Into the Melting Pot.
Resources	Lesson Format
<p>Response to brainstorm re. multiculturalism <b>Worksheet No. 3</b></p> <p>Story of Hien- <b>Worksheet No.4</b></p> <p>"Friendly Families", Gary &amp; Shelley Underwood, Blake Education P/L, 2006</p> <p>"I am Australian", Lyrics by Bruce Woodley &amp; Dobe Newton Music by Bruce Woodley, 1987.</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are the positive features of being a diverse culture?</li> <li>• How do we promote diversity?</li> <li>• What responsibility do we have to challenge negative biases?</li> </ul> <p>Listen to the song "I am Australian".</p> <p><u>Discuss:</u> What is it about? Where have you heard it sung? How do you think it makes people feel?</p> <p>In small groups brainstorm and record the evidence that demonstrates we live in a multicultural nation. <b>Worksheet 3.</b></p> <p><i>Students might like to investigate broadcasting vehicles, such as SBS or local radio.</i></p> <p><i>What sort of programs do they run? How many languages are represented?</i></p> <p>Talk to your parents / grandparents / or neighbours, who have lived in an area for a long time. What can they tell of life before post war immigration? How have things changed?</p> <p>What are the benefits of living in such a diverse culture? List the benefits, eg. <i>the range of foods we enjoy/ the music we listen to/ the knowledge of cultures different from our own, etc.</i> With a partner discuss the benefits you enjoy most.</p> <p>Many people have come to Australia as refugees. Many tell incredible tales of their journeys and their struggle to assimilate into Australian life.</p> <p>We will explore the story of Hien. Hien is now a teacher in a western suburbs school, but she came from Vietnam as a refugee and currently works helping new refugee students.</p> <p>Read the story of Hien. <b>Worksheet 4.</b></p>



## Understanding the World 3.4 Cultural Diversity

<p><b><u>"Liba came on a Boat"</u></b>, Liz Lofthouse, Illustrations Robert Ingpen, Penguin/Viking, 2007</p>	<p>Get the students to draw the outline of the boat somewhere on the playground and see just how small it was. Stand them inside the outline. Remind them that there were 83 people on Hien's boat, so they can get some idea of how limited the space was and how exposed they were to the elements.</p> <p>In pairs talk about her struggles. How must it have felt when she was on the boat? How must it have felt when she was on the deserted island for three months?</p> <p>Imagine arriving in Melbourne and then going to a hostel with lots of high wire fences surrounding you all the time?</p> <p>How would you feel about your new land?</p> <p>How do you think she managed to rise above her difficulties?</p> <p>Do you know of other stories like Hien's?</p> <p><i>A worthwhile follow-up would be to see if there are any other refugee stories in the library for the students to read. Your librarian can advise you.</i></p> <p><i>"Liba came on a Boat," Liz. Lofthouse, Penguin / Viking, 2007.</i></p> <p><u>Personal reflection:</u></p> <p>How is my life like Hien's?</p> <p>How does it differ?</p> <p>What lessons can I learn for my personal development?</p> <p>Make a resolution of an action you are going to take when you next hear someone speaking in another language, or trying to speak English.</p> <p>It may be that a big smile and a hello might make someone's day much better.</p>
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## Understanding the World 3.4 Cultural Diversity

### Worksheet No. 4 Into the Melting Pot.

#### A True Story by Hien Tran.

I was only sixteen years old when I left Vietnam. I left with my sister, brother in law and their three young children. We left on a boat that was fourteen metres long and three metres wide. It carried eighty-three people who were all trying to escape Vietnam. I was very sad to leave my mum and three other sisters behind, but we wanted to try to get a better education and have better opportunities for work. Because we did not have permission to leave Vietnam, we had to sneak away at night, and couldn't tell our friends that we were leaving. This was hard, but it was worth the chance that we might reach Australia.

While we were at sea a huge storm arose. I was very frightened and thought that we might die. We all thought the boat would sink. Luckily we survived the storm, but the journey was very hard. While we were at sea a baby was born. Can you imagine what that must have been like for the mother? Lots of people got sick during this part of our trip. After seven days at sea we saw land. There were men on the shore with guns and we were all very frightened, but some men from our boat swam over to them and explained our situation. They allowed us to stay. We were allowed to land on a deserted island called Palau Bidong, which was part of Malaysia.

We stayed on this island for three months, because an Australian official told us that after that time we would be allowed to enter Australia. When the time was up we were flown to Australia.

After reaching Melbourne, we were placed in the Midway Hostel in Maribyrnong. We were there for twelve months. I took English classes for six months and then was sent to school. School was very hard. My English was not very good and there was lots of reading. I was happy doing Maths, but the other subjects were difficult. Also there were no other Asian students at the school, so I was very lonely. One day a Japanese girl came to the school and that made me happier. I thought I would have a friend at last, but this girl spoke English because she had been born in Australia.

Later I transferred to Footscray Girls High School, where there were many other Vietnamese students, so I was really happy there. Because I had so much to learn, I did not pass HSC, which was Year 12 back then, so I went to work in a factory for a year. Then I worked in a kindergarten as a helper, until I was able to return to study at Victoria University, and became a teacher.

I now enjoy life in Australia. I even enjoy eating Australian food, but I still miss Vietnam. I miss my friends back there and the warm weather. As a teacher, I hope that I can help refugee children settle into life in Australia and make a better life for themselves.



Middle Years (5 & 6)

## Understanding the World 3.4 Cultural Diversity

Worksheet No.3 Into the Melting Pot.

FOOD	CLOTHING	LANGUAGES	FESTIVALS
Eg. Moroccan	Sari	Vietnamese	Chinese New Year



## Understanding the World 3.4 Cultural Diversity

Lesson 3	No Way: Our Way
Resources	Lesson Format
Worksheet 4	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is racism?</li> <li>• How do we deal with racist attitudes?</li> <li>• How can we change a racist culture for the better?</li> </ul> <p>1. Re-read the Story of Hien ( <b>Worksheet 4</b> )</p> <p>When Hien arrived in Australia her welcome was not very warm. When she first went to high school, she did not make friends and felt very alone. Her English was not strong and the schoolwork was very different from her previous studies in Vietnam. Perhaps she was teased or taunted for her inability to communicate in English effectively. She was made to feel different.</p> <p>What do we call behaviour that makes another person feel isolated or not wanted? <i>(discrimination / racism / prejudice)</i></p> <p>What could have happened to make her time at the first school happier? Why do you think Hien was happier when she changed schools?</p> <p>Sometimes we can inadvertently contribute to racist behaviour, when we repeat things we have heard about people or their cultures. A popular view is not necessarily a correct view.</p> <p>As people of faith we are called to be honest and fair.</p> <p>There are times when we need to take a stand.</p> <p>Jesus showed great acceptance of people who were excluded.</p> <p>He did not only deal with those who were popular or well known.</p> <p>Jesus did not discriminate against minority groups.</p>
Worksheet 5	<p>Read the story of the “Good Samaritan”. <b>Worksheet 5</b></p> <p><i>This story illustrates some very important points. The priest and the levite were recognised Jewish leaders in the time of Jesus. They could have been expected to set an example of how to live. The Samaritans were not accepted by the Jews. It would not have been common to have any dealings with them. However, this story illustrates that the Samaritan man was the only one to show any concern and kindness to the injured man. He arranged for him to be cared for at the inn and returned to check on his progress.. He set the example of how to behave towards others. Jesus used his actions as an example of how to live and told his listeners to do likewise.</i></p>



## Understanding the World 3.4 Cultural Diversity

<p><a href="http://www.racismnoway.com">www.racismnoway.com</a></p>	<p>Perhaps there are times when we behave like the people in this story. We pretend we do not notice what is happening to others in our playgrounds or streets, or we actively take part in teasing / taunting / discriminating.</p> <p>What can we do to raise awareness against bias, racism or discrimination?</p> <p><i>You may like the students to have a look at the website <a href="http://www.racismnoway.com">www.racismnoway.com</a></i></p> <p><i>This website has ideas for students to help them identify prejudice, bias and racism.</i></p> <p><b>Activity</b> <b>Develop a Charter</b></p> <p>To take these issues further than mere discussion topics, students could develop a charter for their classroom whereby they list expectations for positive treatment of one another.</p>
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## Understanding the World 3.4 Cultural Diversity

Lesson 4	We Believe in You.
Resources	Lesson Format
<p><a href="http://www.ifyc.org/system/files/faith%20Faith%20Bheroes">www.ifyc.org/system/files/faith%20Faith%20Bheroes</a></p> <p>Worksheets:</p> <p>Gandhi No.6a</p> <p>Jesus No. 6b</p> <p>Data Chart Worksheet No. 7</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• Who are some faith leaders we can look up to?</li> <li>• What did they do to be remembered by so many?</li> <li>• What can they teach us about the way we treat people?</li> </ul> <p><i>For the purposes of this lesson we are going to study Jesus and Gandhi, but there are other faith leaders who may be of significance to many students. They may like to research and share aspects of their lives.</i></p> <p>1. Read the questions that are going to be answered after reading a text.</p> <p>Who are the two faith leaders?  Where did Gandhi live?  Where did Jesus live?  What were the outstanding features of their public lives?  What was Gandhi's message?  What was Jesus' message?  How did Gandhi live out this message?  How did Jesus live out this message?  How did they behave towards marginalised people?  Give examples of things they did?</p> <p>2. Split the class into two groups.  Each group reads one of the two texts very carefully.  You may like to have a student read the text aloud and then give each member of the group a copy for quiet perusal, or you may like to put up an overhead copy of each text for students to read.</p> <p>3. Highlight the messages and good deeds.  4. Take notes that answer the questions.  5. Come back together as a whole group.  6. Nominate some students to present the results of their study to the class.  7. Have students ask any questions or raise issues they may have.  8. All students then present their findings on the data sheet.</p> <p><b>Worksheet 7</b></p> <p>If Jesus and Gandhi were living in Australia today, how do you think they would act towards peoples from diverse cultural backgrounds?  How can we apply these lessons to our lives?  <i>Students from other faiths may like to share something about their faith leaders.</i></p> <p>Compose a short message that could be the catchcry for our lives.</p>



## Understanding the World 3.4 Cultural Diversity

### Mahatma Gandhi

Mahatma Gandhi was a Hindu who helped India gain its independence from British colonial rule in 1947. Gandhi was both a political and spiritual leader of India and is recognized as the “Father of the Nation.” Although the British authorities repeatedly jailed Gandhi and his followers, he insisted on loving his enemies, by resisting them nonviolently. His actions also motivated movements for civil rights worldwide.

After experiencing racism and prejudice in his mid-20s in South Africa, Gandhi worked to secure the Indian community’s civil rights there. Upon returning to India, he proceeded to work against discrimination.

He led nationwide campaigns for the alleviation of poverty, the liberation of women, cooperation among religions, and Indian economic self-sufficiency and independence. Even in the most extreme situations, Gandhi remained committed to non-violence and truth.

Gandhi derived most of his principles from Hinduism and also believed all religions to be equal. He believed that at the core of every religion was truth and love. He read extensively about other religious traditions. Gandhi drew strength to stand up to his ideals from his strong religious commitment.

Gandhi was an inspiration, not to just the movement for equality and civil rights in India, but to movements worldwide, including the Rev. Martin Luther King Jr. in the civil rights movement in the United States, and Nelson Mandela in the struggle against apartheid in South Africa.

Gandhi worked actively against discrimination in India. We can learn a lot from his efforts for a better, fairer society.

[www.ifyc.org.files/faith](http://www.ifyc.org.files/faith)



## Understanding the World 3.4 Cultural Diversity

### Worksheet No. 6b

#### Jesus.

Jesus was born in Bethlehem, which is now part of Israel. He spent the first part of his life living in Nazareth, When he was about thirty-three years of age, he began what we know as his public life. He gathered a group of men around him known as disciples, and began to train them to carry out God's work. He helped the poor, cured the sick and taught all who would listen about how to live a good life.

For many, Jesus arrived as the long awaited Messiah. But on his arrival many did not recognize him. Others refused to accept him. Everywhere he went in His short life on earth, he made both enemies and friends. Men hated him so deeply that they sought to end his life and did crucify him. Despite this Jesus' message was to love one another.

Amazingly as the Hebrew scriptures had predicted centuries before, all of the events of his life from his lowly birth to death on a cross and then to his resurrection, did occur just as they had been predicted. The Christian scriptures tell of the life of Jesus.

The death and resurrection of Jesus Christ greatly impacted on his devoted followers. At his death many went into hiding, fearing for their very lives. But at His resurrection, they finally figured out what he had been trying to tell them and became powerful witnesses to the things that he had said and done. They spoke of how he had changed their lives and the lives of others. The spirit of Jesus continued to change the lives of many others.

Jesus influenced some people that they changed from hating his followers to becoming one of them. Saul of Tarsus ( St Paul ) was an example of such a person. (Story found in Acts 9).

Jesus continues to influence people in a similar manner today.

C. S. Lewis ( author of the Narnia series ) claimed to be an agnostic, ( one who holds that there is nothing outside of what we can see in the material world ), before his total transformation to belief in Christianity.



Middle Years (5 & 6)

## Understanding the World 3.4 Cultural Diversity

Worksheet No. 7. Faith Leaders Data Chart.

Faith Leaders.	Jesus	Gandhi
Where did they live?		
Nominate some outstanding features of their public lives?		
What was their main message?		
How did they live out their message?		
How did they behave towards marginalised peoples?		



## Understanding the World 3.4 Cultural Diversity

### Worksheet No. 7. Faith Leaders Data Chart. ( Possible responses)

<b>Faith Leaders.</b>	<b>Jesus</b>	<b>Gandhi</b>
<b>Where did they live?</b>	In the biblical country of Palestine; currently Israel.	India
<b>Nominate some outstanding features of their public lives?</b>	After years of service to people, especially the poor, outcast and sick, Jesus was crucified, buried, then rose to life.	Was a prominent figure in helping India gain independence from British colonial rule. His commitment to non-violent resistance.
<b>What was their main message?</b>	“Love one another as I have loved you”.	Truth and love for all peoples.
<b>How did they live out their message?</b>	Jesus continued to promote his message, even when the leaders of the day tried to stop him. He gained followers and taught them to spread his message.	Gandhi continued to pursue his ideals despite being jailed and mistreated. He led campaigns against poverty, and supported the liberation of women.
	Jesus sought the company of peoples who were marginalised by the leaders. He welcomed, helped, talked with and promoted them.	Gandhi saw himself as one of the marginalised people and worked with them, to better their conditions.



## Understanding the World 3.4 Cultural Diversity

### Worksheet No. 4

### Lesson: No Way; Our Way

#### A True Story by Hien Tran.

I was only sixteen years old when I left Vietnam. I left with my sister, brother in law and their three young children. We left on a boat that was fourteen metres long and three metres wide. It carried eighty-three people who were all trying to escape Vietnam. I was very sad to leave my mum and three other sisters behind, but we wanted to try to get a better education and have better opportunities for work. Because we did not have permission to leave Vietnam, we had to sneak away at night, and couldn't tell our friends that we were leaving. This was hard, but it was worth the chance that we might reach Australia.

While we were at sea a huge storm arose. I was very frightened and thought that we might die. We all thought the boat would sink. Luckily we survived the storm, but the journey was very hard. While we were at sea a baby was born. Can you imagine what that must have been like for the mother? Lots of people got sick during this part of our trip. After seven days at sea we saw land. There were men on the shore with guns and we were all very frightened, but some men from our boat swam over to them and explained our situation. They allowed us to stay. We were allowed to land on a deserted island called Palau Bidong, which was part of Malaysia.

We stayed on this island for three months, because an Australian official told us that after that time we would be allowed to enter Australia. When the time was up we were flown to Australia.

After reaching Melbourne, we were placed in the Midway Hostel in Maribyrnong. We were there for twelve months. I took English classes for six months and then was sent to school. School was very hard. My English was not very good and there was lots of reading. I was happy doing Maths, but the other subjects were difficult. Also there were no other Asian students at the school, so I was very lonely. One day a Japanese girl came to the school and that made me happier. I thought I would have a friend at last, but this girl spoke English because she had been born in Australia.

Later I transferred to Footscray Girls High School, where there were many other Vietnamese students, so I was really happy there. Because I had so much to learn, I did not pass HSC, which was Year 12 back then, so I went to work in a factory for a year. Then I worked in a kindergarten as a helper, until I was able to return to study at Victoria University, and became a teacher.

I now enjoy life in Australia. I even enjoy eating Australian food, but I still miss Vietnam. I miss my friends back there and the warm weather. As a teacher, I hope that I can help refugee children settle into life in Australia and make a better life for themselves.



## Understanding the World 3.4 Cultural Diversity

### Worksheet No.5 Lesson: No Way; Our Way.

#### **Luke, 10:29-37 The Good Samaritan.**

But wanting to justify himself, he asked Jesus, 'And who is my neighbour?'

<sup>30</sup> Jesus replied, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead.'

<sup>31</sup> Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. <sup>32</sup> So likewise a Levite, when he came to the place and saw him, passed by on the other side.

<sup>33</sup> But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. <sup>34</sup> He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him.

<sup>35</sup> The next day he took out two denarii, gave them to the innkeeper, and said, "Take care of him; and when I come back, I will repay you whatever more you spend."

<sup>36</sup> Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?'

<sup>37</sup> He said, 'The one who showed him mercy.'  
Jesus said to him, 'Go and do likewise.'



## Understanding the World 3.4 Cultural Diversity

Lesson 5	The Dreaming
Resources	Lesson Format
<p><a href="http://www.dreamtime.net.au">www.dreamtime.net.au</a></p> <p>Narana Creations Aboriginal Craft &amp; Cultural Interpretation Centre <a href="http://www.narana.com.au">www.narana.com.au</a></p> <p><a href="http://www.cultureandcreation.gov.au/articles/indigenou">www.cultureandcreation.gov.au/articles/indigenou</a> s</p> <p><a href="http://www.yarrahealing.melb.catholic.edu.au">www.yarrahealing.melb.catholic.edu.au</a></p> <p><i>VAEIA or regional website</i></p> <p><a href="http://www.loreoftheland.com.au">www.loreoftheland.com.au</a></p> <p>"Reconciliation Stories of the heart Stories of the rock," Study Guide &amp; CD, Available Caritas 1800 024 413</p> <p>Australians for Native Title and Reconciliation ( ANTaR),Caritas Australia and Catholic Mission.</p> <p>DVD "Kanyini" A film by Melanie Hogan, Hopscotch Entertainment.</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the Dreaming?</li> <li>• How can we develop a deeper understanding of, and respect for Aboriginal and Torres Strait Islander cultures as part of the heritage of Australia?</li> </ul> <p>The Indigenous peoples have a unique culture and hold a special place in Australia. In indigenous culture the land and the natural environment are "mother", and it is from mother earth that all life forms are nurtured and sustained. Some places have additional importance and are regarded as sacred sites. <a href="http://www.dreamtime.net.au">www.dreamtime.net.au</a> <a href="http://www.yarrahealing.melb.catholic.edu.au">www.yarrahealing.melb.catholic.edu.au</a></p> <p>Invite a representative from the Local Aboriginal Education Committee Group ( LAECG ) to come to the school and address the students and if appropriate, tell a Dreamtime story. Narana Creations offers cultural education sessions, which offers opportunity for a worthwhile excursion, or a session at your school.</p> <p>Explore the meaning of sacred. (<i>something very precious or holy</i>) In small groups see if you can identify any sacred sites within Australia representative of your own faith traditions.</p> <p>Compile a list of them. You may have visited some. Preservation of the site is very important.</p> <p>Perhaps the most well known sacred site in Australia is <a href="#">Uluru</a>. Located in the centre of Australia, southwest of Alice Springs, the first European explorers dubbed it Ayers Rock. It is a colossal outcropping of sandstone about six miles in circumference with an intense red color. At sunset it is particularly beautiful when its color changes from red to purple.</p> <p>The caves inside the rock are covered with Aboriginal paintings. In 1985 the federal government of Australia returned Uluru to its traditional owners, the Aborigines.</p>



## Understanding the World 3.4 Cultural Diversity

According to Cyril Havecker in his book *Understanding Aboriginal Culture*, in Aboriginal mythology Uluru is the Intelligent Snake from the higher spirit realms of the universe who brought forth a great rainbow. From this rainbow a huge spirit snake slithered down to earth. This was Uluru, symbol of the Great Rainbow Serpent. Uluru is depicted by aborigines as a symbol of fertility. It is shaped like a horseshoe lying on its side, the open end to the left.

[www.cultureandrecreation.gov.au/articles/indigenous](http://www.cultureandrecreation.gov.au/articles/indigenous)

Students may wish to share what they know about Uluru.

*Uluru (Ayres Rock) has undergone a name change.*

*Visitors are recommended not to climb the rock as a mark of respect.*

*There are many caves of special significance around the rock.*

*There are many examples of rock art around the base of the rock.*

*The rock is situated within an Aboriginal reserve.*

*There are stories about the rock that are particularly important to Aboriginal people.*

The Dreaming is conveyed through oral narrative, music, art and dance. Some current songs convey the importance of the land and the struggle to protect it. Use website for accurate information  
[www.dreamtime.net.au](http://www.dreamtime.net.au)

*You may like to use some of the songs on the "Reconciliation Stories of the Heart Sounds of the Rock" CD.*

*Really listen to the words. The messages are heartfelt.*

*The song, "Gunditjmara Land", is particularly evocative.*

Students may have seen dance or music performed by indigenous peoples and may comment on the messages conveyed.

The Olympic Games held in Sydney featured indigenous performances that may have been seen.

You may like to research how many groups tribes lived in the Victorian / Tasmanian area.

What places have aboriginal names?

Are there any sites around your area that are important to Aboriginal people?

Do you know about any indigenous artists or singers?

Can you share your findings with your class?

[www.narana.com.au](http://www.narana.com.au)



## Understanding the World 3.4 Cultural Diversity

### Assessment Ideas

#### How well did the students:

- Demonstrate their understanding of living in a multi-cultural setting through their research into Melbourne's cultural mix?
- Demonstrate a deeper appreciation of sensitivity towards other cultures through the study of Hien's journey?
- Demonstrate an understanding of their responsibility to be positive in their words and actions when interacting with diverse cultures?
- Demonstrate their willingness to be proactive against racism?
- Demonstrate a willingness to deepen their understanding of The Dreaming

### Evaluation

#### How well did the unit:

- lead the students to a deeper appreciation and knowledge of Australia's cultural diversity?
- enable the students to articulate their insights and response to peoples who differ from themselves?
- deepen student's knowledge and connection to Jesus' story and his teachings about treatment of all peoples
- help students to understand at a deeper level the story of Indigenous Australians.
- encourage students to question, think, explore, share and contribute to inquiry into attitudes and responses to our cultural diversity and to make connections to their own lives?



## Understanding Faith Communities: 4.1 Easter and Christmas

### Student Objectives

#### That students will:

- Learn the pivotal role of Easter in the Christian Calendar
- Appreciate the unity of the three days that form the Easter Celebration
- Deepen their awareness of the death and resurrection of Christ as the central Easter event
- Understand the idea of a Lenten period of preparation for Easter
- Learn that the Easter Season is a 50-day celebration.
- Understand that Advent is a time of preparation for Christmas.

We are confident that this unit can be related easily to the VELS standards, particularly in the areas of Interpersonal Development , Communication ,Thinking Processes. The unit canalso be linked to enquiry based learning.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will learn about the pivotal role of Easter in the Christian Calendar. We will also explore how Advent and Lent are times of preparation for the important Christian events of Christmas and Easter.

#### Notes for the Teacher:

*The students at this level are very conscious of the yearly calendar and know the important dates in the year. The events of each city, state and country are marked and celebrated in various ways. We also note the emergence of new dates that the commercial world exhorts us to remember (e.g. St Valentines Day). It is into this schema that we introduce the concept of a yearly calendar in the Christian Church.*

*The initial activity is planned to assist the students in creating a yearly calendar that includes the dates and key seasons of the church. It might be worth exploring the famous dates that the Christian church has celebrated, perhaps even starting with the famous saints who brought the Gospel to the eastern church: Saints Cyril and Methodius who are remembered on the 14<sup>th</sup> February.*

*The three days that form the Easter Triduum need some elaboration. Firstly, the Hebrew concept of the day is beginning at sunset and lasting until the next sunset. This explains why the 72 hours that*



## Understanding Faith Communities: 4.1 Easter and Christmas

*are celebrated begin at sunset on the evening of Maundy or Holy Thursday. The three days extend until Sunday evening at sunset.*

*The most complex concept to explore with the students is the idea that these 72 hours form one time, or one continuous celebration. The parallel might be the idea of a weekend, wedding celebrations, (the wedding on Saturday and gathering of family and friends on Sunday) the Grand Prix event, the Queens Birthday weekend. We see here the concept that one event is remembered over the days. In the Easter Triduum the event is the death and resurrection of Christ. Students may be focussed on the death occurring on the Friday and the resurrection on the Sunday but the Christian church celebrates both over the three days.*

*Teachers would be encouraged to familiarize themselves with the events of the Easter story. The Gospel of Mark and his passion narrative has been chosen as a basis for the unit.*

*The idea of a writer focussing upon the minute details of a person's death is quite a novel element of first century literature. Many ancient biographers would tell the story of one's life and would then cite the sentence of death. Rare is it that the final hours are scrutinized in such detail as the four gospel writers (evangelists) present. The reason for such elaboration is that they perceived the death of Christ as a key element in his ministry. Rather than a scandalous event to be embarrassed about, the evangelists take great pains, in their different ways, to highlight the centrality of the death of Christ. This event has profound significance for the followers of Christ and for the salvation of the world. **They saw the death of Christ and his resurrection as the 'still-point' of the moving world, the centre of world history and the zenith of Christ's mission.***

***It is because of this crucial event that the early church began to fast in preparation for the Easter event.***

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

Teacher Reference	Student Resources
www.reonline.org.uk	Living Religions:
(go to People of Faith)	Christianity ISBN 0 431 49860 0
Life Times – 4 book series	Islam ISBN 0 431 14987 9
Rites of passage of major World Religions	Judaism ISBN 0 431 14988 7
Publisher Evans Bros. London, 1998	Hinduism ISBN 0 431 14989 5
www.evansbooks.co.uk	Sikhism ISBN 0 431 14990 9
	Buddhism ISBN 0 431 14999

our librarian will be a great resource.



## Understanding Faith Communities: 4.1 Easter and Christmas

Lesson 1	Calendar of Events
Resources	Lesson Format
<p><a href="http://www.crivoice.org/chyear.html">http://www.crivoice.org/chyear.html</a></p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are the specific elements of a Christian Calendar?</li> <li>• What similarities does it share with other calendars?</li> </ul> <p><b>Activity 1: School/Family Calendar</b></p> <ul style="list-style-type: none"> <li>• Students create a Pie diagram showing the calendar for the school year. They firstly divide the pie into 12 sections and then place the school terms and holidays in the diagram.</li> <li>• In groups they could add the state holidays and festivals by marking them on the circumference of the diagram.</li> <li>• Individually they could create a family calendar and once again mark off the term holidays and add their family celebrations. The birthdays, anniversaries of parents and grandparents. The family holidays and other events could be listed. This might include the football, soccer, racing and local festivals (eg Moomba, Queens Birthday)</li> </ul> <p>In order to appreciate the calendar we must note that many events are celebrated on one day whilst others are marked over several days. A birthday might be celebrated on one day but a wedding might include several days. A family holiday will take several days or weeks. Some sporting finals are contested over several weeks.</p> <p><b>Activity 2: The Christian Calendar</b></p> <p><i>“The Christian calendar is organized around two major centres of Sacred Time: <a href="#">Advent</a>, <a href="#">Christmas</a>, and <a href="#">Epiphany</a>; and <a href="#">Lent</a>, <a href="#">Holy Week</a>, and <a href="#">Easter</a>, concluding at <a href="#">Pentecost</a>. The rest of the year following Pentecost is known as <a href="#">Ordinary Time</a>, from the word "ordinal," which simply means counted time (First Sunday after Pentecost, etc.). Ordinary Time is used to focus on various aspects of the Faith, especially Gods mission in the world. Some church traditions break up ordinary time into a Pentecost Season, (Pentecost until the next to last Sunday of August) and Kingdome (last Sunday of August until the beginning of Advent).”</i></p> <p><a href="http://www.crivoice.org/chyear.html">http://www.crivoice.org/chyear.html</a>  <i>(This is a good resource for background information with links to Advent, Christmas, Lent, Holy Week, Easter and Pentecost. It is also helpful in that it gives current dates for these events on the Christian Calendar)</i></p> <ul style="list-style-type: none"> <li>• Students create a Pie diagram to show the Christian calendar for a year.</li> </ul> <p>The key element is the three days of Easter that is the central element of the Christian year.</p>



## Understanding Faith Communities: 4.1 Easter and Christmas

These days or 72 hours extend from Maundy or Holy Thursday evening until Easter Sunday evening for a united time.

The Jewish idea of a day extends from sundown to sundown.

We are conscious of a day starting at 12 mid-night.

The Jewish concept of a day begins in the evening.

- So the celebration of Easter extends for three days. These form the centre of the Christian year.
- The Christian calendar also includes other days and groups of days that are especially significant. The celebration of Christmas is marked in many calendars as the 25<sup>th</sup> December. In the Eastern Church the key date is the 6<sup>th</sup> January. It is interesting to note that there are 12 days between these dates. Shakespeare's play Twelfth Night takes its name from the last evening of celebration of the Christmas season.
- Students could mark out on their Pie diagram the dates of Christmas and Epiphany and the 12 days of Christmas.
- Other days in the Christian Calendar include the great feast days of Pentecost.
- Students could include the season of preparation for Easter
- The 50 days from the Easter celebration to Pentecost is called the Easter season.



## Understanding Faith Communities: 4.1 Easter and Christmas

Lesson 2	The Easter Event
Resources	Lesson Format
<p>Worksheet 1</p> <p>Students will need to consult the passion narrative in Mark’s Gospel. (Mark 14 – 16)</p> <p>The New RSV web site offers an internet site that they might use.  <a href="http://www.devotions.net/bible/00bible.htm">http://www.devotions.net/bible/00bible.htm</a></p> <p>Or</p> <p><a href="http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/1/eVerseID/1/version/GNB/opt/comm/RTD/CGG">http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/1/eVerseID/1/version/GNB/opt/comm/RTD/CGG</a></p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are the key elements of the Easter event?</li> </ul> <ol style="list-style-type: none"> <li>1. Read and discuss the Gospel story of the Passion, Death and Resurrection of Christ.(Mark 14 – 16)</li> <li>2. Place in order the following events. (See Worksheet 1)             <ul style="list-style-type: none"> <li>• The risen Christ appears to the disciples</li> <li>• Death of Jesus on the Cross</li> <li>• Last supper with his disciples</li> <li>• Placing his body in the Tomb</li> <li>• The trial of Jesus</li> <li>• Jesus praying in the garden</li> <li>• The women coming to the empty tomb</li> </ul> </li> </ol> <p>All these events occur over the three days of Easter.</p>



## Understanding Faith Communities: 4.1 Easter and Christmas

### The Easter Event

Worksheet 1

Copy and cut and re-order

The risen Christ appears to the disciples

Death of Jesus on the Cross

Last supper with his disciples

Placing his body in the Tomb

The trial of Jesus

Jesus praying in the garden

The women coming to the empty tomb



## Understanding Faith Communities: 4.1 Easter and Christmas

Lesson 3	Let the Preparations Begin
Resources	Lesson Format
<p>Worksheet 2</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do we prepare for a special event?</li> <li>• Over what period of time do we make preparations?</li> <li>• How important is this time in guaranteeing a good event?</li> </ul> <p><b>Planning is key</b>                      The aim of the exercise is to enable the students to explore the planning that is the prerequisite of any success. The parties don't just happen. Some people say that the best party is one that goes off without a hitch. These require forethought and weeks of small activities that culminate in the gathering.</p> <p>Students engage in planning and preparation.</p> <p><b>Scenarios– Preparing for an event:</b>  <b>Group Tasks</b>(See Worksheet 2)</p> <ul style="list-style-type: none"> <li>• You are to make preparations for a wedding celebration.</li> <li>• You are to make preparations for a surprise 40<sup>th</sup> birthday celebration.</li> <li>• You are to prepare for a team's sporting Grand Final in netball, football, soccer, cricket or basketball.</li> <li>• You have to prepare for a test.</li> <li>• You have to prepare to play in a musical concert.</li> </ul> <p>In groups students:</p> <ul style="list-style-type: none"> <li>• select one of the above events and draft a planning sheet for the event.</li> <li>• List the tasks that have to be done in order to make the event run smoothly, the practice and rehearsal that is needed, the training that is required.</li> <li>• Create a time-line for planning a pleasant and fruitful event.                             <ul style="list-style-type: none"> <li>○ 2 months before</li> <li>○ 2 weeks before</li> <li>○ 2 days before</li> <li>○ the night before</li> <li>○ the morning of the event</li> </ul> </li> </ul> <p>Students share their preparation ideas with the rest of the class.</p> <p>Discussion regarding the preparations (see following teacher notes for ideas and key points)</p> <p><b>Teacher Notes</b>                      Students engage in preparation of events in their everyday lives.</p> <ul style="list-style-type: none"> <li>• The training before a final takes on special significance.</li> <li>• The extra rehearsal prior to the concert enables some skill to be honed and sharpened.</li> <li>• The repetition of going over the tables or spelling prior to a quiz enables them to approach the test with some confidence.</li> </ul>



## Understanding Faith Communities: 4.1 Easter and Christmas

	<p>The variety of tasks that are taken on in preparation all lead to the one outcome.</p> <ul style="list-style-type: none"><li>• Eg the cleaning of the house prior to the party is as important as the shopping of the food and drinks.</li></ul> <p>Some elements are central.</p> <ul style="list-style-type: none"><li>• The uniform for the final game must be coordinated.</li><li>• The music for the celebration.</li></ul> <p>Some of the preparatory events are crucial and require accuracy and accountability.</p> <ul style="list-style-type: none"><li>• The invitations have to be right.</li><li>• Correct date, time, location and dress.</li><li>• The posting of them has to be timed.</li><li>• Late notice will not get the required audience.</li></ul> <p>Some elements are not that central to the event and may be changed.</p>
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## Understanding Faith Communities: 4.1 Easter and Christmas

Worksheet 2

### Scenarios– Preparing for an event

#### Group Tasks

You are to make preparations for a wedding celebration.

You are to make preparations for a surprise 40<sup>th</sup> birthday celebration.

You are to prepare for a team's sporting Grand Final in netball, football, soccer, cricket or basketball.

You have to prepare for a test.

You have to prepare to play in a musical concert.

#### In groups:

- **Select one** of the above events and draft your planning sheet for the event.
- **List the tasks** that have to be done in order to make the event run smoothly, the practice and rehearsal that is needed, the training that is required.
- **Create a time-line** for planning a pleasant and fruitful event.
  - 2 months before
  - 2 weeks before
  - 2 days before
  - the night before
  - the morning of the event



## Understanding Faith Communities: 4.1 Easter and Christmas

Lesson 4	Advent and Lent – times of preparation for Christmas and Easter
Resources	Lesson Format
<p>Students will need to consult` a Bible. (class copies)</p> <p>The New RSV website offers an internet site that they might use. <a href="http://www.devotions.net/bible/00bible.htm">http://www.devotions.net/bible/00bible.htm</a></p> <p>or</p> <p><a href="http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/1/eVerseID/1/version/GNB/opt/comm/RTD/CGG">http://bibletools.org/index.cfm/fuseaction/Bible.show/sVerseID/1/eVerseID/1/version/GNB/opt/comm/RTD/CGG</a></p> <p>or</p> <p>a suitable children’s bible.</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• Why did the Hebrew people and the early Christians fast?</li> <li>• The preparation for the Easter event has historically taken 40 days. Why is this number so significant?</li> </ul> <p><b>Whole class discussion (the following teacher notes will assist the discussion)</b></p> <p>What does it mean ‘to fast’?            When do people ‘fast’?            Why did the Hebrew people and the early Christians fast?</p> <p><b>Teacher Notes</b></p> <p><i>To fast is to deprive yourself of food and drink for a day or several days. Who fasts today?</i></p> <p><i>It seems that the current run of television shows focus on people who try to lose weight and therefore endure gruelling tests in order to win a reward. We therefore find it difficult to appreciate the value in fasting. Different religions will have elements of fasting that forms part of the yearly calendar. The Muslim month long Ramadan fast is an example of a rigorous change in life style and eating habits in order to follow the divine worship more closely.</i></p> <p><b>The Bible lists fasting as one of the three practices that expresses to God ones humility, hope and love.</b></p> <p><i>Moses kept a fast on the desert for forty days (Ex 34:28) and so did Elijah (1 K 19:80). The forty-day fast of Jesus in the desert was modelled on Moses and Elijah. This fast was to begin the mission as Messiah.</i></p> <p><i>For the Jewish people the “great fast” was the Day of Atonement and this was a practice required by the people belonging to God. The idea of fasting was to link one’s self to God and to the believing community.</i></p> <p><i>The idea of fasting was to display one’s love for God. To fast was to show to yourself and to others your hope in God. It is a statement of faith in God and opens ones heart to the work of the Father.</i></p> <p><i>The early Church continued the idea of fasting and prayer (Acts 13:2). St Paul added repeated fasting (2 Cor 6:5).</i></p> <p><i>The Church fasted while waiting for the return of Christ. Mark’s Gospel introduces the image of the friends of the Bridegroom who fast while waiting for the return of him (Mk 2:19).</i></p> <p><b>The core elements.</b></p> <p><i>We start with the core event in the Christian Calendar: the celebration of the death and resurrection of Christ, the Easter event. The Christmas event really looks toward that event.</i></p> <p><i>In our society we have such a focus on Christmas and Easter that the stores seem to be filled with reminders of the countdown to the day. However we need to be cautious of the sales pitch prior to these celebrations for they often</i></p>



## Understanding Faith Communities: 4.1 Easter and Christmas

*miss the point of the season. Consuming chocolates for a month leading up to Easter tell us nothing, or very little about the death and resurrection of Christ.*

*Quite the contrary, the early Christian church used to stop eating some foods in order to get ready for Easter. The fasting was initially for three days, then expanded to three weeks and eventually settled on 40 days of preparation. This was to match the biblical number of 40 years in the desert for the Israelites and the number of days Jesus fasted in the wilderness.*

*The start of the Lenten fast was called Carnivale. The farewell (vale) to the meat (carnis). The early church would fast from meat for 40 days and therefore the Easter meal of meat was a special one. The preparation also included songs, prayers and celebrations that would occur during the 40 days that would lead up to the event.*

*The early preparation for the Christmas event also demanded some fasting. The notion of giving presents to family and friends was a later one. The key celebration was the birth of the Christ Child and the witnessing of this event by the shepherds and the wise men from the east. The Roman church's key celebration was the birth of Christ on the 25<sup>th</sup> December, whilst the Eastern church focussed on the Epiphany, 6<sup>th</sup> January, as the major event. (The Epiphany means the showing to the world of the Christ Child. The arrival of the wise men from the east signals that this Christ Child has been born for all people.) Nonetheless, both had preparatory seasons. Interestingly, many churches fasted for 40 days also before the celebration of the Epiphany.*

*The key focus for the Christian church was the death and resurrection of Christ, and therefore his birth signals the start of this event. All the preparation was focussed on those elements. Here we can see clearly the incorrect attention that the department stores give to these Christian events. They are not about chocolate and the acquisition of more toys.*

*Good planning not only guarantees a successful celebration but it also enables the memory of an event to be kept alive. If an event is poorly planned and becomes a flop. No one will expect too much next time of that organization. An event, which is well planned each year, establishes a tradition and enables a celebration to have its own life.*

***In the story of the Christian church for 2000 years, the events of Christmas and Easter have been well prepared for. Everyone (lay and ordained) all know the roles, the songs, the stories and the symbols that have to be rehearsed for the yearly celebration. They are also deeply aware that these are especially spiritual times. The deepest truths of the Christian story are celebrated in these events. Advent and Lent are times when Christians prepare themselves through reflection, prayer, fasting and giving gifts to the poor.***

*Matthew Ch 6*

*In Matthew's gospel Jesus reminds the disciples that the important component of praying, fasting or giving to the poor is that your relationship with God will grow. Jesus says, you don't pray to be noticed, or fast to win admiration or give money to the poor so that you will be applauded. These things are done so that you build up a relationship with your father in heaven. "And your Father who sees what is done in secret will reward you".*

*Just as for an important event or occasion or celebration in our lives the*

Worksheet 3

<http://www.crivoice.org/chyear.html>

<http://www.crivoice.org/cylent.html>

<http://www.crivoice.org/cyholyweek.html>

<http://www.crivoice.org/cyeaster.html>



## Understanding Faith Communities: 4.1 Easter and Christmas

<a href="http://www.crivoice.org/cyadvent.html">http://www.crivoice.org/cyadvent.html</a>	<p><i>checklist is crucial, so too in the Christian Church, in thousands of communities, for over two thousand years the preparation for Easter and Christmas continues to be important.</i></p>
<a href="http://www.crivoice.org/cyxmas.html">http://www.crivoice.org/cyxmas.html</a>	<p><b>Activity 1</b></p>
	<p><b>The Lenten Season – preparation for Easter</b></p>
<a href="http://www.crivoice.org/cyadvent.html">http://www.crivoice.org/cyadvent.html</a>	<p>Worksheet 3</p>
<a href="http://www.americancatholic.org/Features/Christmas/C1191.asp">http://www.americancatholic.org/Features/Christmas/C1191.asp</a>	<ul style="list-style-type: none"> <li>• Students work through <b>Worksheet 3</b> with the aid of the teacher. The following websites could be useful for background information.</li> </ul>
<a href="http://www.americancatholic.org/Features/Christmas/C1191.asp">http://www.americancatholic.org/Features/Christmas/C1191.asp</a>	<p><b>Pancake Day</b></p>
<a href="http://www.americancatholic.org/Features/Christmas/C1191.asp">http://www.americancatholic.org/Features/Christmas/C1191.asp</a>	<p>Students could be encouraged to sign up and participate in UnitingCare Pancake Day.</p>
<a href="http://www.crivoice.org/cyxmas.html">http://www.crivoice.org/cyxmas.html</a>	<p><i>“Join in the fun of UnitingCare Pancake Day by holding an event at your home, school, workplace, church, club or community group.</i></p>
<a href="http://www.crivoice.org/cyepiph.html">http://www.crivoice.org/cyepiph.html</a>	<p><i>UnitingCare Pancake Day officially falls on Shrove Tuesday, in February but events can be held any time during the month of February.</i></p>
	<p><i>Donations and funds raised from Pancake Day events will help UnitingCare provide practical support each year to more than 1.8 million people who are doing it tough.”</i></p>
	<p><i>UnitingCare Pancake Day</i>  <a href="http://pancakeday.com.au">http://pancakeday.com.au/</a></p>
	<p><b>Ash Wednesday</b></p>
	<p><a href="http://www.crivoice.org/cylent.html#Ash">http://www.crivoice.org/cylent.html#Ash</a></p>
	<p><b>Lent</b></p>
	<p><a href="http://www.crivoice.org/cylent.html">http://www.crivoice.org/cylent.html</a></p>
	<p><b>Holy Week</b></p>
	<p><a href="http://www.crivoice.org/cyholyweek.html">http://www.crivoice.org/cyholyweek.html</a></p>
	<ul style="list-style-type: none"> <li>• <b>Palm Sunday</b></li> <li>• <b>Holy Thursday</b></li> <li>• <b>Good Friday</b></li> </ul>
	<p><b>Easter Sunday</b></p>
	<p><a href="http://www.crivoice.org/cyeaster.html">http://www.crivoice.org/cyeaster.html</a></p>
	<p><b>Activity 2</b></p>





## Understanding Faith Communities: 4.1 Easter and Christmas

important component of praying, fasting or giving to the poor is that your relationship with God will grow. Jesus says, you don't pray to be noticed, or fast to win admiration or give money to the poor so that others will applaud you. These things are done so that you build up a relationship with your Father in heaven. "And your Father who sees what is done in secret will reward you".

### Reflection

- Advent and Lent are times when Christians prepare themselves through reflection, prayer, fasting and giving gifts to the poor.

### Reflection Questions

#### *Care for the poor*

- How might I assist the needy in my neighbourhood?
- What charity could I support, knowing that every small contribution helps?
- Who in my family might I help? How at home might I assist with the regular family tasks?

#### *Fasting: (often linked to contributions to the poor)*

- What can I go without this week to enable me to contribute some small amount to assist others?

#### *Prayer*

- Where do I find a quiet time in the day and in the week to offer a prayer?
- Before I go to sleep, before getting out of bed in the morning, when can I offer a personal prayer?

#### *Praying with others*

- When do I pray with others during my week? (In class, at home before meals, in Chapel?)



## Understanding Faith Communities: 4.1 Easter and Christmas

### Worksheet 3

## The Lenten Season – preparation for Easter

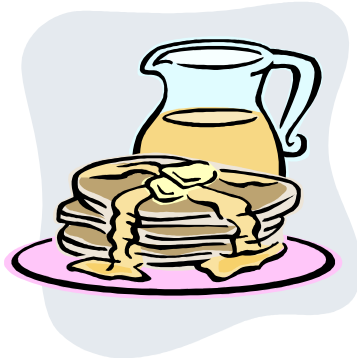
1. What is the origin of the 40 days fast?

2. Pancake Day (Shrove Tuesday)

<http://pancakeday.com.au/>

Go to this link for the history of Pancake Day

<http://pancakeday.com.au/index.php?Doo=ContentView&id=259>



The last day before Lent is called Carnivale, farewell to the meat.

When did this tradition begin?

What countries still celebrate a Carnivale on this day?

What do Christian churches in Australia do on **Shrove Tuesday**?

3. Ash Wednesday

<http://www.crivoice.org/cylent.html#Ash>



In **Jonah 3:6-7**, the people of Nineveh following their king decided to repent, say sorry for all their failings. The king put on sackcloth, hessian bag, and sat down in the garbage dump, the ash-heap. Putting ashes on your head was a sign of your wanting forgiveness.

Research the origin of **Ash Wednesday**.

When did Christians take up this old tradition of using ashes for themselves?

Many Christian churches continue the practice of marking ashes on a person's forehead.



## Understanding Faith Communities: 4.1 Easter and Christmas

### 4. Lent

<http://www.crivoice.org/cylent.html>

#### **Start of Lent:**

The Gospel story of Jesus being tempted by Satan is always read in Lent. (**Luke 4:1-13**). 40 days is a time of preparation and fasting. In this story Jesus is being tempted to break his fast but he holds strong.

- Read the story in Luke 4:1-13)
- How many scripture quotes are mentioned by Jesus and the devil in this passage?

#### **During Lent:**

The gospel of **Matthew 6:2-18** where Jesus tells his disciples to pray, fast and give to the poor in secret is a key theme in Lent.

- Read Matthew 6:2-18.
- What prayer does Jesus teach?

- **End of Lent:**

The raising of Lazarus in **John 11:1-44** is always read at the end of Lent. The raising of Lazarus hints towards Jesus being raised.

- Read the story.
- Draw Jesus raising Lazarus.

### 5. Palm Sunday

<http://www.crivoice.org/cyholyweek.html>



Jesus' entry into Jerusalem on **Palm Sunday**(**Luke 19:28-40**) is always read at the conclusion of Lent.

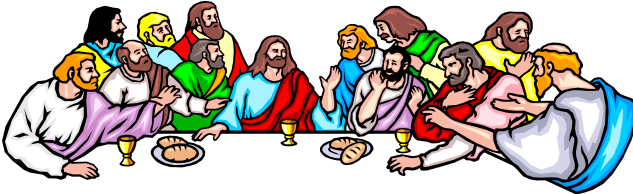
Draw the scene of Jesus coming in to Jerusalem with people waving palms.



## Understanding Faith Communities: 4.1 Easter and Christmas

### 6. Holy Thursday (*John 13*)

<http://www.crivoice.org/cyholyweek.html>



What is the importance of the final meal that Jesus had with his disciples?

What food and drink did they have?

Why did Jesus wash their feet?

Who was told at this meal that he would betray Jesus?

Who was told that he would deny Jesus?

After the meal Jesus went to the garden where he was arrested (**Luke 22:47**). How did Judas betray Jesus in this scene?

Find the picture of The Last Supper by Leonardo Da Vinci on the web. Find Judas holding a pouch of money. Find Peter behind him with a dagger.

### 7. Good Friday (*Mark 15*)

<http://www.crivoice.org/cyholyweek.html>



Look at Mark's account of the death of Jesus and answer these questions:

- Who condemned Jesus to death?
- Who called him king of the Jews? (We are reminded that Jesus was born a Jew, lived the life of an observant Jew and died a Jew.)
- Who helped carry his cross?
- What did the chief priests say when they abused Jesus?
- Jesus said 'My God my God why have you forsaken me'. This is the first line of a Psalm 22 in the Hebrew Scriptures. Find Psalm 22 in the Hebrew Scriptures.
- When Jesus dies, what did the centurion say?
- Where was Jesus buried?



## Understanding Faith Communities: 4.1 Easter and Christmas

### 8. Easter Sunday (*Mark 16*)

<http://www.crivoice.org/cyeaster.html>



Who went to the tomb on the Sunday morning?

What were they carrying?

Who was in the tomb?

What message did he have?

Draw a picture of the crucifixion for Good Friday.

Draw a picture of the empty tomb for Easter Sunday.



## Understanding Faith Communities: 4.1 Easter and Christmas

### Worksheet 4

## Advent – preparation for Christmas

### 1. Advent

<http://www.crivoice.org/cyadvent.html>



What are the colours that the Christian Church associates with Advent?

Why are John the Baptist and Mary key figures in this season?

See **Luke 3** for John the Baptist and **Luke 1** for Mary. (Both John the Baptist and Mary look forward to the coming of Christ. John the Baptist looks forward to his preaching and Mary looks forward to his birth.)

The lighting of four candles for each week in Advent helps us prepare for the Christmas feast.

What are the colours of the candles and their significance?

What does the greenery in the wreath signify?

Make an Advent Wreath for the classroom.

### ***“How to Make an Advent Wreath***

*Begin with a round piece of Styrofoam, available at craft shops, and cut four evenly spaced holes into which you will place the four candles. Traditionally there are three purple candles and one rose candle (for the third Sunday), but blue candles can also be used. Purple reminds us to turn our hearts toward God; rose is a color of joy. You'll find it helpful to place the Styrofoam circle on a pizza-pan or round cookie sheet covered with foil so that you can easily move your wreath to and from the table. Place fresh evergreen branches over the Styrofoam. Replace them when they dry out in order to preserve the symbolism of the vitality of God's love. Encourage the children to participate as they are able, by gathering branches, placing the candles and so on.”*

<http://www.americancatholic.org/Features/Christmas/C1191.asp>



## Understanding Faith Communities: 4.1 Easter and Christmas

### 2. Christmas

<http://www.crivoice.org/cyxmas.html>



The Christmas season goes from 25 Dec to 6 Jan, twelve days. The Western Christian Church has its big celebration on 25 Dec, whereas the Orthodox Christian Church celebrates its major feast on 6 Jan.

Look at the gospel of **Matthew 1 and 2** and the Gospel of **Luke 1 and 2**.

Which gospel has:

- Joseph and his dreams
- Mary and an angel
- Shepherds with their flocks
- Wise men coming from the east
- Mary and Joseph presenting Jesus in the temple
- Mary and Joseph escaping to Egypt
- Jesus teaching in the temple as a young boy

Internet search: *The Twelve Days of Christmas*.

What is the hidden meaning of each day in this medieval song?

### 3. The Epiphany

<http://www.crivoice.org/cyepiph.html>



Epiphany means revealing something that has been hidden. In the Epiphany story the wise men come to see someone who has been hidden.

In this story from **Matthew 2** what are the men following?

- What king did they meet?
- Match these gifts with these meanings:

Gifts	Meanings
Gold	An ointment put on a cut (eg antiseptic lotion)
Frankincense	An expensive, special gift for a king
Myrrh	Sweet-smelling smoke that rises up to heaven, as prayers rise to God

- What way did the wise men go home?



## Understanding Faith Communities: 4.1 Easter and Christmas

### Assessment Ideas

#### How well did the students:

- Demonstrate an understanding of the role of Easter in the Christian Calendar through their development of the Christian Calendar?
- Demonstrate a deeper awareness of the death and resurrection of Christ as the central Easter event through their contribution to the Lenten and Easter research tasks?
- Demonstrate an understanding that Lent is a period of preparation for Easter and that Advent is a period of preparation for Christmas through their reflections on these events and on ways that they can prepare through prayer, fasting and giving to the poor?

### Evaluation

#### How well did the unit:

- Lead the students to a deeper appreciation and knowledge of the Easter and Christmas seasons in the Christian Church calendar?
- Enable the students to articulate their insights and response to Advent and Lent?
- Deepen student's knowledge and connection to the Christian traditions of Advent and Lenten Seasons?
- Encourage students to question, think, explore, share and contribute to inquiry into the Christian traditions of Easter and Christmas and to make connections to their life?



## Understanding Faith Communities: 4.1 Presence of the Spirit

### Student Objectives

#### Students will:

- Identify the place sign and symbol play in our lives.
- Identify these signs and symbols in family rituals and how they are sacred within the family structure.
- Be introduced to the notion of spirit through story and reflection.
- Explore the Pentecost event and the significance of the symbols of wind and fire as the presence of the Spirit of God within Christian Scripture.

**Values** (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

This unit presents to the students the understanding of the constant presence of God in their lives. It aims at giving an awareness of God in their world through the presence of the spirit.

#### Notes for the Teacher:

*The concept of 'spirit' is abstract to the students at this stage of their development.*

*In this unit we will explore times when they have experienced a sense of 'spirit'.*

- *Student's experiences will be of school spirit, team spirit and the memories of loved ones.*
- *With the creation of the world the presence of the spirit is embedded in all that exists.*
- *The spirit of God can be sensed in nature, in people and in places throughout the world.*
- *People and places become a catalyst for the presence of God in our lives.*
- *This feeling, this sense, this knowing often cannot be expressed with words. It may be just a fleeting moment of stillness, joy, love, sadness, awe, wonder...*
- *When thinking about the presence of the Spirit of God it is helpful to look to the use of signs and symbols familiar in our lives that speak to our imagination and our emotions.*



## Understanding Faith Communities: 4.1 Presence of the Spirit

- *Signs and Symbols play a huge role in our lives and range from the ordinary (birthday cake) to the special events in our lives (wedding rings).*
- *Signs usually tell us one thing eg. Stop sign ...we agree on the meaning*
- *Symbols can have layers of meanings ( eg. School Logos). They are not static. They change with the experiences and understanding of the people who give them meaning.*
- *Religions use symbols (eg. bread, wine, oil, water) to convey sacred spiritual meanings during religious ceremonies or rituals.*
- *These symbols draw us into the life of God and the community.*

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

(go to People of Faith)

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431

14988 7

Hinduism ISBN 0 431

14989 5

Sikhism ISBN 0 431

14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding Faith Communities: 4.1 Presence of the Spirit

Lesson 1	That's the Spirit!
Resources	Lesson Format
<p>Reference: Come and See Early Years 3&amp;4 Unit 4.4</p>	<p><b>Focus Question</b></p> <ul style="list-style-type: none"><li>• What are the everyday signs and symbols in our lives?</li></ul> <p><i>Signs and symbols play a huge role in our lives and range from the ordinary (handshake/hug) to the special events in our lives (wedding rings).</i></p> <p><i>Signs usually tell us one thing (eg. Stop Sign) and we agree with the meaning.</i></p> <p><i>Symbols can have layers of meanings.(eg .School Logo) They are not static. They change with the experiences and understanding of the people who give them meaning. Symbols are actions or objects that invite us to make a response and draw people into the reality of their personal world.</i></p> <p><b>Activities</b></p> <p><b>What are the everyday sign/symbols in our lives?</b></p> <p><b>Signs: What is a sign?</b> Signs tell us:</p> <ul style="list-style-type: none"><li>• something that we need to know, (Speed Limit)</li><li>• a way to go (Track ,road)</li><li>• things to expect,(Kangaroos, koalas)</li><li>• things to avoid. (Currents, rips)</li></ul> <p>Discuss some signs we see every day. Eg. Street Signs, Stop signs, School Zone signs, beach signs Complete <b><u>Worksheet 1</u></b></p> <p><b>What is a symbol?</b></p> <ol style="list-style-type: none"><li>1. Teacher collects items throughout the school (eg house colours, sports uniform prefects badge, school hat, school motto, photos etc.)</li><li>2. Without discussion have the students make a written response to each of the items (<b>Fill in Column 1. Worksheet 2</b>)</li><li>3. Place the class in groups and distribute the items amongst them for discussion.</li><li>4. <b>Fill in Column 2 Worksheet 2</b></li><li>5. Groups present findings to class</li><li>6. Teacher uses the above information about symbols to discuss with the students the way in which they have derived many layers of meanings and understandings to the items they have presented and how the responses they</li></ol>



## Understanding Faith Communities: 4.1 Presence of the Spirit

	<p>have given evoke personal emotions.</p> <p>7. The emblem of The Uniting Church in Australia is a symbol of how the people of this church understand the way God loves us. Discuss the logo and the meanings of the symbols. <b><u>Worksheet 3</u></b></p> <p><b>Uniting Church Logo</b></p> <ul style="list-style-type: none"><li>• <i>The black circle of the background is a reminder of the way we are often in need of help, that there are times we feel lost and afraid when hurtful things happen.</i><ul style="list-style-type: none"><li>• <i>The white cross reminds us of how God comes to us and loves us, bringing us new hope and life.</i></li></ul></li><li>• <i>The white U (like an unfinished circle) is a reminder that God's love is unending, never finished, and that as a church we are uniting, - the building up of both church and world is incomplete</i></li><li>• <i>The dove is a reminder of God's Spirit, which is always with us changing the world through love. The wings of flame empowers us to be witnesses to Jesus Christ (to be Christ like in our actions in the world)</i></li></ul> <p>8. Students create their own logos that include images of things that are important to them. For example, you may do an emblem about peace, love for others, friendship, justice, etc.</p> <p><b>or</b></p> <p>Students investigate the logo of their affiliated church or faith tradition.</p>
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Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Worksheet 1 : Signs tell us what we are about to experience in life

Draw a sign associated with the information

Stop Sign	
Kangaroos next 5KM	
School Zone speed limit	
Winding Road Ahead	
Bicycle/ Walking Track	
Dangerous Current	
Swim between the flags at beach	
Airport	
Highway sign where you can buy petrol, eat and stay overnight.	
Your house Street Sign	



Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Worksheet 2 :Symbols (Sample)

	<b>Column 1</b>	<b>Column 2</b>
Symbol	What do you think is the meaning of the symbol?	What is one new thing you have learnt about the symbol?
School Colours	<ul style="list-style-type: none"><li>• Territorial</li><li>• Historical</li><li>• Pride in belonging to the school.</li></ul>	<ul style="list-style-type: none"><li>• That the school colours are unique to the school and are a part of the overall pride in belonging to this particular community.</li></ul>
School Logo	<ul style="list-style-type: none"><li>• Depicts school ID</li><li>• Historical significance</li><li>• Motto is about the underlying objective of the school.</li></ul>	<ul style="list-style-type: none"><li>• The meaning of the motto</li></ul>
House Colours /Names	<ul style="list-style-type: none"><li>• School pride</li><li>• Competition</li><li>• Cooperation</li><li>• History of the school.</li></ul>	<ul style="list-style-type: none"><li>• Significance and history of the house colour/names</li></ul>
Awards associated with School Clubs Eg. Social Justice Debating, Sports	<ul style="list-style-type: none"><li>• School achievement throughout school history</li><li>• School pride</li><li>• Competition</li><li>• Outreach to others.</li></ul>	<ul style="list-style-type: none"><li>• The strength of feeling that these clubs have to represent the school.</li></ul>

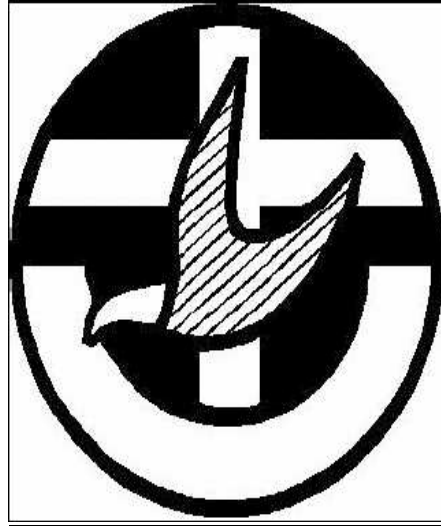




Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

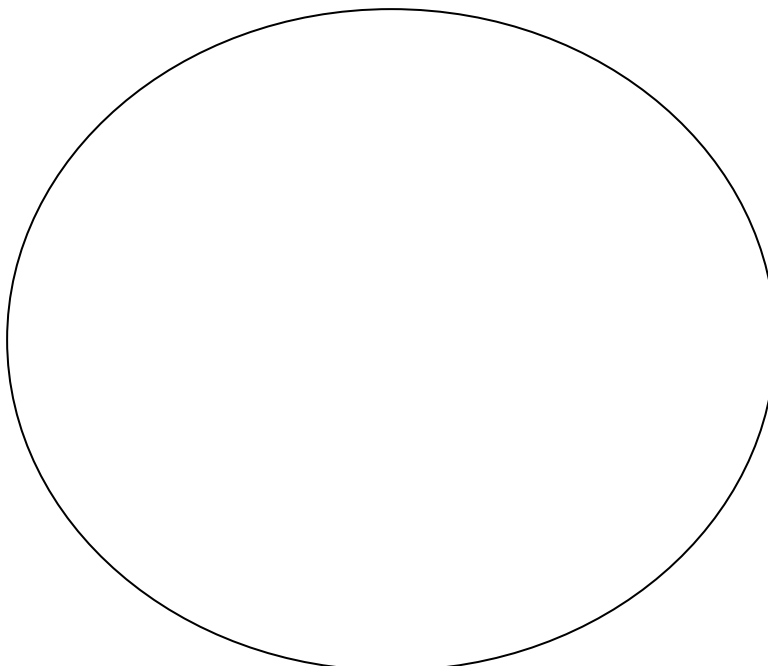
### WORKSHEET 3



#### Uniting Church Logo

- *The black circle of the background is a reminder of the way we are often in need of help, that there are times we feel lost and afraid when hurtful things happen.*
- *The white cross reminds us of how God comes to us and loves us, bringing us new hope and life.*
- *The white U (like an unfinished circle) is a reminder that God's love is unending, never finished and that as a church we are uniting-the building up of both church and world is as yet, incomplete.*
- *The dove is a reminder of God's Spirit, which is always with us changing the world through love. The wings of flame empowers us to be witnesses to Jesus Christ (to be Christ like in our actions in the world)*

Create your own Logo which Include images of things that are important to you.  
Eg. peace, love for others, friendship justice, etc.





## Understanding Faith Communities: 4.1 Presence of the Spirit

Lesson 2	Rituals Rumbles
Resources	Lesson Format
<p><i>“An Angel for Solomon Singer”</i> by Cynthia Rylant Orchard Books, New York ISBN 0-531-07082-4</p> <p><i>This book is also used in Come &amp; See level 3-4 Understanding Other People 2.1 My family</i></p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What are the rituals we have in our families that we hold sacred?</li> </ul> <p><i>So often we take for granted the symbols and rituals that surround us in our everyday lives. Within the family units many rituals arise that evoke a sense of the sacred. Examples of this could be;</i></p> <ul style="list-style-type: none"> <li>• <i>Attending sports events as a family</i></li> <li>• <i>Sharing a weekly take-away meal (ie fish ‘n chips on Friday night)</i></li> <li>• <i>Holidaying as a family</i></li> <li>• <i>Religious holy days</i></li> </ul> <p><i>-the list can be endless.</i></p> <p><i>Rituals contain within their structure symbols that give a depth of meaning;</i></p> <ul style="list-style-type: none"> <li>• <i>They demonstrate the solidarity of the group and the ritual being enacted.</i></li> <li>• <i>It is the strength of that solidarity that brings an emotional response that can be named as sacred.</i></li> <li>• <i>A ritual within the family can be passed on from one generation to the next .(ie all gathering for Christmas. In USA Thanksgiving Day is a special family ritual time –coming home for a shared meal)</i></li> <li>• <i>For Jewish people the Friday night family meal is sacred- everyone makes an effort to be there.</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Read to the student “<i>An Angel for Solomon Singer</i>” by Cynthia Rylant. This Story demonstrates that out of the everyday rituals that are repeated, people forge friendships and feel part of community because of acceptance.</li> <li>2. This is the story of Solomon Singer <ul style="list-style-type: none"> <li>• <i>Solomon lives a lonely life in a New York Hotel for men.</i></li> <li>• <i>Everyday he goes to the Westway Café for a meal.</i> <b>(It is a daily ritual)</b></li> <li>• <i>The waiter at the café befriends Solomon.</i> <b>(The relationships developed because of the daily ritual)</b></li> </ul> <p><i>Angel ,the waiter at the café, is a warm and welcoming person and values every customer who comes into the café. (The actions within the ritual ask us to be involved with people</i></p> </li> </ol>



## Understanding Faith Communities: 4.1 Presence of the Spirit

- *Angel made Solomon feel good about himself.  
(A relationship is forged )*
- *Solomon begins to realise that the world he lives in is indeed a beautiful place.  
(The results of a positive daily ritual)*
- *Solomon then begins to be an “Angel” for others in his life.  
(The ongoing effect of the ritual that is passed on through positive actions)*

3. Discuss ritual with the students.

Rituals contain within them:

- a sense of the sacred/can be named as sacred
  - a structure that is repeated
  - has meaning to the people involved
  - solidarity within the group that evokes an emotional response
4. Students write about one ritual that they do with their family.
5. Using the sentence starter “This ritual within my family is sacred to us because....” have the students record their ritual on poster note.
6. Students classify the responses into
- Routine,
  - Sacred,
  - Repeated.
7. Students discuss classifications and explain the reasons for their choice
8. Have the students create and present a “family ritual” they hold as being sacred to them as a power point presentation.

### **Criteria for the power point presentation: Worksheet 1**

- Who is involved?
- Why does the ritual occur and how often?
- What things are repeated in the ritual?
- Are there any symbols involved in the ritual?
- What do these symbols mean to you?
- Why is this ritual sacred to your family?
- What actions are passed on from one generation to the next in your family ritual?

Present power point to class



Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Worksheet 1 : Family Ritual

#### Data Chart: Criteria for Power point Presentation

<b>Family Ritual</b>	
<b>Who is involved in this ritual?</b>	
<b>Why does the ritual occur and how often?</b>	
<b>What actions are repeated in the ritual?</b>	
<b>Are there any symbols involved in the ritual? (eg. Special food or drink)</b>	
<b>What do these symbols mean to your family?</b>	
<b>Why is this ritual sacred to your family?</b>	
<b>What actions have been passed on from one generation to the next?</b>	
<b>Any other criteria you wish to include.</b>	



## Understanding Faith Communities: 4.1 Presence of the Spirit

Lesson 3	Spirit? What Spirit?
Resources	Lesson Format
<p><b><u>Grandma's Shoes</u></b> by Libby Hathorn Penguin Books Australia ISBN 0 670 85980 X.</p>	<p><b>Focus Question</b> What do we mean by spirit in our lives?</p> <p><b>Teacher's Notes</b> <i>In the previous lesson we explored personal family ritual and the sense of sacred times together.</i> <i>In this lesson the students will be introduced to the concept of the Holy Spirit – the presence of God in their lives.</i></p> <ul style="list-style-type: none"><li>• <i>The concept of 'spirit' is largely abstract to the students at this stage of their development.</i></li><li>• <i>Their experiences will be of school spirit, team spirit and the memories of loved ones.</i></li><li>• <i>The presence of the spirit is embedded in all that exists.</i></li><li>• <i>We can sense the spirit, in nature, in people and in places throughout the world.</i></li><li>• <i>People and places become a catalyst for the presence of God in our lives.</i></li><li>• <i>This feeling, this sense, this knowing often cannot be expressed with words. It maybe just a fleeting moment of:</i><ul style="list-style-type: none"><li>- stillness,</li><li>- joy</li><li>- love</li><li>- awe</li><li>-wonder</li><li>- sadness</li><li>-pleasure</li><li>-memory etc.</li></ul></li><li>• <i>We look to the use of symbols familiar in our lives that speak to our imagination and our emotions when referring to the Spirit of God.</i></li></ul> <p><b>What do we mean by spirit in our lives ?</b></p> <ol style="list-style-type: none"><li>1. Read <i>Grandma's Shoes</i> by Libby Hathorn. This story aligns with the scripture story of Pentecost in Lesson 4. It is the same story of sadness, separation, determination about keeping the spirit alive and the realization that the spirit of the one who has died lives in us by our actions. For the little girl in the story it is her grandmother. For Christians in the Pentecost story it is Jesus.</li></ol>



## Understanding Faith Communities: 4.1 Presence of the Spirit

- *This is the story of a little girl who has just experienced the death of her grandmother. (**separation, sadness at the loss of a love one**)*
  - *After hearing the statement “Who will ever step into a woman’s shoes?” the little girl slips her feet into her grandmother’s big shoes and is magically transported on a fantastic journey. (**determined not to have her grandmother forgotten**)*
  - *The journeys are reminiscent of all things to do with her grandmother. (**she remembers all the things her grandmother said and did**)*
  - *She experiences the smell of Grandma’s garden, a special patch of midnight sky. (**She uses her senses to bring about a real presence of her grandmother**)*
  - *Each night the little girl searches for her Grandma in the familiar images. (**she re-enacts the ritual each night**)*
  - *She begins to realise that Grandma will not return but she has many treasures that will always allow Grandma’s spirit to remain with her. (**realization that it is up to her to keep the spirit of her grandmother alive**)*
  - *She hides Grandma’s shoes for these are her special treasure that she will one day fit into and be the one to who “steps onto Grandma’s shoes”(Grandma’s spirit will continues to live in the little girl as she carries the memories of her grandmother.)*
2. Have the students discuss the book and experiences they have had that they would say the spirit of someone sacred to them is with them.

### 3. Worksheet 1

#### **Fold Away Activity**

- Place students into groups of six
- Each student fills in the sentence starter “I see/hear/experience the spirit when....” And folds the paper over .
- When all students have recorded their response the sheet is unfolded and discussed within the group.
- Groups discuss people they know or have known who have qualities they sense as being spiritual.
- Each group then compose their own definition of the Spirit and share with the class.



Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Worksheet 1

#### **Fold Away Activity**

**Write about times you have sensed the presence of the Spirit with you.**

I see/hear/experience the Spirit when.....

I see/hear/experience the Spirit when.....

I see/hear/experience the Spirit when.....

I see/hear/experience the Spirit when.....

I see/hear/experience the Spirit when.....

I see/hear/experience the Spirit when.....

**Start to Fold Here**



## Understanding Faith Communities: 4.1 Presence of the Spirit

<b>Lesson 4</b>	Fire and Wind-Symbols of God's presence.
<b>Resources</b>	<b>Lesson Format</b>
	<b>Focus Question</b> <ul style="list-style-type: none"><li>• Explore the Pentecost event and the significance of the symbols of wind and fire as the presence of the spirit of God within the Christian Scriptures.</li><li>• <i>In this lesson we link the story of "Grandma's Shoes" with the Pentecost story.</i></li><li>• <i>Just as the little girl after her Grandma's death sensed her presence through her stories and possessions, so it was with the apostles after Jesus died.</i></li><li>• <i>Jesus followers were as the little girl in Grandma's shoes bewildered, uncertain and wanting life back as it was before his death.</i></li><li>• <i>Act 2:1-8 The Pentecost Story tells of the Jewish festival Shavuot or the Feast of Weeks, as it is five weeks after Passover.</i></li><li>• <i>The Acts of the Apostles was written decades after the events it describes in scripture.</i></li><li>• <i>The story was handed down through an oral tradition of story telling, so the author is retelling a story in the very young Christian tradition of the first century.</i></li><li>• <i>The Pentecost Story has embedded in its telling the symbols of wind and fire to describe the presence of the Spirit in the midst of Jesus followers.</i></li><li>• <i>Care needs to be taken to not take the naming of these symbols as literal or real. They suggest to us that a description of the Spirit of God is a mystery and cannot fully be described</i></li><li>• <i>The scripture concludes with an emphasis on speaking and hearing.</i></li><li>• <i>The disciples of Jesus are given the gift of speaking with clarity and vigour about the life of Jesus and his mission on earth.</i></li><li>• <i>It was the Spirit of God within them that gave them excellent communication skills when speaking. The courage to speak out for ones beliefs in faith would testify to the presence of the Spirit of God.</i></li></ul> <b><u>Explanation of the Scriptures</u></b> <ul style="list-style-type: none"><li>• Pentecost means fifty</li><li>• Pentecost in the Christian Churches is the Sunday that is fifty days after Easter.</li></ul>



## Understanding Faith Communities: 4.1 Presence of the Spirit

- It is the day that Christians remember as the time when the followers of Jesus were filled with the Holy Spirit.
- The presence of the Holy Spirit is recorded as coming in the form of wind and fire.
- The Hebrew word for wind or breath was “ruah”. This also meant Spirit.
- At Pentecost the Apostles are prompted into action. They began to talk about the stories and actions of Jesus to all nations.
- Through the events of Pentecost the key theme of “universalism” is highlighted.
- Christian Scripture has meaning for all races and languages.

### Activities

1. Read **Events Leading up to Pentecost** to the students
2. Read scripture **Acts 2:1-8 Pentecost Story**
3. Have the students do a comparison of the Pentecost story with Grandma’s Shoes. Card Shuffle Game **(Worksheet 1)**
4. **Card Shuffle:**  
Students in groups of 10  
Each student has one card  
Students find the matching card that corresponds to their card in each of the stories.
5. Students read their matching cards to the class and discuss the comparison of the storyline.
6. Ask the question “What could be the possible underlying message in each of the stories?”

*It was the Spirit of God within both the apostles and the little girl that gave them the courage to speak about their loved ones and remember the stories and actions that made them so dear to them. They wanted go out and do all the good things that Jesus and the little girl’s grandmother had modelled for them. They wanted to spread the Good News.*



## Understanding Faith Communities: 4.1 Presence of the Spirit

### Extension Activity:

1. Ask students to reflect on their faith traditions for a symbol, or description that defines the Spirit of God in their tradition.
2. Students examine the symbols of the spirit of God within their traditions eg. fire and wind in their literal understanding. (Wind/fire: energy, fierce unpredictable, gentle soothing)
3. Students then discuss the presence of the spirit of God within them, those times of stillness, unpredictability, silence etc.
4. Have the students write **God is like.....**sentences to describe the presence of God.  
*Eg .God is like the wind- unpredictable,  
God is like the sun- warming.*
5. Use the “*God is like...*” statements in a reflective prayer time.



Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Events leading up to the Pentecost:

The gospels and the Acts of the Apostles in the Christian Scriptures tell us that after Jesus' death he appeared to his followers and friends many different times and in many different places. He told them to preach his message of love and forgiveness to all nations in the world. He said,

*'Do not leave Jerusalem, but wait for the gift I told you about,, the gift my Father promises.....*

*....when the Holy Spirit comes upon you, you will be filled with power, and you will be witnesses for me in Jerusalem, in all Judea and Samaria, and to the ends of the earth"*

**Acts 1:4-8**

After Jesus told them this he was taken up to heaven. Jesus' followers were very sad and frightened and they would gather together to for a meal to break bread and remember the stories, miracles and actions of Jesus. The Pentecost Story tells of the Jewish festival Shavuot or the Feast of Weeks, as it is five weeks after Passover.

When the day of Pentecost arrived, Mary the mother of Jesus and the close followers of Jesus were altogether. Suddenly they heard a noise from the sky that sounded like a powerful wind. The sound filled the house. Then they saw something that looked like flames of fire (tongues of fire) which separated and came to rest on the head of each person there. They were all filled with the Holy Spirit and began to speak in other languages as the Spirit gave them the gift.

It was this Pentecost event that the followers of Jesus came to understand that with the help of the Holy Spirit their mission on earth was to continue to spread the stories and miracles of Jesus. This came to be known as the "Good News". It was the beginning of Christianity.

### Scripture: **Acts 2:1-8 Pentecost Story (Good News Bible)**

When the day of Pentecost came, all the believers were gathered in one place. Suddenly there was a noise from the sky, which sounded like a strong wind blowing, and it filled the whole house where they were sitting. Then they saw what looked like tongues of fire which spread and touched each person there. They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak. There were Jews living in Jerusalem, religious people who came from every country in the world. When they heard this noise, a large crowd gathered. They were all excited, because they heard the believers speaking in their own language. In amazement and wonder they exclaimed, "These people who are talking like this are Galileans! How is it, then, that all of us hear them speaking in our own native languages?"



Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Worksheet Card Shuffle:

**Cut the cards and distribute to the students**  
**Students find the match to their card in the stories**

<b>Pentecost Story</b>	<b>Grandma's Shoes</b>
Gathered together as followers of Jesus after Jesus had died.	Gathered together as a family because Grandma had died.
The disciples were sad and did not know what to do and who would be their leader.	The family were sad and did not know how they would go on without Grandma. Who would fill her shoes?
They told stories of Jesus and remembered his actions and words.	The little girl remembered stories of Grandma and remembered her actions and words.
The room was suddenly filled with wind and then they all had a flame of fire rested on their heads. These were signs that the spirit of Jesus was with them.	The little girl has many treasures that will always allow Grandma's spirit to remain with her.
The disciples of Jesus realized that it is up to them to keep the spirit of Jesus alive by going out to all nations and spread the Good News and walk in Jesus shoes.	The little girl realises that it is up to her to keep the spirit of her grandmother alive by remembering all the good things she said and did and eventually one day walking in her shoes.



Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit

### Worksheet 1

Pentecost Story	Grandma's Shoes



## Understanding Faith Communities: 4.1 Presence of the Spirit

### Assessment Ideas

#### How well did the students:

- Demonstrate their understanding of Spirit of God through their engagement in an initial brainstorming activity?
- Demonstrate a deeper appreciation of the Spirit of God communicated through their response to their reflective prayer time which demonstrated the diversity of images of God in the world.
- Demonstrate an understanding that every day the Spirit of God plays an active role in our lives.
- Understand that the Spirit can have a positive effect on attitudes and choices we make in our lives?
- Demonstrate understanding that scripture stories guide us in the choices for living that we make everyday.

### Evaluation

#### How well did the unit:

- lead the students to a deeper appreciation and knowledge of the presence of the Spirit of God in their world.?
- enable the students to articulate their insights and responses to the presence of the Spirit of God in the world?
- deepen student's knowledge and connection to Jesus' story and his teachings about the world and their responsibilities?
- encourage students to question, think, explore, share and contribute to inquiry the presence of the Spirit of God and to make connections to their own life?



Uniting Church in Australia  
*Come and See*

Middle Years (5 & 6)

## Understanding Faith Communities: 4.1 Presence of the Spirit



## Understanding Faith Communities: Christianity: Discovering the Bible

### Student Objectives

#### That students will:

- Develop an appreciation of the Bible as a collection of literary texts.
- Develop an appreciation of the Bible as a source for learning about God.
- Appreciate that the Bible guides and enriches our lives.
- Learn how to locate a particular passage in the Bible

We are confident that this unit can be related easily to the VELS standards, particularly in the areas of Interpersonal Development, Communication, Thinking Processes. The unit can also be linked to enquiry based learning.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

These lessons focus on the Bible as literature from which we can gain a deeper understanding of God.

#### Notes for the Teacher:

*Students are to be encouraged to view the Bible as a collection of texts separated by individual authors, audiences and contexts, as well as significant passages of time.*

*For the purposes of these lessons the two main divisions of the Bible will be called Hebrew Scriptures and Christian Scriptures.*

*The Hebrew Scriptures tell the stories of the people of Israel and their relationship with God.*

*The Christian Scriptures tell the story of Jesus Christ and the beginning of the Christian community.*

*They were written in the first century after Jesus' death. They began as oral tradition, and then were eventually written down.*

**Reference Unit 3: Reading the Bible in "As We Walk Along", Years 7&8. Curriculum Resource**

#### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.



## Understanding Faith Communities: Christianity: Discovering the Bible

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

	<b>Student Resources</b>
	Living Religions:
Teacher Reference	Christianity ISBN 0 431 49860 0
<a href="http://www.reonline.org.uk">www.reonline.org.uk</a>	Islam ISBN 0 431 14987 9
(go to People of Faith)	Judaism ISBN 0 431 14988 7
Life Times – 4 book series	Hinduism ISBN 0 431 14989 5
Rites of passage of major World Religions	Sikhism ISBN 0 431 14990 9
Publisher Evans Bros. London, 1998	Buddhism ISBN 0 431 14999
<a href="http://www.evansbooks.co.uk">www.evansbooks.co.uk</a>	

Your librarian will be a great resource.



## Understanding Faith Communities: Christianity: Discovering the Bible

Lesson 1	So What is the Bible?
Resources	Lesson Format
<p>Copies of the Bible</p> <p>Website <a href="http://www.devotions.net/bible.00bible.htm">www.devotions.net/bible.00bible.htm</a></p> <p>Worksheet No. 1</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the bible?</li> <li>• How do we use it?</li> </ul> <p><u>Brainstorm:</u></p> <p>What have you written or read in the past week? Did it have a message? Who was it written for? Build up a list of the purposes (reasons) for writing.</p> <p><i>We read and write for different purposes and for different people and in different times, eg. to tell a story with a message to instruct, to persuade, to record events, etc.</i></p> <p>What sort of writing do you think would be in the Bible?</p> <p><u>Discuss:</u> What is a library?</p> <p><i>Somewhere books are kept. A place I can go to research something. Somewhere I can get answers from. A place where a huge number of books are kept in order according to their content and /or their author's name.</i></p> <p>Students go to any nominated shelf in the non-fiction section of the school library and identify the types of books stored there. Respond to the following questions:</p> <ol style="list-style-type: none"> <li>1. How many books are on the shelf?</li> <li>2. Why are they grouped together?</li> <li>3. What is their common subject matter?</li> <li>4. Are they all written by the same author?</li> <li>5. Were they all published at the same time?</li> <li>6. Were they all published in the same city?</li> </ol> <p>The Bible is a much smaller library. It is more like a single shelf as it contains a large number of books by different authors, from different places and different times. However they all have something in common - their subject matter: God and God's work in people's lives.</p> <p>As a means of becoming familiar with the layout of the Bible it would be preferable if students could have access to a copy of the Bible. We will find that there are two main sections-----Hebrew Scriptures and Christian Scriptures.</p> <p><i>Students need to know how to use the bible.</i></p>



## Understanding Faith Communities: Christianity: Discovering the Bible

	<p>Using the website <a href="http://www.devotions.net/bible/00bible.htm">www.devotions.net/bible/00bible.htm</a> look up Mark 11: 1-10 Now try to locate this story in a bible.</p> <p><i>Locating a biblical reference means that each particular book is listed by author, chapter, and verse. So if we want to locate the reference (Mark 11, 1-10) we need to find the page number for Mark's gospel in the index, then look for Chapter 11 and read verses one to ten.</i></p> <p>As believers we need to be familiar with our sacred texts.</p> <p>Reflect on the personal genres we use when writing.</p> <p>List them.</p> <p>Link to biblical genres.</p> <p><i>The bible contains poems, myths, proverbs, laws, narrative, prophecy, letters, parables, history and apocalyptic (revelation: revealing what will occur) literature.</i></p> <p>See if you can explain why some of these would be missing from your personal writing.</p> <p>To be able to sample various genres in the Bible, complete Worksheet No. 1.</p>
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## Understanding Faith Communities: Christianity: Discovering the Bible

### Worksheet No. 1 Genres in the Bible (Responses)

Name of Book	Genre	Number of Chapter	Number of Verse	Beginning of verses
Psalms	Poetry (song)	23	1	<i>The Lord is my shepherd, I shall not want</i>
Genesis	Myth	1	1-31	<i>In the beginning God created the heavens and the earth</i>
Proverbs	Sayings	10	12	<i>Hatred stirs up strife, but love covers all offences.</i>
Exodus	Law	20	3	<i>You shall have no other gods before me</i>
Mark	Narrative	15	16-37	<i>And the soldiers led him away inside the palace, and they called together the whole battalion.</i>
Isaiah	Prophecy	6	1-13	<i>In the year that King Uzzi'ah died I saw the Lord sitting upon a throne, high and lifted up, and his train filled the temple.</i>
1Corinthians	Letters	16	21	<i>I, Paul, write this greeting with my own hand.</i>
Luke	Parable	15	1-7	<i>Now the tax collectors and sinners were all drawing near to hear him</i>
Acts	History	2	1-13	<i>When the day of Pentecost had come, they were all together in one place.</i>
Revelations	Apocalyptic literature	22	1- 5	<i>Then he showed me the river of the water of life, bright as crystal, flowing from the throne of God.....</i>



## Understanding Faith Communities: Christianity: Discovering the Bible

### Worksheet No.1 Genres in the Bible

Name of Book	Genre	Number of Chapter	Number of Verse	Beginning of verses
Psalms	Poetry (song)	23	1	
Genesis	Myth	1	1- 31	
Proverbs	Sayings	10	12	
Exodus	Law	20	3	
Mark	Narrative	15	16- 37	
Isaiah	Prophecy	6	1-13	
1Corinthians	Letters	16	21	
Luke	Parable	15	1-7	
Acts	History	2	1-13	
Revelations	Apocalyptic literature	22	1- 5	



## Understanding Faith Communities: Christianity: Discovering the Bible

Lesson 2	What is great about the Bible?
Resources	Lesson Format
<p>A copy of the Bible for each student -a class set</p> <p>Paper to record responses.</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• Why is the Bible central to Christian religious belief?</li> <li>• What is the main message in the Bible?</li> </ul> <p>In small groups have the students discuss and record, things they have at home that are precious to their families.</p> <p><i>Within our families, we often have something precious that has been handed down through generations. Sometimes it is an object, or a photograph or a book. It has special significance for the family and is looked after very carefully.</i></p> <p>For Christians and Jews, the Hebrew and Christian Scriptures are something very special that has been passed down through many generations. These scriptures form the Bible.</p> <p>Brainstorm: What do you know about the Bible?</p> <p><i>The bible is a collection of writings. Judaism holds the Hebrew Scriptures sacred. Christian Scripture has its foundations in Hebrew Scripture and its fulfilment in Christian Scriptures.</i></p> <p>What has been handed down in your faith tradition? <i>Students from other faiths may wish to share their sacred or holy books.</i></p> <p>Reflect on school or classroom rules. How are they recorded? <i>Many school/classroom laws tell what we can't do. If recorded in this negative style of language, have the students re-word them into rules telling what we should do.</i></p> <p>Why do we need rules? Which rules are the most important in your view? Why?</p> <p>What is the difference between laws and rules? <i>Rules pertain to smaller groups of people. Rules may change according to the age of those concerned or because of circumstances. Laws are devised for the majority of people, eg. road rules. Laws carry greater penalties if broken.</i></p> <p>Many parts of the Bible are concerned with law. Why do you think this would be?</p> <p><i>Law sets up what we need to do. Law provides structures for society. People in disarray require laws in order for stabilisation. Law was an important part of Hebrew traditions, thus a large part of the Hebrew bible is devoted to God's influence in creating and defining law.</i></p>



## Understanding Faith Communities: Christianity: Discovering the Bible

A highlight of the Exodus story (*the story of God's people leaving Egypt and journeying back to their promised land*) is when God gave Moses the Ten Commandments.

The ten commandments were laws designed to be the cornerstones for living.

Read the account of God giving Moses the Ten Commandments.

(Exodus: 20: 1-17). *Hard copy or online/ or you may choose to display the following interpretation.*

### The Ten Commandments

1. Do not worship other gods.
2. Do not worship idols.
3. Do not misuse God's name.
4. Keep the Sabbath holy.
5. Honor your father & mother.
6. Do not murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not lie.
10. Do not covet (long to possess, especially that which belongs to another)

What do you notice about the language used in the ten commandments?

*These laws were very prescriptive and provided clear understandings of what was not permitted.*

Students can take Commandments 8 and 9 and turn them into positive statements.

Compare results.

*Respect the property and rights of others.  
Value and use the truth.*

### Other helpful positive translations

1. *Respect for God*
3. *Value God and creation ahead of material things*
4. *Value the spiritual nurture of your soul and spirit*
- 6 *Value all life*
7. *Value commitment in relationships and marriage*

What effect does emphasising the positive have on these two laws?

[www.scotschurch.com](http://www.scotschurch.com)

Collins St Melbourne

Teacher can direct students to this website to see a positive interpretation of the 10 Commandments. The greater emphasis on law in Hebrew Scripture is very evident here by comparison.



## Understanding Faith Communities: Christianity: Discovering the Bible

In Jesus' time the laws were re-directed from "you must not" to a greater emphasis on developing positive relationships between God and people.

Locate the response Jesus gave when asked by the scribes which commandment was the greatest.

Look in Mark 12 :30-31, either online or hard copy.

*Jesus replied,*

*"and you shall love the Lord your God with all your heart,  
and with all your soul, and with all your mind,  
and with all your strength.*

*You shall love your neighbour as yourself.*

*There is no other commandment greater than these."*

*( Mark 12: 30-31)*

What is the message of Jesus' words?

*Love is the emphasis now. Love for God and love for one another.*

Why do you think Jesus said this?

*Jesus was shifting the emphasis. However Jesus did not come to change the laws. Jesus summed up all the commandments with these words. Jesus wanted people to be challenged to behave better towards one another*

Throughout his life on earth, Jesus preached the message of love.



## Understanding Faith Communities: Christianity: Discovering the Bible

### Worksheet No.3. The Stilling of the Storm.

<b>Matthew 8: 23-27</b>	
<b>Who tells the story?</b>	<i>It is an account by an onlooker found in the gospel of Matthew .</i>
<b>Who is involved?</b>	<i>Jesus and his disciples.</i>
<b>What were the circumstances?</b>	<i>Jesus was feeling very tired after speaking to crowds of people.</i>
<b>When did the action take place?</b>	<i>Jesus went on board a boat and sailed across the lake.</i>
<b>What happened?</b>	<i>Jesus fell asleep and a huge storm blew up.</i>
<b>What is the problem?</b>	<i>The disciples thought that they were going to drown. They were very afraid.</i>
<b>What did they do?</b>	<i>They woke Jesus to get him to help save them.</i>
<b>What did Jesus do?</b>	<i>Jesus stopped the storm.</i>
<b>What is the message?</b>	<i>Jesus is always ready to help us.</i>



## Understanding Faith Communities: Christianity: Discovering the Bible

### Worksheet No. 3      The Stilling of the Storm

Matthew 8:23-27	
Who tells the story?	
Who is involved?	
What were the circumstances?	
When did the action take place?	
What happened?	
What is the problem?	
What did they do?	
What did Jesus do?	
What is the message?	



## Understanding Faith Communities: Christianity: Discovering the Bible

Lesson 3	What does Jesus have to say to us?
<p><b>Resources</b></p> <p>Copies of the Bible</p> <p>Worksheet No.3</p> <p>Values: “National Framework for Australian Values for Australian Schools,” DEST.</p>	<p><b>Lesson Format</b></p> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What was the focus of Jesus’ laws for living?</li> <li>• How did Jesus demonstrate these laws through his actions?</li> <li>• How did Jesus show love for people?</li> </ul> <p>Read the gospel story: Jesus and the Little Children Mark 10:13-16 using a hard copy or online. (<a href="http://www.devotions.net/bible/00bible.htm">www.devotions.net/bible/00bible.htm</a> )</p> <p>What sort of response could Jesus have made? What was Jesus showing his followers?</p> <p><i>Jesus was tired and could have agreed to the apostles sending the children away. Children in those times did not have the same rights as children do today. They had no voice of their own. Jesus showed that he valued them very much. He blessed them. He gave them his time and attention and explained that we should all be like little children. He demonstrated he valued their innocence and trust in him.</i></p> <p>Can you think of other times when Jesus showed love? List some examples. <i>Some examples might include: Feeding of the 5000 (Mark 4:35-41) Healing the Paralytic (Matthew 9:1-8) Lazarus (John 11:1-44)</i></p> <p>Discuss: How did Jesus show love? <i>He cared for people, he cured them, he listened to them, he valued their efforts, he helped them.</i></p> <p>List the values that are embodied in love. <i>Respect, tolerance, patience, good humour, kindness, etc.</i></p> <p>Compare your list with the values from “National Framework for Australian Values for Australian Schools “.DEST. <i>Care &amp; compassion/ doing your best/ fair go/ freedom/ honesty &amp; trustworthiness/ integrity/ respect/ responsibility/understanding, tolerance &amp; inclusion.</i></p> <p>Whether the content in the Christian Scriptures is in the form of letters, stories, or miracles, the message is the same. It is about our relationship with God and with all people.</p> <p>When do we use the word “miracle” in everyday life?</p>



## Understanding Faith Communities: Christianity: Discovering the Bible

*We need a miracle to get through this / It's a miracle / miracle cures!*

We do experience miracles in our lives.

The students could give examples of times when they have experienced miracles or at least know about them.

*Eg. Stuart Diver / Beaconsfield rescue/ people recovering form serious operations or illnesses.*

The Christian Scriptures contain many examples of miracles worked by Jesus.

We will explore one miracle in detail to see how it embodies God living and working through the person of Jesus.

*A miracle is something that does not have a logical or natural explanation or cause.*

*Many people in the ancient world believed in miracles*

*Biblical authors saw the world through eyes of faith.*

*The miraculous was believed to be a sign of God's intervention in human history.*

*For the authors of the Christian Scriptures, Jesus, the son of God, is a sign of God's power.*

*The focus of the miracle stories is the activity of Jesus.*

Read the story of the Stilling of the Storm. Matthew 8: 23-27

### Complete Worksheet .3

Students may wish to locate other examples of miracles in the Bible.



## Understanding Faith Communities: Christianity: Discovering the Bible

### Assessment Ideas

#### How well did the students:

- Demonstrate understanding that the Bible is the work of many authors?
- Demonstrate an understanding that the Bible consists of two main sections: the Hebrew Scriptures and the Christian Scriptures?
- Demonstrate an ability to locate particular references in the Bible?
- Articulate some of the messages in the Bible?

### Evaluation

#### How well did the unit:

- Lead to a deeper understanding of the relevance and importance of the Bible as Christian sacred scripture ?
- Demonstrate that Christian scripture is the story of Jesus?
- Assist recognition that God works through and in people?



## Understanding Faith Communities: 4.2 World Religions

### Student Objectives

#### That students will:

- Learn about religions which have world wide prominence
- Begin to understand the variety of religions in their school / local area / Australia
- Appreciate that all faiths have their own traditions and practices
- Demonstrate respect for world religions as they begin to learn something of their basic tenets

We are confident that this unit can be related easily to the VELS standards, particularly in the areas of Communication and Thinking Processes. The unit can also be linked to enquiry based learning.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

#### Opening Statement for the Unit

In this unit we will follow a process of investigation to develop some understanding of major world religions and particularly those found in Australia.

#### Notes for the Teacher:

*Students will need to be aware that this study calls for openness, and acceptance that other people hold dear, beliefs and practices which appear different from their own.*

*If students are to participate fully there needs to be an environment of trust, openness and respect.*

*This unit begins by looking at the school level, then moves to local area and then widens to encompass Australia.*

*It aims to develop understanding that there are many religions represented in Australia and that many have their roots in century old traditions.*

*Through the process, students will have an introduction to religions in their local area and beyond.*

*It will provide opportunity to develop some understanding of many faiths.*

*It will provide opportunity for students to learn about other religions within the Australian context.*

*Throughout this process, refer to your own librarian for advice on other resources.*



## Understanding Faith Communities: 4.2 World Religions

### Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

### Recommended Resources

Teacher Reference

[www.reonline.org.uk](http://www.reonline.org.uk)

(go to People of Faith)

Life Times – 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998  
[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



## Understanding Faith Communities: 4.2 World Religions

Lesson 1	Discovering World Religions
Resources	Lesson Format
<p>Internet access</p> <p>Graph paper.</p> <p><a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p> <p>Street directories.</p> <p>Local papers.</p>	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"><li>• How many religions are represented in Australia?</li><li>• What are these religions?</li><li>• What are some of the main beliefs?</li></ul> <p><b><u>Activity One.</u></b></p> <p>Religion can be defined as :</p> <ol style="list-style-type: none"><li>1. faith (<i>conviction</i>)</li><li>2. belief (<i>faithfulness, commitment</i>)</li><li>3. creed (<i>statement of belief, doctrine</i>) and</li><li>4. religious conviction ( <i>certainty, passion</i>).</li></ol> <p>In small groups discuss what these words mean in a religious context.</p> <p><i>Students may like to share family experiences of religion.</i></p> <p><i>Students may like to speak about their beliefs and traditions.</i></p> <p>Brainstorm all the world religions you know. List them.</p> <p><b><u>Activity Two.</u></b></p> <p>Conduct a survey of how many religions are represented within your class.</p> <p>Display these results.</p> <p>Broaden this to encompass your school.</p> <p>How will you do this?</p> <p>Could you devise a survey, maybe online, that will give you the information?</p> <p>Display these results.</p> <p>How many religions are now represented?</p> <p>How many world religions are not represented?</p>



## Understanding Faith Communities: 4.2 World Religions

### **Activity Three.**

Find out how many religions are represented in your region.  
*A decision will need to be made whether region is the area where you live or the area the school is located in.*

Brainstorm ways we could get this information.  
*Use a street directory / local papers/ web search*

Once you have the data, see if you can find where these religions worship.

Students could try to find the names of these places of worship.  
*Churches, temples, mosques, synagogues etc.*

Students might like to compare the architectural styles of these centres of worship.

Students may like to map their local area and mark in the places of worship.

### **Activity Four.**

There are many religions throughout Australia.

Put *www.2006 census/religions* into a search engine.

[www.2006census/religions](http://www.2006census/religions)

*Click on link Religion in Australia (2006 census)*  
*This will allow comparisons of 2001 and 2006 census figures for religions in Australia.*

Using the last census figures (2006) see if you can find:

- a) How many religions?
- b) How many people belong to the nominated religions?
- c) Can you graph the results?
- d) Are you surprised by any of the results?
- e) Why?

How many of these religions have representation in your area?





## Understanding Faith Communities: 4.2 World Religions

### Assessment Ideas

#### How well did the students:

- demonstrate their understanding of different religions through their class and school survey activity?
- demonstrate a deeper appreciation of people's beliefs through a study of one religion?
- demonstrate a growing spirit of respect, throughout this study?

### Evaluation

#### How well did the unit:

- lead the students to a deeper appreciation and knowledge of world religions?
- enable the students to articulate their insights and responses to the numbers of participants in Australia's religions?
- articulate some understandings about their selected study of one religion?
- encourage students to question, think, explore, share and contribute to inquiry into world religions and to make connections to their own lives?