



## Years 3 and 4 classroom resources

*This sequence of lessons explores the Catholic Education Week theme for 2022, 'The Way of the Gospel', based on Archbishop Peter A Comensoli's Pastoral Letter 2021.*

'The Way of the Gospel' challenges us to find the living Christ in our midst, and to respond and adapt to the questions that are asked in each generation:

- How might our local communities of faith continue to address the missionary call of the gospel into the future?
- How might we invite people into the fullness of the gospel of life, and do so with a sense of vibrancy and vitality?

### Teacher reflection

#### Making choices

To follow the way of the gospel, Jesus teaches and models for us how to live in right relationship with God, with self, with others and with the whole of creation. Although God has gifted us with freedom of choice, that freedom also involves being responsible for the consequences of our choices. We are encouraged to identify ways we can make positive choices throughout our life journey.

#### Spiritual reflection for teachers

How complex is it to make informed decisions?

For many believers, decision-making involves prayerful reflection on what one considers to be right and true in a given situation, and a trust, sometimes fragile, in which one believes one is being led by God. At other times, people have a strong sense of what is being asked of them and the choices that need to be made. People make the best choices they can, given their reflection, prayer and knowledge of a situation.

### Faith concepts

Creator, creation, choice, free will, respect, relationship

### Seeking understanding

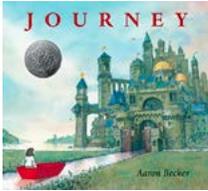
- What are good choices?
- How can my choices affect others?
- What choices did Jesus Christ make and what were the consequences for himself and others?

### Understandings

- Human beings are created in the image of God and are unique.
- Each person has dignity, rights and responsibilities.
- Each person is free to make choices, and all choices have consequences.
- Christians are invited to develop relationships based on respect and valuing individual differences.

## Unit-Specific Learning

| Students will learn to seek truth   | Students will learn to make meaning   | Students will undertake to live the story               |
|---|---|---|
| Knowledge and Understanding   | Reasoning and Responding  | Personal and Communal Engagement                        |
| <p>Ways that people express their uniqueness and creativity in the choices they make</p> <p>The consequences and effects of the choices we make</p> <p>The challenges of making good choices</p> <p>Ways in which Jesus Christ exercised freedom of choice</p> <p>The consequences that arise from a person's decisions</p> <p>Choices that build relationships and choices that can harm relationships</p> | <p>Reflect upon ways they can use their freedom to make good choices</p> <p>Evaluate their own choices in light of the Church's teaching on free will</p> | <p>Design an action plan that involves good choices</p> |

| Process   | Learning Intention   | Resources   | Activity   | Content Descriptors  |
|---|--|---|--|--|
| <p><b>Provocation</b></p> <p>Looking at the concept/issue as it is experienced today and as a religious issue, using a provocation to raise questions.</p>  | <p>Students are inspired to think, wonder and provoke questions about their experience of being lost or not knowing the way.</p> |  <p><a href="#">Early Vision: Police Video – Part 1, 'Lost Child' video</a></p> | <p>Watch the video about a small child who is assisted by a police officer when she gets lost while visiting a toy shop with her dad. Ask students:</p> <ul style="list-style-type: none"> <li>• Have you ever been lost?</li> <li>• How did you feel when you were lost?</li> <li>• Who helped you to guide you home?</li> <li>• How did you feel when you were found?</li> </ul>   |  |
|  <p><b>Learner</b></p> <p><b>How do I encounter this?</b></p> <p>What do I think about this?</p> <p>What questions does this raise for me?</p> <p>Why am I responding in this way?</p> <p>How does this impact on who I am in the world, and as part of a Catholic learning community?</p> | <p>Students relate their experience of making choices and finding their way in their own life.</p>                               |  <p><a href="#">Journey by Aaron Becker</a></p>                               | <p><b>What is my experience of decision-making?</b></p> <p>Explore the picture story book <i>Journey</i> by Aaron Becker about a girl on an adventure of her own creation. This wordless picture book is about self-determination and unexpected friendship.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• When have you had to make a choice?</li> <li>• What helped you to make your decision?</li> <li>• What questions does this raise for me about my own decisions?</li> </ul> | <p><b>God, Religion &amp; Life Knowledge and Understanding: seeking truth</b></p> <p>Explain free will in the Catholic Tradition</p> |

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|  <p><b>Context</b></p> <p><b>How do others encounter this?</b></p> <p>Seeking different views, including religious perspectives and interpretations, through dialogue. Going deeper into different world views to reveal alternative visions of, and for, the world.</p> <p>What is at the heart of this topic for each perspective?</p> <p>Are there hidden world views to uncover?</p> <p>What visions for life do these perspectives reveal?</p> <p>What connects with my experience or thinking?</p> <p>What challenges me?</p> <p>What questions do I have now?</p> | <p>Students explore the impact of choices and consequences.</p> <p>They create a cartoon strip illustrating their own decision and consequence.</p> |  <p><a href="#">The Teacher Toolkit: Four Corners activity</a></p>  <p><a href="#">Hun School of Princeton: 15 Questions to Encourage Critical Thinking</a></p>  <p><a href="#">Project Zero: Think, Pair, Share</a></p> <p><a href="#">Cartoon strip template 1</a></p> <p><a href="#">Cartoon strip template 2</a></p> | <p><b>Decisions and consequences</b></p> <p><b>Four Corners activity</b></p> <p>Explore the idea of consequences by posing questions or situations to the class group where they need to justify their choice and explore the consequences.</p> <p>Set up the four corners of the classroom as: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'.</p> <p>Pose a situation to the class, such as:</p> <p><i>You receive a late invitation to the party of a classmate. You really want to go because your closest friends are going but you already promised to have your cousin over for a sleepover. You decide to tell your cousin you are sick so they can't come over and you go to the party.</i></p> <p>Ask students to move to the corner of the room which best expresses whether they agree or disagree with the decision made in the example. Ask students to explain their thinking or justify why they chose their position.</p> <p><b>Who can guide us to make decisions?</b></p> <p><b>Think, pair, share</b></p> <p>In pairs, have students use the 'Think, pair, share' protocol to consider how others can help them when they need to make a decision.</p> <p>As a class, brainstorm a list of people who we can go to for help. Have students consider:</p> <ul style="list-style-type: none"> <li>• Why are these good people to ask for help?</li> <li>• Why do we trust these people to help us with decisions?</li> <li>• Who is responsible for the decision when we make it?</li> </ul> <p>Now, have students create a cartoon strip (see templates, provided) illustrating themselves making a decision. They should include speech and thought bubbles to demonstrate their decision-making process.</p> | <p><b>God, Religion &amp; Life</b></p> <p><b>Reasoning and Responding:</b><br/><i>making meaning</i></p> <p>Interpret the Catholic understanding of right relationship and its broader significance</p> <p><b>Personal and Communal Engagement:</b><br/><i>living story</i></p> <p>Reflect on choices in light of the Catholic understanding of right relationship</p> |

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|  <p><b>Tradition</b></p> <p><b>How is this encountered in the Catholic faith?</b></p> <p>Seeking the Church's perspective and interpretations through dialogue and discussion.</p> <p>What's at the heart of this topic for the Catholic Church?</p> <p>What might different church members bring to this?</p> <p>What visions for life does this perspective reveal?</p> <p>Why does the Church hold this view?</p> <p>How is this different from other religious perspectives?</p> <p>How might it challenge secular positions?</p> <p>What connects with my experience or thinking?</p> <p>What challenges my thinking?</p> | <p>Students investigate the first followers of Jesus and their role as disciples.</p> <p>They create a life journey map of one disciple of Jesus, illustrating important junctions in their life journey.</p> |  <p><a href="#">Saddleback Kids: Jesus Calls Peter video</a></p>  <p>Pope Francis</p>  <p>Pope Francis</p>  <p>Pope John Paul II</p> | <p><b>Who were the first followers?</b></p> <p><i>'Follow me and I will show you how to fish for people.'</i> (Matthew 4: 19)</p> <p>Jesus asked the disciples to follow him on a difficult path. Jesus entrusted the disciples to share his message despite the difficult consequences of their decision to follow him.</p> <p>As a class, discuss the differences between apostles and disciples (see definitions below, from <a href="#">The Compass News</a>).</p> <p><b>Disciple:</b> A disciple is one who follows a teacher. The ancient Greek philosophers like Socrates had disciples (such as Plato); Moses had disciples; John the Baptist had disciples. The word 'disciple' is derived from the Latin <i>discipulus</i> which, in turn, comes from the Greek word <i>mathetes</i>. Greek was the first language of the gospels, so <i>mathetes</i> was the word used for 'disciples' in the first gospels. <i>Mathetes</i> means 'a learner' or 'a pupil'.</p> <p><b>Apostle:</b> The word 'apostle' comes from another Greek word, <i>apostolos</i>, which means 'one who is sent', as with a messenger, emissary or ambassador.</p> <p><b>How did the disciples know what to do?</b></p> <p><a href="#">John 14: 6</a></p> <p><i>Jesus said to him, 'I am the way, and the truth, and the life. No one comes to the Father except through me.'</i></p> <p>Jesus taught the disciples. He shared important messages for all people no matter who they were or where they lived or how they looked.</p> <p><b>Who sets an example for us of how to be a disciple? How do we know today how to follow Jesus?</b></p> <p>Find out about some people who have followed Jesus, for example disciples, saints, the Pope, archbishops, parish priests, Saint Patrick, Mary McKillop, or the patron saint of your school.</p> <p>Some other activities to consider include:</p> <ul style="list-style-type: none"> <li>• using the quiz on <a href="#">Kahoot</a> to recall the story of Saint Patrick</li> <li>• inviting your parish priest to talk to the class about how and why they decided to become a priest</li> <li>• having students explore the story of a person who followed Jesus and create a map of their life journey. They should illustrate the important decisions the person made to follow Jesus and the consequences of those decisions.</li> </ul> | <p><b>Church &amp; Community</b></p> <p><b>Knowledge and Understanding:</b></p> <p><i>seeking truth</i></p> <p>Explain the role of Mary and discipleship in the early Church</p> |

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|  <p><b>Transformation/Relationship</b></p> <p><b>How am I called into a deeper relationship with others, the world and God?</b></p> <p>Exploring a different way of knowing through experiences that open us to the sacred: praying and celebrating, using symbol and ritual and reflecting on sacred text and art.</p> <p>How does this experience (of prayer, celebration, reflection, theologising about the concept) call me to be more?</p> <p>How does this impact on my spirituality?</p> <p>How do I explore my inner voice?</p> <p>Who am I in this?</p> <p>How am I becoming conscious of a higher, deeper, more valued reality, beyond the senses?</p> | <p>Students participate in a prayer experience as a way to encounter God.</p> <p>They list ways they can choose to follow Jesus just as the disciples did.</p> |  <p><a href="#">Labyrinth prayer experience</a></p> | <p><b>How does God help guide us to choose to follow him?</b></p> <p>As a class, explore some prayer experiences.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• <b>Catholic Education Week prayer</b><br/>Participate in the Catholic Education Week prayer celebration.</li> <li>• <b>labyrinth</b><br/>Explore the labyrinth meditative practice.</li> <li>• <b>Lenten journey</b><br/>Ash Wednesday begins our journey through Lent to Easter. As you journey with your class, you may like to link your daily Lenten prayer to the way of the gospel.</li> </ul> <p>A suggestion for a visual prayer journey could be to create class footsteps to mark the progress of the days of Lent to Holy Week and Easter. Each student would create an individual footstep to incorporate into your morning prayer with a daily action for the whole class to work on, such as:</p> <ul style="list-style-type: none"> <li>• smile at each person you meet today</li> <li>• follow directions from each adult you encounter</li> <li>• write or say a prayer for someone important to you</li> <li>• don't argue with your siblings</li> <li>• get ready for school without being asked by your parent</li> <li>• walk the dog or feed the pets without being asked</li> <li>• do the dishes without being asked</li> <li>• set the table when your parent is cooking the dinner</li> <li>• read a story to your younger sibling.</li> </ul> <p>Students plan and participate in a prayer experience. As an element of the prayer experience, they determine ways they can be a disciple.</p> | <p><b>Church &amp; Community</b></p> <p><b>Knowledge and Understanding: <i>seeking truth</i></b><br/>Explain the role of Mary and discipleship in the early Church</p> <p><b>Reasoning and Responding: <i>making meaning</i></b><br/>Interpret the meaning and importance of Mary and discipleship for the Church today</p> |

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|  <p><b>Transformation/Praxis</b><br/> <b>How am I called into commitment and action?</b><br/>           Reflecting on the integration of knowledge, ways of being, spirituality and action, and the resulting transformation.<br/>           What do I think now?<br/>           How have I grown?<br/>           What influences my thinking and why?<br/>           What further questions does this raise for me?<br/>           What will I do differently now?</p> | <p>Students will compare the mission of the disciples with their own faith community.<br/>           They will create an advertisement promoting discipleship.</p> |  <p><a href="#">LifeVestInside: Kindness Boomerang – “One Day” video</a></p>  <p><a href="#">Heroes by Alesso and Tove Lo video</a></p>  <p>Vatican News – English: October: Missionary Disciples <a href="#">video</a></p>  <p>Project Zero: <a href="#">The 4 C’s activity</a></p> | <p>Share the <i>LifeVestInside</i> video and the song, <i>Heroes</i>, by Alesso and Tove Lo and discuss how ordinary people are experiencing Christ’s mission.</p> <p><b>What is God asking of me?</b></p> <p>Watch the <i>Vatican News</i> video of Pope Francis talking about missionary disciples.<br/>           Jesus asks us all, including you, to be missionary disciples. Are you ready?</p> <p>In groups of three, have students complete a simplified version of the ‘4 C’s’ <a href="#">activity</a> for Years 3 and 4 (exploring connections, challenge, concepts and changes).</p> <p>The disciples were God’s messengers for their time.<br/>           Ask students:</p> <ul style="list-style-type: none"> <li>• How can we be God’s messenger in our time?</li> <li>• What do you think now about discipleship?</li> <li>• How can you be a disciple in my community?</li> </ul> <p>Using music and the arts, have students create an advertisement encouraging people to follow Jesus. The theme song, logo, artwork, poster needs to communicate how we can share the Good News with an attitude of faith and hope.</p> | <p><b>Church &amp; Community</b><br/> <b>Personal and Communal Engagement: living story</b><br/>           Reflect on the present parish community and ways it enables discipleship</p> |

### Achievement Standards (By the end of Level 4)

| Knowledge and Understanding: <i>seeking truth</i>   | Reasoning and Responding: <i>making meaning</i>   | Personal and Communal Engagement: <i>living story</i>   |
|---|---|---|
| <p><i>Students explain the Catholic Tradition and its elements by referring to history and context. They compare and contrast their understanding with another perspective.</i></p> | <p><i>Students interpret their life in dialogue with the Catholic Tradition and the cultural context by identifying the ‘big questions’ of human experience and articulating why they matter.</i></p> | <p><i>Students reflect on experiences that provoke spiritual and religious insights by engaging with beauty, the unseen and the mystery of God’s work in the world.</i></p> <p><i>They integrate new insights by articulating how these might influence personal decision-making.</i></p> |