



Years 5 and 6 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 content information

By the end of this unit, students will have explored the pivotal roles different communities play within society, including the Catholic faith community, which shape our identity and influence our actions. They will pay particular attention to the roles and responsibilities within a just community and identify actions they can take to enhance both the Catholic and other communities they belong to and are part of in their local environment.

Scripture passages

- Romans 12: 4–5: We are many parts, but one body
- John 13: 1–17: The Last Supper
- Acts 2: 1–3: 'When the day of Pentecost had come, the [disciples] were all together in one place. And suddenly from heaven there came a sound like the rush of a violent wind, and it filled the entire house where they were sitting.'

Teacher reflections

'At the heart of who we are is not all the buildings ... but the person of Jesus Christ, who enters into our lives and who we then share with others. ([Archbishop Comensoli](#) 2021)

'The family is a community of love where each of us learns to relate to others and to the world around us.' (Adapted from [Amoris Laetitia](#), Pope Francis 2016)

Sent out

A 'mission' is a family of communities, working together for viability and vitality. It is a local area, with commonalities in history, demographics, geography and with a collaborative focus on evangelisation, worship, formation and outreach.

Concepts

Identity, belonging, community, relationships, decision-making, freedom, responsibility, justice, liberation

Content area


By the end of Level 6




KEY


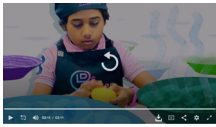
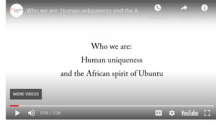
Church and Community

Prayer, Liturgy and Sacrament


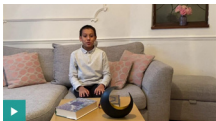





Knowledge and Understanding: <i>seeking truth</i>	Reasoning and Responding: <i>making meaning</i>	Personal and Communal Engagement: <i>living story</i>
Explain the significance of being Church.	Interpret what it means to belong to the Catholic Church or faith communities.	Reflect on the roles and responsibilities of a just community.
Explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar.	Interpret the significance of liturgical signs, symbols, colours, rites, rituals and sacraments in the past and present Church.	Reflect on participation in communal prayer and use symbols and ritual when planning communal prayer experiences.



Process	Learning Intention	Resources	Activity	Content Descriptors
<p>Provocation</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 belonging to a community.</p>	 <p>NowThis Kids: How to Give Back to Our Communities</p> <p>Project Zero: Think, Puzzle, Explore</p>	<p>What is a community?</p> <p>Have students watch the video about giving back to communities. Then ask them to respond using the thinking routine 'Think, Puzzle, Explore'.</p> <p>Ask:</p> <ul style="list-style-type: none"> • What do you think you know about this community? • What questions or puzzles do you have about community? • How might you explore your puzzles about this topic? 	




Process	Learning Intention	Resources	Activity	Content Descriptors
 <p>Learner How do I encounter this? What do I think about this? What questions does this raise for me? Why am I responding in this way? How does this impact on who I am in the world, and as part of a Catholic learning community?</p>	<p>Students relate to their experiences of belonging to a community, especially the roles and responsibilities associated with each particular community.</p>	 <p>Twinkl: Handy Apps worksheet</p>  <p>Twinkl: Tech Week Design Your Own App worksheet</p>	<p>What's my experience of community?</p> <p>Ask students to individually brainstorm to identify the communities they belong to, for example, family, school, religious/faith communities.</p> <ul style="list-style-type: none"> • Have students respond to the following questions: • What communities/groups do you belong to? • Why is it important to belong to these communities? • How do you know you belong to a community? • What role/s and responsibilities do you have within your community? <p>Students may choose to create an app for a community they belong to (digitally or by illustrating). Within the app they could identify the name of the community, the importance of the community, the roles and responsibilities of the community within the wider community.</p>	

Process	Learning Intention	Resources	Activity	Content Descriptors
 <p>Context</p> <p>How do others encounter this?</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 communities can have, especially in challenging times.</p> <p>Students identify their perspective of community.</p>	 <p>Behind the News: Cooking with Kindness</p>  <p>Templeton Prize: Who we are: Human uniqueness and the African spirit of Ubuntu. Desmond Tutu, Templeton Prize 2013.</p>	<p>How do others experience community?</p> <p>Our community shapes us and our identity. Our beliefs, relationships, values and even languages are shaped by the community we belong to.</p> <p>Ask students to explore the examples of how others experience community (<i>Behind the News</i> and <i>Templeton Prize</i> videos). Explore the African meaning of Ubuntu: I am because we are.</p> <p>Have students begin to define what community means for them by writing a definition of community. They then evaluate.</p> <p>Ask students to continue to build on their app by including their definition of community.</p> <p>Then have students identify questions they may have about community.</p> <ul style="list-style-type: none"> • What questions do I have about community? • How does this information challenge my thinking about community? • How does this information challenge my thinking about the communities I belong to? 	

Process	Learning Intention	Resources	Activity	Content Descriptors
		<p>Project Zero: Colour, Symbol, Image</p> <p>Behind the News: Lent</p> <p>Additional resources</p> <p>CBBC Newsround: Lent 2020: What is Lent and why do people give things up?</p> <p>Together At One Altar: Signs and Symbols</p>	<p>Celebrating as a Catholic community</p> <p>As a community, the Catholic Church shares a set of beliefs and celebrations. Lent, Holy Week, Easter and Pentecost are some of the key celebrations where Catholics express their beliefs.</p> <p>As a class, watch the <i>Behind the News</i> video and identify the signs, symbols, rituals and prayers associated with Lent.</p>	<p>Prayer, Liturgy & Sacrament</p> <p>K&U: Explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar</p>

Process	Learning Intention	Resources	Activity	Content Descriptors
 <p>Context</p> <p>How do others encounter this?</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. What is at the heart of this topic for each perspective? Are there hidden world views to uncover? What visions for life do these perspectives reveal? What connects with my experience or thinking? What challenges me? What questions do I have now?</p>	<p>Students investigate and make sense of different faith communities.</p> <p>Students evaluate their understandings and interpretations of different religious celebrations.</p>	 <p>CBBC Newsround: Ramadan: What is Ramadan?</p>  <p>CBBC Newsround: What is the story of Passover?</p>  <p>CBBC Newsround: Diwali: What is it?</p>	<p>How do other faiths experience communities?</p> <p>As a class, explore different faith communities around the world. Listen to how different faith communities celebrate their beliefs.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Why is it important for faith communities to celebrate? • How does your community celebrate their identity? <p>Choose from one of the following activities:</p> <p>Have students choose a different faith community than their own and design a web page or use a Y chart to explore the community.</p> 	<p>Church & Community</p> <p>R&R: Interpret what it means to belong to the Catholic Church or faith communities</p>
 <p>Transformation/Relationship</p> <p>How am I called into a deeper relationship with others, the world and God?</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>Students identify the role of the Catholic Church in the broader community.</p>	 <p>USA Today: 'We are brothers': Pope Francis washes feet of migrants</p> <p>The Catholic Weekly: Let's serve each other: Pope washes prisoners' feet</p>	<p>How does the Catholic Church demonstrate what faith in action looks like within a lived community?</p> <p>Have students look at the images of Pope Francis washing the feet of migrants. Then have students respond to image using the 'See, Think, Wonder' protocol. Ask:</p> <ul style="list-style-type: none"> • What do you see? • What does the image make you think? • What does the image make you wonder? <p>As a whole class, create a 'Wordle' or a brainstorm of words that emerge from this image. Ask: Why might Pope Francis wash the feet of migrants?</p> <p>Students may also wish to read the news article 'Let's serve each other: Pope washes prisoners' feet'.</p>	<p>Church & Community</p> <p>P&CE: Reflect on the roles and responsibilities of a just community</p>

Process	Learning Intention	Resources	Activity	Content Descriptors
<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 integrate the understanding of community with the experience of Mass.</p> <p>Students integrate their understanding community, identifying implications for local and global context</p>	 <p>Sent Forth on Mission Challenged to live the Gospel</p> <p>Together At One Altar: Sent Forth on Mission</p>  <p>Caritas Australia: Solidarity – Upper Primary</p>	<p>Church as a Eucharistic community</p> <p>At the Last Supper, Jesus demonstrated how Christians are called to service and love. We are called to be actively engaged in the Lord's work on earth. We go out from the Eucharistic celebration to live the Eucharistic life – we go out as the body of Christ.</p> <p>Ask students to watch the 'Sent Forth on Mission' video, read John 13: 1–17 and then respond to the following questions:</p> <ul style="list-style-type: none"> • What does it mean to be a follower of Jesus? • What does it mean to be a member of the Catholic community? <p>Communities in solidarity</p> <p>Read the definition of solidarity from the Caritas website. Ask students:</p> <ul style="list-style-type: none"> • How does the principle of solidarity impact on the types of community we create? • How does/can the principle of solidarity affect our decisions? 	<p>Prayer, Liturgy & Sacrament</p> <p>R&R: Interpret the significance of liturgical signs, symbols, colours, rites, rituals and sacraments in the past and present Church</p>

Process	Learning Intention	Resources	Activity	Content Descriptors
<p>Transformation/Praxis</p> <p>How am I called into commitment and action?</p> <p>Reflecting on the integration of knowledge, ways of being, spirituality and action, and the resulting transformation.</p> <p>What do I think now?</p> <p>How have I grown?</p> <p>What influences my thinking and why?</p> <p>What further questions does this raise for me?</p> <p>What will I do differently now?</p>	<p>Students integrate their understanding of community, identifying implications for local and global context.</p>	 <p>Together At One Altar: Living the Gospel</p>  <p>Together At One Altar: God Sends – We Go</p>  <p>Together At One Altar: Overview of the Mass</p> <p>Additional resources</p> <p>Songs students may use for their prayer experience design:</p> <p>Our God will reign forever – Fr Rob Galea</p> <p>Send Us Out – Gen Bryant</p> <p>Faith in the Future – Fr Rob Galea and Notre Dame College, Shepparton.</p>	<p>Living the gospel</p> <p>Have students explore the different Scripture, identifying one that speaks to them.</p> <p>Ask them to write a tweet that explains the connection between the passage and their understanding of community.</p> <p>Sending out</p> <p>Have students explore the 'God Sends – We Go' resource. We receive Jesus and then we are ready to go and take the life of Jesus with us into our school, amongst our friends and with our families.</p> <p>Then, ask students to explore the structure of Mass, e.g. gather, listen, give thanks, go out.</p> <p>Have students design a prayer experience to share with their class, year level, school staff, families and/or whole school. When designing their prayer experience they should consider the key elements of a just community.</p>	<p>Prayer, Liturgy & Sacrament</p> <p>P&CE: Reflect on participation in communal prayer and use symbols and ritual when planning communal prayer experiences.</p>

Achievement Standards (By the end of Level 6)

Knowledge and Understanding: <i>seeking truth</i>	Reasoning and Responding: <i>making meaning</i>	Personal and Communal Engagement: <i>living story</i>
<p>Students identify their perspective of community.</p> <p>Students identify their understanding of being church.</p> <p>Students evaluate their understanding of being church.</p>	<p>Students evaluate their understandings and interpretations of different religious celebrations.</p> <p>Students identify the role of the Catholic Church in the broader community.</p>	<p>Students integrate their understanding community, identifying implications for local and global context.</p>