



## Years F to 2 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

*'There is a spiritual hunger in the world today – and it cannot be satisfied by better cars on longer credit terms' (Adlai E. Stevenson, US Ambassador to the UN, 1961–65).*

### Spiritual reflection for teachers

In the first centuries of the Church, Christians gathered in homes to 'break bread'. In time, a special 'house-church' became the place for gathering. In the fourth century, when the communities had become larger, the Christians began to use 'basilicas' – the public assembly halls of the time. There, the Christians had ample space to gather, to hear the Word of God proclaimed and to celebrate the Eucharist.

During the Middle Ages the altar was moved more towards one end and eventually against the wall. The 'sanctuary' became the place where all liturgical ministry took place. The people remained in the nave, but they no longer participated as they had. They had become separated from the liturgical action. This arrangement remained into the early twentieth century.

The Second Vatican Council called for a re-ordering of this arrangement. The community is called to 'full, active, and conscious participation' in the liturgy. When we use the word 'Church' we mean the people of God, all who are baptised. A church building then is a 'house for the Church', the sacred space where the holy people of God do holy things.

The liturgical celebrations of our faith community are religious and human experiences which engage the whole person. We see, hear and experience the liturgical signs, words and gestures. *In what church or chapel have you experienced awe, wonder, reverence and the presence of God?*

Hunger and need can take many forms – physical hunger, a hunger for knowledge, freedom, justice, love, companionship, peace. 'You give them something to eat' (Lk 9: 13). Jesus Christ throws this challenge to the Twelve as they are confronted by a hungry crowd at the end of a day in a deserted place. *How do Jesus' words challenge you? Who are the 'hungry' in Australian society?*

Sometimes there is a tension between the values embodied in the Mass, such as love, community, sacrifice and service, and some of the values of the developed world in the twenty-first century. *What place do you see for the Mass and the values it embodies?*

In the Dismissal Rite in the Mass, the congregation is commissioned to go in peace to love and serve. *How do you embody this in your own life?*

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### Links to students' experiences

Students experience a sense of belonging through home, school and the local community. Belonging gives students a sense of identity, security and affirmation. The Church, as the family of God, offers students an experience of belonging. What are the students' experiences of parish? *What opportunities can be offered to enhance students' understanding and appreciation of belonging to the parish community?*

Students encounter their world through physical and concrete means. They are beginning to understand that the Mass occurs in a special building and involves special actions and objects. *How can students best explore the significance of the church building and its sacred objects? How can students make a connection between these and the celebration of the Mass?*

The Church community gathers at the Mass to celebrate and remember the life of Christ. Through this experience, individuals are nourished by God in order to love and serve others. Students are developing familiarity with the Mass at this stage. *What place does the Eucharist have in the lives of the students in your class?*

Students have some understanding of rituals and symbols associated with celebrations. They have basic knowledge of the symbols and rituals connected with the Eucharist.

Through role models at home and at school, students are developing an understanding of service as a means of helping those in need. *What does it mean to be in need, and how do we know when others are in need?*

#### **Catholic social teaching: Common good**

##### **What is 'true community'?**

The common good is reached when we work together to improve the wellbeing of people in our society and the wider world. The rights of the individual to personal possessions and community resources must be balanced with the needs of the disadvantaged and dispossessed.

For further information, please see Caritas Australia's Common Good lower-primary [resources](#).

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### Faith concepts

Community, belonging, ritual, service, celebration

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### Seeking understanding

- What is our role in our school and parish community?
  - How can we be forgiving and compassionate members of our school and parish communities?
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### Understandings

- The church is the family of God.
  - People gather to pray and celebrate the Mass in the parish church.
  - There are different roles in the parish.
  - The Mass is a special celebration when the church remembers and relives the words and actions of Jesus.
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## 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
<ul style="list-style-type: none"><li>• The church and school community are part of the family of God.</li><li>• We belong to the faith community of our local parish and to the wider church community.</li><li>• Scripture demonstrates how Jesus' forgiveness and compassion impacts on community relationships.</li></ul>	<ul style="list-style-type: none"><li>• Our parish priest works to support our parish community.</li><li>• Key figures have impacted on shaping the Church.</li><li>• Jesus shows us how to have a positive impact on our faith community.</li></ul>	<ul style="list-style-type: none"><li>• What role do we play as disciples of Jesus to help build forgiving and compassionate communities?</li><li>• How do our actions impact our parish and school community?</li></ul>

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 being included.</p>	 <p><a href="#">Medical Xpress: Why children exclude each other – helping kids open up about being left out</a></p>	<p>Show the image on the left to students and conduct a 'See, think, wonder' activity.</p> <p><b>Thinking routine: See, think, wonder</b></p> <p>As a class, brainstorm a list of emotions the child in the yellow T shirt might be feeling. Then ask students: What can we do to change how the child is feeling?</p>	
 <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 identify the signs and symbols of belonging in the story. They discuss Mama's reactions in the story.</p>	<p><a href="#">Let's Eat</a> by Ana Zamorano</p>  <p><a href="#">Project Zero: Think, Feel, Care (for younger children)</a></p>	<p>Read <i>Let's Eat</i> by Ana Zamorano. Ask students:</p> <ul style="list-style-type: none"> <li>Who are the key characters in the story?</li> <li>What are the signs of belonging in the story?</li> <li>How do we know the people in the story are welcome?</li> </ul> <p><b>Thinking routine: Turn and talk</b></p> <ul style="list-style-type: none"> <li>How do you belong in your home?</li> <li>How do you celebrate special occasions at your house?</li> </ul> <p><b>Thinking routine: Think, feel, care</b></p> <ul style="list-style-type: none"> <li>What if your mum was not there when you were having a special meal? How would you feel?</li> <li>How does Mama react when people don't come to eat?</li> <li>How does Mama demonstrate compassion and forgiveness?</li> <li>How does your family show forgiveness and compassion?</li> </ul> <p> What does Mama do in the family? How do you know?</p> <p> If you were Mama, how would you feel? Why would you feel that way?</p> <p> If you were Mama, what would you care about? What would be important to you?</p> <p>To help children think about different perspectives, choose a different person from the story and ask the questions again.</p> <p>Invite students to draw a picture of a family celebration at their house. Students should give their picture a title that reflects how they are feeling in their picture.</p>	

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	<p>Students identify what it feels like to be left out. They explore ways to join in.</p>	 <p><a href="#">Hungry Wolf Reads: Feeling Left Out by Kate Petty and Charlotte Firmin</a></p> <p>Other resources:</p> <ul style="list-style-type: none"> <li><a href="#">The Mother Company: Garden Theater – Casey Caterpillar Feels Left Out segment</a></li> <li><a href="#">Described and Captioned Media Program: When You Feel Left Out (Accessible Preview)</a></li> <li><a href="#">Rock: You, Me, and Empathy</a></li> </ul>	<p>Watch the video <i>Feeling Left Out</i> and then work through a ‘Think, feel, care’ activity.</p> <p>Thinking routine: Think, feel, care</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-right: 10px;">Think</div> <p>What does Chris do in the story? How do you know?</p> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-right: 10px;">Feel</div> <p>If you were Chris, how would you feel? Why would you feel that way?</p> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-right: 10px;">Care</div> <p>If you were Chris, what would you care about? What would be important to you?</p> </div> </div> <p>To help children think about different perspectives, choose a different person (Lucy, Jo, Gina, Ahmed) from the story and ask the questions again.</p> <ul style="list-style-type: none"> <li>• How did Chris belong?</li> <li>• What did Chris learn about ways to belong?</li> <li>• How do we belong in our family/class/school?</li> </ul> <p>Role play ways to join in and build a feeling of belonging.</p>	<p><b>Morality and Justice</b> Foundation</p> <p><b>K&amp;U:</b> Explain fairness, sharing and compassion in light of the story of Jesus</p>



Process	Learning Intention	Resources	Activity	Content Descriptors
	Students demonstrate what they know about the roles and responsibilities of group membership		Have students create slides or a poster explaining one of the groups previously discussed, and the roles and responsibilities of its members.	<p><b>Church &amp; Community Foundation</b></p> <p><b>K&amp;U:</b> Explain ways a church and school community are part of the family of God</p> <p><b>R&amp;R:</b> Interpret experiences of family and friendship in relation to God's family</p>
 <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>	Students will make connections to the church being a family with roles and responsibilities.	 <p>PROJECT ZERO</p> <p><a href="#">Project Zero: Think, Pair, Share</a></p>	<p>Invite your parish priest to explain their role in the parish.</p> <p><b>Thinking routine: Think, pair, share</b></p> <ul style="list-style-type: none"> <li>What questions would you like to ask Father when he comes to visit?</li> </ul> <p>After the visit by the parish priest, explore the similarities and differences between him and Mama from <i>Let's Eat</i>. How are they the same/different?</p>	<p><b>Church &amp; Community Foundation</b></p> <p><b>K&amp;U:</b> Explain ways a church and school community are part of the family of God</p> <p><b>Years 1 and 2</b></p> <p><b>R&amp;R:</b> Interpret the contribution of key figures in shaping the Church</p>

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	<p>Students will build understanding of how the Mass connects us to our faith community by remembering Jesus at the Last Supper.</p>	 <p><a href="#">Saddleback Kids: The Story of Easter (The Last Supper)</a></p>  <p><a href="#">Together At One Altar</a></p>  <p><a href="#">The Last Supper and the Mass</a></p> <p><a href="#">Together At One Altar: The Last Supper and the Mass</a></p>  <p>PROJECT ZERO</p> <p><a href="#">Project Zero: Same and Different</a></p>  <p><a href="#">Together At One Altar</a></p>  <p><a href="#">Purpose of the Mass</a></p> <p><a href="#">Together At One Altar: Purpose of the Mass</a></p>	<p>As a class, watch and discuss the <i>Last Supper</i> video. Now work through a comparison exercise.</p> <p><b>Thinking routine: Same and different</b></p> <p>Explore the <i>Last Supper and the Mass</i> resource from Together at One Altar.</p> <p>Then compare and contrast the Last Supper, <i>Let's Eat</i> and the Mass.</p> <ul style="list-style-type: none"> <li>• How are these three the same?</li> <li>• How are they different?</li> </ul> <p>You might like to work with students to create a <a href="#">Venn diagram</a> for each part of the activity. You can choose to include <i>Let's Eat</i> in the comparison.</p> <p>Participating in Mass is one way we belong in our school and parish community. Ask students:</p> <ul style="list-style-type: none"> <li>• What are our roles and responsibilities as a member of our faith community?</li> <li>• What did Jesus tell us?</li> </ul> <p>Brainstorm answers to these questions as a class.</p>	<p><b>Church &amp; Community</b> <b>Years 1 and 2</b> <b>K&amp;U:</b> Explain the significance of some key figures in the local parish and the wider Church</p> <p><b>Morality &amp; Justice</b> <b>Foundation</b> <b>K&amp;U:</b> Explain fairness, sharing and compassion in light of the story of Jesus</p>

Process	Learning Intention	Resources	Activity	Content Descriptors
	<p>Students analyse scripture to consider what Jesus might be asking us to do, say or be.</p>	 <p><a href="#">Jesus Film Project: Jesus and Zacchaeus</a></p>  <p><a href="#">Hope Kids: Let the children come to me</a></p>  <p><a href="#">KidsHubTV: The Parable of the Great Banquet</a></p> <p><a href="#">Jesus Film Project: What Is the Parable of the Great Banquet About?</a></p> <p><a href="#">Y Chart: Do, Say, Be</a></p>	<p>When Jesus was alive some people were left out: Zacchaeus, children, people who were sick or poor.</p> <p>Share from a selection of scripture:</p> <ul style="list-style-type: none"> <li>• The Story of Zacchaeus (Luke 19: 1–10)</li> <li>• Let the children come to me (Luke 18: 15–17)</li> <li>• The parable of the banquet (Luke 14: 15–24).</li> </ul> <p>How do these stories show us how to live?</p> <p>If we are being like Jesus, what would we be doing, saying and being?</p> <p><b>Thinking routine: Y Chart – Do, Say, Be</b></p> <p>Jesus invites everyone to join him. He told us that all people are welcome in God’s family and he showed us how to be inclusive.</p> <p>Ask students to write a sentence using the following stem: ‘I am trying to be like Jesus when I...’</p> <p>Have them illustrate their</p>	<p><b>Morality &amp; Justice Foundation</b></p> <p><b>R&amp;R:</b> Interpret what it means to be a disciple of Jesus</p> <p><b>Years 1 and 2</b></p> <p><b>K&amp;U:</b> Explain key scripture stories of Jesus’ forgiveness and compassion in terms of impact on community relationships</p> <p><b>R&amp;R:</b> Interpret the significance of the life and teachings of Jesus for building community today</p> <p><b>Church &amp; Community</b></p> <p><b>Years 1 and 2</b></p> <p><b>P&amp;CE:</b> Reflect on what it means to be a member of a parish and school community</p>

Process	Learning Intention	Resources	Activity	Content Descriptors
 <p><b>Transformation/Relationship</b>  <b>How am I called into a deeper relationship with others, the world and God?</b>  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.  How does this experience (of prayer, celebration, reflection, theologising about the concept) call me to be more?  How does this impact on my spirituality?  How do I explore my inner voice?  Who am I in this?  How am I becoming conscious of a higher, deeper, more valued reality, beyond the senses?</p>	<p>Students create clear statements as a group, explaining how we know who we are and how we can build a community where everyone can belong.</p> <p>Students reflect on their own growth throughout this unit of work.</p>	 <p><a href="#">Caritas Australia: The Common Good cartoon</a></p> <p><a href="#">Caritas Australia: The Common Good lower primary resources</a></p>  <p><a href="#">Feel, Say, Do comic template</a></p> <p>Alternate longer comic strip <a href="#">template</a></p>	<p>Discuss <i>The Common Good</i> cartoon and, as a class, discuss the following questions:</p> <ul style="list-style-type: none"> <li>• How can we be kind in the classroom?</li> <li>• How can we be fair on the playground?</li> </ul> <p><b>Conduct an interview activity</b>  Invite students to create wonderings about what it means to belong to a Catholic community.  Have students write their own questions to ask an older student/buddy about what it means to belong and how our actions impact on those around us.</p> <p><b>What can we do to build a community where everyone belongs?</b>  Revisit the original provocation image. Ask students to imagine what it would be like if everyone is included. How could the class/school/community work better if everyone was included? How might this image look if everyone was included?</p> <p>Have students create a cartoon expressing an understanding of what we could say, feel, do so that everyone is included.</p>	<p><b>Church &amp; Community Foundation</b>  <b>P&amp;CE:</b> Reflect on how they live as part of a family, school and the family of God  <b>Years 1 and 2</b>  <b>P&amp;CE:</b> Reflect on what it means to be a member of a parish and school community  <b>Morality &amp; Justice</b>  <b>Years 1 and 2</b>  <b>P&amp;CE:</b> Reflect on how actions impact community</p>

Process	Learning Intention	Resources	Activity	Content Descriptors
 <p><b>Transformation/Praxis</b></p> <p><b>How am I called into commitment and action?</b></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 design a reflection of their learning from this unit which can be shared with the wider community to invite and welcome others into the faith community</p>	 <p><a href="#">The Blessing Australia video</a></p>  <p><a href="#">The Auslan Signbank Dictionary</a></p>  <p><a href="#">VeggieTales: I Can Be Your Friend</a></p>  <p><a href="#">Be the Light - David Enever</a></p>	<p><b>'We are sent forth to live the Gospel in our daily lives' (Together At One Altar).</b></p> <p>Participate in Mass. Ask students to notice the parts of the Mass when the priest:</p> <ul style="list-style-type: none"> <li>• blesses the bread and wine</li> <li>• breaks the bread to share</li> <li>• says the same words Jesus said.</li> </ul> <p>Watch <i>The Blessing Australia</i> video and ask students:</p> <ul style="list-style-type: none"> <li>• How is this an example of belonging and building community?</li> <li>• How is this an example of sharing God's message?</li> </ul> <p>Using the <i>Auslan Signbank Dictionary</i>, learn to use Auslan to sign the chorus.</p> <p>Learn a hymn to sing/dance as a reflection after Communion demonstrating how we can live as members of our community. Some song examples include:</p> <ul style="list-style-type: none"> <li>• I Can Be Your Friend – Veggie Tales</li> <li>• In the Footsteps of Jesus – Andrew Chinn</li> <li>• Be the Light – David Enever</li> <li>• Hearts on Fire – Michael Mangan</li> <li>• I am Australian.</li> </ul> <p>Create a slogan for your class.</p> <p>Research what the most commonly spoken languages are in your community, and then investigate how to write and say 'welcome' in those languages. As a class, design a display welcoming others into your class/school/parish community.</p> <p>Create an illustrated, written or digital piece for the school or parish newsletter inviting others to join us and belong in our faith community.</p>	<p><b>Morality and Justice Foundation</b></p> <p><b>P&amp;CE:</b> Reflect on how they could respond to the call of discipleship</p> <p><b>Years 1 and 2</b></p> <p><b>P&amp;CE:</b> Reflect on how actions impact community</p>

### Achievement Standards (By the end of Foundation)

Knowledge and Understanding: <i>seeking truth</i>	Reasoning and Responding: <i>making meaning</i>	Personal and Communal Engagement: <i>living story</i>
<i>Students explain the Catholic Tradition and its elements by sequencing and retelling, using borrowed ideas.</i>	<i>Students interpret their life in dialogue with the Catholic Tradition and the cultural context by naming their own ideas and reflecting on the ideas of others to make sense of their experiences and wonderings.</i>	<i>Students reflect on experiences that provoke spiritual and religious insights by expressing their thoughts and feelings and making connections to personal experiences. They integrate new insights by seeing familiar relationships in different ways.</i>

### Achievement Standards (By the end of Level 2)

Knowledge and Understanding: <i>seeking truth</i>	Reasoning and Responding: <i>making meaning</i>	Personal and Communal Engagement: <i>living story</i>
<i>Students explain the Catholic Tradition and its elements by drawing on their experiences and the perspectives of others.</i>	<i>Students interpret their life in dialogue with the Catholic Tradition and the cultural context by describing, wondering and posing questions about how they live and what they believe.</i>	<i>Students reflect on experiences that provoke spiritual and religious insights by considering their own thoughts and feelings and those of others, identifying similarities and differences. They integrate new insights by identifying possible implications for community.</i>