



Unit Planning

EXAMPLE

Year level	Learning area/s
Year: 2	Religion

Unit overview

Brief summary

In this unit, students begin to learn how to nurture relationships with God, others and all creation. Students have explored the life, times and laws in the time of Jesus.

In this unit they explore Jewish Sabbath laws and explore how Jesus spoke of the highest law of looking after the immediate needs of others so that he could show how to follow the Greatest Commandment in full.

They relate this learning to choices (good and bad) that they make which affect their relationship with God and others. Students briefly explore school programs, personal choices and Catholic organisations which follow the Greatest Commandment.

(Students will explore the concept of sin and the ways believers restore relationships through reconciliation in another learning cycle.)

Essential elements

Nominated period for the unit

Relevant content descriptions identified from the AC

Achievement standard elements identified from the AC

General capabilities and cross-curricular priorities identified (as per school approach)

Assessment 'for', 'as' and 'of' learning opportunities

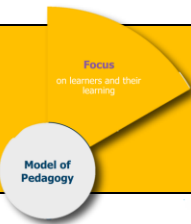

Learning and teaching sequence

Planned differentiation

Adjustments specific to the identified needs of students have not been included in this example, but are an essential characteristic of teacher planning and must be documented through the learning cycle.

Acknowledgement

We recognise and appreciate the work of the APRE Sarah Esbensen and teachers from St Peter and Paul Primary School Bulimba for their contribution to the development and modification of this planning resource.

Unit Title	Duration of Unit
Nurturing Relationships through our choices	4-5 Weeks
Unit Outline	
<p>In this unit, students learn about how to nurture relationships- with God, others, and all creation. Students have explored the life, times and laws in the time of Jesus. In this unit they explore Jewish Sabbath laws and explore how Jesus spoke of the highest law of looking after the immediate needs of others so that he could show how to follow the Greatest Commandment in full. They relate this learning to choices (good and bad) that they make which affect their relationship with God and others. Students explore school programs, personal choices and Catholic organisations which follow the Greatest Commandment</p>	
Key Inquiry Questions	
<p><i>Do we have rules that prevent us from caring for humans and all creation?</i> Could this situation happen in our world today? What rules do we have to support the care of humans and all creation? How would we re-write this text as 'the greatest law' for us today? If we lived the 'greatest law' today, what would our classroom look like, feel like, sound like?</p>	
<div data-bbox="123 885 313 1109">  <p>Focus on learners and their learning</p> <p>Model of Pedagogy</p> </div> <div data-bbox="369 933 840 1013">  <p>WHO ARE OUR LEARNERS?</p> </div> <div data-bbox="907 949 1601 997"> <p>Focus on Learners and their learning</p> </div>	
<p>To which religions do the children belong? What are their cultural backgrounds? What does the SRS data suggest? How can we challenge the students in their thinking? How can we identify students achieving at above the standard? How can we encourage the students to have agency in their learning?</p>	
<p>Source of Information: _____ eMinerva and SRS Sem _____ Date: _____</p>	

Year 2 Achievement Standard – What Students Learn - highlight relevant aspects to be covered

By the end of Year 2, students identify aspects of God's nature as revealed in the Bible. They discuss ideas about God's relationship with the Jewish people as described in some Old Testament stories. They analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. Students make connections between Jesus' teachings and actions and the way members of the Church community live today. They pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' healing ministry and the Church community's celebration of the Sacrament of Penance.

Students recognise the sacredness of God and all creation including human life. They identify ways in which humans respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. **Students recognise ways in which believers nurture their relationship with God, with others and with all of creation. They recognise choices that harm an individual and their loving relationships with God, others and all creation.** They explain ways in which believers seek to heal these relationships through reconciliation. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, others and all creation. They participate with respect in a variety of personal and communal prayer experiences especially prayers for forgiveness including acts of contrition and Penitential Act. They participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture.

Content Descriptions – What Teachers Teach

Religious Knowledge and Deep Understanding

The Church community draws from the teachings and actions of Jesus (e.g. actions of Jesus: praying, forgiving and helping people in need; teachings of Jesus: love, justice and peace) to guide the way they live. (CHPG3)

Skills

- Identify* key teachings and actions from Jesus' life that guide the life of the Church community
- Make connections* between the ways members of the Church community live today and some teachings and actions of Jesus.

Religious Knowledge and Deep Understanding

The life and teaching of Jesus is the primary source of God's self-revelation in the New Testament. (STNT5)

Skills

- Identify* some teachings and actions of Jesus that reveal aspects of God's nature (e.g. father, loving, just, forgiving, welcoming, inclusive).

Religious Knowledge and Deep Understanding

Knowledge of the historical, cultural and geographical context of the first century Mediterranean world assists the reader of the Gospels to better appreciate the life and times of Jesus. (STNT6)

Skills

- Gather* and record information about the geographical, cultural and historical context of the first century Mediterranean world
- Identify* and place some of the key events and people of the first century Mediterranean world within a time sequence
- Add* contextual information (historical, geographical and/or cultural) about the first century Mediterranean world to familiar Gospel stories.

General Capabilities and Cross-Curriculum Priorities Covered in this Unit – What will be the focus and how will these be taught?

Literacy:

- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content
- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard

Critical and Creative thinking:

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Personal and Social Capabilities:

- describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts
- participate cooperatively in groups on common tasks and activities
- practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict

Intercultural Understanding:

- describe how people express agreement or disagreement about what they value within familiar intercultural contexts
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences

Core Scripture Texts

Luke 13:10-17

Jesus heals a crippled woman in the synagogue on the Sabbath

Matthew 22:34-40

Jesus calls people to live respectful relationships

Complementary Scripture Texts

Luke 10:25-37

The Parable of the Good Samaritan

Micah 6:8

The meaning of covenant responsibility

John 20:21-23

Forgiveness and healing are interconnected.

Mark 2:13-17

Jesus eats meals with people

Teacher Background

The purpose of teaching the text:

Jesus calls people to live respectful relationships at all times. Jesus healing this woman results in a dispute with the leader of the synagogue over Sabbath rules and observance. Jewish people were required to refrain from work on the Sabbath, but Jesus healing a woman is seen as breaking that rule. Jesus appeals to the higher obligation of looking after the immediate physical needs of humans and all creation.

Following the rules at the expense of compassion let the Jewish leaders down. Jesus preached of Compassion (respect for all God's creation including Human Life) first before rules! This led to Jesus being seen as a radical!

Relevant Prior Curriculum – What should the learners already know?

By the end of Year 1, students make connections to their personal experience when explaining ways of living in accordance with God's plan for creation. They identify how people live safely and happily in community and in loving relationship with God.

They explain how to respect the dignity and natural rights of all people, to care for all creation by responsibly using God's gift of freedom to make choices.

Based in [Scripture](#), the Church teaches that all people are created in the image of God. The Church teaches that all people have dignity and natural rights and deserve respect, regardless of their religious, social or ethnic background.

They describe some aspects of Jewish daily life at the time of Jesus. Jesus participated in the life of the Jewish community. (BEWR2) (including mealtimes, leisure times, observing the Sabbath, praying, food laws).

Curriculum Working Towards – Where are my learners heading?

By the end of Year 3, students communicate ideas about the life and teaching of Jesus. They locate and use information about the cultural contexts in which the Gospels were written. Students recognise how the Scriptures provide a foundation for living a moral life.

They identify respect for basic human rights and acknowledgement of responsibilities, in particular for the poor and disadvantaged.

-A knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus. (STNT7)

-Jesus' great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture (including Luke 4:16-21) and church teaching. (CLMJ4)

Assessment		
Learning Intention	Success Criteria	Assessment Task
<p>I am learning to-</p> <p>recognise ways in which believers nurture their relationship with God, with others and with all of creation</p> <p>recognise choices that harm an individual and their loving relationships with God, others and all creation</p>	<p>I can-</p> <p>determine (find) the meaning of nurture</p> <p>recognise ways to nurture relationships with God</p> <p>recognise ways to nurture relationships with other people</p> <p>recognise ways to nurture relationships with all creation</p> <p>determine (find) choices that are made each day</p> <p>recognise choices that harm a person and their loving relationships with God, others and all creation.</p>	<p>Formative-</p> <p>Pose this question: <i>How can believers be like Jesus?</i> Jesus is...(kind, / loving / forgiving / inclusive)... So believers should be...(kind / loving / forgiving / inclusive)...by ...(what actions).....</p> <p>Summative: Create a Y chart to recognise what the classroom/school/environment would look like, sound like and feel like if people nurtured relationships with God, others and all creation.</p> <p>Students create scenarios where people are not following the 'Greatest Commandment'. They recognise how these actions will impact/harm their relationships with God and others. (These can be drawings, photographs of role play, videos, written, voiceovers on photos...)</p> <p>A variety of possible tools used for assessment to cater for individual needs.</p>

Year 2 Religion Standard Elaborations

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Applying (AP)
<p><u>apply knowledge when</u> recognising ways in which believers nurture their relationship with God, with others and with all of creation</p>	<p><u>make connections when</u> recognising ways in which believers nurture their relationship with God, with others and with all of creation</p>	<p>recognise ways in which believers nurture their relationship with God, with others and with all of creation.</p>	<p>exploring ways in which believers nurture their relationship with God, with others and with all of creation.</p>	<p><u>becoming aware of</u> ways in which believers nurture their relationship with God, with others and with all of creation.</p>
<p><u>applying knowledge when</u> recognising choices that harm an individual and their loving relationships with God, others and all of creation</p>	<p><u>making connections when</u> recognising choices that harm an individual and their loving relationships with God, others and all of creation</p>	<p>recognising choices that harm an individual and their loving relationships with God, others and all of creation</p>	<p>exploring choices that harm an individual and their loving relationships with God, others and all of creation.</p>	<p><u>becoming aware of</u> choices that harm an individual and their loving relationships with God, others and all of creation.</p>

Essential Literacies (vocabulary, key terms, skills etc)

Greatest commandment: commandment, soul, mind, neighbour, love, justice, kindness, humbly / humble.
Crippled woman – Sabbath, unclean, synagogue




Links to the Religious Life of the School

Promoting resources and activities of catholic justice and peace agencies for prayer and action (e.g. Caritas/Vinnies) SJA1.5
Supporting and encouraging student-initiated justice projects that contribute to the wellbeing of others locally and globally SJA3.3

Explicit Teaching of Prayer

Year 2 – [Prayers of forgiveness, including acts of contrition and Penitential Act](#). Meditative prayer – [centered breathing](#) and [attending to posture](#)
Catholic Identity: Teaching About Prayer

Ongoing: Create or read prayers focused on our choices. Showing love and compassion to those around us.





Respond with feedback that moves learning forward



What type of feedback will be offered to learners and when will this occur? How will learners' feedback on their own progress and to their teachers?
peer to peer, student to teacher, teacher to teacher...



Two stars and a Wish	Fist of Five	Traffic Lights (Red Yellow Green)	3-2-1
Emoji Exit Slip	Post-it Notes	One-on-one conference	'I noticed...' statements
Exit Slip – 'I learned, I have a question'	Buddy/Peer Conference	Paddle Pop sticks	Written feedback on draft


Overview of Teaching Strategies and Learning Experiences		Supports to Assist Learning
<div> <div>Model of Pedagogy</div> <div>Establish clear learning intentions and success criteria</div> </div> <div> <div>Model of Pedagogy</div> <div>Activate multiple ways of knowing, interacting and multiple opportunities for practice</div> </div>		
Establish clear learning intentions and success criteria	Activate multiple ways of knowing, interacting and multiple opportunities for practice	
<p>Learning Experiences One and Two</p> <p>Tuning in</p>	<div> <div>LEARNING INTENTION</div> <p>I am learning to recognise ways in which believers nurture their relationship with God, with others and with all of creation</p> </div> <div> <div>SUCCESS CRITERIA</div> <p>determine (find) the meaning of nurture</p> <p>recognise ways to nurture relationships</p> </div>	<p>Enabler: View images in a preview session, with support.</p> <p>Extender: Annotate the images with words about how nurture is shown.</p>
	<p>Show selected images and discuss what is happening in the pictures-Mother feeding baby, Animal mother, Playing with child... students share ideas. What is a word that tells of the actions of these mothers?</p> <p>Introduce and determine (find) the meaning of the word nurture: care for and protect (someone or something) while they are growing. Do the images all show ideas about nurture?</p> <p>How do you nurture relationships with others (friendships/family)? Discuss in a think, pair, share. recognise ways relationships are nurtured.</p> <p>Add ideas to Anchor Chart under the heading- Nurture.</p> <p>eg. Talk to each other, listen to each other, speak respectfully, help, care, share, include them in activities, trust each other.</p> <p>Watch: Friendship Soup Video https://vimeo.com/74294856</p> <p>Discuss ingredients. (Convert to Aus measures.. eg gallon=nearly 4 L)</p>	

		<p>Create a Friendship Soup Craft. Add ingredients that recognise how to nurture a friendship relationship. (Formative)</p> <p>Make the connection that believers can strengthen/nurture a relationship with God by talking and listening to God. This is called prayer. Prayer is one way people can nurture a relationship with God.</p> <p>Discuss different types of prayer - asking , blessing, sorry , thanking prayers - perhaps have a different type of prayer as your focus in morning prayer each day for the learning cycle.</p> <p>Add Nurturing relationships to the Anchor Chart and write- Nurture relationships through prayer.</p>	
<p>Learning Experience Three</p> <p>Exploring</p>	<div>  LEARNING INTENTION </div> <p>I am learning to recognise ways in which believers nurture their relationship with God, with others and with all of creation</p> <p>I am learning to recognise choices that harm an individual and their loving relationships with God, others and all creation.</p> <div>  SUCCESS CRITERIA </div> <p>I can- determine (find) the meaning of nurture</p>	<p>In groups, have students list the choices they made from waking in the morning to arriving in the classroom.</p> <p>Determine (find) some choices that were helpful in getting to school and recognise some choices that made getting to school more challenging.</p> <p>Add Choices to anchor chart. List some choices.</p> <p>Sing the CHOICES song by John Burland. Discuss how God gives us choices and we can decide which choices to make each day. Who helps us to make choices that are helpful? Eg. Parents, teachers... (Formative)</p> <p>Pose the question- did Jesus make choices?</p> <p>The Crippled Woman Luke 13:10-17</p> <p>Introduce children to the story of the Crippled Woman. Use some images from Free Bible images Speak about the word 'crippled,' and how we do not use that word today to describe people with disabilities as it causes hurt to them. What could the story be called instead? (The woman bent over, the woman with a sore</p>	<p>Enabler: Complete work in a small group with an adult. Pre-teach story vocab.</p>

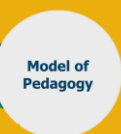
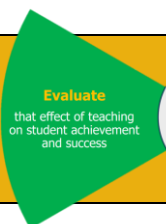
	<p>recognise ways to nurture relationships</p> <p>determine (find) choices that are made each day</p> <p>recognise choices that harm a person and their loving relationships with God, others and all creation.</p>	<p>back...) The story was given its title a long time ago when people did not understand how to speak about people who were different in ability to others.</p> <p>Unpack story – can order story or discuss as class.</p> <ul style="list-style-type: none"> • Identify the people (leader of the synagogue, Jesus, Woman, Jewish people) • Identify the synagogue as a meeting place for learning about the Torah stories and for prayer. • Identify what is happening in the story • Identify that the story takes place on the Sabbath day- a day of rest for Jewish people. • What choices were made? • Suggest reasons why people are upset with Jesus' actions. • Why might Jesus still heal the woman? <p>There is a reason this story is "amazing". Let's dig deeper...</p> <ul style="list-style-type: none"> • If Saturday is a day to rest in Jewish culture (Sabbath/ Shabbat) and no work is done, including healing work, why did Jesus still help the crippled woman on this day? • What can we learn from this story about how we should treat others and the choices we might make? Draw and record on anchor chart. <p>Anchor Chart additions-</p> <p>Under the Nurture definition and Nurturing Relationships through prayer, add-</p> <p>Nurture relationships- through following Jesus' ways Nurture relationships- through loving actions Nurture relationships- making positive/good choices.</p>	<p>Extender: Compose other titles for the Scripture passage.</p>
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<p>Learning Experience Four</p> <p>Finding Out</p>	<div data-bbox="360 193 743 261">  LEARNING INTENTION </div> <p>I am learning to recognise ways in which believers nurture their relationship with God, with others and with all of creation</p> <p>I am learning to recognise choices that harm an individual and their loving relationships with God, others and all creation.</p> <div data-bbox="360 612 710 681">  SUCCESS CRITERIA </div> <p>I can-</p> <p>determine (find) the meaning of nurture</p> <p>recognise ways to nurture relationships</p> <p>determine (find) choices that are made each day</p> <p>recognise choices that harm a person and their loving relationships with God, others and all creation.</p>	<p>Students work in groups to identify rules in the community. Have students make 'road signs' with many different rules on them that they follow. How do rules help people to make good choices? (Formative)</p> <p>Pose the question-Did Jesus follow rules?</p> <p>The Greatest Commandment Matthew 22:34-40</p> <p>Discuss how God sent Jesus to teach us, so all of Jesus lessons are from God and his vision for all people. Display Matthew 22:34-40 This is the number one teaching from Jesus. So what does it mean for us? Was Jesus following this teaching in the crippled woman story? How?</p> <p>Believers show God's love and follow the teachings of Jesus by showing compassion to all and following the Greatest Commandment.</p> <p>The Greatest Commandment - "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the great and first commandment. And a second is like it, You shall love your neighbour as yourself."</p> <p>Children write out in books or create a classroom banner.</p> <p>Add to the Anchor Chart-</p> <p>Nurture relationships by making choices that follow God's rules.</p> <p>What are some ways believers live the Greatest commandment?</p> <ul style="list-style-type: none"> - in homes? - our classroom/ play ground? - in relationship with nature and animals? 	<p>Enabler: Walk around the school and look for signs that help people remember the rules at school.</p> <p>Extender: How does Caritas show that is nurtures relationships? Make a Caritas word cloud.</p>
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		<p>- how does our school community live it? - Do you know any catholic organisations that follow it? (Refer to Vinnies/Caritas etc – make links to RLOS) (Formative)</p> <p>Students reflect on and recognise ways that they can follow the 'greatest law' today. How will they know when they have followed it? How will they feel? How will others feel?</p> <p>Formative- Pose this question to recognise choices: <i>How can believers make choices like Jesus?</i> Jesus is...(kind, / loving / forgiving / inclusive)... So believers should be...(kind / loving / forgiving / inclusive)...by ...(what actions).....</p> <p>Students may complete this individually, in groups or with adult support, as required.</p>	
Learning Experience Five Sorting Out	<div>  LEARNING INTENTION </div> <p>I am learning to recognise ways in which believers nurture their relationship with God, with others and with all of creation I am learning to recognise choices that harm an individual and their loving relationships with God, others and all creation.</p> <div>  SUCCESS CRITERIA </div> <p>I can-</p>	<p>Visit the complementary texts for more ideas about how believers nurture their relationship with God, others and with all creation ...</p> <p>-<u>Micah: 6:6-8</u> (<u>Act Justly song by John Burland based on this text</u>)</p> <p>Forgiveness and healing are interconnected - <u>John 20:21-23</u></p> <p>Jesus eats meals with people who have made poor choices - <u>Mark 2:13-17</u></p> <p>What we can learn about God as revealed through the stories and actions of Jesus they have heard about? – What was Jesus' modelling or wanting us to understand?</p>	

	<p>determine (find) the meaning of nurture</p> <p>recognise ways to nurture relationships</p> <p>determine (find) choices that are made each day</p> <p>recognise choices that harm a person and their loving relationships with God, others and all creation.</p>	<p>(God is compassionate, kind, loving, forgiving...)</p> <p>Review the Anchor Chart to recognise ways that relationships can be nurtured.</p> <p>Prayer</p> <p>Following Jesus' ways</p> <p>Loving actions</p> <p>Making positive/good choices</p> <p>Following God's rules.</p> <p>Discuss what it would be like to be in a place where the choices made by people were harmful? What is the difference between the good and bad choices? How do poor choices affect relationships? Students recognise choices that harm and act these out in role plays, then provide another, contrasting role play that shows a way to nurture the relationship. (Formative)</p> <p>Add ideas to Anchor Chart under good and harmful choices.</p>	<p>Enabler- work in a small group of chosen peers to identify actions that may be harmful.</p> <p>Extender: Identify and record possible effects of harmful choices for the school community.</p>
<p>Learning Experience Six</p> <p>Communicating</p>	<div data-bbox="360 1129 743 1197">  LEARNING INTENTION </div> <p>I am learning to recognise ways in which believers nurture their relationship with God, with others and with all of creation</p> <p>I am learning to recognise choices that harm an individual and their</p>	<p>Summative Assessment:</p> <p>1.Create a Y chart to recognise what the classroom/school/environment would look like, sound like and feel like if people nurtured relationships with God, others and all creation.</p>	

	<p>loving relationships with God, others and all creation.</p> <div data-bbox="358 266 710 333" data-label="Image"> </div> <p>I can-</p> <p>determine (find) the meaning of nurture</p> <p>recognise ways to nurture relationships</p> <p>determine (find) choices that are made each day</p> <p>recognise choices that harm a person and their loving relationships with God, others and all creation.</p>	<p>2. Students create scenarios where people are not following the 'Greatest Commandment'. They recognise how these actions will impact/harm their relationships with God and others. (These can be drawings, photographs of role play, videos, written, voiceovers on photos...)</p>	
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Evaluate the effect of teaching on student achievement and success

Reflection on the Unit Plan - What worked well in this unit? What was a stumbling block? What trends and gaps in learning have you identified? Did the assessment (type/mode and rigour) work well? How would you refine the unit/assessment?

