



Unit Planning

EXAMPLE

Year level/s	Learning area/s
Year: 8 Suggested duration: 8 weeks	Religion

Unit overview
Brief summary
<p>In this unit, students will explore the significance of the initiation rites of the Abrahamic Faiths (Christianity, Judaism, Islam) focussing on birth rites. They will investigate the significant parts of the rites and explain their significance for the believers' journey of faith.</p> <p>During the exploration of Christian baptism, students will explore the concept of ecumenism and how Christian denominations give witness to the ecumenical spirit. They investigate the similarities across Christian denominations of baptismal rites.</p> <p>Students will create a response to the focus question "How do believers begin their journey of faith?" using examples from the birth rituals of Christianity, Islam and Judaism.</p>

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 EORE Gavin Agnew, Thomas Schaab (Head of Religion, Ambrose Treacy College), Rueben Pather (APRE, Southern Cross Catholic College), the teachers of Ambrose Treacy College, Indooroopilly, and Southern Cross Catholic College, Scarborough, for their contribution to the development and modification of this planning resource.

Class Context for Learning

Focus on Learners and their learning

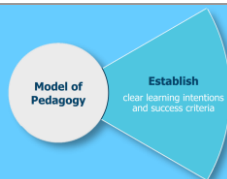


Class Needs

Individualised Learning Needs

Catholics/non-Catholics – other faiths – practising/non-practising

ASD – ADHD (abstract concepts may need further unpacking – visuals etc...)



Establish

Clear learning intentions and success criteria

Year Level Description

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets.

They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

Achievement Standard

By the end of Year 8, students consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. They describe how words and images are used to represent the mystery of the Trinity. They consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets. Students identify the unique relationship between God and God's people. They identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.

Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. They consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time.

Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today: participation of believers in liturgy and other personal and communal prayer experiences; responding to emerging moral questions; practising the cardinal virtues; and giving witness to the ecumenical spirit. They participate respectfully in a variety of prayer experiences including prayers from The Liturgy of the Hours; praying with scripture; meditative prayer including Augustinian Prayer and Franciscan Contemplative Prayer and meditative prayer practices, including centred breathing and attending to posture.

Fertile Question




How can believers begin their journey of faith?


Standard Elaborations

	A	B	C	D	E
Knowledge and Understanding	Consideration and comprehensive understanding of the relationship between God and God's people	Consideration and understanding of the relationship between God and God's people	Consideration and description of the relationship between God and God's people	Consideration of aspects of the relationship between God and God's people	Statements about the relationship between God and God's people
	comprehensive identification of the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers	detailed identification the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers	identification of the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers	partial identification of the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers	Fragmented identification of the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers
Skills in Processing	discerning evaluation of and drawing conclusions about the ways in which the Church is present and active in the world today through <ul style="list-style-type: none"> giving witness to the ecumenical spirit 	effective evaluation of and drawing conclusions about the ways in which the Church is present and active in the world today through <ul style="list-style-type: none"> giving witness to the ecumenical spirit 	evaluation of and drawing conclusions about the ways in which the Church is present and active in the world today through <ul style="list-style-type: none"> giving witness to the ecumenical spirit 	partial evaluation of and drawing conclusions about the ways in which the Church is present and active in the world today through <ul style="list-style-type: none"> the ecumenical spirit 	statements about the ways in which the Church is present and active in the world today through <ul style="list-style-type: none"> the ecumenical spirit
Communication	Comprehensive presentation of religious concepts and ideas through:	Detailed presentation of religious concepts and ideas through:	Presentation of religious concepts and ideas through:	Partial presentation of religious concepts and ideas through:	Fragmented presentation of religious concepts and ideas through:

<ul style="list-style-type: none"> • effective organisation and presentation of justified findings • discerning: <ul style="list-style-type: none"> - use of relevant religious terms and concepts - incorporation of relevant evidence • accurate acknowledgement of their sources of information using appropriate conventions 	<ul style="list-style-type: none"> • appropriate organisation and presentation of informed findings • informed: <ul style="list-style-type: none"> - use of appropriate religious terms and concepts - incorporation of appropriate evidence • acknowledgement of sources of information using appropriate conventions for the most part 	<ul style="list-style-type: none"> • organisation and presentation of findings • use of religious terms and concepts • incorporation of relevant sources • acknowledgment of evidence with some convention use 	<ul style="list-style-type: none"> • partial organisation and presentation of aspects of findings • partial use of religious terms and concepts • incorporation of aspects of sources • partial acknowledgement of evidence 	<ul style="list-style-type: none"> • fragmented presentation of aspects of findings • fragmented use of religious terms • use of sources • fragmented list of evidence
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Content Descriptions

Church Liturgy and Sacraments People of God Church History		 Beliefs Trinity Human Existence World Religions	
Religious Knowledge and Deep Understanding	Skills	Religious Knowledge and Deep Understanding	Skills
Liturgy and Sacraments Baptism is the basis of the whole Christian life and a common bond that unites all Christians. Through Baptism, people become members of the Body of Christ, the Church, and are called to hear God's word in faith and to respond by participating in the ongoing mission of Jesus. Baptism (infant, adult, full immersion, RCIA) uses words, actions and symbols to celebrate the gift of God's saving action and welcome people into the Christian community. CHLS12	<ul style="list-style-type: none"> • Investigate commonalities of Baptism across different Christian denominations. • Examine how Baptism makes a difference to the way in which a person is called to live their life. • Identify and explain the significance of the words, actions and symbols used in Baptism (e.g. immersion/pouring of water symbolises the gift of God's saving action in the lives of people). 	World Religions Although there is a strong connection between the 'People of the Book', there are distinct differences among their core beliefs and practices. Initiation rituals in the Abrahamic religions begin the journey of faith for believers. BEWR9	<ul style="list-style-type: none"> • Identify similarities and differences in the core beliefs of the monotheistic religions. • Recognise key elements in the birth rituals of the Christian, Jewish and Islamic faith traditions. • Describe how the initiation rituals of the three religions act as the foundation for the faith journey. 
Religious Knowledge and Deep Understanding	Skills		
People of God All Christians are united through their baptism (Galatians 3.27-29) in the name of Jesus Christ and receive the gift of the	<ul style="list-style-type: none"> • Define the term 'ecumenism'. • Identify and describe the heart of Christian unity (e.g. Baptism; beliefs that 		

<p>Holy Spirit (Acts 2:38). The term 'ecumenism' (from the Greek Oikoumene meaning 'of the whole inhabited earth') refers to the movement which seeks to bring about the unity of all Christians. All Christians are called to give witness to the ecumenical spirit through praying and working for Christian unity throughout the world.</p> <p>CHPG9</p>	<p>stem from the life, teachings and mission of Jesus Christ; symbols; rituals; action for social justice).</p> <ul style="list-style-type: none"> Describe ways in which Christians give witness to the ecumenical spirit (e.g. actions for social justice; prayer; dialogue; acknowledging the shared <u>wisdom</u> of Christian traditions; learning about and understanding the traditions of the Christian communities; living gospel values). 
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General Capabilities

Ethical understanding		Intercultural understanding		Critical and creative thinking		Personal and social capabilities		Literacy		Numeracy		Digital Literacy	
Understanding		Reflecting	✓	Inquiry	✓	Self-awareness	✓	Speaking and listening	✓	Number and algebra		Digital safety and wellbeing	
Responding		Engaging	✓	Generating	✓	Self-management		Reading and viewing	✓	Measurement and geometry		Investigating	
		Navigating	✓	Analysing		Social awareness	✓	Writing	✓	Statistics and probability		Creating and exchanging	
				Reflecting	✓	Social management	✓					Managing and operating	

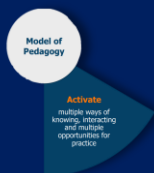
Cross Curricular Priorities

Aboriginal and Torres Strait Islander Histories and Cultures		Asia and Australia's Engagement with Asia			Sustainability	
Living Communities and Identity (central to the CCP)		Knowing Asia and its diversity		✓	Systems	
Country / Place		Understanding Asia's global significance			World views	
Culture		Growing Asia-Australia engagement			Design	
People					Futures	

Learning Intentions	Success Criteria
<p>By the end these learning experiences, students</p> <ul style="list-style-type: none"> Identify similarities and differences in the core beliefs and practices of Christianity, Judaism and Islam (Abrahamic faiths) Recognise the significance of initiation rituals in the Abrahamic religions as the beginning of the faith journey Describe ways in which Christians are united through baptism and are called to live their lives according to God’s saving action 	<p>Students can:</p> <ul style="list-style-type: none"> Recognise key elements in the birth rituals of Christianity, Judaism and Islam Compare and contrast the core beliefs and practices of Christianity, Judaism and Islam Recognise and/or name some significant elements in the birth rituals of Christianity, Judaism or Islam Identify how the initiation rituals in Christianity, Judaism and/or Islam are significant in the journey of faith for believers Investigate and identify commonalities in the ritual of Baptism in the Christian Churches and explain the significance of the words, actions and symbols used in Baptism Define ecumenism Give an account of ways in which Christians give witness to the ecumenical spirit

Assessment Plan					
<div> <div>Model of Pedagogy</div> <div>Respond with feedback that moves learning forward</div> </div> <div>Respond with feedback that moves learning forward</div>	Assessment Details	Objectives to be assessed	Success Criteria	Conditions	Date
	Formative Assessment 1 Complete a retrieval chart (Venn Diagram) that identifies, compares and contrasts the core beliefs of the Abrahamic faiths	By the end of this series of learning experiences students Identify similarities and differences in the core beliefs of the monotheistic religions.	Compare and contrast the core beliefs and practices of Christianity, Judaism and Islam	Class activity	
	Formative Assessment 2 Students create an information brochure that is designed to be available to believers in their place of worship that identifies the significance of an initiation ritual of either Judaism or Islam.	By the end of this series of learning experiences students <ul style="list-style-type: none"> Recognise the significance of initiation rituals in the Abrahamic religions as the beginning of the faith journey 	Recognise and/or name some significant elements in the birth rituals of Christianity, Judaism or Islam	Project Multimodal extended response 200 – 300 words.	
	Formative Assessment 3 Students create a poster in response to the focus question <i>How can the Sacrament of Baptism unite Christians?</i>	By the end of this series of learning experiences students Describe ways in which Christians are united through baptism and are called to live their lives according to God’s saving action	Define ecumenism Give an account of ways in which Christians give witness to the ecumenical spirit Investigate and identify commonalities in the ritual of Baptism in the Christian Churches	<ul style="list-style-type: none"> written responses 400–600 words spoken/signed responses 2–3 minutes (written, spoken/signed or multimodal) 	
	Summative Assessment Students respond to the focus question “How do believers begin their journey of faith?” using examples from the birth rituals of Christianity, Islam and Judaism. Students can present their response in a variety of ways such as a power point presentation, role play/interview, written description, or visual information text.	By the end of this series of learning experiences students Recognise the significance of initiation rituals in the Abrahamic religions as the beginning of the faith journey	Identify how the initiation rituals in Christianity, Judaism and Islam are significant in the journey of faith for believers	Multimodal Project written responses 400–600 words <ul style="list-style-type: none"> spoken/signed responses 2–3 minutes (written, spoken/signed or multimodal) 	

Scripture Texts: Baptism in the early Church (explicit connections to BEWR9, CHLS12, CHPG9)	
Core Scripture Texts	Complimentary Scripture Texts
Paul teaches about Baptism Galatians 3:27-29 Peter teaches about Baptism Acts 2:38	Paul's teachings on Baptism - Romans 6:3-8 1 Corinthians 12:12-13 Galatians 3:26-29
The purpose of teaching the text: The Sacrament of Baptism in the Catholic Church draws its foundations from the stories of baptism in the New Testament. In addition, this can be used as a foundation to identify comparable links with initiation rituals in Judaism and Islam.	
Questions that may assist students to create meaning from the text: <ul style="list-style-type: none"> What insights do these texts provide about the significance of baptism for Christians? If you lived in the time of Paul or Luke, what debates do you think could have been going on between believers? How many different insights can you gain into baptism from these texts? What is common and different about the initial rituals in the Abrahamic religions? 	



Activate

multiple ways of knowing, interacting and multiple opportunities for practice

Learning Experiences

Inquiry Process:		Tuning In		Finding Out		Sorting Out		Communicating		Reflecting and evaluating
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Learning Sprint One




- Focus/Question – Who are the believers?



[Resources](#)

[Teacher Background](#)

[Mandated Scriptural Texts](#)

<p>LAUNCH</p>  <p>Learning Intention: Identify similarities and differences in the core beliefs and practices of Christianity, Judaism and Islam (Abrahamic faiths)</p> <p>Success Criteria: Compare and contrast the core beliefs and practices of Christianity, Judaism and Islam)</p>	<ul style="list-style-type: none"> • Introduce the focus question to students <i>"How can believers begin their journey of faith?"</i> • Brainstorm what is a believer? What is it to believe and have 'faith' in something? • Review creeds and beliefs of the school community – how are these seen in the school environment? In the classroom? In the school badge/song/prayer • Discuss with students how believers come together (link to the religious life of the school) <ul style="list-style-type: none"> • Brainstorm what is a ritual? • Create a Venn Diagram of rituals/ traditions (sacred/secular) that the students know what are secular rituals • (Watch Rituals – Why are rituals so important to religion – Clickview) • Students design and create a "journey of life" map/visual summary. This can be based on the life cycle in general or focus on a grandparent or significant moments in their own life to date (e.g., baptism, birth, first day of school, first holy communion, Year 6 Graduation, 13th birthday, receiving an award etc). • Extension: colour code examples of rituals in other religions. Research this in small groups of 2-3 or complete as a whole class. Focus students in on the 3 Abrahamic traditions. 	<p>Rituals – Why are rituals so Important to religion - ClickView</p>
<p>ACCESS</p>	<ul style="list-style-type: none"> • Review what students know about the Abrahamic religions e.g. 5W's, Hot Potato or KWL • Teacher note: identify students who have high level understanding in one/two areas and those who need support 	<p>BBC Religions website Judaism Jewish Beliefs Christianity Islam</p>

	<ul style="list-style-type: none"> Identify with students the 'gaps' in their understanding and create inquiry questions for students to investigate. Teacher sets up pairs or small groups for an investigating task Students research information on Christianity, Judaism or Islam to answer their inquiry question 	<p>Interfaith Explorers – Judaism, Islam and Christianity http://interfaithexplorers.com/</p> <p>Catholic Identity Pages: Islam Judaism</p> <p>Overview of Judaism</p> <p>5 Pillars of Islam video</p> <p>The Library: Pathways of Belief – The Qur'an (Kit) (BC 297 QUR) Pathways of Belief – Islam, Hinduism and Sikhism (Kit) (BC 202 ISL) Judaism: History, belief, and practice (ebook) Christianity: History, belief, and practice (ebook)</p>
DEVELOP 	<ul style="list-style-type: none"> Students share their information with other groups and take notes on the religious traditions they haven't researched, using the 2-4-All strategy, adding to their research booklet and to a class information wall or online wall 	
DEMONSTRATE 	<p>Formative Assessment 1</p> <ul style="list-style-type: none"> Students use the information they have collected to complete a retrieval chart that compare and contrast the core beliefs and practices of Christianity, Judaism and Islam Teacher asks students – What's the best way you can show me your understanding? E.g. Venn diagram, written piece, visual, recount/tell to the teacher (brainstorm the different ways of sharing your understanding with the students first) 	2-4-All strategy

Focus/Question – <i>What is a journey of faith?</i>	
<p>LAUNCH</p>  <p>Learning Intention: Recognise the significance of initiation rituals in the Abrahamic religions as the beginning of the faith journey</p> <p>Success Criteria: Recognise and describe key elements in the birth rituals of Judaism or Islam</p>	<ul style="list-style-type: none"> Review the focus question with students “How can believers begin their journey of faith?” Discuss with students what is a ‘journey’? How can you have a journey of faith? Class activity about milestones along their journey. Refer back to “Journey of life map” from Learning Sprint One. View a clip such as <i>Rites of Passage</i> Discuss with students how they think a faith journey might begin – e.g. what have they seen, been part of <p><i>Rites of Passage</i> - Milestones in Christian life clip https://request.org.uk/resource/life/rites-of-passage/how-do-christians-celebrate-big-life-changes/</p>
<p>ACCESS</p> 	<ul style="list-style-type: none"> Focused teaching and learning on the birth rituals in Islam and Judaism using online and print resources such as: <ul style="list-style-type: none"> BBC Religion birth rituals in Islam http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml BBC Religion birth rituals in Judaism http://www.bbc.co.uk/religion/religions/judaism/rites/birth.shtml “Strictly Kosher” series on youtube http://www.youtube.com/watch?v=kHoWz9IzCnU (View the clip from 5.47 mins to 8.05 mins) <p>The Library resources:</p> <ul style="list-style-type: none"> <i>Judaism: worship, festivals and ceremonies from around the world</i> (book) <p>Other resources:</p> <ul style="list-style-type: none"> Muslim Birth Ceremonies https://www.youtube.com/watch?v=ya5wYKKT4kc <p>Common Practices of Islamic Birth Rites</p> <p>Brit Milah: A Jewish Covenant of Circumcision</p> <p>B'rit Milah: The Circumcision Ritual (includes Brit Bat)</p> <p>Understanding Religion 8: Judaism - pg 76 - 77 Islam – pg 87</p>

- What are the Jewish birthing Rites (Particularly 1:50 – 3:12)
<https://www.youtube.com/watch?v=Qns0RCexzOs>

Ensure the following are included:

Jewish	Islam
Brit Milah ceremony <ul style="list-style-type: none"> • Roles <ul style="list-style-type: none"> ○ Mohel ○ Sandek ○ Kvatterin ○ Kvatter • Parts of the Ceremony <ul style="list-style-type: none"> ○ Blessing and Circumcision ○ Kiddush & Naming ○ Seudat Mitzvah • Commandment • Elijah's Chair 	<ul style="list-style-type: none"> • Adhan – Call to Prayer • Tahneek • Khitan - Circumcision • Aqiqah – sharing a meal • Shaving the head • Tasmiyah - Naming the Child

DEVELOP



- Students use the information they have heard and discussed in the Access phase to record information on the key elements in the birth rituals of Judaism and Islam e.g. through a visual information wall, information booklet, interactive poster, written piece.


DEMONSTRATE





Formative Assessment 2



- Students create an information brochure that is designed to be available to believers in their place of worship that identifies the significance of an initiation ritual of either Judaism or Islam. Brochure needs to include:
 - Identification of key aspects of the ritual process (what is it? who partakes? when and where it takes place? sequence of activities? any special symbols, objects, gestures, clothing, or prayers?)


	<ul style="list-style-type: none"> an explanation of the ritual's meaning and purpose: its origins? its meaning and purpose? its significance? <p>Commence Summative Assessment</p> <ul style="list-style-type: none"> Students begin to respond to the focus question "How do believers begin their journey of faith?" using examples from the birth rituals of Christianity, Islam and Judaism. Students can present their response in a variety of ways such as a power point presentation, role play/interview, written description, or visual information text. <ul style="list-style-type: none"> (at this stage students focus on Judaism and Islam. Baptism will be looked at during the next learning sprint) 	
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Learning Sprint Three		Resources
Focus/Question – <i>How can the Sacrament of Baptism unite Christianity?</i>		
<p>LAUNCH</p>  <p>Learning Intention: Describe ways in which Christians are united through baptism and are called to live their lives according to God's saving action</p> <p>Success Criteria: Define ecumenism</p>	<ul style="list-style-type: none"> Review with students some of the different Christian denominations that they know or have researched. Introduce the term 'ecumenism' (from the Greek Oikoumene meaning 'of the whole inhabited earth') to the students. <i>Ecumenism refers to the movement which seeks to bring about the unity of all Christians. All Christians are called to give witness to the ecumenical spirit through praying and working for Christian unity throughout the world.</i> Create a class definition of ecumenism – What does it look like, sound like, feel like? 	<ul style="list-style-type: none"> Denomination Family Tree <p>The Uniting Church was formed on 22 June 1977, after three denominations – Congregational Union in Australia, the Methodist Church of Australasia and the Presbyterian Church of Australia joined together.</p> <p>Understanding Religion 8: Pg: 121-125</p>
ACCESS	<ul style="list-style-type: none"> Students work in small groups or pairs I Activities could include: <ul style="list-style-type: none"> exploring the websites of BCE Ecumenical schools such as Unity College, Emmaus College and Jubilee Primary School to see how ecumenism is promoted within Brisbane Catholic Education 	<p>The Library: ebook: <i>Christianity : history, belief and practice</i></p>

 <p>Learning Intention: Describe ways in which Christians are united through baptism and are called to live their lives according to God's saving action</p> <p>Success Criteria: Give an account of ways in which Christians give witness to the ecumenical spirit</p> <p>Investigate and identify commonalities in the ritual of Baptism in the Christian Churches</p>	<ul style="list-style-type: none"> investigating the ecumenical movement in the Brisbane Archdiocese researching how other Christian denominations promote ecumenism through their activities in the community through websites such as Queensland Churches Together researching the Unity Chapel at St Stephen's Cathedral researching the World Council of Churches researching the work of ecumenical groups such as "Act for Peace" 	<p>Archdiocese of Brisbane Commission for Ecumenism and Inter-Religious Relations https://brisbanecatholic.org.au/life/christian-unity/#:~:text=The%20Archdiocesan%20Council%20for%20Ecumenism,and%20guidelines%20on%20ecumenical%20issues.https://brisbanecatholic.org.au/life/inter-religious-relations/</p> <p>Jubilee Primary school http://www.jubileeprimary.qld.edu.au/our-school/Pages/Local-Covenant-Churches.aspx</p> <p>Unity College https://www.uc.qld.edu.au/unity-college/Pages/History.aspx</p> <p>Emmaus College https://www.emmausjimboomba.qld.edu.au/About%20Us/Pages/Participating-Churches.aspx</p> <p>Australian Ecumenical Networking https://www.ncca.org.au</p>
<p>ACCESS</p> 	<ul style="list-style-type: none"> Explore Core & Complementary Scripture texts with students. (Paul teaches about Baptism Galatians 3:26-29; Romans 6:3-8; 1 Corinthians 12:12-13; Peter teaches about Baptism Acts 2:38;). Draw out key insights, particularly one family and being the beginning of the journey of faith for Christians. Pose question to students regarding what is common and different about the initial rituals in the Abrahamic religions from the scripture? Begin creating a T chart that can be added to throughout the learning sprint. Explore Catholic Baptism using flame of faith website: https://flameoffaith.org.au Draw attention to the main elements and symbols of the baptism <ul style="list-style-type: none"> Welcome 	<p>The Significance of Baptism: Uniting Church</p> <p>Bishop Barron on the Sacrament of Baptism - YouTube</p> <p>The Ultimate Guide to Catholic Baptism - Ascension Press Media</p>

	<ul style="list-style-type: none"> • Liturgy of the Word • Anointing • Blessing of Water / Immersion or Pouring of Water • Trinitarian blessing • White Garment • Baptismal Candle • Prayers • Celebration • Watch short video from Anglican church https://request.org.uk/resource/restart/2014/04/08/infant-baptism-in-an-anglican-church/ and compare similarities and differences. • For extension explore the baptism rite for the different denominations: Catholic - use liturgia (https://www.liturgia.com.au) (See APRE for access/rite). Anglican - https://anglican.org.au/wp-content/uploads/2019/05/Holy-Baptism-in-Holy-Communion.pdf Lutheran - https://www.interchurch.dk/Resources/Persistent/6/5/0/8/6508acf03d9ae6dc8050a86ac3f817d287fc16d1/Baptism.pdf Draw attention to similarities especially trinitarian formula using during the baptism rite. • Students research different denominations and there understandings of baptism. Discuss students research and using Harkness Discussion discuss: <ul style="list-style-type: none"> • Believers participation in the liturgy of baptism • Why baptism is important as a birth rite in Christianity • The way the Church is active today in the world through Baptism • In light of the creed statement "recognise one baptism" how do Christian denomination view baptism in other Christian denominations. <p>Teacher Background: Be aware that students may come across 3 ways to baptise.</p> <ul style="list-style-type: none"> • Aspersation - water is sprinkled on the head of the person being baptised • Affusion – water is poured on the head of the person being baptised • Immersion or Submersion – The person being baptised is totally or partially immersed into water 	<p>Understanding Faith 8: pg 84-85, 108-109</p>
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	<ul style="list-style-type: none"> All three are valid forms of baptism, however the Catholic Church today does not permit Aspersions. Therefore the Catholic Church would say the Aspersions is valid but not licit (permitted), where affusion and Immersion are valid and licit. Some Christian denominations will not baptise infants such as Baptist. They will wait until the child is old enough to make the baptismal promises themselves. A dedication or similar ritual can be done instead in these denominations. 	
DEVELOP 	<ul style="list-style-type: none"> Students use their information from the Access phase to compare and contrast the ritual of Baptism in the Catholic, Anglican and Lutheran churches through the use of a Venn Diagram displaying at least 3 denominations. Students create a visual display of the different groups and information they have researched Students share their examples of how the ecumenical groups and organisations are working for Christian unity and add to the class brainstorm/definition of ecumenism. 	
DEMONSTRATE  <p>Learning Intention: Describe ways in which Christians are united through baptism and are called to live their lives according to God's saving action</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Define ecumenism Give an account of ways in which Christians give witness to the ecumenical spirit Investigate and identify commonalities in 	Formative Assessment 3 <ul style="list-style-type: none"> Students create an individual response to the focus question <i>How can the Sacrament of Baptism unite Christians?</i> <ul style="list-style-type: none"> Students include the following elements: <ul style="list-style-type: none"> A definition of ecumenism Examples of ways in which Christians give witness to the ecumenical spirit in Brisbane, Australia or the wider world 	

<p>the ritual of Baptism in the Christian Churches</p>		
<p>DEMONSTRATE</p>  <p>Learning Intention: Recognise the significance of initiation rituals in the Abrahamic religions as the beginning of the faith journey</p> <p>Success Criteria: Recognise and describe key elements in the birth rituals of Christianity, Judaism and Islam. Describe how the initiation rituals in Christianity, Judaism and/or Islam are significant in the journey of faith for believers</p>	<p>Summative Assessment</p> <ul style="list-style-type: none"> Students complete the response to the focus question "How do believers begin their journey of faith?" using examples from the birth rituals of Christianity, Islam and Judaism. Students can present their response in a variety of ways such as a power point presentation, role play/interview, written description, or visual information text. Students should include describing how the initiation rituals of the three religions act as the foundation for the faith journey. 	

Evaluate

the effect of teaching on student achievement and success

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on student achievement
and success

Model of
Pedagogy

Reflecting and
Evaluating



- Students complete an evaluation of the unit to express opinions about their engagement with the materials

Student survey to
evaluate the unit