



YEAR LEVEL	7
TITLE	BELONGING
STRAND	PRAYER
SUGGESTED DURATION	10 weeks (20 x 1 Hour Lessons)
ENDURING QUESTIONS	How does the Church make a difference? How can I connect with community and Church?

Unit Focus

In this unit students will investigate the concept of belonging. Students are encouraged to develop an awareness of the charism of their school from studying the lives of their founder(s) and the persons their School Houses are named after as well as the history and values of their school. They will consider their school within the context of the local parish and Sandhurst Diocese.

Achievement Standards

By the end of **Year 7** students should be able to:

Students examine and describe the history and values of their school within the context of their local parish and the Sandhurst Diocese.

Unit Outcomes

By the end of the unit students should be able to:

1. Articulate an understanding of the unique charism, history, and mission of their school community, recognizing its foundation in the teachings and example of Jesus Christ.
2. Identify their school community's role within the broader context of the Parish and Diocese, appreciating its connection to the wider Catholic tradition.
3. Demonstrate an understanding of the meaning and purpose of sacraments as expressions of God's relationship with humanity and the life of the Church.
4. Explain the significance of the Sacraments of Baptism and Eucharist as foundational rituals in the life of individuals and the Christian community.

Key Understandings for Students

- **Sacraments as Signs of God’s Presence:**
Sacraments are sacred, visible signs of God’s loving grace and presence, expressed through the life, prayer, and worship of the Church. They reveal the compassion and love of God for the Christian community
- **God’s Presence in Creation and Daily Life:**
The beauty and wonder of creation reflect God’s sacramental presence, inviting us to recognize His grace in our daily lives and experiences.
- **Signs, Symbols, and Rituals in Religious Practice:**
Religious practices, including sacraments and rites of passage, use signs, symbols, and rituals to celebrate key events and transitions in life. These rituals have roots in the Jewish Scriptures and were central to Jesus’ ministry on earth.
- **Unity and Community through Sacraments:**
The Church celebrates its unity and sense of community through sacramental rituals, publicly expressing the faith and beliefs of the Christian community.
- **Richness of Local Customs and Traditions:**
The celebration of sacred rituals reflects a rich diversity of local customs, emphasizing the universal and cultural expressions of the Church’s sacraments.
- **The Legacy of Founders and Charism:**
Founders are ordinary people who responded to God’s call in extraordinary ways, shaping the religious traditions and distinctive charisms that influence Catholic schools today. Each school builds on this legacy to develop its unique interpretation of the charism.
- **Living the Gospel in the Catholic Tradition:**
All Christians are called to live in ways that are true to the Gospels. Catholic schools, as part of the Parish and Diocese, continue this mission within the broader context of the Catholic community.
- **Sacraments as Expressions of Faith and Love:**
Through the sacraments, the Church celebrates God’s presence in life’s most significant moments, offering a profound encounter with His love and grace through ritual, sign, and word.

Scripture

Major Assessment Task

Showcasing the Sacramental and Community Identity of Your School

Key Understanding:

The sacramental presence of God is expressed in the Christian community through ritual, sign, symbol, and word, and is animated within the traditions and identity of the school community. This assessment task will have 3 parts:

Part 1: In-depth exploration of a Catholic Sacramental celebration

Part 2: Exploring school traditions and identity

Part 3: Presentation and connection

Further explanations on each part are in Appendix 1: Assessment task outline

Task Overview:

In small groups (2-3), you will explore a Catholic sacramental celebration in-depth, examining its significance, rituals, symbols, and connection to the faith community. You will also investigate how your school’s traditions and identity reflect Catholic values and how these values are animated within the school community. The findings will be presented in a creative format suitable for an audience interested in learning about your school and its connection to Catholic faith and traditions.

Major Assessment Task – Marking Rubric

Criteria	Well Below	Below	At	Above	Well Above
Understanding of chosen Sacramental Celebration and School Tradition	Minimal understanding of chosen Sacramental celebration with little to no connections to faith and school values.	Limited understanding of chosen Sacramental celebration and weak connections to faith and values.	Sufficient understanding of chosen Sacramental celebration with some connections to faith and values.	Comprehensive understanding of chosen Sacramental celebration with clear connections to faith and values.	Detailed and insightful understanding of to chosen Sacramental celebration with strong connections to faith and values.
Analysis of School Identity and Vision	Minimal analysis with no meaningful examples of animating the identity, values and connection to Catholic community.	Limited analysis with few or vague examples of animating the identity, values and connection to Catholic community.	Adequate analysis with some appropriate examples of animating the identity, values and connection to Catholic community.	Strong analysis with relevant and thoughtful examples of animating the identity, values and connection to Catholic community.	Comprehensive and insightful analysis with creative, practical examples of animating the identity, values and connection to Catholic community.
Presentation and Creativity	Minimal effort; unengaging and lacks effective use of ICT.	Limited engagement or creativity; ICT is underutilized or poorly implemented.	Satisfactory presentation with basic ICT use; somewhat engaging and clear.	Strong engagement and creativity; ICT enhances the presentation well.	Exceptionally engaging and creative; ICT is used effectively throughout.
Collaboration and Reflection	Minimal teamwork; little to no contribution from group members.	Limited teamwork; lack of communication or uneven contributions hinder success.	Satisfactory teamwork; contributions are uneven but sufficient overall.	Strong teamwork; most members contribute actively and effectively.	Outstanding teamwork; all members contribute equally and effectively.
Content Relevance and Depth	Lacks essential details about the sacrament and fails to connect the content to school traditions or Catholic values.	Provides minimal or unclear information about the sacrament, with limited or limited links to school traditions and Catholic values.	Covers the sacrament and its elements with some accuracy, but connections to school traditions are basic.	Shows a strong understanding of the sacrament and its components, with relevant connections to school traditions, though some areas could be more detailed.	Demonstrates a thorough understanding of the chosen sacrament, its symbols, rituals, and significance, with clear and meaningful connections to school traditions and its

					connection to the faith community.
Understanding of chosen Sacramental Celebration and School Tradition	Minimal understanding of chosen Sacramental celebration with little to no connections to faith and school values.	Limited understanding of chosen Sacramental celebration and weak connections to faith and values.	Sufficient understanding of chosen Sacramental celebration with some connections to faith and values.	Comprehensive understanding of chosen Sacramental celebration with clear connections to faith and values.	Detailed and insightful understanding of to chosen Sacramental celebration with strong connections to faith and values.
Analysis of School Identity and Vision	Minimal analysis with no meaningful examples of animating the identity, values and connection to Catholic community.	Limited analysis with few or vague examples of animating the identity, values and connection to Catholic community.	Adequate analysis with some appropriate examples of animating the identity, values and connection to Catholic community.	Strong analysis with relevant and thoughtful examples of animating the identity, values and connection to Catholic community.	Comprehensive and insightful analysis with creative, practical examples of animating the identity, values and connection to Catholic community.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 1	<p>LI- I will explore and reflect on my first impressions of the school, understand its history and charism, and make connections between the school's values and my personal experiences.</p> <p>SC- I can recall my first impressions of the school and the reasons I chose to attend.</p> <p>SC - I can identify key aspects of the school's history and charism, and explain how they influence the school's identity and my experience as a student.</p>	<p>Focusing activity: Lesson overview:</p> <p>In this lesson, students will reflect on their personal experiences of the school and explore its history and charism. Through watching the school promotional video and engaging in collaborative activities, students will recall their initial impressions of the school and discuss the values and traditions that make the school unique.</p> <p>The lesson will incorporate a <i>Think-Pair-Share</i> activity to facilitate reflection and group discussion, followed by individual reflection where students connect the school's history and charism to their personal experiences.</p> <p>By the end of the lesson, students will have a deeper understanding of how the school's values shape their community.</p> <p>Lesson materials/resources: Promotional materials/video of the school.</p> <p>I do:</p> <p>Teacher: Today, we're going to explore the history and charism of our school. We'll start by thinking about your first impressions of the school and what you expected it to be like. Then, we'll learn about the history and the special qualities that make this school unique—its charism—and how these shape your experience as a student here. Pay close attention to the images, music, and the key messages that are shared in the video. Afterward, we'll reflect on what stands out to you about the school's identity, history, and values.</p> <p>Action: <i>Play the video for the students or distribute the flyers etc.</i></p> <p>Teacher: Now that we've watched the video, let's talk about it. This video tells us a lot about who we are as a school, from our rich history to the values we hold dear. These values are part of our school's charism, which is like the unique spirit that defines us. The founders of our</p>	<p>Focusing Activity</p>

school created these values, and over time, we've built on them to create the school community we're part of today.

Action: *Using information from the promotional material, identify some of the values of your schools Founder and Charism. Engage in a discussion with the students about this using the following discussion starting points:*

- *What was your first impression of the school when you watched the video? Did anything in particular stand out to you about our school community?"*
- *From the video, what school values or traditions did you notice? How do you think these traditions influence the way we live and work together at school?*
- *The video mentioned the school's unique charism. What do you think that means, and how do you see it reflected in the school's daily activities?*

After watching the video, do you feel more connected to the history or mission of the school? In what ways do you think you are part of that story?

We do:

Teacher: Next, I'd like us to think back to when you first visited the school. Let's reflect on what your first impressions were. Maybe you visited for an open day or a school tour. I want you to think about your initial thoughts—why did you choose to come to this school, and what did you think it would be like?

Action: *Teacher writes the following on the board to guide student reflection:*

- *What were your first impressions of the school?*
- *Why did you choose to come to this school?*
- *What did you think the school would be like?*

Teacher: Now, turn to a partner and share your thoughts. Talk about your first impressions, what stood out to you about the school, and why you thought it was a good fit for you.

Action: *Students work in pairs for a Think-Pair-Share activity.*

Teacher: Now that you've had a chance to share, let's hear from a few pairs. Who would like to share their first impressions of the school?

Action: *Invite several pairs to share their thoughts.*

Teacher: As we move forward, I'd like you to think about the history of our school. What do you know about the story of our school's founding and the charism of our founders? Does anyone know why our school is unique in terms of its values or traditions?

Action: *Encourage the class to respond with what they know, guiding the discussion with follow-up questions.*

You do:

Teacher: Now it's time for you to reflect on what you've learned today. I want you to write a short reflection in your notebooks. Think about these three questions (*write on the board*):

- What were your first impressions of the school when you first visited?
- What values or traditions do you think make this school special and unique?
- How do you feel connected to the school's history or charism as a student here?

Teacher: Once you've finished writing, we'll have a few students share their reflections. This will help us all connect our personal experiences to the bigger story of our school.

Review of Learning: At the end of the lesson, students will share their reflections with the class, allowing them to revisit the key points about the school's history and charism. The teacher will briefly review the success criteria and invite students to reflect on the following questions:

- How did your first impressions of the school compare to what you now know about its history and values?

In what ways do you see the school's charism influencing the school community and your experience as a student?

Lesson
1 hour 15
min duration

**Learning Intention
and Success
Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 2:

LI – I will explore the meaning and origin of the school name, house names, and the school crest to understand how these symbols reflect the school’s identity and values.

LI: I will analyse the school’s Vision statement to understand the hopes and aspirations for the school community.

SC - I can articulate the meaning and origin of the school’s name, house names, and crest, and explain how they reflect the school’s values and history.

SC – I can identify specific examples of

Lesson overview:

This lesson will take students on a journey to explore their school’s identity by examining its name, house names, crest, and Vision statement. Students will engage in a group activity to reflect on the meaning behind these symbols and values, culminating in preparing a guided tour for a "founder" of the school. This task will help them connect with the school’s history and charism, while also deepening their understanding of the school’s present mission and future aspirations.

Lesson materials/resources:

Information on the schools Founder/Charism, school crest/logo/house names/schools vision and mission statement, map of the school.

I do:

Teacher: Today we’re going to explore some important aspects of our school’s identity and what it stands for. We're going to look at our school’s name, house names, and our crest. After that, we'll examine the school’s Vision statement and think about how it shapes the way we live and learn here.

To begin, I want you to think about these symbols: the school name, the house names, and the school crest. What do you think these represent? Where do you see them around the school?

Action: *Show visuals of the school name, house names, and crest.*

Teacher: First, let’s take a look at the school name. Our school’s name reflects its foundation and the values it upholds. The name itself carries with it a story about our founding and mission. Let me tell you a bit about how the name came to be and what it symbolizes.

*Christian Story and
Vision/Integrating*

	<p>the school’s Vision statement in action and prepare a guided tour that highlights these values.</p>	<p>Action: <i>Explain the origin and meaning of the school name, house names, and crest, referring to key historical figures, the school's mission, and any symbols that are part of the crest or house names.</i></p> <p>Teacher: Now, looking at our house names and crest—can anyone tell me if they know what each of the symbols represents? What values do they seem to promote?</p> <p>Action: <i>Explain the meaning behind the house names, the elements on the crest, and how these elements reflect the core values of the school community. Emphasis should be placed on the connection between the symbolism and the school’s history and mission.</i></p>	
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We do:

Teacher: Now that we've explored the name, house names, and crest, let's move on to the school's Vision statement. I'd like you to read the Vision statement carefully, either on your own or in pairs, and highlight any words or phrases that stand out to you. What hopes or aspirations do you think the Vision statement suggests for the school community?

Action: *Students will read the Vision statement and discuss it in pairs.*

Teacher: What did you notice? What hopes or aspirations are mentioned in the Vision statement? How does it reflect the values we just talked about?

Action: *Facilitate a whole-class discussion about the Vision statement, prompting students to connect their thoughts to the school's values, history, and mission.*

Teacher: Now, think about the Vision statement you just read. Where do you see evidence of these values being put into action in the school? Can you give examples of how our school community is living out its Vision?

Action: *Encourage students to share specific examples, such as school traditions, activities, or values they observe in the classroom, the yard, or school events.*

You do:

Teacher: For the next part of the lesson, imagine that the founder of the school has come to visit today. You are going to prepare a guided tour where you explain to the founder what is happening at the school, why it is important, and how it reflects the values we've discussed. I'd like you to work in pairs or small groups to plan your tour using the map of our school.

Action: *Provide students with the map of the school. Students begin working in pairs or small groups to prepare their guided tour. They will identify key areas of the school to highlight, including classroom activities, school traditions, or other aspects that demonstrate the school's Vision and values in action.*

Teacher: Remember, you are explaining to the founder how the school is living out its Vision. What will you show the founder? How does it reflect the school's values? What traditions or practices are most important for them to see?

Action: *Allow students to complete the activity and check in with groups to ensure key aspects of the school are covered in their tour.*

Review of Learning: By the end of this lesson, students will be able to articulate the meaning behind the school's name, house names, and crest, connecting these symbols to the school's identity and values. Through examining the school's Vision statement, students will have demonstrated an understanding of the aspirations for the school community and identified real-life examples of how these values are put into action within the school. By preparing and presenting a guided tour for the founder, students link the school's history, mission, and values to tangible aspects of school life, meeting the learning intention of exploring the school's identity and reflecting on the Vision's impact.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 3	<p>LI – I will explore how the school’s founder and charism were influenced by the teachings and example of Jesus and how these are reflected in our school.</p> <p>SC – I can identify key aspects of the school’s founder’s life and charism, and explain how these are rooted in the teachings of Jesus.</p> <p>SC – I can make connections between the values of the school’s founder and how these values are expressed in the school community today.</p>	<p>Lesson overview: This lesson will help students explore how the school's founder and their charism were inspired by the teachings and example of Jesus Christ. Students will investigate key aspects of the founder's life, values, and mission, identifying how these align with Jesus' teachings. By examining the founder’s legacy, students will gain a deeper understanding of the school's charism and how it is lived out in the present day.</p> <p>I do: Teacher: Let’s take a closer look at our school’s founder and how they lived out the teachings of Jesus. I’m going to share a brief story about the founder’s life, focusing on key events or decisions that reflect the values of Jesus. For example, Jesus taught us to love and serve others, and our founder took this teaching to heart in their work.</p> <p>Lesson materials/resources: information about the Founder/ing order, Appendix 2 – Gospel passages</p> <p><i>Action: Teacher presents a brief biography of the founder, highlighting moments where their actions directly reflect Jesus’ teachings. Focus on themes such as love, service, justice, humility, and community. For example, if the founder was known for helping the poor, mention how that reflects Jesus' care for the marginalized.</i></p> <p><i>Action: Draw direct connections between the founder’s actions and Jesus’ teachings, linking specific Gospel passages to the founder’s life and mission.</i></p> <p>We do: Teacher: Now, I want you to work with a partner to explore the values that our school’s founder emphasized and how these are rooted in Jesus’ teachings. In your pairs, look at the Gospel passages and discuss how they might relate to the actions of our founder.</p>	<i>Christian Story and Vision/Integrating</i>

Action: *Teacher provides a selection of Gospel passages related to service, love, humility, and justice (Appendix 2). Students work in pairs to read the passages and identify how these values could be reflected in the founder's life and charism. They should make connections between the founder's actions and the values they expressed.*

Teacher: Think about the ways our founder might have demonstrated love and care for others, just like Jesus did. What actions or events from their life show this? How does this connect to what we see in our school today?

Action: *Circulate and supports students as they discuss the passages and the connections to the founder's charism.*

Teacher: Let's share some of the connections you've made between the Gospel passages and the actions of our founder. What did you find?

Action: *Students share their ideas with the class, and the teacher highlights key insights, making explicit links to the teachings of Jesus.*

You do:

Teacher: Now, I want you to reflect on how the values of our founder are present in our school today. Think about specific traditions, practices, or events in our school that reflect the same values the founder lived by. In small groups, create a short presentation that describes these connections. You can focus on school events, rituals, or activities that express the founder's charism.

Action: *Students work in small groups to identify examples of how the founder's values are lived out in school life. They prepare a brief presentation, either as a poster, PowerPoint, or verbal presentation. Allow time for students to complete the activity.*

Teacher: Let's come back together and hear from each group. How have you seen the founder's values reflected in our school today? What traditions or events show us that we're living out the teachings of Jesus?

		Action: <i>Each group presents their examples of how the founder's values are still reflected in the school today. The teacher encourages students to connect these examples to Jesus' teachings.</i>	
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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 4	<p>LI – I will research the history of the school and present my findings in the form of a news article for Catholic Education Week, incorporating details about the founders, charism, contributions to the local community, and the local parish.</p> <p>SC - I can gather accurate and relevant information about the school’s history, founders, charism, and local parish through research.</p> <p>SC- I can organize my findings into a well-structured and engaging news article suitable for Catholic Education Week</p>	<p>Lesson overview: In this lesson, students will work collaboratively to research the history of their school, focusing on its founders, charism, contributions to the local community, and the local parish. They will present their findings in the form of a news article for Catholic Education Week, practicing research and writing skills.</p> <p>Lesson materials/resources: Access to school archives or summary document of the schools history, St Amry’s website.</p> <p>I do: Teacher: Today we are going to be building further on our last lesson where we began to explore the history of our school. Who knows when our school was founded? What about the people who started it or what they believed in?</p> <p>Action: <i>Allow a few students to share brief answers or guesses.</i></p> <p>Teacher: Today, we’ll dig deeper into these questions. By the end of the lesson, you’ll have started creating a news article that shares our school’s rich history and contributions for Catholic Education Week.</p> <p>Our learning intention is to research the history of our school and present it as a news article. To know we’re successful, we’ll find accurate information and organize it into an article with a clear structure.</p> <p>Teacher: Let’s start with an example. Imagine we’re researching a different school—St. Mary’s. Here is the website that has all of the information we need</p> <p>Action: <i>Display the St Mary’s website.</i></p>	<i>Christian Story and Vision/Integrating</i>

Teacher: I found this information: ‘St. Mary’s School was founded in 1920 by the Sisters of the Good Samaritan, with a charism of compassion and education.’

With this information, I can highlight key information and organizing it under headings:

- Founders: Sisters of Mercy
- Charism: Compassion and Education

Teacher: Now, let’s turn this information into a news article. Our headline could be: ‘Celebrating 100 Years of Compassion: St. Mary’s Catholic School’s Legacy.’”

Action: *Write on the board:*

- **Headline:** Celebrating 100 Years of Compassion
- **Introduction:** St. Mary’s School, founded in 1920 by the Sisters of Mercy, continues its mission of compassion and education in the community.

Teacher: Notice how I’ve introduced the school, its founders, and charism in just two sentences. Let’s keep this structure in mind.

We do:

Teacher: Let’s research our school’s charism together. What do we know? What questions do we need to ask to find out more?

Action: *Students brainstorm questions such as: What does charism mean? How does it influence our school today? Write these on the board.*

Teacher: We are now going to find this information using the resources provided.

Action: *Guide students in locating information from resources provided. This will differ according to your school charism and unique history.*

Teacher: Now, let’s draft a paragraph about our school’s charism together. What should our first sentence say?

Action: *Take student suggestions and write collaboratively. The following can be used as a prompt:*

Our school's charism, inspired by the [founding group], focuses on [key values]. These values guide our commitment to [examples of how the charism is lived today].

You do:

Teacher: Now in pairs, research the following (*write on board*):

- our school's founders,
- charism,
- contributions to the local community, or the local parish.

You are going to organise this information into an article for Catholic Education Week. Remember: your article should include a headline, an introduction, and paragraphs for each topic.

Action: *Provide resources (e.g., school history booklet, online materials). As students work, circulates asking: "What information have you found? How will you organize it in your article?"*

Review of Learning: Students will share key insights from their research and drafts, reflecting on what they learned about their school's legacy and impact. The class will recap how their work contributes to celebrating Catholic Education Week, highlighting the importance of continuing the school's mission.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 5	<p>LI - I will explore identity and belonging by reading an Aboriginal story and researching the Aboriginal history of our area, including the traditional custodians, place names, totems, and significant cultural sites.</p> <p>SC - I can identify key themes of identity and belonging in the story “A River Dreaming.”</p> <p>SC - I can research and present accurate information about the Aboriginal history and culture of my local area.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore the concepts of identity and belonging through the lens of Aboriginal culture. Beginning with a shared reading of “A River Dreaming” by Elizabeth Pike, students will examine how connection to Country and culture shapes identity. They will then research the Aboriginal history of their local area, focusing on the Traditional Custodians, Indigenous place names, significant totems, and cultural sites. Working collaboratively, students will gather and present findings, deepening their understanding of the rich cultural heritage of their community.</p> <p>Lesson materials/resources:</p> <p>“A River Dreaming” by Elizabeth Pike. Resources about local Aboriginal history.</p> <p>I do:</p> <p>Teacher: Let’s start by reading a story that highlights Aboriginal perspectives on identity, belonging, and connection to Country. As I read, think about the main message of the story.</p> <p>Action: <i>Read the story aloud, pausing to emphasize key moments that connect to land, identity, and cultural traditions.</i></p> <p>Teacher: What do you think this story teaches us about identity and belonging?</p> <p>Action: <i>Take a few student responses. Summarize key themes on the board. The following can be used as a prompt:</i></p> <p><i>“The story shows how identity is deeply connected to place and culture. It reminds us that knowing the history and traditions of the land helps us understand our place in the world.”</i></p>	<p><i>Understanding and Integrating/Responding</i></p>

We do:

Teacher: Now, let's research the Aboriginal history of our area. Together, we'll answer the question: Whose Country are we on?

Action: *Guide students in locating and interpreting information from resources such as a map of Aboriginal Nations or a local council website.*

Use the following as a prompt/example: "We are on the land of the [Traditional Owners], whose Country is part of the [nation]."

Teacher: Let's explore another question: What are some Indigenous place names in our area?

Action: *Display examples and encourage students to share knowledge or ask questions. Work together to create a list on the board:*

Place Names:

Example: [Local place name], meaning [definition].

You do:

Teacher: In pairs, research the following questions to investigate:

1. What totems are significant to the Indigenous peoples of this area?
2. What are some significant cultural places in the area?

Action: *Provide resources such as books, websites, or local council materials.*

Action: *Circulate using the prompts: "What have you found so far? How does this connect to what we've learned about identity and belonging?"*

Teacher: We will now have each pair share one key fact or insight with the class.

Review of Learning: To conclude the lesson, students will reflect on what they learned about Aboriginal history and culture in their local area, sharing key insights with the class. Through discussion, they will consider how their research connects to the themes of identity and belonging explored in the story. This review reinforces the importance of recognizing and respecting the enduring cultural significance of Aboriginal peoples and their connection to the land.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 6	<p>LI – I will explore the history of Catholic education in the Sandhurst Diocese, focusing on their school’s connection to the diocese, diocesan activities, and its leaders.</p> <p>SC - I can identify key information about my school and town from the video.</p> <p>SC - I can locate diocesan landmarks on a map and create a timeline of the Bishops of Sandhurst.</p>	<p>Lesson overview: In this lesson, students will explore the history of Catholic education in the Sandhurst Diocese by watching “<i>A history of Sandhurst Catholic schools 2021</i>”. They will identify specific references to their school and town, noting key details and questions that arise. Students will then analyse a map of the diocese to locate its major landmarks, such as the Cathedral, churches, and schools, and investigate diocesan activities available to students, such as Youth Ministry and Social Justice programs. Lastly, students will create a timeline of the Bishops of Sandhurst, tracing their contributions to the diocese’s development and legacy.</p> <p>Lesson materials/resources: 150th Sandhurst video and booklet (Appendix 3)</p> <p>I do:</p> <p>Teacher: Today, we are learning about the history of Catholic education in the Sandhurst Diocese, focusing on our school’s role, diocesan activities, and the leaders who have guided this journey.</p> <p>Teacher: You’ll know you are successful if you can identify key information from the video, locate landmarks on a map, and create a timeline of the Bishops of Sandhurst.</p> <p>Teacher: What do you already know about the history of Catholic education in our diocese? Who can share a fact or something they’ve heard?</p> <p>Action: <i>Take student responses.</i></p> <p>Teacher: Let’s build on that knowledge today by diving deeper into our diocese’s history.</p>	<p><i>X Christian Story and Vision/Responding</i></p>

Teacher: We will start by watching a video called ‘A history of Sandhurst Catholic schools 2021.’ This video provides insights into the diocese’s history, including our school’s story. As you watch, think about (*write on the board*):

1. What information is included about our school and town?
2. What questions arise from the information?

Action: *Play “A history of Sandhurst Catholic schools 2021” from the Catholic Education Sandhurst Ltd website. Pause briefly at key moments to highlight mentions of the school or town.*

We do:

Teacher: What did you notice about our school and town in the video? What stood out to you?

Action: *Write responses on the board.*

Teacher: What other questions do you have after watching this video? Let’s list those together.

Action: *List questions raised by students.*

Action: *Teacher displays a map of the Sandhurst Diocese, pointing out key landmarks:*

- *The Cathedral of the Sacred Heart in Bendigo.*
- *Primary and secondary schools.*
- *Parishes and major churches.*

Teacher: What diocesan activities are available to students, such as Youth Ministry or Social Justice programs? Let’s discuss what you know or what you see on the map.

Action: *Highlight activities like Catholic Mission, Sandhurst Youth Ministry, and Caritas initiatives.*

You do:

Teacher: Your task is to create a timeline of the Bishops of Sandhurst. Use the resources provided, including the map and additional handouts, to find their names, dates of service, and one key contribution each made.

Action: Students work individually or in pairs, using resources or devices to research.

Circulate using the prompts to gauge understanding:

- *“Who is the first bishop on your timeline?”*
- *What contributions have you discovered so far?”*

Teacher: Each group will share one interesting fact from their timeline with the class.

Action: *Use the prompt to guide discussion: “What did you learn about the history of our diocese and our school’s place within it?”*

Teacher: How do you think knowing this history connects to your experience as a student in the Sandhurst Diocese?

Action: *Invite student responses.*

Review of Learning: To conclude, students will share their timelines and discuss key historical moments and contributions of the Bishops of Sandhurst. They will reflect on how diocesan activities and the broader history of Catholic education in Sandhurst connect to their own school and community. This review emphasizes the importance of understanding their place within the wider diocesan context, fostering a sense of identity and connection to the Catholic tradition.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 7	<p>LI – I will explore Ephesians 2:19-22 and Isaiah 43:1 to understand how scripture expresses the theme of belonging to God’s family.</p> <p>SC- I can explain the key messages of Ephesians 2:19-22 and Isaiah 43:1.</p> <p>SC- I can reflect on how these scriptures connect to my own sense of belonging to God’s family.</p>	<p>Lesson overview:</p> <p>This lesson invites students to explore their identity as members of God’s family through the lens of scripture. By examining Ephesians 2:19-22 and Isaiah 43:1, students will reflect on themes of belonging, redemption, and connection to the broader community of faith. Through discussion, personal reflection, and a creative response, students will deepen their understanding of how scripture affirms their place in God’s household and challenges them to live out this identity.</p> <p>Lesson materials/resources: Ephesians 2:19-22, Isaiah 43:1</p> <p>I do: Teacher: Today, we will explore how scripture reveals our belonging to God’s family, focusing on two key passages: Ephesians 2:19-22 and Isaiah 43:1.</p> <p>You’ll know you’re successful if you can explain the meaning of these scriptures and reflect on your personal connection to the theme of belonging to God’s family.</p> <p>Let’s start with a question: What does it mean to belong? Can you think of a time when you felt a deep sense of belonging—maybe to your family, friends, or community?</p> <p>Action: <i>Invite 2-3 student responses and affirm their thoughts.</i></p> <p>Teacher: Today, we’ll see how God calls us to belong to His family and how scripture helps us understand this amazing truth.</p> <p>Action: <i>Read Ephesians 2:19-22, display the text on the board: “So then you are no longer strangers and aliens, but you are citizens with the saints and also members of the household of God, built upon the foundation of the apostles and</i></p>	<p><i>Christian Story and Vision/Responding</i></p>

prophets, with Christ Jesus himself as the cornerstone. In him the whole structure is joined together and grows into a holy temple in the Lord; in whom you also are built together spiritually into a dwelling place for God.”

Teacher: This passage reminds us that through Jesus, we are all part of God’s household. What stands out to you from this passage?

Action: *Write responses on the board. Then explain key themes as follows*

Teacher:

- “No longer strangers and aliens” – We are fully part of God’s family.
- “Built upon the foundation” – Our faith is rooted in the apostles and prophets.
- “Christ as the cornerstone” – Jesus is the foundation that unites us.
- “Holy temple” – Together, we form a spiritual dwelling for God.

Teacher: This image of a temple shows that each of us is important in God’s family, like pieces of a building that come together to create something beautiful.

Action: *Display and read aloud the text from Isaiah:*

“But now thus says the Lord, he who created you, O Jacob, he who formed you, O Israel: Do not fear, for I have redeemed you; I have called you by name, you are mine.”

Teacher: This verse emphasizes how personal God’s love is. He calls each of us by name and says, ‘You are mine.’ What feelings or thoughts does this verse bring up for you?

Action: *Allow 2-3 student responses.*

We do:

Teacher: Let’s compare these two passages. What similarities do you notice?

Action: *Guide students to see themes of belonging, God’s love, and being part of His family.*

Teacher: How do these verses connect to your own experience of faith or belonging to a community?

Action: *Allow students to share their thoughts.*

Teacher: Now, I want you to reflect on these questions in your books (*display on the board*):

1. What does it mean to you to belong to God’s family?
2. How can you live out your role as a member of God’s household?”

Action: *Allow time for students to complete the activity and then offer time for students to share responses.*

You do:

Teacher: You will now create a symbol or drawing that represents your sense of belonging to God’s family. For example, you could draw a house with ‘God’s family’ written on it, or you could create a symbol like a cross surrounded by people.

Action: *Allow time for students to complete the activity.*

Circulate and ask the following prompting questions: “What inspired your symbol? How does it connect to today’s scripture?”

Review of Learning: At the conclusion of the lesson, students will share their creative symbols representing their belonging to God’s family, reflecting on the unique insights they gained from the scriptures. By discussing their takeaways, students will consolidate their understanding of how Ephesians 2:19-22 and Isaiah 43:1 affirm God’s personal and communal love. The sharing of reflections and symbols will provide a collective affirmation of faith and belonging, reinforcing the idea that each student is a vital part of God’s family and encouraging them to carry this understanding into their daily lives.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 8	<p>LI – I will explore John 15:16-17 to understand the concept of being chosen by God and called to bear lasting fruit through love and service.</p> <p>SC - I can explain the meaning of John 15:16-17 and its implications for my life.</p> <p>SC - I can identify practical ways to live out the call to bear fruit and love one another.</p>	<p>Lesson overview:</p> <p>This lesson invites students to explore their identity as members of God’s family through the lens of scripture. By examining Ephesians 2:19-22 and Isaiah 43:1, students will reflect on themes of belonging, redemption, and connection to the broader community of faith. Through discussion, personal reflection, and a creative response, students will deepen their understanding of how scripture affirms their place in God’s household and challenges them to live out this identity.</p> <p>Lesson materials/resources: Ephesians 2:19-22, Isaiah 43:1</p> <p>I do: Teacher: Today, we will explore how scripture reveals our belonging to God’s family, focusing on two key passages: Ephesians 2:19-22 and Isaiah 43:1.</p> <p>You’ll know you’re successful if you can explain the meaning of these scriptures and reflect on your personal connection to the theme of belonging to God’s family.</p> <p>Let’s start with a question: What does it mean to belong? Can you think of a time when you felt a deep sense of belonging—maybe to your family, friends, or community?</p> <p>Action: <i>Invite 2-3 student responses and affirm their thoughts.</i></p> <p>Teacher: Today, we’ll see how God calls us to belong to His family and how scripture helps us understand this amazing truth.</p> <p>Action: <i>Read Ephesians 2:19-22, display the text on the board: “So then you are no longer strangers and aliens, but you are citizens with the saints and also members of the household of God, built upon the foundation of the apostles and</i></p>	<p><i>Christian Story and Vision/Responding</i></p>

		<p><i>prophets, with Christ Jesus himself as the cornerstone. In him the whole structure is joined together and grows into a holy temple in the Lord; in whom you also are built together spiritually into a dwelling place for God.”</i></p> <p>Teacher: This passage reminds us that through Jesus, we are all part of God’s household. What stands out to you from this passage?</p> <p>Action: <i>Write responses on the board. Then explain key themes as follows</i></p> <p>Teacher:</p> <ul style="list-style-type: none"> • “No longer strangers and aliens” – We are fully part of God’s family. • “Built upon the foundation” – Our faith is rooted in the apostles and prophets. • “Christ as the cornerstone” – Jesus is the foundation that unites us. • “Holy temple” – Together, we form a spiritual dwelling for God. <p>Teacher: This image of a temple shows that each of us is important in God’s family, like pieces of a building that come together to create something beautiful.</p> <p>Action: <i>Display and read aloud the text from Isaiah:</i> <i>“But now thus says the Lord, he who created you, O Jacob, he who formed you, O Israel: Do not fear, for I have redeemed you; I have called you by name, you are mine.”</i></p> <p>Teacher: This verse emphasizes how personal God’s love is. He calls each of us by name and says, ‘You are mine.’ What feelings or thoughts does this verse bring up for you?</p> <p>Action: <i>Allow 2-3 student responses.</i></p>	
		<p>We do:</p> <p>Teacher: Let’s compare these two passages. What similarities do you notice?</p> <p>Action: <i>Guide students to see themes of belonging, God’s love, and being part of His family.</i></p>	

Teacher: How do these verses connect to your own experience of faith or belonging to a community?

Action: *Allow students to share their thoughts.*

Teacher: Now, I want you to reflect on these questions in your books (*display on the board*):

3. What does it mean to you to belong to God’s family?
4. How can you live out your role as a member of God’s household?”

Action: *Allow time for students to complete the activity and then offer time for students to share responses.*

You do:

Teacher: You will now create a symbol or drawing that represents your sense of belonging to God’s family. For example, you could draw a house with ‘God’s family’ written on it, or you could create a symbol like a cross surrounded by people.

Action: *Allow time for students to complete the activity.*

Circulate and ask the following prompting questions: “What inspired your symbol? How does it connect to today’s scripture?”

Review of Learning: At the conclusion of the lesson, students will share their creative symbols representing their belonging to God’s family, reflecting on the unique insights they gained from the scriptures. By discussing their takeaways, students will consolidate their understanding of how Ephesians 2:19-22 and Isaiah 43:1 affirm God’s personal and communal love. The sharing of reflections and symbols will provide a collective affirmation of faith and belonging, reinforcing the idea that each student is a vital part of God’s family and encouraging them to carry this understanding into their daily lives.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 9	<p>LI – I will understand what sacraments are, with a specific focus on the Sacrament of Baptism, by exploring Matthew 3:13-17 and learning from a guest speaker about the role of sacraments in the Catholic faith.</p> <p>SC - I can explain what sacraments are and why they are important in the Catholic Church.</p> <p>SC - I can describe the significance of baptism and its connection to Jesus’ baptism in Matthew 3:13-17.</p>	<p>Lesson overview: I</p> <p>In this lesson, students will explore the concept of sacraments, focusing on the Sacrament of Baptism as the foundation of Christian life. They will listen to a guest speaker from the parish, analyse Matthew 3:13-17 (the baptism of Jesus), and reflect on the significance of baptism through discussion and a creative activity. The lesson emphasizes understanding baptism as a sacred initiation into God’s family and living out its call to love and service.</p> <p>Materials/resources:</p> <p>Guest speaker – Parish Priest or member of the Parish/Sacramental preparation program</p> <p>I do:</p> <p>Teacher: Today, we will learn about sacraments, particularly baptism, and how they help us connect with God. We will explore the story of Jesus’ baptism in Matthew 3:13-17 and hear from our guest speaker about how sacraments are celebrated in our parish.</p> <p>What do you already know about sacraments? Can anyone name one or explain what they think a sacrament is?</p> <p>Action: Invite 2-3 students to share responses.</p> <p>Teacher: Sacraments are sacred signs through which God shares His grace with us. Let’s dive deeper into what this means.</p> <p>Action: Display a slide or writes on the board: <i>“The seven sacraments are Baptism, Eucharist, Confirmation, Reconciliation, Anointing of the Sick, Marriage, and Holy Orders. They are ways God shows His love and presence in our lives.”</i></p>	<p><i>Christian Story and Vision/Responding</i></p>

Teacher: Today, we'll focus on baptism, which is the first sacrament and marks the beginning of our life in God's family. But first, we're going to learn from an expert about sacraments in our parish.

Action: *Introduce the guest speaker (parish priest or member of the parish sacramental team).*

- Suggested talking points for the speaker:
 - What are sacraments, and why are they important?
 - How sacraments are celebrated in the parish.
 - Stories or examples of the significance of baptism in people's lives.

After the talk, invite students to ask questions.

We do:

Teacher: Read aloud Matthew 3:13-17 (Jesus' baptism).

Then Jesus came from Galilee to John at the Jordan, to be baptized by him. John would have prevented him, saying, "I need to be baptized by you, and do you come to me?" But Jesus answered him, "Let it be so now, for it is proper for us in this way to fulfill all righteousness." Then he consented. And when Jesus had been baptized, just as he came up from the water, suddenly the heavens were opened to him and he saw God's Spirit descending like a dove and alighting on him. And a voice from the heavens said, "This is my Son, the Beloved¹ with whom I am well pleased."

Teacher: What stands out to you in this passage? What does it tell us about Jesus and baptism?

Action: *Invite responses.*

Teacher: Jesus' baptism shows His humility and obedience to God's will. It also reveals the Trinity—God the Father speaks, the Holy Spirit descends, and Jesus is present.

Teacher: Let's discuss:

1. Why do you think baptism is important in the life of a Catholic?
2. How does baptism help us feel like we belong to God's family?

		Action: <i>Students share responses as teacher facilitates and summarises key points.</i>	
		<p>You do:</p> <p>Teacher: Now, I want you to create a visual representation of baptism. Draw and label three key symbols of baptism—like water, the white garment, or the candle—and write one sentence explaining the meaning of each.</p> <p>Action: <i>Students work independently while teacher circulates to assist.</i></p> <p>Review of Learning: To conclude, students will share their creative representations of baptism and discuss how the symbols reflect its deeper meaning. The class will revisit the key points from the lesson, consolidating their understanding of sacraments and baptism’s role in fostering belonging to God’s family. This review helps students connect the scripture and sacramental teaching to their own faith journey.</p>	

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 10	<p>LI – I will identify New Testament texts and aspects of Jesus’ ministry that relate to the sacraments and create a presentation reflecting their understanding of a given sacrament.</p> <p>SC - I can identify connections between</p>	<p>Lesson overview:</p> <p>This lesson introduces students to the sacraments of Baptism and the Eucharist, exploring their biblical foundations and significance within the Church. Through guided discussions of Matthew 3:13-17 and 1 Corinthians 11:23-27 (alongside Luke 22:14-23), students learn how these sacraments connect to Jesus’ ministry and His call for us to participate in God’s family. Students also reflect on the symbols, meaning, and ongoing effects of these sacraments, deepening their understanding of their role in faith and community.</p> <p>Materials/resources:</p> <p>I do:</p> <p>Teacher: Today, we will learn about the sacraments by connecting them to stories from Jesus’ ministry. You will also create a presentation to show your understanding of a sacrament and its significance.</p>	<i>Christian Story and Vision/Understanding/Integrating</i>

Jesus' ministry and specific sacraments.

SC - I can create a presentation explaining the type, symbols, focus, and ongoing impact of a sacrament.

Teacher: Let's brainstorm: What do you remember about the sacraments? Can you name some or share what they celebrate?

Action: *Invite 2-3 responses and list them on the board.*

Teacher introduces sacrament categories: Initiation, Healing, and Service.

Teacher: The sacraments are grounded in the life and ministry of Jesus. Let's look at two examples from scripture.

Action: *Guide students to Matthew 3:13-17. Read aloud to the class.*

Teacher: This passage shows Jesus being baptized, marking the beginning of His public ministry. It reminds us that baptism is an initiation into God's family.

What stood out to you in this passage? Can anyone tell me why Jesus chose to be baptized, even though He was sinless?

Action: *Allow time for student response (expected):*

- *"Jesus was showing obedience to God."*
- *"He wanted to set an example for others."*

Teacher: Jesus' baptism wasn't about repentance for sins—it was about fulfilling God's plan and showing us how important baptism is. Through baptism, we become part of God's family and receive the Holy Spirit, just as the Holy Spirit descended on Jesus. What symbols are mentioned in this passage that are connected to Baptism?

Action: *Allow time for student response (expected):*

- *"Water and the Holy Spirit."*

Teacher: Water symbolizes cleansing and new life, and the Holy Spirit represents God's presence with us. When we are baptized, we're not just cleansed of sin—we're welcomed into the Church, just as Jesus was affirmed by God as His beloved Son.

Teacher: Now, let's explore another sacrament—one that Jesus Himself instituted at the Last Supper. This is the sacrament of the Eucharist, or Holy Communion. We'll look at

two passages: 1 Corinthians 11:23-27 and Luke 22:14-23. Listen carefully as I read these texts.

Action: *Read both passages.*

1 Cor 11:23-27

For I received from the Lord what I also handed on to you, that the Lord Jesus on the night when he was betrayed took a loaf of bread, and when he had given thanks, he broke it and said, "This is my body that is for you. Do this in remembrance of me." In the same way he took the cup also, after supper, saying, "This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me." For as often as you eat this bread and drink the cup, you proclaim the Lord's death until he comes.

Whoever, therefore, eats the bread or drinks the cup of the Lord in an unworthy manner will be answerable for the body and blood of the Lord.

Lk 22:14-23

When the hour came, he took his place at the table, and the apostles with him. He said to them, "I have eagerly desired to eat this Passover with you before I suffer, for I tell you, I will not eat it until it is fulfilled in the kingdom of God." Then he took a cup, and after giving thanks he said, "Take this and divide it among yourselves, for I tell you that from now on I will not drink of the fruit of the vine until the kingdom of God comes." Then he took a loaf of bread, and when he had given thanks he broke it and gave it to them, saying, "This is my body, which is given for you. Do this in remembrance of me." And he did the same with the cup after supper, saying, "This cup that is poured out for you is the new covenant in my blood. But see, the one who betrays me is with me, and his hand is on the table. For the Son of Man is going as it has been determined, but woe to that one by whom he is betrayed!" Then they began to ask one another which one of them it could be who would do this.

Teacher: What do these passages tell us about the Eucharist? What words or phrases stand out to you?

Action: Allow time for student response (expected):

- *“This is my body, which is for you.”*
- *“Do this in remembrance of me.”*

Teacher: The Eucharist is about remembering Jesus’ sacrifice for us. When He broke the bread and shared the wine, He wasn’t just sharing a meal. He was giving us a way to experience His presence every time we gather for Communion. What are the symbols of the Eucharist? What do they mean?

Action: Allow time for student response (expected):

- *“The bread represents Jesus’ body, and the wine represents His blood.”*

Teacher: These symbols remind us of Jesus’ sacrifice on the cross. When we receive Communion, we’re not just remembering what He did for us—we’re also uniting ourselves with Him and with one another as His followers.

Teacher: Why do you think Jesus chose bread and wine as symbols?

Action: Allow time for student response (expected):

- *“Because they were part of the meal they were already having.”*
- *“Bread and wine are things people share every day, so they’re familiar.”*

Teacher: Jesus chose bread and wine because they were ordinary, everyday things. He was showing that God’s grace can be experienced in our ordinary lives. The Eucharist reminds us that Jesus is always with us.

Action: Display a chart explaining sacraments:

Sacrament	Type	Symbols	Ongoing Effect
Baptism	Initiation	Water, Candle	Belonging to God’s family
Eucharist	Initiation	Bread, Wine	Ongoing union with Christ
Reconciliation	Healing	Words of Forgiveness	Renewal of relationship with God

We do:

Teacher: Think about joining a team, club, or school. What initiation rituals have you experienced?

Action: Students share examples like team ceremonies or school orientations.

Teacher: What is the initiation ritual for joining the Church?

Action: Guide students to answer: *Baptism.*

Divide students into groups and assign each a sacrament (e.g., Baptism, Eucharist, Confirmation).

Teacher: Each group will create a poster or slide presentation answering these questions about your sacrament:

1. What type of sacrament is it (Initiation, Healing, or Service)?
2. What does the sacrament celebrate?
3. What are the primary symbols?
4. What is the focus or purpose of the sacrament?

What is the ongoing result of participating in the sacrament?

You do:

Action: *Have students present their presentations to the class.*

Review of Learning: At the end of the lesson, students revisit the key points discussed, such as how Baptism signifies entrance into God's family and the Eucharist symbolises unity with Christ through His sacrifice. Students share their insights on the symbols and ongoing effects of these sacraments, and connections to Jesus' ministry. The class concludes with a reflection on how the sacraments guide believers in living out their faith, emphasising the personal and communal significance of Baptism and the Eucharist.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 11	<p>LI – I will Students will explore the Baptism of Jesus in, engaging in a guided meditation and creative writing activity to deepen their understanding of the text and its significance.</p> <p>SC - I can identify key events and symbols in Mark 1:9-11.</p> <p>SC – I can express insights into the story by writing from the perspective of either John the Baptist or Jesus.</p>	<p>Lesson overview: This lesson focuses on the Baptism of Jesus as described in Mark 1:9-11 Students begin by reading the passage and participating in a guided meditation to imagine the scene vividly. They then reflect on the event by writing a short narrative from the perspective of either John the Baptist or Jesus, exploring the emotions, significance, and spiritual insights of the moment.</p> <p>Materials/resources: Appendix 4 – Guided meditation script</p> <p>I do: Teacher: Today, we’re going to explore the Baptism of Jesus in Mark 1:9-11. This moment is significant because it marks the beginning of Jesus’ public ministry and highlights His relationship with God. We’ll reflect on this passage through a guided meditation, then you’ll write about the story from either John’s or Jesus’ perspective.</p> <p>Let’s start by reading the passage from Mark 9:1-11. I’ll read it aloud for you.</p> <p>In those days Jesus came from Nazareth of Galilee and was baptized by John in the Jordan. And just as he was coming up out of the water, he saw the heavens torn apart and the Spirit descending like a dove upon him. And a voice came from the heavens, “You are my Son, the Beloved; with you I am well pleased.”</p> <p>Teacher: Now, I’m going to lead you in a guided meditation. I want you to close your eyes, take a deep breath, and imagine yourself standing at the Jordan River.</p> <p>Action: <i>Read from Appendix 4 – Guided meditation script.</i></p> <p>We do: Teacher: Now that we’ve experienced the moment together, let’s talk about it. What stood out to you in the story? What do you think is the significance of the dove and the voice from heaven?</p>	<p><i>Christian Story and Vision/Reflecting Critically</i></p>

Action: Facilitate a class discussion, encouraging students to share their thoughts.

- “What emotions might John be feeling as he baptizes Jesus?”
- “How do you think Jesus felt hearing God’s voice affirming Him?”

Teacher: This moment marks the beginning of Jesus’ public ministry. It’s also a reminder for us of the power of Baptism and how it brings us into relationship with God.

Let’s think about the meaning of Baptism in our own lives. What does it mean to be baptized into God’s family?

You do:

Teacher: Now, I want you to take a few minutes to write about this moment. You will write from the perspective of either John or Jesus, imagining how they might have felt and what they might have been thinking during the baptism. Think about the emotions, the sounds, and the importance of the moment.

If you’re writing as John, consider why he might have hesitated to baptize Jesus. What would it mean for him to baptize the Son of God? If you’re writing as Jesus, think about how you feel being baptized and hearing God’s voice affirm you.

Write at least one paragraph, describing the scene and your character’s perspective. Use descriptive language to help bring the scene to life.

Action: Allow students time to write.

Review of Learning: Today, students deepened their understanding of the Baptism of Jesus by reflecting on its significance and exploring the emotional perspectives of John and Jesus through creative writing. They demonstrated an understanding of how Baptism affirms identity and belonging to God’s family, both in the time of Jesus and in our own lives.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 12	<p>LI – I will understand the purpose and structure of the Mass and to recognise how the Mass is a communal experience, connecting individuals to each other and to God.</p> <p>SC- I can identify the four parts of the Mass and describe their significance.</p> <p>SC – I can relate the purpose of the Mass to their own experiences of community and shared meals.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore the purpose and structure of the Mass, comparing it to significant family meals and community gatherings. They will engage in discussions and activities to identify the parts of the Mass and understand how each part contributes to the worship experience. Through these activities, students will recognize the Mass as a communal celebration that connects them to God and one another.</p> <p>Materials/resources:</p> <p>Together At One Altar Mass resource: https://www.togetheratonealtar.catholic.edu.au/receive/overview-of-the-mass/</p> <p>I do:</p> <p>Teacher: We gather for many reasons, one of which is to celebrate the Eucharist, the Mass. But what is the purpose of the Mass? Why do we come together as a community to celebrate it?</p> <p>The Mass is a time when we come together to connect with God and each other. We gather to listen to God’s word, to give thanks, to offer ourselves to God, and to go out and live according to that word.</p> <p>Action: <i>Teacher shares a link or visual resource (e.g., from Together at One Altar) and explains the four main purposes of the Mass:</i></p> <ul style="list-style-type: none"> ○ <i>Gather: Coming together as a community.</i> ○ <i>Listen: Receiving God’s word through Scripture.</i> ○ <i>Give Thanks: Offering prayers of gratitude, particularly through the Eucharist.</i> ○ <i>Go: Leaving empowered to live out God’s word in our lives.</i> <p>Teacher: Now, let's think about how we experience this as part of a community.</p>	<p>Christian Story and Vision</p>

Think about a time when your family or another group gathered for a special meal, like Christmas. What does that time mean to you?

Action: Teacher asks guiding questions:

- "How do you prepare for the meal?"
- "What is it like when everyone arrives?"
- "What do you share with each other during the meal?"
- "What's the significance of sharing a meal together?"

Teacher: In many ways, the Mass is like a big family meal. We gather together, share stories (in this case, stories from the Bible), and then we share a meal — the Eucharist — that unites us.

We do:

Teacher: Let's now look at the structure of the Mass. It is made up of four main parts: the Introductory Rite, the Liturgy of the Word, the Liturgy of the Eucharist, and the Concluding Rite.

Action: Teacher uses a visual chart or jigsaw activity:

- Introductory Rite: Welcoming, beginning the celebration.
- Liturgy of the Word: Listening to the readings, reflection on God's word.
- Liturgy of the Eucharist: Offering the bread and wine, the central act of worship.
- Concluding Rite: Sending the people forth with a blessing.

Guide students to place these parts in order if needed using a jigsaw puzzle activity or matching exercise.

Teacher: Why do you think each part is important? How does it contribute to the overall experience of the Mass?

Just like we prepare for a family meal and share it together, the Mass begins with preparation (the Introductory Rite), we listen to stories that remind us of our faith

(Liturgy of the Word), we share in the meal of the Eucharist, and we go out ready to live the message of love (Concluding Rite). How does this help us to experience community during Mass?

You do:

Teacher: Take a moment to think about the four purposes of the Mass: Gather, Listen, Give Thanks, and Go. Which one of these purposes do you feel most connected to, and why?

Action: *Students share their thoughts with a partner or small group, and then the class discusses the responses. Students should connect their feelings and experiences of community to one of the purposes of the Mass.*

Teacher: Now, in pairs or small groups, you are going to create a visual presentation. You can choose to make a poster, PowerPoint, or a cartoon that shows the parts of the Mass. Include (*Write on the board*):

- The name of each part
- What each part celebrates
- Important symbols and words
- Why it is important to the community and to you personally.

Action: *Students create and share their presentations with the class.*

Review of Learning: At the end of the lesson, students will reflect on what they've learned about the Mass and its communal significance. They'll understand that the Mass is not just a ritual, but a way of bringing people together, just like a family meal, where stories are shared, thanks are given, and everyone is united. By identifying with different parts of the Mass and the purpose it serves, students will have a deeper connection to the Church community and their role within it.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 13	<p>LI – I will understand the structure and significance of the Introductory Rite and Penitential Rite in the Mass.</p> <p>SC - I can identify the four parts of the Mass and explain the significance of the Introductory Rite.</p> <p>SC – I can compare the Introductory Rite of the Mass with other school gatherings, such as assemblies or morning prayer.</p>	<p>Lesson overview: In this lesson, students will study the Introductory Rite of the Mass, focusing on its elements like the Sign of the Cross and the Penitential Rite. They will explore how these elements prepare the congregation for the Mass and compare them to the structure of other school gatherings. Through this exploration, students will gain a deeper understanding of the purpose and significance of the Mass as a communal celebration and spiritual preparation.</p> <p style="text-align: center;">Materials/resources:</p> <p>I do:</p> <p>Teacher: The Mass is divided into four main parts: the Introductory Rite, the Liturgy of the Word, the Liturgy of the Eucharist, and the Concluding Rite. Today, we will focus on the first part: the Introductory Rite.</p> <p>Teacher: The Introductory Rite is essential because it helps us prepare for the celebration of the Mass. It’s where we gather as a community, recognize our need for God’s forgiveness, and start fresh.</p> <p>Action: Share a visual or explanation of the Introductory Rite:</p> <ul style="list-style-type: none"> ○ Sign of the Cross: This is a prayer we make at the beginning of Mass to remind ourselves that we are in God’s presence. ○ Penitential Rite: This is when we acknowledge our wrongdoings and seek forgiveness to prepare our hearts for the Mass. <p>Teacher: The Penitential Rite is a way of acknowledging that we all make mistakes, and it allows us to seek God’s forgiveness before we start the celebration. It’s important because it helps us spiritually reset and open our hearts to God.</p> <p>In this part of the Mass, we ask God to forgive us so we can begin anew, with a clean heart.</p>	<p><i>Christian Story and Vision/Understanding and Integrating</i></p>

We'll practice making the Sign of the Cross together, and I'll also lead you in a short reflection to experience the Penitential Rite.

Action: *Guide students in making the Sign of the Cross:*

Teacher: Let's all practice making the Sign of the Cross together. We start by touching our forehead, then our chest, and then our left shoulder and right shoulder. We say, 'In the name of the Father, and of the Son, and of the Holy Spirit. Amen.'

Teacher: Now let's think about our own actions. We're going to take a moment for quiet reflection, where you can think about anything you'd like to ask God's forgiveness for.

God, we ask for your forgiveness for the things we have done wrong. We know that you love us and want us to start again with a clean heart. Help us to be better in the future. Amen.

We do:

Teacher: Now, let's think about the times when we gather as a school community, such as at assemblies, morning prayer, or special events. How do these gatherings start?

Action: *As guiding questions:*

- What do we do at the start of these gatherings?
- Is there anything similar to what we just practiced in the Introductory Rite of the Mass?
- Do we use any words, actions, or symbols to help us focus or prepare?

Write the students' responses on the board, highlighting common elements between school gatherings and the Mass, such as opening prayers, welcoming gestures, or a moment of quiet reflection before the main part of the gathering starts.

Teacher: Now that we've discussed some of the ways we gather, let's think about how these elements of our school gatherings are like the Introductory Rite of the Mass. What

		<p>is the purpose of these rituals? How do they help us focus and prepare for what comes next?</p> <p>Action: Show examples from <i>Together at One Altar</i>, comparing school gatherings (e.g., morning prayer, assemblies) with the Introductory Rite in terms of purpose, structure, sensory elements (e.g., the sound of a bell, the sight of a cross), and invitations/responses.</p> <p>Review of Learning: In this lesson, students explored the significance of the Introductory Rite of the Mass, focusing on the Sign of the Cross and the Penitential Rite. They learned how these parts of the Mass help prepare us spiritually and reflect on our need for God’s forgiveness. By comparing the Introductory Rite to other school gatherings, students also saw how communal rituals help us focus and prepare as a group.</p>	
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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 14	<p>LI – I will explore the structure and purpose of the Liturgy of the Word. I will understand the different types of scripture used in the Liturgy of the Word.</p> <p>SC - I can identify and explain the different parts of the Liturgy of the Word, including readings, responses,</p>	<p>Lesson overview:</p> <p>In this lesson, students will learn about the structure and significance of the Liturgy of the Word in the Mass. They will explore the different types of scripture used (Old Testament, Psalms, New Testament letters, Gospels) and discuss why each form is included in the liturgy. Students will also examine a Lectionary to see how these readings are chosen and incorporated into the Mass.</p> <p>Materials/resources:</p> <p>Lectionary document/resource: https://catholic-resources.org/Lectionary/</p> <p>I do:</p> <p>Teacher: The Liturgy of the Word is an important part of the Mass where we listen to readings from scripture and respond through prayers and the homily. This part of the Mass has a structure that helps us reflect on God’s message to us.</p>	<p><i>Christian Story and Vision</i></p>

homily, creed, and prayers.

SC – I can describe the different forms of scripture used in the Liturgy of the Word and understand why the Old Testament, Psalms, New Testament readings, and Gospels are included.

The structure includes several key elements: the readings from the Old Testament, the Psalm, the New Testament reading, and the Gospel. After each reading, we respond to God’s Word, and then the homily helps us reflect on the message.

Teacher: Let’s look at the different types of scripture used in the Liturgy of the Word.

- Old Testament Readings: These readings remind us of God's promises and his relationship with the people of Israel.
- Psalm: The Psalm is a prayer of praise or petition, often sung to reflect the themes of the readings.
- New Testament Readings (Letters): These are letters from early Christian leaders, like Paul, that teach us about how to live out our faith.
- Gospel Readings: The Gospels tell us about the life, teachings, death, and resurrection of Jesus. These readings are the most important because they reveal God’s ultimate message to us.

Teacher: Each type of scripture is chosen carefully for the Mass to help us understand God’s plan for us and respond to his message.

Teacher: You might wonder why we have so many different types of readings in the Liturgy of the Word. The reason is that they each offer something unique to our understanding of God’s Word. The Old Testament shows us God’s promises, the Psalms help us pray, the New Testament letters teach us how to live as Christians, and the Gospels reveal Jesus’ life and message.

Teacher: Each reading invites us to reflect on different aspects of our faith, and together, they help us grow spiritually.

We do:

Teacher: Now, we’re going to look at a Lectionary, which is a book that contains the scripture readings used in the Mass. I will show you a page from a Lectionary and explain how the readings are arranged.

Teacher: You can see that the readings are divided by the liturgical year (Cycle A, B, or C).

Action: *Demonstrates with a Lectionary: Teacher guides students to look through a Lectionary page together.*

Teacher: Let's look at some of the readings for a given Sunday. You'll notice that there is an Old Testament reading, a Psalm, a New Testament reading, and a Gospel reading. Each reading corresponds to a theme of the Mass for that day.

Teacher: What do you notice about the types of scripture included in the Liturgy of the Word? Why do you think each type of reading is included in the Mass?

Let's talk about the theme of the readings. How do they fit together to give us a deeper understanding of the Mass?

Action: *Allow time for student responses.*

You do:

Teacher: Now it's your turn. I'm going to give you a copy of a Lectionary page for a specific Sunday. I want you to identify the Old Testament reading, the Psalm, the New Testament reading, and the Gospel.

Action: *Students work individually or in pairs to identify and label the different readings. They can use the Lectionary or a digital version of the readings for that Sunday. Teacher provides guidance as needed, helping students navigate the Lectionary and identify the readings.*

Teacher: Once you've identified the readings, let's discuss them. How do you think the Old Testament reading relates to the Psalm? How does the New Testament reading build on the Gospel reading? Why is each part important?

Action: *Students share their insights with the class, discussing how the readings fit together to convey a message for the Mass.*

		<p>Review of Learning: In today's lesson, students learned about the structure of the Liturgy of the Word in the Mass. They explored the different types of scripture used—Old Testament readings, Psalms, New Testament letters, and Gospels—and discussed how each one helps us understand God's message. By examining a Lectionary, students were able to see how the readings are chosen and how they work together to enhance our faith.</p>	
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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 15	<p>LI – I can understand the key beliefs expressed in the Nicene Creed or the Apostles’ Creed and how creeds are statements of belief and create a personal creed based on the themes discussed.</p> <p>SC – I can list and explain the main beliefs contained in the Nicene or Apostles' Creed.</p> <p>SC – I can identify beliefs expressed in other types of creeds.</p> <p>SC - I can create my own creed reflecting personal or group beliefs.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore the Nicene Creed or the Apostles' Creed, identifying the key beliefs contained within them. Students will then examine various other creeds, including a secular example like “Affirmation” by Savage Garden, and compare them to the traditional Christian creeds. After understanding the purpose of a creed, students will write their own creed, expressing their own beliefs and values.</p> <p>Materials/resources: Nicene or Apostles Creed</p> <p>I do:</p> <p>Teacher: A creed is a statement of what we believe. In the Christian faith, creeds are important because they summarize the core beliefs of the faith. One of the most well-known creeds is the Nicene Creed, which was written in the fourth century, and another is the Apostles' Creed, which dates back to the early Christian church.</p> <p><i>Action: Teacher shows the Nicene or Apostles' Creed on the screen or whiteboard:</i></p> <p>Teacher: These creeds summarize what Christians believe about God, Jesus, the Holy Spirit, and the Church. Let’s take a closer look at some of the key beliefs in this creed.</p> <p>Teacher: In the Nicene Creed, we start with a belief in God the Father, the Creator. We believe in Jesus Christ, who is the Son of God and the Savior of humanity. The Holy Spirit is also acknowledged as an active presence in the world, and we believe in one holy Catholic and apostolic Church.</p> <p>Teacher: Each of these beliefs gives us a way to understand the Christian faith. They focus on the nature of God and His plan for salvation.</p>	<p><i>Christian Story and Vision/Responding</i></p>

Now, let's break down some of the key beliefs. I'll read out the first few lines, and we'll identify the main belief in each part.

Action: *Teacher reads the opening of the Nicene Creed or Apostles' Creed aloud.*

Teacher prompts the class to identify the key beliefs:

- "We believe in one God, the Father Almighty..." – *What does this teach us about God?*
- "And in one Lord, Jesus Christ..." – *What do we learn about Jesus from this statement?*

"And in the Holy Spirit..." – *What role does the Holy Spirit have according to the creed?*

We do:

Teacher: Now let's look at other examples of creeds, which might not be religious but express beliefs or values. One example is the Australian Creed, which reflects national values and identity.

Action: *Teacher shows the Australian Creed or a secular affirmation, such as "Affirmation" by Savage Garden: "I believe the world is burning to the ground / Oh well, I guess we're gonna find out / Let's see how far we've come..."*

Teacher: These types of creeds are also expressions of belief, but they focus on different things. This song, for example, reflects the idea of hope and survival, and the desire for change.

What do you notice about the Australian Creed or the song 'Affirmation' compared to the Nicene or Apostles' Creed? What beliefs or values are they expressing? How are they similar or different?"

Action: *Students share their thoughts on how creeds express values, whether religious or secular, and what purpose they serve in creating a sense of identity or belief.*

You do:

Teacher: Now it's your turn to create your own creed. Think about the key beliefs or values that are important to you. These might be about your faith, your identity, or things you believe are important in life.

Action: *Teacher gives students the following instructions on the board:*

- 1. Write a creed that expresses your personal beliefs. You can include statements about what you believe in or what is important to you.*
- 2. Your creed can be inspired by religious beliefs, personal values, or what you believe to be meaningful in your life.*
- 3. Make sure to include at least five beliefs in your creed.*

Students work individually to write their own creeds.

Teacher asks students to share their creeds with a partner or in small groups.

Teacher prompts students to reflect: "How do your creeds reflect your values? Do you see any connections between your creed and the creeds we studied today?"

Review of Learning: In today's lesson, students explored the Nicene and Apostles' Creeds, learning about the key beliefs contained within them. They also examined how creeds are used in different contexts to express belief. By writing their own creeds, they were able to express what they believe and reflect on the importance of creeds in our lives.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 16	<p>LI – I will understand the traditional 4-part structure of the Prayers of the Faithful as outlined in the <i>General Instruction of the Roman Missal</i> (n.70) and write my own.</p> <p>SC- I can explain the 4-part structure of the Prayers of the Faithful.</p> <p>SC – I can write a Prayer of the Faithful that reflects each of the four parts</p>	<p>Lesson overview: T</p> <p>his lesson introduces students to the Prayers of the Faithful, focusing on the traditional four-part arrangement as outlined in the <i>General Instruction of the Roman Missal</i>. Students will learn the purpose and structure of these prayers and practice writing their own, applying the format to a modern context.</p> <p>Materials/resources:</p> <p>General Instruction of the Roman Missal: https://www.vatican.va/roman_curia/congregations/ccdds/documents/rc_con_ccdds_doc_2003_0317_ordinamento-messale_en.html</p> <p>I do:</p> <p>Teacher: The Prayers of the Faithful, also known as the Universal Prayer, are a series of intercessions offered during the Mass. They are an important way for the faithful to bring the needs of the Church, the world, and the community to God.</p> <p>Action: Display the 4-part structure on the board:</p> <ol style="list-style-type: none"> 1. For the needs of the Church 2. For public authorities and the salvation of the whole world 3. For those burdened by difficulties 4. For the local community and the faithful departed <p>Teacher: Each of these parts reflects the Church’s mission to pray for the world, to bring hope to those in need, and to unite as a community of faith.</p> <p>Action: <i>Read aloud an example for each part:</i></p> <ul style="list-style-type: none"> ○ For the needs of the Church: “For Pope Francis, bishops, and all who lead the Church, that they may guide us in faith and unity, we pray to the Lord.” 	<p><i>Christian Story and Vision/Responding</i></p>

- For public authorities and the world: “For world leaders, that they may work together to promote peace and justice for all, we pray to the Lord.”
- For those burdened by difficulties: “For those who are sick, lonely, or suffering, that they may find comfort and healing, we pray to the Lord.”
- For the local community and the faithful departed: “For our parish community and all who have gone before us in faith, that they may rest in God’s eternal peace, we pray to the Lord.”

Teacher: Each prayer reflects a different part of the Church’s mission. Together, they help us connect with the world, the Church, and one another in prayer.

We do:

Teacher: Let’s create one prayer together for each part of the structure. I’ll guide you with some prompts.

Action: *Work as a class to write a prayer for each category:*

- *Prompt for Church Needs: “Who in the Church do we want to pray for today? How can we ask for their guidance and strength?”*
- *Prompt for the World: “What is happening in the world right now that we should pray for?”*
- *Prompt for Difficulties: “Who do we know that might be struggling or in need of help?”*
- *Prompt for the Community: “What do we hope for our school or parish community? Who should we remember?”*

Action: *Write responses on the board, ensuring they follow the traditional format: “For [intent], we pray to the Lord.”*

Teacher: How do these prayers help us connect with God and with each other? Why is it important to pray for these different groups?

You do:

Teacher: Now it’s your turn to write your own Prayers of the Faithful. Use the 4-part structure we discussed, and write one prayer for each category. Think about what is most meaningful to you.

Action: *Provide students with a template:*

- *For the Church:*
- *For the World:*
- *For Those in Need:*
- *For the Community:*

Circulate to support students as they write.

Students share one of their prayers with a partner or the class.

Review of Learning: In this lesson, students explored the purpose and structure of the Prayers of the Faithful. By analysing examples and creating our own prayers, we learned how to connect our faith to the needs of the Church, the world, and our community. Through these prayers, we practiced bringing our intentions before God in a meaningful way.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

**Lesson
17**

LI – I will understand the significance of the Offertory in the Mass. I will investigate and present on one part of the Liturgy of the Eucharist.

SC - I can explain the Offertory as an act of giving.

SC – I can describe the key components of the Liturgy of the Eucharist

Lesson overview:

This lesson focuses on understanding the Offertory as part of the Liturgy of the Eucharist, emphasizing the concept of giving. Students will explore the different parts of the Liturgy of the Eucharist through collaborative group work, culminating in a graphic presentation.

Materials/resources:

I do:

Teacher: The Offertory is a crucial part of the Mass. During this time, we give something real—bread, wine, or money. It’s not just symbolic; it’s an act of generosity and trust in God.

Action: *Show a Video or Visual: Use the Together at One Altar website to illustrate the Offertory and its significance.*

Teacher: What we give represents our lives and labour, which are transformed into the Eucharist. This is different from the Introductory Rite, which uses symbols to set the tone of the celebration.

Teacher: The Liturgy of the Eucharist has many parts, each with a unique role in the celebration. From the preparation of gifts to the Communion Rite, every step has its own prayer, ritual, and meaning.

Action: *Display the parts on the board:*

<i>Preparation of the Gifts</i>	<i>Epiclesis</i>
<i>Prayer over the Offerings</i>	<i>Institution Narrative</i>
<i>Preface</i>	<i>Memorial/Anamnesis</i>
<i>Intercessions</i>	<i>Doxology</i>
<i>The Lord’s Prayer</i>	<i>Fraction Rite</i>
<i>Rite of Peace</i>	<i>Communion</i>

*XChristian Story
and
Vision/Responding*

		<p>We do:</p> <p>Action: <i>Divide the class into groups, assigning each group one part of the Liturgy of the Eucharist to investigate.</i></p> <p>Teacher: In your groups, use resources like Together at One Altar, the Missal to answer these questions (<i>write on the board</i>):</p> <ol style="list-style-type: none">1. What happens during this part of the Mass?2. What words or prayers are said?3. What actions or rituals are performed? <p>Action: <i>Provide students with time to gather information and start creating their presentations.</i></p>	
		<p>You do:</p> <p>Action: <i>Groups present their findings to the class, sharing their visual creations. As each group presents, the teacher facilitates discussion to clarify and expand on key points.</i></p> <p>Review of Learning: Today, students explored the Offertory as an act of giving and investigated the parts of the Liturgy of the Eucharist. Through group work and presentations, we learned about the unique role each part plays in the Mass and how they connect us to God’s grace and the faith community.</p>	

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 18	<p>LI – I will understand the structure and purpose of the Concluding Rites in the Mass.</p> <p>SC – I can explain the purpose of the Concluding Rites in the Mass.</p> <p>SC – I can compare and contrast the elements of the Introductory and Concluding Rites.</p> <p>SC – I can reflect on the significance of how gatherings, both religious and non-religious, are concluded.</p>	<p>Lesson overview: Students will explore the Concluding Rites using resources from <i>Together at One Altar</i>. They will compare these rites to the Introductory Rites and reflect on their purpose. The lesson includes brainstorming and a group discussion on concluding rituals in religious and non-religious contexts.</p> <p style="text-align: center;">Materials/resources:</p> <p>I do:</p> <p>Teacher: At the end of every Mass, we experience the Concluding Rites. This moment is not just about saying goodbye; it’s a sending forth, a commissioning to live our faith in the world.</p> <p>Action: <i>Play the Together at One Altar video or read an excerpt from the website that explains the Concluding Rites. Highlight the prayers, blessings, and dismissal elements.</i></p> <p>Teacher: Let’s compare this to the Introductory Rites. How does the purpose of the Concluding Rites differ? Why do you think it’s important to have both?</p> <p>Action: Allow time for students responses.</p> <p>We do:</p> <p>Teacher: Think about how we conclude gatherings at school—assemblies, sports events, or celebrations. How do we signal the end of these events? What actions, words, or symbols are used?</p> <p>Action: Record responses on the board (e.g., acknowledgments, applause, announcements, a final word or action).</p>	<p><i>X Christian Story and Vision/Understanding and Integrating</i></p>

Teacher: Now let's compare the elements of non-religious gatherings to the Concluding Rites of the Mass. For example, what do blessings and dismissals in the Mass correspond to in a school context?

Action: *Guide students to identify similarities and differences between the formats, responses, and actions of the Introductory and Concluding Rites.*

You do:

Action: *Students break into small groups to discuss and record the purpose of the Concluding Rites.*

Prompt questions:

- *“Why is the dismissal important in the Mass?”*
- *“What does being ‘sent forth’ mean in your daily life?”*
- *“How can the Concluding Rites inspire us to act in our community?”*

Action: *Groups present their thoughts.*

Review of Learning: Students the Concluding Rites of the Mass, comparing their structure and purpose to other gatherings. They learned that the Concluding Rites send us forth with a mission, reminding us to live out the values of faith and service in our everyday lives.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 19	<p>LI – I will identify and explain the 12 key moments of the Mass and where they take place in the church</p> <p>SC - I can name and describe the 12 key moments in the Mass.</p> <p>SC – I can connect each key moment to its place and meaning in the church.</p> <p>SC – I can present a flowchart and visual representation of the parts of the Mass.</p>	<p>Lesson overview:</p> <p>Through priest input, role-play, and group collaboration, students will explore the 12 key moments of the Mass, identifying their meaning and location in the church. Students will also work in groups to create a flowchart and posters to explain symbols and ritual actions.</p> <p>Materials/resources:</p> <p>Parish Priest or Church member. Access to the Church.</p> <p>I do:</p> <p>Teacher: The Mass is the central act of worship for Catholics. Today, we will break it down into its key moments to understand its structure and meaning.</p> <p>Action: <i>Introduce the 12 key moments of the Mass, displaying them on the board:</i></p> <ul style="list-style-type: none"> ○ <i>Introductory Rite: Greeting, Penitential Act, Gloria.</i> ○ <i>Liturgy of the Word: Readings, Homily, Creed, Prayers of the Faithful.</i> ○ <i>Liturgy of the Eucharist: Preparation of Gifts, Eucharistic Prayer, Communion Rite.</i> ○ <i>Concluding Rite: Final Blessing, Dismissal.</i> <p><i>Introduce the priest or sacramental team member.</i></p> <p><i>Priest/Guest:</i> Briefly explain the importance of each key moment and its significance in the Mass.</p> <p>We do:</p> <p>Take the class to the church.</p>	<p><i>Christian Story and Vision/Understanding and Integrating</i></p>

Teacher: Let's walk through the different parts of the Mass and where they take place in the church.

Action: *Guide the class to the sanctuary, lectern, altar, and other relevant areas. Discuss what happens in each location.*

Have students take turns role-playing parts of the Mass, such as the Penitential Act, Gospel reading, and Communion Rite.

Teacher: Think about what we've just seen and acted out. Which part of the Mass stands out to you and why?

You do:

Teacher:

Action: *Students individually or in pairs create a flowchart of the Mass, including one sentence and one picture for each of the 12 key moments.*

Divide the class into small groups. Each group researches a symbol or ritual action in the Mass (e.g., bread and wine, candles, incense, sign of peace).

Groups create posters that explain their chosen symbol or ritual and its significance in the Mass.

Each group presents their poster to the class, sharing insights about their symbol or ritual.

Review of Learning: In this lesson, students explored the 12 key moments of the Mass, discovering their significance and where they occur in the church. Through our role-play and presentations, we deepened our understanding of the symbols and rituals that make the Mass a rich expression of Catholic faith.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

**Lesson
20**

LI – I will understand the structure of the Mass and the responsibilities involved in preparing a liturgical celebration.

SC – I can explain the key elements of the assigned part of the Mass.

SC – I can contribute ideas and preparation for my assigned role in the Mass.

SC – I can complete a detailed template for my part of the Mass.

Lesson overview:

In this lesson, students will work in groups to plan and prepare one part of a class Mass. They will use a provided template to outline key responsibilities, roles, and details, ensuring a cohesive celebration.

Materials/resources:

Bible, Appendix 5 - Mass template.

I do:

Teacher: A Mass is a community celebration that requires planning and preparation to ensure everything runs smoothly. Each part of the Mass has specific responsibilities.

Let's briefly go over the parts of the Mass. The parts are (*write on the board*):

- Introductory Rite
- Liturgy of the Word
- Liturgy of the Eucharist
- Concluding Rite

Introductory Rites are where we gather as a community. The Introductory Rites bring us together as one community and prepare our hearts for the celebration.

Key Elements of the Introductory Rites are (*write on the board*):

- **Entrance Procession:** The priest and altar servers enter; a hymn is often sung.
- **Sign of the Cross:** A reminder that we are gathered in the name of the Trinity.
- **Penitential Act:** We reflect on our sins and seek forgiveness to come closer to God.
- **Gloria (on certain days):** A hymn of praise to God.
- **Opening Prayer:** Led by the priest, this prayer sets the tone for the Mass.

Liturgy of the Word is when we listen to God's Word. We listen to scripture readings to reflect on God's message.

Key Elements of the Liturgy of the Word are (*write on the board*):

- **First Reading:** Usually from the Old Testament.
- **Responsorial Psalm:** A sung or spoken response to the reading.
- **Second Reading:** Often from the New Testament letters.
- **Gospel Acclamation:** A joyful response, often sung, before the Gospel.
- **Gospel Reading:** A reading from one of the Gospels.
- **Homily:** The priest explains the scripture and its relevance to our lives.
- **Creed:** A profession of faith, such as the Nicene or Apostles' Creed.
- **Prayers of the Faithful:** Intercessory prayers for the needs of the Church, community, and world.

Liturgy of the Eucharist this is where we give Thanks and Receive Christ. This is the heart of the Mass, where bread and wine become the Body and Blood of Christ.

Key Elements of the Liturgy of the Eucharist are: (*write on the board*):

- **Preparation of the Gifts:** Bread and wine are brought to the altar.
- **Eucharistic Prayer:** The priest prays over the gifts, recalling the Last Supper and Jesus' sacrifice.
- **Consecration:** Bread and wine become the Body and Blood of Christ.
- **Communion:** The congregation receives the Eucharist, deepening their union with Christ.

Concluding Rites: Go Forth and Serve. The Concluding Rites send us forth to live out what we have received in the Mass.

Key Elements of the Concluding Rites are (*write on the board*):

- **Blessing:** The priest blesses the congregation.
- **Dismissal:** We are sent out to live the Gospel in our daily lives.

Teacher: In groups, you are going to be assigned a part of the Mass. You will then work in groups to prepare your section of the Mass.

Action: *Divide students into groups*

We do:

Teacher:

Action:

You do:

Action: *Allow time for students to complete the activity. Offering assistance where necessary.*

		<p>Review of Learning: Students explored the four main parts of the Mass—Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, and Concluding Rites—and discussed their structure and purpose. Students demonstrated their understanding of key elements and their significance, preparing them to actively participate in and organise a class Mass.</p>	
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Prayer Ritual

Prayer Ritual

Provide students with the opportunity to run the Mass as per the last lesson of the unit of work.

Resources

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Curriculum Adjustments

Student

Adjustment