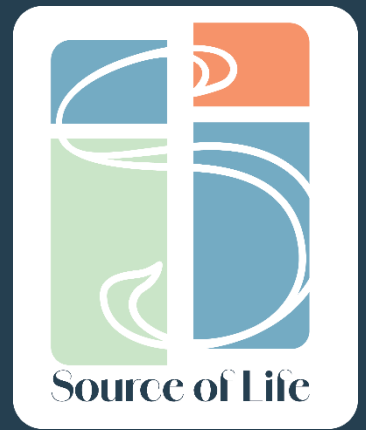


CESL SOURCE OF LIFE

UNIT OUTLINE



YEAR LEVEL	7
TITLE	BELONGING
STRAND	PRAYER
SUGGESTED DURATION	10 weeks (20 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.

Student Context

Students in Year 7 and 8 are new to their secondary schools and need to develop a sense of identity and belonging to a new school community with its charism and values. They are also growing in their ability to understand that the choices they make have consequences and require that they exercise responsibility. However, they can be overwhelmed by the many new feelings they are experiencing and this can give them a sense of powerlessness.

It is important to help students feel supported and to understand that joint action by people can achieve much. Year 7 and 8 students also need help to be realistic about the expectations they set for themselves, so they can continue to respond to their sense of belonging and to take up opportunities to put their Christian values into practice.

It is important to acknowledge the students’ past experience, or lack thereof, of family, school and parish community, and to help them own their own experience and be able to build on it.

Victorian Curriculum Capabilities

For further information on the Victorian Curriculum Capabilities and their links within the Source of Life Religious Education Curriculum please refer to page 72 in the Source of Life Core Document.

Theological Background for Teachers

- Determining what the Gospel is asking of Christians remains a task for every generation. How we live a life that authentically responds to the invitation of Jesus is the question we need to answer. (*Inform No. 15 - undated*)
- Pondering that we ask the question: What can we do? What can one person, one family do to share more fairly the goods of this world God has provided? To respond to the call of the Church, in the light of the vision of our founders, a responsibility on all the followers of Jesus? (*Inform No.38 - May 1994*)

Scripture

As well as the following passages, find some examples of Scripture which had a special meaning for your local Founder or a passage related to your motto.

Ephesians 2:19-22 (NRSV)

So then, you are no longer strangers and foreigners, but fellow citizens with the saints and also members of the household of God, built upon the foundation of the apostles and 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 are also built together spiritually into a dwelling place for God.

Isaiah 43:1

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.

John 15:16-17

You did not choose me, but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. I am giving you these commands so that you may love one another.

Baptism – Mt 3:13-17

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 Beloved, with whom I am well pleased.”

1 Corinthians 11:23-27 – The Institution of the Lord’s Supper

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.

Luke 22:14-23 - The Institution of the Lord’s Supper

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.

Scripture

The Three Worlds of the Text

FEATURES

Eph 2:19-22

‘So then, you are no longer strangers and foreigners, but fellow citizens with the saints and also members of the household of God, built upon the foundation of the apostles and 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 are also built together spiritually into a dwelling place for God.’

The **world behind the text** is a window. Through this window we look to the *past*, to the time of the *author* who produced the text, and to the time in which the text was set.

What is going on at the time the text was written?

- **Historical Context:**
 - Paul writes to the church in Ephesus, a diverse community of Jewish and Gentile Christians. Gentiles were historically seen as outsiders to God's covenant with Israel. This passage emphasizes their inclusion in God's family through Christ.
 - In the Greco-Roman world, citizenship was a privilege, often restricted and deeply valued. Paul uses this metaphor to describe Gentiles gaining access to God's covenant community.
 - The image of a "cornerstone" and a "temple" reflects ancient construction practices and Jewish worship in the Temple of Jerusalem, which symbolized God's dwelling place
- **Cultural Religious Background:**
 - The reference to "apostles and prophets" situates the church within a tradition rooted in divine revelation.
 - The "household" metaphor reflects the patriarchal family structure common in Greco-Roman and Jewish societies, where belonging to a household conferred identity and protection.

The **world of the text** (also known as the world *within* the text) is a picture. This picture shows us the text as it is and what it says *now* through its literary features. The general approach is literary.

What is going on in the text?

- **Narrative:**
 - The passage begins with a contrast: "no longer strangers and aliens" but now "citizens" and "members of the household of God."
 - There is a progression of metaphors: from citizenship (legal inclusion) to family (relational belonging) to a temple (sacred purpose).
 - Christ is identified as the cornerstone, a structural element vital for stability, symbolizing his foundational role in uniting the community.
- **Key Themes and Imagery:**
 - **Unity and Inclusion:** The text emphasizes the breaking down of barriers between Jews and Gentiles, creating one united people of God.
 - **Foundation and Growth:** The church is portrayed as a dynamic structure, growing into a "holy temple" through Christ.
 - **Spiritual Dwelling:** The temple metaphor evolves into an image of the church as a spiritual dwelling place for God, signifying God's intimate presence with believers.

		<ul style="list-style-type: none"> • Repetition and Connections: Words like "built," "structure," and "foundation" underscore the architectural metaphor. The inclusion of "apostles and prophets" bridges the Old Testament (prophets) and the New Testament (apostles), showing the continuity of God's work.
<p>The <i>world in front of the text</i> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological ('faith seeking understanding').</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Theological Significance: The passage invites reflection on Christian identity: all believers, regardless of background, are equally included in God's covenant through Christ. It challenges divisions within the church by emphasizing unity and mutual growth in faith. • Inclusivity: This text encourages modern Christians to build communities that welcome and value diversity. • Community and Belonging: It inspires believers to see themselves as interconnected, part of a sacred "household" with shared responsibilities. • Spiritual Growth: The image of growing into a "holy temple" reminds Christians of their call to live in a way that reflects God's presence.

Scripture

The Three Worlds of the Text

FEATURES

Isaiah 43:1

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.

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What is going on at the time the text was written?

- **Historical Context:**
- This chapter is addressed to the people of Israel during or after the Babylonian exile, a time of profound loss and identity crisis. The exile disrupted their sense of belonging and covenant relationship with God.
- The prophet Isaiah speaks of God's promise to restore Israel, emphasizing divine sovereignty and faithfulness despite Israel's past failures.
- Redemption in the ancient context refers to the act of "buying back" or rescuing, often used for freeing someone from slavery or captivity.
- **Cultural Religious Background:**
- The imagery of "created" and "formed" reflects the intimate and purposeful nature of God's relationship with Israel, echoing the creation narrative in Genesis.
- Being "called by name" underscores the personal relationship God has with Israel, affirming their chosen status as God's people.

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What is going on in the text?

- **Literary Structure and Style:**
- The verse begins with "But now," signalling a shift from prior themes of judgment to themes of comfort and reassurance.
- Parallelism is used effectively: "created" and "formed," "redeemed" and "called," emphasizing God's active and intimate role in Israel's history.
- **Key Themes and Imagery:**
- **Creation and Formation:** These terms highlight God's sovereignty in establishing Israel's identity and purpose.
- **Fear and Redemption:** The command "Do not fear" is paired with the assurance of redemption, portraying God as a protector and deliverer.
- **Calling by Name:** This deeply personal image reflects a covenant relationship, where God claims Israel as His own.

		<ul style="list-style-type: none"> • Repetition and Connections: • The use of "Jacob" and "Israel" links the verse to the patriarchal roots of the covenant, anchoring the message in Israel's shared history. • The imagery of redemption echoes themes from the Exodus, where God liberated Israel from slavery in Egypt.
<p>The <i>world in front of the text</i> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological ('faith seeking understanding').</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Theological Significance: This verse reassures believers of God's intimate care, faithfulness, and power to redeem, even in the face of despair or exile. • It emphasizes that God's relationship with His people is both personal ("called you by name") and covenantal ("you are mine"). • Application to Modern Readers: • Identity and Belonging: In a world where people often struggle with identity and purpose, this verse reassures believers that they are intentionally created, known, and claimed by God. • Fear and Trust: The call to "not fear" speaks to moments of uncertainty or hardship, encouraging trust in God's redemptive power. • Personal Relationship with God: The imagery of being "called by name" invites individuals to reflect on their unique relationship with God.

Scripture

The Three Worlds of the Text

FEATURES

John 15:16-17

You did not choose me, but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. I am giving you these commands so that you may love one another.

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What is going on at the time the text was written?

- **Historical Context:**
- This passage is part of Jesus' farewell discourse (John 13–17) during the Last Supper. It is a moment of intimate teaching, where Jesus prepares His disciples for life after His departure.
- The relationship between disciples and rabbis in first-century Judaism was typically initiated by the disciple's choice, but here Jesus reverses this convention, emphasizing divine initiative.
- "Bearing fruit" would resonate with Jewish understandings of a fruitful life as one of obedience to God, justice, and faithfulness, rooted in images from the Hebrew Scriptures (e.g., the fruitful vine in Psalm 80).
- **Cultural Religious Background:**
- The idea of being "chosen" evokes Israel's election as God's covenant people (Deuteronomy 7:6), which Jesus now extends to His disciples.
- Asking "in my name" reflects the intimacy of the relationship between Jesus, the Father, and the disciples, signifying alignment with God's will.

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What is going on in the text?

- **Literary Structure and Style:**
- The verse continues the extended metaphor of the vine and branches (John 15:1-8), focusing on disciples' relationship with Christ and their mission.
- The passage moves from divine initiative ("I chose you") to human responsibility ("bear fruit"), then to communal command ("love one another").
- **Key Themes and Imagery:**
- **Divine Initiative:** The disciples' role is framed as a response to Jesus' choice, highlighting grace and purpose.
- **Bearing Fruit:** "Fruit that will last" symbolizes enduring spiritual growth, good works, and the extension of God's kingdom through love and mission.
- **Command to Love:** The command to "love one another" is both the foundation and the outcome of their mission, tying back to Jesus' earlier teaching in John 13:34-35.
- **Repetition and Connections:** The repetition of love (a central theme in John's Gospel) and the relational dynamic between Jesus, the disciples, and the Father reinforces the interconnectedness of their mission and identity.

		<p>The phrase "in my name" aligns with earlier promises in the discourse about answered prayer (John 14:13-14).</p>
<p>The <i>world in front of the text</i> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological ('faith seeking understanding').</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Theological Significance: This verse reassures believers of God's intimate care, faithfulness, and power to redeem, even in the face of despair or exile. • The passage reminds believers that their calling and mission originate from God's choice and grace, not their own merit. • It challenges the community to focus on eternal, meaningful contributions ("fruit that will last") rather than transient achievements. • The command to love underscores the essence of discipleship as living out God's love in relationship with others. • Application to Modern Readers: • Mission and Purpose: This verse calls Christians to reflect on their God-given purpose and the ways they are called to bear lasting fruit in their lives and communities. • Grace and Calling: It reassures believers that they are chosen by God, affirming their value and role in God's plan. • Living in Love: The command to "love one another" challenges modern disciples to prioritize love as the defining mark of their faith, fostering unity and compassion in a fragmented world.

Scripture

The Three Worlds of the Text

FEATURES

Baptism – Mt 3:13-17

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 Beloved, with whom I am well pleased.”

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What is going on at the time the text was written?

- **Historical Context:**
- Baptism in Jewish tradition during this time was a ritual of purification, repentance, and preparation for the coming of the Messiah. John's baptism emphasized repentance as part of preparing for the kingdom of God (Matthew 3:1-12).
- Jesus’ baptism, however, is distinct—it signifies the beginning of His public ministry and His identification with humanity's need for salvation.
- **Cultural Religious Background:**
- The Jordan River holds symbolic importance in Jewish history as the site where Israel entered the Promised Land (Joshua 3). Jesus being baptized in the Jordan ties His ministry to God’s ongoing covenantal work.
- The dove is a symbol of peace, purity, and the Spirit of God in Jewish tradition, connecting Jesus’ mission to the Spirit's empowerment.
- **Theological Context:**
- The passage reflects the concept of righteousness central to Jewish thought—obedience to God’s will and covenant. Jesus' baptism shows His willingness to fulfill God’s plan fully.

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What is going on in the text?

- **Literary Structure and Style:**
- The passage follows a chiasmic structure (a symmetrical literary pattern where ideas are presented and then mirrored in reverse order, often emphasizing a central theme or message.), leading to the climax of divine affirmation: "This is my Son, the Beloved."
- Dialogue between John and Jesus sets the theological tone, addressing why Jesus, sinless, chooses baptism.
- The text moves from human interaction (Jesus and John) to divine revelation (the heavens opening, the Spirit descending, and God speaking).
- **Key Themes and Imagery:**

		<ul style="list-style-type: none"> • Fulfillment of Righteousness: Jesus’ response to John emphasizes the necessity of His baptism as part of God’s plan. • Theophany: The opening of the heavens, the Spirit descending like a dove, and the divine voice reveal Jesus’ identity and mission as the Messiah and Son of God. • Trinitarian Presence: This passage uniquely displays all three persons of the Trinity: the Father’s voice, the Spirit’s descent, and Jesus’ presence. • Repetition and Connections: • The theme of “fulfilling righteousness” ties to Matthew’s emphasis on Jesus as the fulfillment of Old Testament prophecies. • The divine voice echoes Psalm 2:7 (“You are my son”) and Isaiah 42:1 (“my chosen, in whom my soul delights”), connecting Jesus to messianic and servant imagery.
<p>The <i>world in front of the text</i> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological (‘faith seeking understanding’).</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Theological Significance: Jesus’ baptism marks the inauguration of His public ministry and His identification with humanity. Though sinless, He steps into the waters of repentance on behalf of all. • The divine declaration affirms Jesus’ identity as the Son of God and the beloved, grounding His mission in the Father’s approval and love. • The descent of the Spirit signifies the empowerment of Jesus for His ministry, modelling the connection between baptism and the Spirit for believers. • Application to Modern Readers: • Identity and Mission: Just as Jesus’ baptism affirmed His identity and mission, baptism for Christians signifies their identity as God’s children and their call to live out that relationship. • Humility and Obedience: Jesus’ willingness to be baptized, despite John’s initial resistance, models humility and obedience to God’s will. • Trinitarian Faith: The text reminds Christians of the centrality of the Trinity in their faith and life, reflecting on how the Father, Son, and Spirit work in unity.

Scripture

The Three Worlds of the Text

FEATURES

1 Corinthians 11:23-27 – The Institution of the Lord’s Supper

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.

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What is going on at the time the text was written?

- **Historical Context:**
- This passage is part of Paul’s first letter to the Corinthians, written to address divisions and improper behaviour in the early Christian community during their communal gatherings, including the celebration of the Lord’s Supper.
- The institution of the Eucharist is rooted in the Last Supper (cf. Matthew 26:26-29, Mark 14:22-25, Luke 22:19-20), a Passover meal where Jesus prepared His disciples for His imminent death and established a new covenant.
- **Cultural Religious Background:**
- The Jewish Passover meal, commemorating God’s deliverance of Israel from Egypt, serves as the backdrop. Jesus reinterprets the bread and wine of this meal as symbols of His sacrifice and the new covenant (cf. Jeremiah 31:31-34).
- Early Christians faced the challenge of uniting diverse believers (Jewish and Gentile converts) under common practices, which Paul emphasizes here.

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What is going on in the text?

- **Structure and Flow:**
- The text recounts Jesus’ actions and words during the Last Supper, using a liturgical style familiar to Paul’s audience, likely echoing early Christian worship practices.
- The sequence highlights:
 - Jesus’ giving thanks and breaking bread.
 - The declaration of the bread and wine as His body and blood.
 - The command to remember and proclaim His death until His return.
- **Themes and Symbolism**
- **Remembrance and Proclamation:** The Eucharist is not only a memorial of Jesus’ sacrifice but also a public proclamation of His death and promise of His return.
- **Covenant Renewal:** The "new covenant" language connects to God’s promises in the Hebrew Scriptures, fulfilled through Jesus’ sacrifice.

		<ul style="list-style-type: none"> • Judgment and Worthiness: The warning about partaking in an “unworthy manner” underscores the sacredness of the Eucharist and the need for self-examination. • Language and Key Words • “Do this in remembrance of me” commands active participation in Jesus’ redemptive work. • The phrases “body for you” and “blood of the new covenant” emphasize sacrificial love and the establishment of a new relationship between God and humanity.
<p>The <i>world in front of the text</i> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological (‘faith seeking understanding’).</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Theological Significance: • This passage underscores the Eucharist as central to Christian identity, reminding believers of Christ’s sacrificial love and their ongoing relationship with Him. • The act of partaking in the bread and cup unites the community in faith and mission, bridging the past (Jesus’ sacrifice), present (communal worship), and future (anticipation of His return). • Application to Modern Readers: • For Christians today, the Eucharist is both a celebration of Christ’s presence and a call to live in unity and self-giving love. • The warning about unworthiness challenges believers to approach the sacrament with reverence, humility, and a commitment to personal and communal integrity. • This text invites reflection on how communal worship shapes identity and actions in everyday life.

Scripture

The Three Worlds of the Text

FEATURES

Luke 22:14-23 - The Institution of the Lord's Supper

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.

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What is going on at the time the text was written?

- **Historical Context:**
 - This scene occurs during the Passover meal, a deeply significant Jewish tradition commemorating God's deliverance of Israel from Egypt (Exodus 12). The Passover lamb is a key symbol, now reinterpreted by Jesus as Himself, the Lamb of God, whose sacrifice will bring ultimate deliverance.
 - Luke's Gospel emphasizes Jesus' identity as the Savior of all, making this institution of the Eucharist pivotal for the unfolding of God's salvation plan.
- **Cultural Religious Background:**
 - The meal reflects traditional Jewish practices, but Jesus' actions and words introduce a radical reinterpretation. The bread and wine, ordinary elements of the meal, take on extraordinary meaning as symbols of His body and blood.
 - Covenant language (cf. Exodus 24:8) evokes the Sinai covenant, with Jesus establishing a "new covenant" through His sacrifice, fulfilling Jeremiah 31:31-34.
- **Luke's Unique Perspective**
 - Luke's account of the Last Supper emphasizes Jesus' desire for fellowship with His disciples and the eschatological significance of the meal, connecting it to the coming kingdom of God.

The **world of the text** (also known as the world *within* the text) is a *picture*. This picture shows us the text as it is

- **Structure and Flow:**
 - The passage begins with Jesus' eagerness to share the Passover meal, transitions to His institution of the Eucharist, and concludes with the forewarning of betrayal.

<p>and what it says <i>now</i> through its literary features. The general approach is literary.</p>	<p>What is going on in the text?</p>	<ul style="list-style-type: none"> • The narrative alternates between moments of intimacy (sharing the meal) and tension (the betrayal prediction), underscoring the dual realities of love and human sinfulness. • Key Themes and Symbolism • Fulfillment and Kingdom of God: Jesus links this meal to the arrival of God’s kingdom, marking it as both a present reality and future hope. • Sacrificial Love: The bread and wine symbolize Jesus’ impending death for the sake of humanity, a gift of self-giving love. • Betrayal: The mention of the betrayer highlights the tension between divine providence and human free will, reminding readers of the cost of redemption. • Language and Words • “This is my body, which is given for you” and “This cup...is the new covenant in my blood” symbolize Jesus’ sacrifice and establish the central act of Christian worship. • The contrast between the intimate sharing of the meal and the shocking revelation of betrayal underscores the depth of Jesus’ love amidst human frailty.
<p>The <i>world in front of the text</i> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological (‘faith seeking understanding’).</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Theological Significance: • This passage emphasizes the Eucharist as a transformative sacrament that unites believers with Christ’s sacrifice and prepares them for the coming kingdom of God. • Jesus’ self-giving love, even in the face of betrayal, challenges believers to reflect on their own fidelity to God and others. • Application to Modern Readers: • The Eucharist calls Christians to participate actively in Jesus’ life, death, and resurrection, remembering His sacrifice and living out its implications in daily life. • The inclusion of betrayal serves as a reminder of God’s grace even in the face of human failure, inviting believers to examine their own hearts before God. • The meal’s connection to the kingdom of God encourages Christians to live with hope and purpose, anticipating the fullness of God’s reign.

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.

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.

Praxis Movements

Naming	Reflecting Critically	Accessing Christian Story and Vision	Understanding and Integrating	Responding
Naming life experience of self, others and world	Critically reflecting on life experience.	Teaching and learning about the scriptures, Church Tradition and liturgical experience.	Integrating reflection and life experience with Christian Story and Vision.	Responding in order to authentically live out the Christian Story and Vision.
<i>Share experiences that are familiar to students</i>	<i>Probe and reflect to understand our experience more deeply</i>	<i>Present Scripture and Tradition related to the Topic</i>	<i>Apply Scripture, Tradition to our own lives</i>	<i>Decide what can be done. How can it be lived?</i>

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Unit overview	Shared Christian Praxis Movement
<u>Lesson 1</u>	<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: 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. 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. 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>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:</p> <ul style="list-style-type: none"> • How did your first impressions of the school compare to what you now know about its history and values? <p>In what ways do you see the school’s charism influencing the school community and your experience as a student?</p>	Focusing Activity
Lesson 2	<p>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.</p> <p>LI: I will analyse the school’s Vision statement to understand the hopes and</p>	<p>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.</p> <p>Lesson materials/resources: Information on the schools Founder/Charism, school crest/logo/house names/schools vision and mission statements, map of the school.</p>	Christian Story and Vision/Integrating

	<p>aspirations for the school community.</p> <p>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.</p> <p>SC – I can identify specific examples of the school's Vision statement in action and prepare a guided tour that highlights these values.</p>	<p>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.</p>	
<p>Lesson 3</p>	<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>Lesson materials/resources: Information about the Founder/ing order, Appendix 2 – Gospel passages</p> <p>Review of Learning: In today's lesson, students explored how the teachings and example of Jesus influenced the values and mission of our school's founder, connecting these principles to the school's ongoing traditions and practices. By reflecting on these connections, students demonstrated an understanding of how the founder's charism continues to shape our school community and the way we live out the values of service, love, and humility.</p>	<p>XChristian Story and Vision/Integrating</p>

<p>Lesson 4</p>	<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 Mary’s website.</p> <p>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.</p>	<p>Christian Story and Vision/Integrating</p>
<p>Lesson 5</p>	<p>LI – To SC- I can SC- I can</p>	<p>Lesson overview: In this lesson, students will explore the concepts of identity and belonging through the lens of Aboriginal culture. Beginning with a shared reading of “<i>A River Dreaming</i>” 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: “<i>A River Dreaming</i>” by Elizabeth Pike.</p> <p>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.</p>	<p>Understanding and Integrating/Responding</p>

<p>Lesson 6</p>	<p>LI – To SC- I can SC- I can</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: Appendix 3 - 150th Anniversary of Sandhurst Diocese booklet and video, interactive Sandhurst diocesan map</p> <p>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.</p>	<p>Christian Story and Vision/Responding</p>
<p>Lesson 7</p>	<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: 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>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</p>	<p>Christian Story and Vision/Responding</p>

		idea that each student is a vital part of God’s family and encouraging them to carry this understanding into their daily lives.	
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: This lesson explores John 15:16-17, emphasizing Jesus’ message of being chosen and called to bear lasting fruit through love and service. Students will delve into the meaning of the scripture, reflecting on how it applies to their identity and purpose as members of God’s family. They will develop practical ideas for living out Jesus’ command to love one another. The lesson fosters a deeper understanding of discipleship and encourages students to connect their faith with their everyday actions.</p> <p>Lesson materials/resources:</p> <p>Review of Learning: At the conclusion of the lesson, students will share their “fruit tree” diagrams, reflecting on their personal call to bear fruit in their lives and the sources of strength that sustain them. Through sharing and class discussion, students will consolidate their understanding of Jesus’ message and identify practical ways to live out love and service in their school, families, and communities. The review provides an opportunity for students to celebrate their insights and reaffirm their commitment to following Jesus’ command to love one another.</p>	Christian Story and Vision/Responding
Lesson 9	<p>LI – To</p> <p>SC- I can</p> <p>SC- I can</p>	<p>Lesson overview: 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>Lesson materials/resources: Guest speaker – Parish Priest or member of the Parish/Sacramental preparation program.</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>	Christian Story and Vision/Responding

<p>Lesson 10</p>	<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 Jesus’ ministry and specific sacraments.</p> <p>SC - I can create a presentation explaining the type, symbols, focus, and ongoing impact of a sacrament.</p>	<p>Lesson overview: 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>Lesson materials/resources:</p> <p>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.</p>	<p>Christian Story and Vision/Understanding/Integrating</p>
<p>Lesson 11</p>	<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>Lesson materials/resources: Appendix 4 – Guided meditation script.</p> <p>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.</p>	<p>Christian Story and Vision/Reflecting Critically</p>
<p>Lesson 12</p>	<p>LI – To SC- I can SC- I can</p>	<p>Lesson overview: 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</p>	<p>Christian Story and Vision</p>

		<p>activities, students will recognize the Mass as a communal celebration that connects them to God and one another.</p> <p>Lesson materials/resources: Together At One Altar Mass resource: https://www.togetheratonealtar.catholic.edu.au/receive/overview-of-the-mass/</p> <p>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.</p>	
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>Lesson materials/resources:</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>	Christian Story and Vision/Understanding and Integrating
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</p>	<p>Lesson overview: 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>Lesson materials/resources: Lectionary document/resource: https://catholic-resources.org/Lectionary/</p>	Christian Story and Vision

	<p>Liturgy of the Word, including readings, responses, homily, creed, and prayers.</p> <p>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.</p>	<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>	
<p>Lesson 15</p>	<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: 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>Lesson materials/resources: Nicene or Apostles Creed</p> <p>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.</p>	<p>Christian Story and Vision/Responding</p>
<p>Lesson 16</p>	<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</i></p>	<p>Lesson overview: This 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>Christian Story and Vision/Responding</p>

	<p><i>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 materials/resources: General Instruction of the Roman Missal: https://www.vatican.va/roman_curia/congregations/ccdds/documents/rc_con_ccdds_doc_20030317_ordinamento-messale_en.html</p> <p>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.</p>	
<p>Lesson 17</p>	<p>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.</p> <p>SC - I can explain the Offertory as an act of giving.</p> <p>SC – I can describe the key components of the Liturgy of the Eucharist</p>	<p>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.</p> <p>Lesson materials/resources:</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>	<p>Christian Story and Vision/Responding</p>
<p>Lesson 18</p>	<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>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>Lesson materials/resources:</p> <p>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.</p>	<p>Christian Story and Vision/Understanding and Integrating</p>

	<p>SC – I can reflect on the significance of how gatherings, both religious and non-religious, are concluded.</p>		
<p>Lesson 19</p>	<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: 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>Lesson materials/resources: Parish Priest or Church member. Access to the Church.</p> <p>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.</p>	<p>Christian Story and Vision/Understanding and Integrating</p>
<p>Lesson 20</p>	<p>LI – I will understand the structure of the Mass and the responsibilities involved in preparing a liturgical celebration.</p> <p>SC – I can explain the key elements of the assigned part of the Mass.</p> <p>SC – I can contribute ideas and preparation for my assigned role in the Mass.</p> <p>SC – I can complete a detailed template for my part of the Mass.</p>	<p>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.</p> <p>Lesson materials/resources: Bible, Appendix 5 - Mass template.</p> <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>	<p>Responding</p>

Liturgical/Sacramental Celebration

	<p><i>Liturgical celebrations/sacramental celebrations – provide opportunities for connection with the prayer life of the Church for reflection and resonance.</i></p> <p><i>Such celebrations should be an integral part of every unit, and should be linked to the liturgical year wherever possible</i></p>
	Explanation of celebration

Resources

- Promotional materials/video of the school.
- Appendix 1 – Overview of Assessment Task
- Appendix 2 – Gospel passages
- Access to school archives or summary document of the schools history.
- St Mary’s website: <https://www.smthornbury.catholic.edu.au/our-school/history-of-st-marys-primary-school/#:~:text=St%20Mary's%20School%20first%20opened,travelled%20to%20Thornbury%20each%20day>.
- “A River Dreaming” by Elizabeth Pike.
- Local aboriginal history/information.
- Appendix 3 - 150th Anniversary of Sandhurst Diocese booklet.
- 150th Anniversary of Sandhurst Diocese video <https://www.ceosand.catholic.edu.au/about-us/history>
- Interactive Sandhurst Diocese map <https://www.sandhurst.catholic.org.au/our-churches/diocesan-map>
- Appendix 4 - Guided meditation script
- Together At One Altar Mass resource: <https://www.togetheratonealtar.catholic.edu.au/receive/overview-of-the-mass/>
- Lectionary document/resource: <https://catholic-resources.org/Lectionary/>
- Nicene or Apostles Creed
- General Instruction of the Roman Missal: https://www.vatican.va/roman_curia/congregations/ccdds/documents/rc_con_ccdds_doc_20030317_ordinamento-messale_en.html
- Appendix 5 – Mass Template

Curriculum Adjustments

Student	Adjustment