**Lesson Plan Format**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class: 5 Purple** | | **Date:** | **Duration:** | |
| **Key Learning Area: Religious Education** | | **Lesson Topic: Unit 5.7- Unit 2- Holy Orders as a Sacrament** | | |
| **Recent Prior Experience:**  Ss have learnt that Sacraments are signs of the activity and presence of God in the living world. Ss can define ‘sacrament’, are aware of the seven sacraments and their purpose for the Evangelical Church, Ss can identify the symbols and rituals of the 7 sacraments- Ss shape meaning and can carry their own interpretations simultaneously= shared understanding and shared meaning. Ss can determine the difference between sacraments of Initiation, Healing and Service at Communion. This allows Ss to be aware of the visible signs of God, while encountering his presence in their lives and the lives of others. The Church is the body of Christ. | | | | |
| **Syllabus Outcome(s):**  **- C3.2- Value Word, symbol and ritual in the celebrations of Catholic beliefs and traditions.** | **Indicators of Learning for this lesson:**  *By the end of these lessons, the students will:*   * **Identify the similarities and differences between a Bishops, Priest and Deacon.** * **Explain how Word, symbol and ritual are used in the sacrament of Holy Orders.** * **Demonstrate an understanding of the significance and importance of the sacrament of Holy Orders in the life of the Church.** | | | **Assessment:**  **-Formative:**   * Anecdotal notes on observations of Ss participation both individual and during group work. * Feed back based off Ss completed work at closure of lessons. * Inclusion and use of technology within lessons.   **Summative Assessment:**   * Ss complete independent task during lesson 5 that amalgamates all learning concepts from sequence- to identify and determine the value of Word, symbol and ritual in the celebrations of the Catholic Tradition. |
| **Safely considerations:**  General Classroom safety issues. | **Resources:**  -KWL Books  -Ipads  -Ss workbooks  -Twitter (online and classroom display)  -Resource Worksheets 1,2,3  -Paper  -Holy Orders Weebly: <http://riteofordination.weebly.com>  -PowerPoint Presentation  -Godly Play box | | | |

**LESSON SEQUENCE (FIVE LESSONS)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Content / Indicators of Learning (*What* is Taught):** | **Timing**  *(mins)* | **Teaching Strategies / Learning Experiences:**  **(*How* it is taught)** | **Assessment and Evaluation/ Resources** |
| **LESSON 1** | | | |
| **-Exploring the role and characteristics of a Bishop, Priest and Deacon within the community.**  “What does a Priest do?”  “How do a Bishop and Priest differ from a Deacon?”  “What is something you didn’t know about a Deacon?”  “Do they have different roles within the parish and dioceses community?”  “How has your perspective of the role of a Priest changed?”  Key Figures:   * Bishop * Priest * Deacon | 15min  30min  5 min | * *T will remind Ss and reflect upon the ideas and knowledge they have learnt over the previous lessons, in particular focusing on the seven sacraments and their purpose on our faith journey. T will then get students to focus on a Priest and their role in the Church community.* * Ss will think (3 min), recording their ideas about a Priest on thinking strips, pair with partner (3min) to build answers, then participates in a whole class discussion (9min)*. T will prompt Ss to aid in the reflection and clarification of their ideas.* * Ss read the description of the orders of Bishop, Priest and Deacon in KWL Year 5, p.127-130. As Ss read pages together, they make comparative notes on a Venn Diagram (Resource Sheet 1) to visually represent the important characteristics in the information presented in groups. *T models on the interactive board.* Ss complete diagram. * Ss discuss what they found interesting from each section. * *T is to lead the discussion on how the Ss feel and now think about the roles of these significant people called to receive the Sacrament of Holy Orders in our Church.* | **Formative Assessment:**   * Providing feedback on Ss comparisons of the similarities and differences between a Bishop, Priest and Deacon. * Anecdotal notes on observations of Ss group work and participation.   **Evaluation Questions:**   * Could Ss identify the seven sacraments and determine the difference between each? * Could the Ss clearly identify the similarities and differences between Bishops, Priests and Deacons? * Did Ss make connections from their own experiences and interactions with their own parish/es? * Was it a successful lesson? * What are areas for improvement?   **Resources:**   * Class set of KWL * Strips of paper * Venn Diagram (Resource 1) |
| **LESSON 2** | | | |
| **-The exploration of the Rite of Ordination**  *“What are Holy Orders?”*  Structure of Ceremony:   * Introductory Rites * Liturgy of the Word * Liturgy of Ordination * Election Calling of Candidates * Presentation of Candidates * Election by the Bishop and Assent of the People * Homily * Promises of the Elect  Promise of Obedience Litany of * Supplication Invitation to Prayer  Litany * Concluding Prayer * Laying on of Hands and * Prayer of Ordination * Laying on of Hands  Prayer of Ordination Explanatory * Rites  Investiture with Stole and Chasuble Anointing of * Hands Presentation of Bread and Wine * Kiss of Peace * Liturgy of Eucharist * Concluding Rite   *“What are the important features of an Ordination Ceremony?”*  *“Are any of the gestures or prayers used during the ceremony used during other sacraments?”*  *“What symbols are present during an Ordination?”* | 10min  35 min  5 min | * *T will remind Ss and reflect upon the ideas and knowledge they have learnt over the previous lessons, in particular focusing on the roles and characteristics of a Bishop, Priest and Deacon.* * Ss to watch Sacraments 101: Holy Orders (What Ordination Means) video on Youtube. * <http://youtu.be/q904xIwxnSc?list=PL60396574E0A0B9A2> * Ss then explore the Ordination ceremony for a priest and the Rite of Ordination -Using the portfolio webpage with links to other necessary and useful resources. Ss work in pairs with an Ipad to create a Popplet diagram emphasising the important features of an ordination ceremony (include the symbols, gestures and prayers used during this ceremony). * Ss upload the complete Popplet to the Yr 5 Twitter (online) page. * Ss reflect on what they have learnt during the lesson by writing something new and interesting on their Twitter wall (on the classroom wall) before exiting the room. | **Formative Assessment:**   * Ss provide feedback on the Twitter wall to see what they have learnt. * Anecdotal observations of Ss participation during collaborative work. * Ss produce a concept map via Popplet empahasising the important features of an Ordination ceremony.   **Evaluation Questions:**   * Do Ss understand the different aspects that occur in the Rite of Ordination? * Were Ss able to explain what happened? * Do we need another lesson to cover this content? * Did Ss use the new subject specific terminology? * Were Ss concept maps rich with information? * Was it a successful lesson? * What are areas for improvement?   **Resources:**   * Sacraments 101 video * PowerPoint Presentation * Holy Orders Portfolio Webpage * Ipads * <http://popplet.com> |
| **LESSON 3** | | | |
| **-Linking Sacrament to Scripture**  Ss will:  -Explain how Word, symbol and ritual are used in the sacrament of Holy Orders and how that reflects on the whole church. Linking to John 13:2-9.  *Why did Jesus wash the feet of his disciples?*  *Why is Peter a significant person in this scripture reading?*  *What does this scripture tell us about our Priests?*  *What messages from this scripture can we adopt in our own lives?* | 2 min  15 min  20min | * *T sets the mood prior to Ss entering into the classroom. This will ensure students are prepared to listen to the word of God and reflect on the scripture.* * *T tells the story* **John 13:2-9 - *the Washing of the Feet*** using Resource Sheet 2, and visuals. Engage Ss in wondering. See suggested wondering below. * *I wonder why Peter refused to let Jesus wash his feet.* * *I wonder why he changed his mind and said “Lord, not only my feet but also my hands and my head!”* * *I wonder what Jesus wanted to teach his disciples by washing their feet.* * *I wonder what we can do to follow Jesus’ example.* * *I wonder why this is a special reading for deacons, priests and bishops.* * Ss reflect on the passage in their RE books, asking the prompt:   + “What can be do to follow Jesus example each and every day?”   + “What do our priest teach us and how do they help us to follow Jesus?”   (Quite music can be played at this time to allow Ss to understand the reflective nature in the classroom). | **Formative Assessment-**   * Providing feedback on Ss responses to the passage reflection questions. * Anecdotal notes on observations of Ss during reflection time.   **Evaluation Questions:**   * Were Ss engaged in the Godly Play and did I have all the necessary equipment to present the story? * Were the wonder questions appropriate and aid in Ss making connections with current concepts? * Did Ss produce highly reflective responses that made connections to the scripture and those called to Holy Orders? * Was it a successful lesson? * What are areas for improvement?   **Resources:**   * John 13:2-9 Godly play kit * RE Books * Bibles (if necessary) * Quiet music * (Example: Kevin Bates- ***A Shepherd I’ll be to you*** – from As One Voice Volume 1- Or- Michael Mangan- ***Come Together***- from Children Of The Light.) |
| **LESSON 4** | | | |
| **- The Living Sacrament- An individual’s experience of the sacrament of Holy Orders.**  Roles and responsibilities within the surrounding community- an open dialogue with a local parish Priest.  Ss will:  - Identify their role within the Church, key symbols of being called to Holy Orders and the importance to the Father. | 40 min  5 min | (Prior to this lesson, T has organised for the local Parish Priest to come into the classroom to talk to Ss.)   * *T introduces Ss to Father \_\_\_\_\_\_\_\_\_\_\_\_\_\_, welcoming him into their classroom and thanking them for taking the time to come discuss their experiences with the Ss.* * *Father discusses his experience of his Ordination/ or the Rite in general (e.g. what happens, gestures, symbols used etc.)* * Ss then converse in a dialogue with Father with the following suggested questions to aid the interview process: * Who do you talk to when you have a problem? * What other jobs/roles do priests have other than Parish? * What's not so good/not so cool about being a priest? * Is there anything about our faith that you find difficult to understand/explain?   + Why did you choose to become a priest?   + How long does it take to become a priest?   + Can you stop being a priest?   + What's good/cool about being a priest?   + Who were your role models?   + Do you ever find it difficult to pray? * Ss write a reflection on their Twitter wall about something new they learnt during their interview with Father. | **Formative Assessment:**   * Providing feedback on Ss responses on the Twitter Wall. * Anecdotal notes on observations of Ss during the interview process with Father.   **Evaluation Questions:**   * Did the Interview structure provide an engaging learning experience for Ss? * Did Ss gain any new knowledge? * Were the prompt questions effective in gaining a better insight to Fathers roles and life in the Priesthood? * Did student reflection demonstrate new knowledge gained from the experience? * Was it a successful lesson? * What are areas for improvement?   **Resources:**   * 10 question prompt strips   (Resource Sheet 3) |
| **LESSON 5** | | | |
| **- Explanation of Holy Orders Assessment**  Ss will :  -Explain how Word, symbol and ritual are used in the sacrament of Holy Orders.  -Demonstrate an understanding of the significance and importance of the sacrament of Holy Orders in the life of the Church. | 5min  45min | * *T reflects with Ss regarding the learning for the week. Highlighting what is the Rite of Ordination, Structure of the Ceremony, significant symbols, gestures and prayers- also reflecting on their interview with Father.*   **Assessment:**   * Ss individually describe the Sacrament of Holy Orders and its importance in the life of the Church. * Ss should include some of the major symbols and rituals used. This can be written as an explanation, drawn concept map with information or through a presentation method of ICT. (E.g. PowerPoint, Imovie etc.) * Better responses will incorporate aspects of their prior lesson sequence to add to the wealth of information (E.g. introducing their Popplet and linking to the Scripture). | **Formative Assessment:**   * Observation of learning through introductory questioning. * Anecdotal observations of Ss participation during the lesson/with technology.   **Summative Assessment:**   * Ss complete independent open-ended task incorporating all aspects of the learning experiences from the sequence of 5 lessons. * T feedback will gage S learning and achievement of intended outcomes.   **Resources:**   * A3 paper * Arts materials * Ipads * RE Books |

**Priest**

**Bishop**

**Resource Sheet 1**

**Deacon**

**Resource Sheet 2**

The Washing of the Feet

**(John 13:2–9, 12–15)**

**KWL Year 5 p131**

**You will need:**

* Length of white ribbon to use as a story timeline.
* **Visual Set: K.2B ‘Washing of the Feet’** (note: whilst visualsare the same as K, the script is different. This is also available on CD ‘K-1 Religious Education Visual Sets’ (available from CEO, Sydney).

1. Jesus takes bowl and towel

2. Jesus pours water into a bowl

3. Jesus washes the disciples’ feet

4. Simon Peter protests

5. Jesus washes Peter’s feet

6. Jesus explains what he has done

* Bible

*Children are seated in a semi-circle ready to listen to the story. When the children are settled, go to the shelf and carry the materials as you would the Bible. Place these beside you.*

*Place class Bible in front of you with your hand on it.*

**This story comes from the Bible, our sacred Scriptures and is in the Gospel of John.**

*Place Bible beside you. Roll the white ribbon in front of you.*

**White is the colour priests wear at their ordination. It is also the colour worn at the Mass of the Lord’s Supper when this story is re-enacted. The story is about Jesus, just before he died. He knew that he had come from God and was going to God.**

*Hold Visual 1 in front of you.*

**He was at supper with his friends when he got up from the table, took off his outer robe and tied a towel around himself.**

*Place Visual 1 on the purple ribbon to your far right facing the children.*

*Hold Visual 2 in front of you.*

**Then he poured water into a basin**

*Place Visual 2 on the left of Visual 1.*

*Hold Visual 3 in front of you.*

**and began to wash the disciples’ feet and to wipe them with the towel that was tied around him.**

*Place Visual 3 on the left of Visual 2.*

*Hold Visual 4 in front of you.*

**He came to Simon Peter who said, “Lord are you going to wash my feet?” Jesus answered, “You do not know now what I am doing but later you will understand.” Peter said to him, “You will never wash my feet.”**

*Place Visual 4 on the left of Visual 3.*

*Hold Visual 5 in front of you.*

**Jesus answered, “If I don’t wash you, you have no share with me.”**

**Simon Peter said to him, “Lord, not only my feet but also my hands and my head!”**

*Place Visual 5 on the left of Visual 4.*

*Hold Visual 6 in front of you.*

**After he had washed their feet, had put on his robe and returned to the table, he said, “Do you know what I have done to you? You call me Teacher and Lord and you are right, that is what I am. So if I your Lord and Teacher have washed your feet, you also ought to wash one another’s feet. For, I have set you an example that you also should do.”**

*Place Visual 6 on the left of Visual 5.*

*Pause quietly for a moment, and then begin to wonder together.*

* ***I wonder why Peter refused to let Jesus wash his feet.***
* ***I wonder why he changed his mind and said “Lord, not only my feet but also my hands and my head!”***
* ***I wonder what Jesus wanted to teach his disciples by washing their feet.***
* ***I wonder what we can do to follow Jesus’ example.***
* ***I wonder why this is a special reading for deacons, priests and bishops.***

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*

|  |
| --- |
| Who do you talk to when you have a problem? |
| What other jobs/roles do priests have other than Parish? |
| What's not so good/not so cool about being a priest? |
| Do you ever find it difficult to pray? |
| Who were your role models? |
| What's good/cool about being a priest? |
| Can you stop being a priest? |
| How long does it take to become a priest? |
| Why did you choose to become a priest? |
| Is there anything about our faith that you find difficult to understand/explain? |

**Resource Sheet 3**