

Following Jesus – Loving and Serving

In this unit students begin to learn about Lent and Holy Week. They are introduced to the stories of the Lost Sheep, the Washing of the Feet and the Last Supper. Through these stories, and in keeping with the season of Lent and Holy Week, the students are introduced to Jesus Christ as the one who loves us, who seeks out the lost, who humbly serves others, and who provides nourishment. These stories and themes are explored more fully in the following years of the students' religious education.

DOCTRINAL FOCUS

In planning to teach this unit the following references from the Catechism of the Catholic Church and the Compendium of the Catechism of the Catholic Church are recommended:

#605 At the end of the parable of the Lost Sheep Jesus recalled that God's love excludes no one.

(See *Compendium #6 What does God reveal to man?*)

#764 To welcome Jesus' word is to welcome 'the Kingdom itself'. The seed and beginning of the Kingdom are the 'little flock' of those whom Jesus came to gather around him, the flock whose shepherd he is. They form Jesus' true family. To those whom he thus gathered around him he taught a new way of acting and a prayer of their own.

(See *Compendium #107 Who is invited to come into the Kingdom of God proclaimed and brought about by Jesus Christ?*)

#2232 Family ties are important but not absolute. Just as the child grows to maturity and human and spiritual autonomy, so his unique vocation which comes from God asserts itself more clearly and forcefully. Parents should respect this call and encourage their children to follow it. They must be convinced that the first vocation of the Christian is to *follow* Jesus.

(See *Compendium #67 For what purpose did God create man and woman?*)

#1506 Christ invites his disciples to follow him by taking up their cross in their turn. Jesus associates them with his own life of poverty and service. He makes them share in his ministry of compassion and healing.

(See *Compendium #154 What are the characteristics of the People of God?*)

#1095 ... the Church, above all at the Easter Vigil, re-reads and re-lives the great events of salvation history in the 'today' of her liturgy.

(See *Compendium #236 How is the Liturgy celebrated?*)

SPIRITUAL REFLECTION FOR TEACHERS

'God's love excludes no-one'. How difficult is this to really believe? Reflect on whom, especially among your students, you find it difficult to warm to. Pray for them often this Lent, and for yourself.

Think of yourself and your students as part of the little flock Jesus Christ gathers around himself. What are the characteristics of his special way of acting? How can you practise this special way day by day in the classroom? Does the family prayer he gave us mean more to you than a familiar sequence of words? Pray the Lord's Prayer frequently.

The children in your class are taking perhaps their first significant steps towards independence. They are taking their first steps towards becoming autonomous and mature Christians. Reflect on your own Christian journey to independent and mature faith.

Jesus Christ associates his disciples with his own life of poverty and service. What part does poverty and service play in your own life?

How will this Lent and Holy Week prepare you to relive the great events of salvation? What do these great events mean to you? How might you share your faith and experience with the children?

LINKS WITH STUDENTS' EXPERIENCES

The students' experiences of Lent and Holy Week will vary and will be defined by their families' experiences of these seasons.

Students will be familiar with customs and rituals specific to their family meals. They will know the difference between an everyday meal and a celebratory meal. *How do we assist students to make the link between family customs and rituals and the customs and rituals of the Church?*

At this level the students' understanding of discipleship will be shaped by exploring how people help each other – we are called to love and serve others.

Students' experience of community is primarily in the family and extended family. *How can you help students extend this to an awareness of their local parish?*

EXPLANATION OF SCRIPTURE

Mt 4: 18–22 The First Four Disciples Are Called

Contrary to the practice of a rabbi, Jesus Christ chose his disciples rather than the disciples choosing him. They follow him not simply to listen and learn but to take an active part – they are to be fishers of people. This lakeside scene is full of symbolism. All four are fishermen, but this is a new mode of fishing where they will become fishers of people. With a new kind of net – the proclamation of the gospel – they will go out into a world which is often turbulent, and catch people and bring them into the 'boat' which is the Church.

Mt 18: 12–14 The Lost Sheep

The parables of Jesus Christ are generally telling us what God is like. In the story of the Lost Sheep we read about an abundantly forgiving God; a happy God who rejoices over us when we are lost, found and return to find ourselves in and with God again. This lost sheep parable indicates that God's mercy is seemingly foolish and extravagant, as is a shepherd who abandons his sheep to look for just one. That is what our God is like.

Matthew has set his version of the lost sheep in Chapter 18 of his gospel, which biblical scholars call the 'community' chapter. It presents advice and rules for his community and for ours. The sheep is not exactly lost. It wanders off – it is an adventurous little sheep. In Matthew the parable is also about the value of each community member, particularly the one who has gone astray. The strayed one has taken a risk, and we must also take a risk to bring them back to our group. The risk takers are also worth rescuing and believing in.

Jn 13: 4–9, 12–15 The Washing of the Feet

The challenging and beautiful act of Jesus Christ washing feet that we remember and re-enact on Holy Thursday is only recorded in one of the four gospels – that of John. In the Gospel of John, the Last Supper focuses on loving service and hospitality, and not on the Eucharist. Washing guests' feet in the ancient Near East was a sign of welcome, and was usually done by servants. But here we see Jesus doing the feet washing as a humble sign of his love and as an example for us to follow. The writer of John's Gospel is using the Last Supper to remind his community of Jesus' great love and just how much they should love each other. The Gospel of John is very different from the other three gospels in many aspects, but perhaps nowhere more than in the Passion narratives, which begin here in Chapter 13 with the washing of the feet.

Lk 22: 7–14, 19–20 Take and Eat

The Passover is one of the most important feasts in the Jewish calendar. It is a time of remembering the freedom that God has given the Jewish people. Passover is still celebrated today, especially in families, as a festival of freedom. Jesus, as a Jew, wanted to share this special meal with his friends, and invites people to live out his message of love in family and community. The blessing and sharing of the bread and wine in the Passover meal took on a new meaning after the death and resurrection of Jesus Christ. It was celebrated as the Memorial of his death and resurrection. We too are privileged to share in this love, memory and freedom of Jesus in our eucharistic and community liturgical celebrations.

POSSIBILITIES FOR PRAYER AND WORSHIP

Part 1

Learning to meditate

Invite the students to sit in a circle or find a quiet place in the room where they can sit or lie down. Help them to settle into the silence with the following words (pausing for a few seconds after each phrase):

Close your eyes. Relax your body. Breathe in to fill your lungs with air. Now breathe out slowly. Be very still. Can you feel your heart beating? Do not move. Just rest and be very still.

Imagine you are saying to Jesus Christ 'You are my Shepherd'.

In your mind, slowly say these words to Jesus Christ two or three times ... 'You are my Shepherd ... You are my Shepherd ...'

Now spend some quiet time with Jesus Christ (allow at least 30 seconds).

When you are ready, open your eyes and come back to the group.

Conclude by rereading the story 'Lost and Found' from The Good Shepherd big book.

Praying with Symbols

The Washing of the Feet

Arrange a large jug of water with a bowl and a towel on the floor in the prayer place. Open the Bible on the prayer table at Jn 3: 4–5, and light a candle. Gather with the

class around all the symbols. You may wish to play some quiet, reflective music. Slowly read these two verses from the gospel story of the washing of the feet:

Jesus ... got up from the table, took off his outer robe, and tied a towel around himself. Then he poured water into a basin and began to wash the disciples' feet and to wipe them with the towel that was tied around him (Jn 3: 4–5).

Invite the children to pass the bowl and towel around the group and, as each child receives it, to think about Jesus Christ washing his disciples' feet.

Pray an 'echo' prayer while this is happening, e.g:

Leader: Jesus Christ, you washed the disciples' feet.
All: *Jesus Christ, you washed the disciples' feet.*

Leader: Jesus Christ, you became a servant.
All: *Jesus Christ, you became a servant.*

Leader: Jesus Christ, thank you for your love.
All: *Jesus Christ, thank you for your love.*

Leader: Jesus Christ, help me to be like you.
All: *Jesus Christ, help me to be like you.*

Part 2

Praying with Song

Find a picture or icon of the Last Supper and display it on the prayer table with the open Bible and a lighted candle. Arrange some unleavened bread and a cup of red grape juice on the table. Have some percussion instruments nearby, in preparation for the song.

From the Bible, read a brief section of the gospel story:

Then [Jesus] 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 memory 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' (Lk 22: 19–20).

Invite the children to respond to this reading by singing a song. A small group might accompany the song with the percussion instruments.

Song suggestion: 'Do this In Memory of Me', by John Burland and John Jacobs, *As One Voice For Kids*, No 11.

Related Chapters – *KWL*, 2nd edn, Prep/Kindergarten: Chapter 3, Lost and Found; Chapter 17, Jesus Calls His Disciples; Chapter 4, Jesus Washes the Disciples' Feet; Chapter 5, Take and Eat.

Faith concepts: sign, symbol, ritual, discipleship, community.

Understandings:

Jesus teaches people about God’s love.

The Bible has stories about Jesus’ life.

Jesus had followers called disciples.

Friends share meals together.

At The Last Supper Jesus shared a meal with his friends, the disciples.

The Last Supper is remembered during Holy Week.

Unit specific learning:

Students will learn about	Students will learn to	Students will undertake to
<i>Knowledge and Understanding</i>	<i>Reasoning & Responding</i>	<i>Personal & Communal Engagement</i>
<ul style="list-style-type: none"> • The experience of being lost. • How Jesus Christ called his first disciples. • Characters and events of the Last Supper. • Jesus’ words and actions at the Last Supper. • Ways in which Jesus Christ loved and served others. 	<ul style="list-style-type: none"> • Connect personal experiences of being lost and found to the story of the Lost Sheep. • Make a connection between their own experiences of shared meals with their families and the Last Supper which Jesus shared with his disciples. • Make a connection between the Last Supper and the eucharistic celebration in the Mass. 	<ul style="list-style-type: none"> • Participate in prayer and guided meditation. • Be part of a shared celebration of the Last Supper. • Participate in a hand washing ritual.

Part 1: Jesus Christ Our Teacher

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p>Wondering</p> <p>Invite students to wonder with you:</p> <ul style="list-style-type: none"> I wonder what it feels like to be lost? I wonder if you have ever been lost? How did you know you were lost? I wonder who noticed that you were missing? Who came to look for you? How were you found? What happened when you were found? <p>Record students' responses on a class chart. Add visual images to support text (worried face, sad face, etc).</p> <p>Using 3D materials set up the Good Shepherd with his sheep. Invite students to wonder with you what would happen if one of the sheep escaped from the sheepfold.</p>	<p>Assessment for Learning</p> <p>This task will indicate students' prior knowledge and understanding of the concepts of 'lost' and 'found'.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Shepherds In biblical times the Israelites were a pastoral people, and there were many shepherds among them. It is worth noting that many biblical heroes were shepherds; among them the Old Testament prophet Amos, as well as King David, and Moses. In Jesus Christ's time shepherds lived and travelled with their sheep. They spent their time caring for and protecting their sheep from harm. Jesus Christ, as the Good Shepherd, is the symbol of God's care, protection and love at the heart of our lives.</p>	<p>Telling the Story Tell the parable of the Lost Sheep using the 3D materials.</p>	
<p>The Good Shepherd is one of the great themes of the Jewish/Christian Scriptures. This symbol encompasses many ideas, including God's care and protection, as well as the human tendency to distance ourselves from God and each other.</p>	<p>Responding</p> <ul style="list-style-type: none"> • Students learn a song about Jesus as the Good Shepherd, e.g. 'Jesus is the Good Shepherd' (Walker, C & Freeburg, P on <i>Stories and Songs of Jesus</i>, or 'The Shepherd Had One Hundred Sheep' on <i>Faith and Fun</i>). • Students create the scene of the Lost Sheep. Colour or collage an outline of a person using art materials, or colour the outline of a person in MS Paint to create the Good Shepherd. Create the background using materials from the environment, e.g. rocks, leaves. Add the sheep to the picture. 	<p>Assessment of Learning This task will indicate students' understanding of and response to the story of the Lost Sheep.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The parable of the Lost Sheep expresses the truth of God’s unconditional love, forgiveness and profound relationship with the human person.</p> <p>The name Jesus means God saves. In Jesus Christ, God saves the lost, the poor, the sick, and those who have been rejected by society.</p>	<p>Telling the Story Read the story of the Lost Sheep from <i>KWL</i>, 2nd edn, Prep/Kindergarten, Chapter 3, pp. 16–19.</p>	
	<p>Responding</p> <ul style="list-style-type: none"> • Use the collage of the Lost Sheep from the previous activity to create a shared text. • Students work in small groups using 2D or 3D materials to retell the story of The Lost Sheep. • What do you remember about the story of the Lost Sheep? Students illustrate, use playdough, role play or dictate a text to the teacher. 	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Meditation is a form of prayer. In prayer we deepen our relationship with God. Meditation engages thought, imagination, emotion and desire. It is a quiet time of focus on the words of Scripture, holy icons, music, symbol or the words of a mantra. The method is a tool which leads to an encounter with God, who is present in all things.</p> <p>Guided prayer is directed prayer from the teacher. Students are asked to respond to this prayer through action, repetition or responsive words.</p>	<p>Praying the Word Place a symbol from the story in the centre of a prayer circle and ask students to sit or lie in silence and focus on the symbol for a short time.</p> <p>Alternatively, students participate in a guided meditation, e.g. the Lost Sheep Meditation (Reehorst, J, <i>Guided Meditations for Children</i>).</p>	

Part 2: Called By Jesus Christ

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>A disciple is a learner or an apprentice. A disciple needs to listen in order to learn from a master. In the New Testament a disciple is a follower of Jesus Christ. The disciples were sent out to preach the Good News, to heal the sick and to encourage people to listen to God's message of salvation for the lost, the poor and all people to the ends of the earth. They were told to travel with few material comforts, but to trust that their needs would be taken care of by the community. Through baptism we too are called to Christian discipleship.</p>	<p>Telling the Story & Wondering Invite students to explore the following questions:</p> <ul style="list-style-type: none"> – I wonder who are your special friends? – I wonder what makes a good friend? – I wonder if Jesus had any special friends? <p>List qualities on star shapes to hang as a mobile.</p> <p>Using 3D materials, read the story of Jesus Christ calling the first disciples.</p>	<p>Assessment for Learning This activity will indicate students' understanding of friendship.</p>
	<p>Responding Wall display:</p> <ul style="list-style-type: none"> – Students trace around their feet. – Cut out feet and decorate. – Make an image of Jesus with a speech bubble saying 'Come, follow me'. – Add the feet to the display. – Teach the students a song about following Jesus, such as 'Following Where Jesus Leads' (Abba, K, Abrahams, J & O'Brien, M, <i>Great Times with Jesus</i>). 	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The Call of the Fishermen Mt 4: 18–22 is the account of Jesus Christ calling the first disciples. They immediately left their nets and followed him.</p>	<p>Telling the Story Read the story of Jesus calling his disciples from <i>KWL</i>, 2nd edn, Prep/Kindergarten, Chapter 17, pp. 128–131.</p>	
<p>The industry of fishing was very important in Jesus Christ’s time and is noted several times in the gospel stories. Josephus, the ancient historian, reports that there was a thriving fishing industry around the Sea of Galilee at this time, with about 230 boats regularly working in the lake. Nets and boats were the primary resources in the fishing industry. To leave one’s nets and boats behind meant to leave one’s wealth and livelihood.</p>	<p>Wondering Lead students through a discussion on the ‘I wonder’ questions from <i>KWL</i>, 2nd edn, Prep/Kindergarten, Chapter 17, p.132. Alternatively write the ‘I wonder’ question on cut-out templates of fish. Place the fish in a basket. Questions are read and discussed by the class.</p> <p>To develop the discussion further, invite students to wonder with you: I wonder how you could be a friend of Jesus ?(or how we can follow Jesus?)</p>	
<p>The gathering, or assembly, of disciples around Jesus Christ is the foundation from which the Church grew. The word ‘church’ (Greek: <i>ecclesia</i>) means assembly, the people called and assembled by God.</p>	<p>Responding Students illustrate or use plasticine to make a personal response to the story of Jesus calling his disciples. Students might attempt writing or dictating a text to the teacher describing their illustration or plasticine model. Alternatively students could choose their own materials and make a response to the part of the story that struck them.</p> <p>To develop the response, invite students to draw, write or dramatise ways they can be a friend of Jesus.</p>	<p>Assessment of Learning This task will demonstrate students’ ability to respond to scripture through visual, oral or written text.</p> <p>This task will indicate if students can connect the story to their own life.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>From among his many disciples Jesus chose twelve to be apostles. The word 'apostle' means agent or someone sent as a messenger. The number twelve reflects the twelve tribes of Israel. This was the sign that he was forming a New Israel, a new People of God. The twelve were considered to be leaders, many of whom later founded Christian churches in other regions. Today the work of the apostles is continued through the Pope and the bishops, and all those who lead, teach and guide the people of God.</p>	<p>Wondering Lead students through a discussion on the 'I wonder' questions from <i>KWL</i>, 2nd edn, Prep/Kindergarten, Chapter 17, p.132. Alternatively write the 'I wonder' question on cut-out templates of fish. Place the fish in a basket. Questions are read and discussed by the class.</p> <p>To develop the discussion further, invite students to wonder with you: I wonder how you could be a friend of Jesus ?(or how we can follow Jesus?)</p> <p>Praying the Word</p> <ul style="list-style-type: none"> – Prepare the prayer place with different symbols – cross, fish, fishing net, feet (from display) – to focus the students. – Light the candle. – Students make the Sign of the Cross. – Use the following steps for guided meditation: relax, focus, ponder and pray (Bretherton, B 1995, <i>Praying with Children: A Resource Book for Primary Teachers</i>). 	

Part 3: Jesus Christ's Love and Service

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment												
<p>In this part of the unit we introduce the students to the celebration of the Eucharist. First we build upon their own experiences of meals, nourishment and remembering and giving thanks.</p> <p>The Eucharist is a celebration, but it is not a party. The Seder meal celebrated by Jesus Christ at the Last Supper was a remembering meal. It was a meal that gave thanks to God. We too celebrate meals that remember special events in our lives, and we give thanks for all that has happened.</p> <p>The Last Supper was a meal that celebrated God's saving of the chosen people. It celebrated the passing-over (Passover) of the Israelites from slavery to freedom, from suffering to joy. They remembered and gave thanks to God for this when they gathered to celebrate.</p>	<p>Telling the Story</p> <ul style="list-style-type: none"> Complete a graphic organiser about everyday family meals using pictures and words. <table border="1" data-bbox="819 485 1417 588"> <thead> <tr> <th data-bbox="819 485 1016 555">Who do we eat with?</th> <th data-bbox="1019 485 1216 555">Where do we eat?</th> <th data-bbox="1218 485 1417 555">What do we eat?</th> </tr> </thead> <tbody> <tr> <td data-bbox="819 557 1016 588"></td> <td data-bbox="1019 557 1216 588"></td> <td data-bbox="1218 557 1417 588"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Discuss with the students special family meals, e.g. birthdays, Christmas. Complete another graphic organiser about the ways they share special family meals. <table border="1" data-bbox="819 831 1417 935"> <thead> <tr> <th data-bbox="819 831 1016 901">Who do we eat with?</th> <th data-bbox="1019 831 1216 901">Where do we eat?</th> <th data-bbox="1218 831 1417 901">What do we eat?</th> </tr> </thead> <tbody> <tr> <td data-bbox="819 903 1016 935"></td> <td data-bbox="1019 903 1216 935"></td> <td data-bbox="1218 903 1417 935"></td> </tr> </tbody> </table> <p>Highlight the similarities and differences between the two types of family meals.</p>	Who do we eat with?	Where do we eat?	What do we eat?				Who do we eat with?	Where do we eat?	What do we eat?				<p>Assessment for Learning</p> <p>The organisers and the following discussion will indicate the secular experiences and understanding of meal, ritual, sign and symbol that students bring to this part of the unit.</p>
Who do we eat with?	Where do we eat?	What do we eat?												
Who do we eat with?	Where do we eat?	What do we eat?												

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p>Wondering Invite students to wonder with you: I wonder if your family shares a meal together? I wonder how people prepare for family meals? I wonder why people have special meals together? I wonder what we need to do to prepare a special meal? I wonder why sharing meals with people is important? I wonder why birthday and Christmas celebrations are special? I wonder if you know of a special meal Jesus shared with his disciples?</p> <p>Telling The Story Use 3D materials to retell the story of the Last Supper from Lk 22: 7–14, 19–20. Alternatively, use different visual images of the Last Supper, e.g. famous paintings, children’s bibles, etc. to display on the prayer place.</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Christians celebrate the Eucharist as a form of remembering. However, it is a dynamic memorial of Jesus' life, death and resurrection. We gather to do as Jesus asked: 'Do this in memory of me'. The word 'Eucharist' means thanksgiving. We give thanks to God for the life, death and resurrection of Jesus Christ, and for the salvation he has brought to us.</p> <p>At the Last Supper Jesus used the Passover symbols of bread and wine to remind his followers that whenever they gathered for the breaking of the bread he would be present. At each celebration of the Eucharist Jesus' words 'This <i>is</i> my body. This <i>is</i> my blood' make him really present. What we see is bread and wine, but they have been changed into the body and blood of Christ. This is a profound mystery.</p>	<p>Wondering</p> <p>Invite students to wonder with you:</p> <ul style="list-style-type: none"> I wonder if you can remember what Jesus used at the Last Supper? I wonder where else you have seen these used? I wonder what makes the bread and wine so special in the Mass? I wonder where else you have heard and seen these words and actions? I wonder why the priest takes the role of Jesus Christ in the Mass? I wonder why Jesus chose to share a meal with his disciples? I wonder what preparations Jesus made? 	<p>Assessment of Learning</p> <p>Students' responses to these wonderings will indicate if they can make connections between the meals they have, the Last Supper, and the Mass.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The washing of feet was a job given to the lowest servant in the Jewish household. The person washing the feet had the least importance in the household. Peter was appalled that Jesus stooped to wash his feet. Jesus' insistence that he must perform the lowliest task reminded the disciples that their role is to be one of service. Like him they must serve rather than be served. It is in the loving act of service that God is present.</p> <p>We see this kind of loving service in acts of self-sacrifice. In this early stage of catechesis we are cultivating an understanding of Jesus Christ's love and self-giving. It is also an introduction to the Christian practice of choosing to serve other people, particularly the poor. We set before the students the image of Jesus Christ kneeling in the upper room, as a humble servant, to wash the feet of his disciples.</p>	<p>Responding</p> <ul style="list-style-type: none"> • Students learn a song about the Last Supper such as 'Given for You' (Mangan, M, <i>Hearts on Fire</i>). • Recreate the story of the Last Supper: <ul style="list-style-type: none"> – Set a table with candles, pita bread and red cordial. – Light a candle and create a reverent atmosphere. – Teacher acts as Jesus to re-enact the story of the Last Supper, saying the words that Jesus gave us and sharing the meal with the students. • Students retell the story of the Last Supper through echo mimes, dramatisation or using 3D materials. (See echo mimes in Wintour, R, <i>Just Imagine: Creative ways of Presenting Scripture</i>.) • Students illustrate their own image of the Last Supper to make an A4 sized table placemat. <p>Suggested Home Activity Students take their table placemats home. During a family meal talk about the images on the placemat and discuss what happened at the Last Supper.</p>	<p>Assessment of Learning The students' retell through drama or concrete materials will indicate students' understanding and interpretation of the Last Supper story.</p> <p>Assessment of Learning The students' illustrations will also indicate their understanding and interpretation of the Last Supper story.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p>Praying the Word Students participate in a Last Supper meditation (Reehorst, J, 'The Last Supper', <i>Guided Meditations for Children</i>).</p> <p>Telling the Story Read the story of Jesus Christ calling his disciples from <i>KWL</i>, 2nd edn, Prep/Kindergarten, Chapter 4, pp. 22–27.</p> <p>Praying with God Celebrate the actions of Jesus Christ by inviting the students to participate in a foot-washing ritual, or see 'Possibilities for Prayer and Worship'.</p>	

RESOURCES

To Know, Worship and Love, 2nd Edition

Prep: Chapter 3, Lost and Found; Chapter 17, Jesus Calls His Disciples; Chapter 4, Jesus Washes the Disciples Feet; Chapter 5, Take and Eat.

Teacher Resources

Walker, C & Freeburg, P 1994 *Stories and Songs of Jesus*, OCP Publications.

Reehorst, J 2002, *Guided Meditations for Children*, Harcourt Religion Publishers, USA.

Wintour, R 2000, *Just Imagine: Creative Ways of Presenting Scripture*, Mountjoy Enterprises, Brisbane.

Abba, K, Abrahams, J & O'Brien, M 2003, *Great Times With Jesus*, Willow Publishing, NSW.

Bretherton, B 1995, *Praying With Children: A Resource Book for Primary Teachers*, Social Science Press, NSW.

Mangan, M 1993 'Hearts on Fire', *Song of Blessing*, Litmus Productions.

RELIGIOUS EDUCATION STANDARDS

This unit may be used to assess some of the Level 1 standards.

Students relate to sacred story including the image of the Good Shepherd by making connections to their personal experiences. Students contemplate and reflect about God, themselves and the world by responding to their wondering, feelings and ideas through prayer and a

range of media. Students relate to Jesus as the model for Christian living by applying values such as care, forgiveness and inclusiveness to their own lives.