

Year 7 Unit 2a:

School and Church Communities

Standards

By the end of this unit it is intended that students:

- appreciate the local Church community and its connection to their school
- demonstrate knowledge of the tradition of their school and local Church community within the diocese
- compile information about the lives of individuals who contributed to the life of the school and local Church community.

Indicators of Learning

	Values and Attitudes	Knowledge	Skills
	<i>It is intended that students will be able to:</i>		
1	discuss the special tradition, nature and purpose of their school and recognise the need for members of a community to feel a sense of belonging	identify the nature and principle aims of their school and parish	research and record the principle aims and traditions of their school
2	appreciate the need for cooperation among members of a community	understand the expectations that the school community has of them	communicate the expectations of the school or parish community.
3	acknowledge the efforts made by groups and individuals to establish and support the school and the Church in their local community	be aware of significant events in the history, the story and the current life of their school and parish	gather information on significant members of their school and parish community
4	imagine the part students can play in building and supporting the ideals of their school and parish community	understand ways in which students can be involved in the life of the school and parish community	identify the aims and challenges experienced by a leader of a community or group
5	recognise ways in which students are called to be members of a larger community with a common purpose	identify students' place within broader communities	recommend ways in which people can express and live out membership of a larger community with a common purpose

Spiritual Reflection for Teachers

For many students the Catholic school community is their primary experience of the Church.

This 'Church' is not about a building or a place. It is about this school, this parish, in the world. The Church is the People of God. The Church's mission is to make God known. It is to bring God's message of liberation to all people.

How do your students experience the Church as it is made present in your classroom each day?

Links with Students' Life Experience

We belong to many communities

- A percentage of students will have little or no experience of parish life, while others will have a family background which makes them familiar with the parish. As well, our multicultural society has many different cultural expressions of religion, with differing ways of expressing Church membership, e.g. Irish, Italian or Vietnamese ways of being Catholic.
- It is important to acknowledge the students' past experience of family, school and parish community, to help them own their own experience and be able to build on it. Jesus always acknowledged the differing backgrounds of people.

The Church's Teaching and Lived Tradition

Church as People of God

- One of the most important documents to come out of Vatican II was *Lumen Gentium*, the Dogmatic Constitution on the Church. It proposes and develops the idea of the Church as a people to whom God communicates himself in love. All Christians are viewed as having dignity and responsibilities and are called to a life of service in the community.
- Students should be encouraged to see:
 - the diversity of leadership roles and responsibilities within the school, parish and diocese; and
 - the part that religion plays in the local community.In this way the students may be encouraged to accept the potential they have for an active part in their school and parish communities.

Catechism of the Catholic Church

Church as Body of Christ

In preparation for the teaching of this unit the following references are recommended:

Part One, Section Two: The Profession of the Christian Faith

748–975 Article 9: I Believe in the Holy Catholic Church

- 777 The word 'Church' means 'convocation'. It designates the assembly of those whom God's Word 'convokes', i.e. gathers together to form the People of God, and who themselves, nourished with the Body of Christ, become the Body of Christ.
- 805 The Church is the Body of Christ. Through the Spirit and his action in the sacraments, above all the Eucharist, Christ, who once was dead and is now risen, establishes the community of believers as his own Body.

Explanation of Scripture used in this unit

Suggested passages which focus on the Church as the People of God

- Deuteronomy 15:7–11, responsibility to look after all members of the community.
- Matthew 16:13–19, Jesus nominates Peter to lead the community of believers.
- John 13:1–17, service as a necessary part of being a Christian.
- John 21:15–17, responsibility of leaders to look after the people in their care.
- Acts 2:42–47, characteristics of the early Christian communities.
- 1 Corinthians 12:4–11, people have a wide variety of gifts to offer.
- 1 Corinthians 12:12ff, we are all different, but together we make up a single community.

Teachers could find a scriptural passage which is the basis of the school motto and its message, and expand it in written, pictorial or oral form.

Deuteronomy 15:7–11 *Look after members of the community* (Indicator 2)

The Book of Deuteronomy is the last of the five books of the Torah or Pentateuch. It is written as Moses' last words to the people before he dies. It is difficult to be sure, but Moses probably died in the mid 1200s BC. The verses in this passage encourage us to care for the poor, especially those living near us. The 'seventh year' in 15:9 is the Sabbatical year mentioned in Leviticus 25. In that year everyone and everything rested – people, animals and land. Generosity is encouraged to the poor, be they known or unknown: 'anyone in your country who is in need and poor' (15:11). These last words are very appropriate today in Australia. Who are the poor in our school, our parish, our community?

Matthew 9:10–13 *Jesus eats with tax collectors and sinners* (Indicator 5)

If Jesus ate with tax collectors and sinners he committed the offence of ritual impurity, which the Pharisees considered a serious breach of the law. Scholars agree that table fellowship with outcasts was the practice of the historical Jesus.

Tax collectors were collaborators with the Roman imperial authorities. They were considered disloyal and suspected of treason. They paid a fixed sum for the right to collect taxes; whatever they collected above this amount constituted their profit. Extortion was widespread. They were regarded as sinners and outcasts of society.

'Sinners' was a technical term for members of certain trades (ass-drivers, camel-drivers, herdsmen, butchers, tanners) who were susceptible to ritual uncleanness because of their unhygienic working conditions.

Jesus shared table fellowship with sinners and outcasts as a sign of the kingdom he proclaimed: one which is open to all. By quoting the famous lines from Hosea 6:6, 'I desire mercy, not sacrifice', Jesus taught that God is more interested in loving kindness than in sacrificial rites and purity laws.

Matthew 18 *Jesus' teaching on community* (Indicator 4)

Chapter 18 of Matthew's Gospel presents Jesus' great teaching on the community of the Church. It deals mainly with the quality of relations to be reflected in the community.

It begins with the warning that greatness in the kingdom of heaven is measured not by rank or power, but by childlikeness (18:1–5). The disciples must take care not to cause the little ones to sin (18:6–14). It deals with the correction of community members who sin (18:15–18) and the effectiveness of prayer (18:19–20). Forgiveness must always be extended to sinful members who repent (18:21–35).

The features of the kingdom of heaven are to be reflected in the Church community here and now. The parable of the unforgiving debtor (18:23–35) indicates the central importance of forgiveness in the life of the community. Having received the great forgiveness of God, each disciple is called to forgive the relatively minor offences of others.

Year 7 Unit 2a: School and Church Communities

STANDARDS

By the end of this unit it is intended that students:

- appreciate the local Church community and its connection to their school
- demonstrate knowledge of the tradition of their school and local Church community within the diocese
- compile information about the lives of individuals who contributed to the life of the school and local Church community.

Indicators of Learning (Incorporating Values, Knowledge and Skills)	Essential Reading for Teachers	Suggested Learning/Teaching Strategies	Possible Assessment
<p>I.</p> <p>It is intended that students will be able to:</p> <p>V discuss the special tradition, nature and purpose of their school and recognise the need for members of a community to feel a sense of belonging</p> <p>K identify the nature and principle aims of their school and parish</p> <p>S research and record the principle aims and traditions of their school.</p>	<p style="text-align: center;">Catholic Schools</p> <ul style="list-style-type: none"> • Catholic schools in Australia were established early in the 19th century. They were generally judged to have been successful in teaching religious education if: <ul style="list-style-type: none"> – students knew the answers to catechism questions – grew up to attend Sunday Mass regularly; and – led moral lives. • The aim of today's Catholic school may be seen as: <ul style="list-style-type: none"> – promoting the integrated formation of young people, including the intellectual, spiritual, emotional, artistic and physical aspects; – inviting its community to live in accordance with the teachings of Jesus Christ and the beliefs and practices of the Catholic Church. <p>Read: <i>The Catholic School on the Threshold of the Third Millennium</i> <www.vatican.va></p>	<ul style="list-style-type: none"> • Create personal profiles and share these within the class (if appropriate). • KWL p. 69–70: Activities – ‘Belonging to a Group’. Students have the opportunity to share their own experiences and thoughts. • The teacher uses the school's planner/diary and/or the motto, emblem, crest, mission statement or song for the students. <ul style="list-style-type: none"> – list 3 things the mission statement says about the school; – describe in your own words the aims of the school, and the motto, emblem or crest; – design a commitment statement. On one side write or draw the school's motto or emblem. On the other; write five ways you can contribute to the school. • Students compile a ‘Who's Who’ of people who make up their school and parish communities, e.g. principal, parish priest, teachers, secretaries, librarian, canteen person. 	<p>Student Assessment</p> <p>Completion of lists and descriptions of school documents in small groups.</p> <p>Teacher Assessment and/or Peer Assessment</p> <p>Group presentation of ‘pledge cards’.</p> <p>Teacher Assessment</p> <p>Completion of list of ‘Who's Who’ in the school, and marking of diary entry.</p>

<p>Choose one of these people and conduct an interview about that person's role and daily activities. Write a diary extract for a typical day's work, pretending you are that person.</p>	<p>2. It is intended that students will be able to:</p> <p>V appreciate the need for cooperation among members of a community</p> <p>K understand the expectations that the school community has of them</p> <p>S communicate the expectations of the school or parish community.</p>	<p>Your own School</p> <ul style="list-style-type: none"> Individual schools are shaped by their history, and by the present members of their community. They have a tradition, nature and purpose which is unique to themselves. But the principal aims of each school will be shared by other Catholic schools. It is important to identify these aims, and the expectations that the school has of its students. If this is done, students will more readily feel a part of the whole, and recognise their ability and potential to be involved in the life of the school. It cannot be presumed that students are familiar with the life of their parish, or are committed to a specific parish community. To assist them to establish a link between their school and their parish, it is important for students to be aware of the parish to which they belong. Activities can be arranged which incorporate personnel, ideas, and visits from the feeder parishes which are linked to the school.
	<ul style="list-style-type: none"> The teacher reads a short text on the need for cooperation between members of a community, such as: 'Cooperation means to work together. A community is a body of people who share something in common, such as a way of life, nationality, religious beliefs. For a community to live in harmony there must be cooperation'. Teacher and students read Deuteronomy 15:7-11: 'Look after members of the community'. Teacher initiates class discussion on, 'Who are the 'poor' in our school, our parish, our community; and what do we do to look after them?' Explore a story or scenario that highlights the idea or nature of cooperation. This may be text, cartoons, pictures, stories. <p>Discuss and identify the benefits of cooperation.</p> <ul style="list-style-type: none"> Activity: reflect and produce responses that could include a journal reflection, creative story, drawing, song, symbol, etc. Discuss, reflect upon and name a set of class expectations needed for a cooperative class environment. Extend this discussion to the school expectations such as uniform, respect, behaviour, sunsmart, etc. Group activity: students make a list of the ways in which their new school has made them feel part of a community. Focus questions from the teacher could be: 	<p>Self-assessment and Teacher Assessment Students design and correct their own response.</p> <p>Peer Assessment In groups, students share their thoughts and ideas on the way the school has made them feel part of a community.</p> <p>Teacher Assessment Teacher marks student posters advertising the aims of the school or parish.</p>

<p>3.</p> <p>It is intended that students will be able to:</p> <p>V acknowledge the efforts made by groups and individuals to establish and support the school and the Church in their local community</p> <p>K be aware of significant events in the history and current life of their school and parish</p> <p>S gather information on significant members of their school and parish community.</p>	<p>The Church</p> <ul style="list-style-type: none"> If we are to teach clearly about the Church we should define what we mean when we use the word 'church': <ul style="list-style-type: none"> it can be used in a local sense (the parish) it can be used in a universal sense (<i>Lumen Gentium</i>, 26); the Second Vatican Council spoke of 'the whole People of God', denoting that the Church is at once lay, religious and clerical; the universal Church is made up of a communion of local churches it may be used to describe the people within it (congregations) or the structure which organises it (institution) it may refer to the Church as it is now, or as the sum total of all that has been, is, and is hoped for (the tradition), or it may simply mean the building structures we use for worship, our particular sacred spaces. 	<ul style="list-style-type: none"> How have we made you feel like an important and equal part of our school family? What could we do differently to make you feel like an important and equal part of our school family? One of the features of a community is that its members share common goals. What do you think the goals of this school are? Students complete a reflection in any form of their new experiences at the school; these could include Opening Mass, Assembly, Information Nights, Sporting events, etc. Students design a poster advertising the aims of the school. Include specific references from either the school's mission statement, motto, emblem, crest or song. Posters can be displayed around the school. 	
		<ul style="list-style-type: none"> Teacher prepares 5 workcards as part of a jigsaw activity where groups of students read and answer questions on different but connected passages (see below), each of which supplies some part of what they want to know. All groups then pool their information to reconstruct the text in the correct order. Possible areas of content for workcards: <ul style="list-style-type: none"> history and story of the school founder/foundress of the school and/or charisma significant members of the school and parish community important days of celebration for the school and parish local groups and individuals who established and support the school and parish community. Writing a recount: students choose the information from one of the above workcards to write a recount on a significant event/person in the history or current life of their school/parish. 	<p>Peer Assessment</p> <p>Students read and listen to information on the workcards and assist each other in reconstructing the text.</p> <p>Teacher Assessment</p> <p>Marking of recount on a significant event/person.</p> <p>Student Self-assessment</p> <ul style="list-style-type: none"> My contribution to the class mural was (excellent/good/satisfactory/limited) because ... I hope my contribution to the story of the school will be ...

<p>• Since the formation of the first Christian communities, the 'people of God' have always lived their Christian lives in small local communities. In the Scriptures, the word 'church' referred to the local Church, a religious assembly of people. Sometimes it referred to small house communities (Romans 16:5) or to particular congregations (1 Cor 11:18, 20). The idea was always expressed in communal terms: Christianity was seen in the context of a community of believers.</p>	<ul style="list-style-type: none"> • Students create a mural of the history of their school and feeder parishes. • Teacher invites older past students or school associates to visit the class and share experiences of the school community and its legacy in their lives. • Tour of the school that covers the significant historical, symbolic and social aspects of the community. This could include discussion on all aspects visited, with students completing worksheets on them. This activity could be structured as a treasure hunt to open up the school and its history for the students. • Students complete a tour of the sacred spaces within the school and identify significant aspects of these sites and their role in the history and current life of the school. 	
<p>The Parish and the Diocese</p> <ul style="list-style-type: none"> • As the Church grew, parishes arose, centred on the ministry of priests and deacons. A number of parishes would be organised as a diocese, with a bishop as leader. A diocese is a community of faithful Christians sharing their faith and sacraments, under the leadership of their bishop. • Our diocese is? – It has as its leader? – He is assisted by other bishops? – Some students in your class may be of the diocese of St Maroun (Maronite), the eparchy (diocese) of St Michael (Melkite) or the eparchy of Saints Peter and Paul (Ukrainian) see Resources <i>To Breathe Again with Two Lungs</i>. – Neighbouring dioceses are? 		
<p>4.</p> <p>It is intended that students will be able to:</p> <p>V imagine the part students can play in building and supporting the ideals of their school and parish community</p> <p>K understand ways in which students can be involved in the life of the school and parish community</p> <p>S identify the aims and challenges experienced by a leader of a community or group.</p>		

<p>mentioned above. To ensure the kit reflects the thinking curriculum the task guidelines need to be clear. In discussion students would need to identify at the start of their task the questions/problems that the survival guide would be trying to solve.</p> <ul style="list-style-type: none"> The teacher invites a guest speaker to describe their inspiration, work and challenges. The speaker could be: <ul style="list-style-type: none"> – a leader within school community, e.g. school captain, prefect/SRC Member, staff member – a member of a religious order – a member of the parish team – a retired staff member. 			
<p>5.</p> <p>It is intended that students will be able to:</p> <p>V recognise ways in which students are called to be members of a larger community with a common purpose</p> <p>K identify students' place within broader communities</p> <p>S recommend ways in which people can express and live out membership of a larger community with a common purpose.</p>	<p>Schools and Parish – part of the whole Church</p> <ul style="list-style-type: none"> Each local school and parish should reflect the purpose and meaning of the universal Church, which is to proclaim the Gospel in three ways: <ul style="list-style-type: none"> – by the quality of its life, in example, service and faith – in the Word and in Sacrament – by application of the Gospel to strive for a just and loving world. In seeking to understand either the local or the universal Church, we need to take the past, present and future into account. The Eucharistic Prayer in the Mass sums this up. It draws together all the people who have been in the Church, the people who are present now, and all those who are yet to come – we are all one community within the Church. The Church is universal through time as well as space. The universality of the Church is based on Jesus Christ, and the Church's relationship with him; these factors enable the Church to embrace and be relevant to the variety of cultures within the world Church. 	<p>Teacher Assessment</p> <p>Student contributions to Trivia Quiz activity (see Possible Assessment Tasks).</p> <p>Student Self-reflection</p> <ul style="list-style-type: none"> Five things I have learnt in this unit are ... My best effort was ... 	<p>mentioned above. To ensure the kit reflects the thinking curriculum the task guidelines need to be clear. In discussion students would need to identify at the start of their task the questions/problems that the survival guide would be trying to solve.</p> <ul style="list-style-type: none"> The teacher invites a guest speaker to describe their inspiration, work and challenges. The speaker could be: <ul style="list-style-type: none"> – a leader within school community, e.g. school captain, prefect/SRC Member, staff member – a member of a religious order – a member of the parish team – a retired staff member. <ul style="list-style-type: none"> Matthew 9:10–13: <i>Jesus' fellowship with outcasts.</i> Prior to proclaiming this Scripture, ask students to be prepared to write down any points from the passage that strike them as significant, or as difficult to understand. Use these responses as the basis of discussion of the three ways of proclaiming the Gospel (see Essential Reading). What does this passage say about the students' role in their broader communities? KWL p. 74: Chart Summary identifying their local Church and parish as part of a broader community. To explore a particular diocese visit the Australian Catholic Bishops Conference at <www.catholic.org.au>. KWL p. 74: Map of Australian Dioceses. The local Church as part of the Universal Church, see end of this unit. Visit the local church. The teacher could arrange for an information session from the parish priest or pastoral associate, and the visit could include a period of quiet prayer in the church.

Celebration: Prayer and Liturgy

New Beginnings

- The theme of new beginnings may be emphasised in this prayer.
- Celebration is not only about the big events in life, but the ordinary ones. If religion is to be a part of everyday life, it has to be expressed in and around everyday experiences.
- This unit provides an excellent opportunity to connect with the local parish community. If possible, arrange for the celebration of the Eucharist in this context. Investigate the possibility of students attending a weekday Mass in the parish. Alternatively, the prayer outlined below could be celebrated as part of a visit to the parish church after consultation with the parish priest.

Suggested celebration based on 1 Corinthians 12:4–11

Preparation: The teacher creates a sacred space with a Bible opened at 1 Corinthians 12:4–11, and some key symbols of the school, e.g. College candle, picture of the founder, school crest, etc.

In the preparation lesson prior to the celebration students are invited to reflect on the gifts and talents that they can contribute to the school community. They are each given a candle to decorate with a symbol of their gift/talent. They are also asked to prepare a short prayer, asking God to help them to share generously their gift with the community, e.g. Lord, help me to share my special talent of singing during my time at so that others here can enjoy being entertained.

Opening prayer:

The teacher may write a prayer about a special gift of the Founder or Patron Saint, e.g. for a school under the patronage of Mary. If no Saint or Patron then a prayer based on school mission or vision statement could be used.

Leader: Lord God, you chose Mary to be the mother of your Son, Jesus. A woman of compassion and understanding, she said 'yes' to your call and stood by our Saviour, Jesus Christ, to the end. Like Mary, help us to say 'yes' to you during our time at Help us to do what is asked of us, to share our gifts with everyone and to help build your kingdom in our school.

All: Amen.

The Word: *A student who has been prepared beforehand goes to the sacred space and takes up the Bible. The student reads 1 Corinthians 12:4–11, concluding with 'The Word of the Lord'.*

All: Thanks be to God.

Reflection: After the teacher models the following procedure, students are invited to move one by one to the sacred space, light their candle from the College candle and return to their seat, where they proclaim their prayer asking God to share their gift with others. The students then sit quietly holding their candle until they have all had a chance to reveal their gifts and prayers.

Closing prayer:

The class joins together in a closing prayer, using the school prayer or an appropriate alternative such as 'Made in God's Image' in *Prayers at your Fingertips* by Barbara Ann Bretherton.

The celebration concludes with either the school song or a hymn.

Possible Assessment Tasks

TASK 1: Mounting a display about the local Catholic parish

PURPOSE

- To create a display about local Catholic parishes.

ACTIVITY

- Display large maps of the local area. These can be obtained from local Councils.
- Mark all the parishes that students in the class come from.
- Display newsletters from these parishes, highlighting activities and events for young people.
- Investigate the interior of a local parish church. This can be done in conjunction with the parish visit.

ASSESSMENT

- Draw a floor plan of the interior and write a short report on the main features of the church (KWL p. 71–73).

TASK 2: Summarising the important beliefs of the universal Church

PURPOSE

To review the important Catholic beliefs which ensure we are all one community within the Church.

ACTIVITY

Students will use the information from KWL to develop questions for a ‘Know Your Church’ trivia night to be held in a local parish.

- Students use KWL p. 75–82 to tabulate key facts about Catholic beliefs, e.g.

BELIEFS	IMPORTANT POINTS
Creeds	
The Trinity	
The Incarnation	
The Resurrection	
Mary	
The Saints	

- Students form pairs and use the summary table to develop questions.
- The questions are written on cards. The answers are written on the reverse side, e.g.
Q. The word ‘Incarnation’ comes from the Latin *carnis*. What does this mean?
A. ‘To become flesh’.
- Additional questions are developed concerning the history of the school and local parishes.

ASSESSMENT

- Collect the cards. Organise teams and run the trivia quiz in your class or have a team competition with another Year 7 class.

Resources

Essential Reading

John Paul II 2001, *Ecclesia in Oceania*, The Church in Oceania, 'Catholic Education', n. 33; 'Young People in the Church', n. 44. St Pauls Publications, Strathfield.

Teacher Resources

Catholic Education Office Melbourne 1999, *To Breathe Again With Two Lungs: A Resource for Religious Educators about Eastern Catholic Churches*. Catholic Education Office, East Melbourne.

Church Documents on Catholic Education 2004. St Pauls Publications, Strathfield.

Healey, J (ed.) 2003, *Religions and Beliefs in Australia*. Spinney Press, Thirroul.

Ryan, M 1998, *The Catholic Church in Australia: Teachers' Manual*. Social Science Press, Sydney.

Ryan, M & Goldberg, P 2001, *Recognising Religion*, Ch. 3. Social Science Press, Sydney.

Classroom Resources

Bozanic, D et al. 2001, *Living Our Faith: God, Revelation and Relationship*, Ch. 8. Harcourt Religion Publishers, Orlando.

Bretherton, B 1995, *Praying With Children*. Social Science Press, Sydney.

Catholic Enquiry Centre 2001, *The Catholic Story*. Catholic Enquiry Centre, Surry Hills (information pamphlet on Catholicism).

Healey, J (ed.) 2003, *Religions and Beliefs in Australia*. Spinney Press, Thirroul.

Liddy, S & Welbourne, L 1999, *Strategies for Teaching Religious Education*. Social Science Press, Sydney.

Morrissey, J 1997, *Out of the Desert*, Chs 4 & 5. Longman, Melbourne.

National Centre for Religious Studies 1991, *Understanding Faith: Expressions of Catholic Life*. National Centre for Religious Studies, Port Macquarie.

Ryan, M 1998, *The Catholic Church in Australia*. Social Science Press, Sydney.

Additional Resources

Information on school history/tradition of the founder, biography of founder/patron saint.

Mission Statement of School.

Websites

<www.catholic.org.au> (Catholic Directory and Catholic Enquiry Centre)

<www.melbourne.catholic.org.au> (Archdiocesan Website)

<www.vatican.va> (Vatican Website)

<www.cathnews.com.au> (Australian Catholic News)

<www.catholicenquiry.com> (Promotional Outreach of the Australian Bishops' Conference)

<www.cra.org.au> (Christian Research Association)

<www.australiancatholics.com.au> (Website of the magazine, *Australian Catholics*)

<www.catholic-hierarchy.org/au> (Information about Australian Dioceses)

Unit Evaluation

In evaluating the indicators of learning the teacher could consider the following:

- How well have students demonstrated knowledge of their school and parish?
- How effectively have students articulated the expectations of the school community?
- To what extent did students show an appreciation of local Church community and its connection to their school?
- To what extent did students demonstrate achievement of standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?