



# *Being Human*

**Loved by God**

Yr R – 2

**Created by God**

Yr 3 – 4

**Created in the  
Image of God**

Yr 5 – 6



The Catholic Church considers human life and the human person to be immeasurably valuable. The Scriptures reveal that God knows and loves each of us intimately.

*My frame was not hidden from you,  
when I was being made in secret,  
intricately woven in the depths of the earth.  
Your eyes beheld my unformed substance.  
In your book were written all the days that were formed for me,  
when none of them as yet existed.  
Psalm 139:15-16*

*...I will not forget you  
See, I have inscribed you on the palms of my hands.  
Isaiah 49:16*

### **What does it mean to be human?**

A Catholic understanding of the human person rests on the premise that we are both physical and spiritual beings; one aspect is not distinct from the other. Our bodies represent us to the world and it is through our bodies that we express our spirit.

The human spirit, as understood by the Catholic Church is oriented towards the good. Each person is hardwired to seek what is right and just, what is 'of God'. This is conscience, the law written by God on every human heart. <sup>1</sup>

Every human being is gifted by God with free will. This means we are free to accept or reject God's invitation to share God's life, and walk in the ways Jesus has shown us. The God we encounter in freedom is the one who invites us to be partners with Father, Son and Holy Spirit in the work of creation and salvation.

Being human is thus essentially interpersonal and communal in character. The freedom that each individual enjoys is a thoroughly social reality, for it is through our connectedness to others that we discover our identity as human beings and grow to be fully human. Persons are drawn to love and share themselves in love. 'God, who created man out of love, also calls him to love - the fundamental and innate vocation of every human being.' <sup>2</sup>

### **What does it mean to be created in the image of God?**

*Then God said, "Let us make humankind in our image, according to our likeness...." So God created humankind in his image, in the image of God he created them, male and female he created them....God saw everything he had made, and indeed it was very good. Genesis 1:26, 27, 31*

A foundational belief in our Catholic Tradition, based on the creation narratives of Genesis, is that each and every person is created in God's image. The second creation story describes how God "formed the 'earth creature' and breathed into its nostrils to make it a living being." <sup>3</sup> God's Spirit animates the earthling and makes it human.



### Human Dignity

Created in God's image, and animated by the Spirit, all human beings uniquely reflect their divine origin and the mystery of God's presence in their being. The seal of the divine can never be obliterated. That is why each individual has an undeniable dignity and worth that calls forth from everyone a profound respect and honour. It follows that human dignity never rests on considerations of race, social status, achievement or personal effort. Rather, all are called to recognise the dignity of the other.

### Sin, Death and Resurrection

Frequently the human dignity or worth of individuals is obscured by the misuse of freedom, namely through sin. Sin is the refusal to accept and live according to God's free gift of love. As Matthew (25:37-40) makes clear, the Lord of love meets us most of all in the persons of the poor, the sick and the forgotten.<sup>4</sup> Not only does sinfulness arise from the misuse of human freedom, it is also evident in the way it warps the structures of social living and inhibits human flourishing. Where injustice, poverty, and oppression prevail in any society the dignity and worth of those living in it are undermined.

Christians believe that Jesus' saving death and resurrection have overcome the power of sin in the world. God's divine love and life (grace), shared with humanity, enables people to live lives worthy of their vocation as God's people.

Death is a reality, both inevitable and universal; there is no avoiding it. Christians have always viewed death in the light of Jesus' resurrection which is God's promise of eternal life to humanity. In speaking about life's end Christians consider not only its finish, but its purpose and destination.<sup>5</sup> The resurrection life we hope for is a reality which the believer has already begun to share with Christ in the life of the Spirit. Jesus' resurrection is God's pledge of future glory in its fullness, when all creation will be made new. Humans are made present through their bodiliness, connected to all of humanity, the earth and the cosmos. Faith in the victory of God's saving love is the foundation of the hope that all will be saved and ultimately enjoy the glory of seeing God face to face in heaven.

### Revealed through Jesus

God was made visible in human history through the person of Jesus who models what it means to be fully human.

By his words and actions Jesus showed that God searches for those who are lost, forgives those who do wrong, holds them tenderly in their brokenness and loves them faithfully, even when love is not returned. Jesus' gift of himself in the Eucharist enables Christians to share in God's life and unites them with all creation, committing them to share and work for justice in the world.

<sup>1</sup> Vatican II, *Gaudium et Spes*, Pastoral Constitution on the Church in the Modern World, 1965. Para. 16

<sup>2</sup> *Catechism of the Catholic Church*, 1995, St Pauls, Homebush, NSW, n 1604

<sup>3</sup> Sachs JR sj 1991, *The Christian Vision of Humanity, Basic Christian Anthropology*, The Liturgical Press, Collegeville, Minnesota, p15

<sup>4</sup> Ibid, p63

<sup>5</sup> Ibid, p81



## Being Human - Standard 1 (Yr R – 2)

### *Loved by God*

*God loves each human person.  
People who love and care for us are an expression of God's constant  
and ever-present love.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students respond to the belief that we are created in the image and likeness of God, and called to demonstrate reverence for self and others.</i></b></p>	<p><i>Explores God's unconditional love for her/him and examines the various ways people who love and care for him/her are an expression of God's constant and ever-present love.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An appreciation of the Christian understanding of what it means to be created in the image and likeness of God.</li> <li>◆ An understanding that each person is unique, special and gifted by God.</li> <li>◆ An understanding that loving and supportive relationships build positive self-regard and reveal God's love to us.</li> <li>◆ The ability to recognise, appreciate and respond appropriately to the people who love and care about us.</li> <li>◆ An understanding of how culture influences our experiences, beliefs, attitudes and actions.</li> <li>◆ An understanding of the strategies required for looking after the physical, spiritual and emotional self.</li> <li>◆ An awareness of the people in our community who help to keep us safe and healthy.</li> </ul>



## Being Human - Standard 2 (Yr 3 – 4)

### *Created by God*

*As Christians, we are called to live in relationship.  
Developing positive relationships requires generosity, respect and forgiveness.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students respond to the belief that we are created in the image and likeness of God, and called to demonstrate reverence for self and others.</i></b></p>	<p><i>Examines the belief that life is a special gift that God shares with us and identifies factors influencing the development of a positive regard for self and others.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An appreciation of the Christian understanding of what it means to be made in the image and likeness of God.</li> <li>◆ An understanding of personal identity and the factors that shape it.</li> <li>◆ An awareness that life is a special gift that God shares with us.</li> <li>◆ An appreciation that rules and laws promote health and safety.</li> <li>◆ An awareness of the importance of reflecting on life's challenges as part of building resilience.</li> <li>◆ An understanding that good self-regard allows people to function effectively and develop positive relationships.</li> <li>◆ Strategies required for looking after the physical, spiritual and emotional self.</li> <li>◆ A respect for the rights, opinions and feeling of others and the skills necessary for working in cooperative settings.</li> </ul>



## Being Human - Standard 3 (Yr 5 – 6)

### *Created in the Image of God*

*We are created in the image and likeness of God.  
Our identity is shaped by influences in our family and society.  
As Christians we are called to demonstrate reverence for self, others  
and the whole of creation.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<b><i>Students respond to the belief that we are created in the image and likeness of God, and called to demonstrate reverence for self and others.</i></b>	<b><i>Investigates and shares ways of developing responsibility for the physical, emotional and spiritual wellbeing of self and others.</i></b>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An appreciation of the Christian understanding of what it means to be made in the image and likeness of God and that God's love is unconditional.</li> <li>◆ An understanding that the concept of self-image and awareness is developed throughout life.</li> <li>◆ An understanding that all human persons can respect and celebrate their own dignity and that of others.</li> <li>◆ An understanding of the ways in which personal and religious identity is shaped by values held to be important.</li> <li>◆ An ability to recognise the factors that influence the shaping of identity, such as culture, media and peer group.</li> <li>◆ Strategies required for looking after the physical, spiritual and emotional self.</li> <li>◆ An understanding that responsible behaviour affects health, safety and wellbeing.</li> </ul>





...Loved by God...

*God loves each human person. People who love and care for us are an expression of God's constant and ever-present love.*

## Standard 1

### The Catholic Tradition supporting this Outcome

*Human* **Key Idea**  
Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

#### For teacher background and reflection

Scripture tells us that humankind was created by God, in God's image and given life by God's Spirit. (Genesis 1 and 2). This belief is fundamental to the Catholic understanding of the human person. God created humankind through an outpouring of love as an expression of God's being.

Each of us is a unique human being, gifted in different ways by God. God knows each one of us by name. We are each loved intimately and infinitely by God. God's love is constant and ever-present, continually inviting us to love in return.

God revealed God-self physically to the world through Jesus. Jesus was born into the world in bodily form. He cared for people physically - healing, nourishing and cleansing in a time when physical impairment was believed to be the result of sin, a time when physically touching those impaired caused religious uncleanness. Despite this, Jesus treated all with the utmost respect and dignity - with love. He revealed God's love for each of us by his treatment of others throughout his ministry.

As each human person is 'of God' and infinitely loved by God then we are ever called to treat ourselves and others with respect and dignity. We are called to reveal God's love to others by the way we treat them. It is through loving others that we reveal God's love to others.

Genesis 1 and 2

Psalm 139:1-18

Isaiah 49:15-16

John 1:14

Catechism of the Catholic Church, nn. 14, 142, 166

Redemptor Hominis, n. 10.

Theology of the Body, 1/9/80, p. 62

#### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An appreciation of the Christian understanding of what it means to be created in the image and likeness of God.
- An understanding that each person is unique, special and gifted by God.
- An understanding that loving and supportive relationships build positive self-regard and reveal God's love to us.
- The ability to recognise, appreciate and respond appropriately to the people who love and care for us.
- An understanding of how culture influences our experiences, beliefs, attitudes and actions.
- Strategies for looking after the physical, spiritual and emotional self.
- An awareness of the people in our community who help to keep us safe and healthy.



## Outcome 1.1 (Yr.R-2)

### Learning Outcome 1.1

Explores God's unconditional love for her/him, and examines the various ways people who love and care for him/her are an expression of God's constant and ever-present love.

#### Student Context

Imagination, experimentation and play are central to learning in the early years. When students interact with others they find out more about themselves and other people. The love and example of significant others, as demonstrated in the love of parents, play a crucial role in the development of a positive self-image.

#### Essential Learnings

- T** Recognising the many ways God's love is expressed in our world.
- C** Using play, media, language, music and drama to explore personal identity.
- F** Identifying ways to look after oneself.
- In** Exploring God's love as revealed through others.
- Id** Exploring different aspects of identity (physical, social, emotional, spiritual, cognitive).

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. ☺

#### Examples of Evidence

- Uses art, symbol and words to describe the many things that God has created, including him/herself. ☺
- Explores the Christian belief that his/her unique characteristics are God-given and uses multi-media to name and express these and/or those of a class member.
- Appreciates that God's love is revealed through loving relationships and names people who love him/her and discusses how this love is expressed. ☺
- Compares his/her family traditions with the traditions of other class members or those represented in picture story books/ videos. ☺
- Shares stories that illustrate God's love is always present and reflects on ways he/she can show love to others. ☺
- Identifies people in the community who help to keep others safe and healthy and creates an action plan of things he/she can do to look after him/herself.

### Links to other curriculum areas

#### Religious Education

- 1.1 God & Revelation
- 1.2 Being Human

#### Society & Environment

- 1.7 Societies & Cultures

#### Health & PE

- 1.3 Personal & Social Development
- 1.6 Health of Individuals
- 1.7 Health of Individuals

#### Child Protection

- The Right to be Safe
- Relationships
- Protective Strategies

### Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures

- **Visual representation of people who care for us and reveal God's love.** Visually represent (using a concept map or medium of choice) the people who care for us *showing* how they reveal God's love to us.
  - Level 1 - self
  - Level 2 - people who care for us
  - Level 3 - ways they love/help care for us
  - Level 4 - how they reveal God's love
- **Family traditions.** Read *Happy Birthday* by Robbie Harris and discuss how the new child is welcomed into the family. Identify and compare family traditions of class members or those in picture story books or videos, especially on special occasions such as Christmas, Easter, birthdays and baptisms. Present these as a Venn diagram or series of pictures.
- **Action plan for looking after myself.** Each student completes an action plan for looking after him/herself.

## Standard 1 (Years R-2)

### *Loved by God*

### Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills

- **Survey.** Conduct a survey of students in the class under such headings as
  - things that make me happy
  - things that make me sad
  - favourite food
  - favourite activity
  - things I'm good at
  - cultural background of my familyCompile class charts or graphs to create a picture of the whole class.
- **Personal safety.** Watch appropriate DVDs or read books about personal safety. Brainstorm places where students feel safe or unsafe. Discuss solutions and strategies to deal with feeling unsafe. Share with a buddy class.
- **People in the community who help us.** Brainstorm people who care for us: family, friends, people within the community such as nurse, doctor, priest, policeman/woman. Discuss what they do for us and our relationship with them. Organise visits from people in the community who help us. Identify things they have in common.
- **Ways we can look after ourselves.** Record on charts the ways we can look after ourselves. Arrange information under the following headings:
  - personal hygiene
  - road safety
  - healthy eating
  - behaving safely

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Caring actions.** Have children spot caring actions in the day-to-day life of the school. Organise a re-enactment of the event and photograph it. Collate into a book or photostory of caring actions.
- **Role play.** Develop a series of role plays to illustrate positive ways of responding to others (friends, classmates, family and community). For example, offering encouragement, listening to others, making sure everyone is included, thinking about others' feelings and thanking people who have been helpful.
- **Picture books.** Use a picture book depicting families with a variety of cultural backgrounds. Explore how various cultures experience and share God's love through the people who care for them.
- **Multi-media celebration of God's gifts.** Design a work of art using multi-media to celebrate the many things that God has created. Students identify things that God has created including themselves and select words, symbols or art to illustrate these.
- **Class liturgy.** Use the above art work as the focus for preparing a class liturgy thanking God for the many gifts of creation. Invite parents to join in thanking God for the gift of creation.
- **Thank you cards.** Students design and deliver thank you cards to people who care for them. Include an explanation of the ways they reveal God's love.

## Being Human

*1.1 Explores God's unconditional love for her/him, and examines the various ways people who love and care for him/her are an expression of God's constant and ever-present love.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Interviewing and reporting.** Students working in pairs interview each other to identify unique characteristics and God-given gifts. Report findings to the class using a medium of choice.
- **People in my life who are special.** Students create a personal book with each page highlighting a person who is special. Add a photo or portrait to each page as well as an explanation of how this person cares for them. (This could be a recount.) Share book with a partner or a small group.
- **'Who am I?' games.** Play 'Who am I?' games such as '20 Questions' and 'Guess Who?' Emphasise that our uniqueness is God-given.
- **Show & tell.** Children bring in something to show and talk about that signifies a special achievement. For example: Baptism photo, swimming certificate.
- **Guided meditation.** Incorporate quiet, reflective times during the day, such as guided meditation, reflecting on those who love us, giving thanks to God.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Human - Loved by God

**Standard:** I

**Suggested Year Level:** Year I

**Key Idea:** Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

**Outcome:** Explores God's unconditional love for her/him and examines the various ways people who love and care for him/her are an expression of God's constant and ever-present love.

### *An appreciation of the Christian understanding of what it means to be created in the image and likeness of God*

- Read 'In the Beginning' by Andrew Chinn. Discuss and compile a list of all the things God has created. Add the names of all students in the class and explain that each person is created in the image and likeness of God.
- Design a work of art using multi-media to celebrate the many things that God has created. Students identify things that God has created including themselves, and select words, symbols or art to illustrate these.
- Explore the many ways we can thank God for the gift of creation, for example, through prayer, song, dance, work of art and looking after creation, including ourselves and others.
- Emphasise that as a Catholic school, one of the special ways we thank God is through liturgy. Use the above art work as the focus for preparing a class liturgy thanking God for the many gifts of creation. Invite parents to join in thanking God for the gift of creation.

### *The ability to recognise, appreciate and respond appropriately to the people who love and care for them*

- Have children spot caring actions in the day-to-day life of the school. Organise a re-enactment of the events and photograph them. Collate into a book or make a photostory of caring actions.
- Create a personal book with each page highlighting a person who is special. Add a photo or portrait to each page as well as an explanation of how this person cares for them. (This could be a recount.) Share with a partner or a small group.
- Use the Gospel quote from John 13:34, "Love one another as I have loved you", as the basis for a meditation where students can focus on those who love them and thank God for them.

### Notes

#### Communication

'In the Beginning' (book & CD) by Andrew Chinn

*Hooray for You* could be used as a stimulus text.

#### Interdependence

Assessment task

## Being Human - Loved by God

**Standard:** I

**Suggested Year Level:** Year I

**Key Idea:** Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

**Outcome:** Explores God's unconditional love for her/him and examines the various ways people who love and care for him/her are an expression of God's constant and ever-present love.

### *An understanding of how culture influences our experiences, beliefs, attitudes and actions*

- Read *The Most Important Gift of All* by David Conway to begin exploring how people from various cultures experience and share God's love.
- Using this as a basis, children begin to look at the ways in which their family celebrates life, such as birthdays, Christmas, specific cultural celebrations and rituals. An appropriate way to share this with the class could be prepared at home.

### Notes

#### Interdependence

*Friendly Families* Big book set by Gary and Shelley Underwood could be useful here.

☺ Family activity

...Created by God...

*As Christians, we recognise that life is a special gift that God shares with us. Part of healthy growth means developing a positive regard for all human persons beginning with self.*

## Standard 2

### The Catholic Tradition supporting this Outcome

*Key Idea*  
Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

#### For teacher background and reflection

The cosmos of which we are a part exists because it was willed by God. Each and every aspect of creation therefore is a gift from God, born out of love. Human life, willed by God as an expression of God's love is the same. God shares God's love for us through the gift of our very existence.

Jesus said that he had come "that they may have life and have it abundantly" (John 10:10).

Moses told the Israelites to choose life - loving, obeying and holding fast to God. (Deuteronomy 30:19-20) And so, part of this gift of life entails the gift of freedom. We are each free to choose how we use the gift of life. We are ever drawn to being 'fully human', that is, living our life in relationship with God as modeled by Jesus.

The human person is created in the image of God, and is therefore infinitely valuable and worthy of love. We each have many dimensions of our self: physical, emotional, spiritual, social and intellectual. Each of these dimensions needs to be valued and nurtured both by ourselves and by others. Each of us depends on the love and care of others to enable us to grow to be fully human.

Genesis 1

John 13

1 John 4:8

Catechism of the Catholic Church, n. 42

Theology of the Body, 11/7/79, p. 43

Theology of the Body, 10/29/80, p. 167

#### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An appreciation of the Christian understanding of what it means to be made in the image and likeness of God.
- An understanding of personal identity and the factors that shape it.
- An awareness that life is a special gift that God shares with us.
- An appreciation that rules and laws promote health and safety.
- An awareness of the importance of reflecting on life's challenges as part of building resilience.
- An understanding that good self-regard allows people to function effectively and develop positive relationships.
- Strategies for looking after the physical, spiritual and emotional self.
- A respect for the rights, opinions and feelings of others and the skills necessary for working in cooperative settings.

## Outcome 2.1 (Yr. 3 - 4)

### Learning Outcome 2.1

Examines the belief that life is a special gift that God shares with us and identifies factors influencing the development of a positive regard for self and others.

#### Student Context

Students at this stage have a strong sense of curiosity, wonder, and awe. Imagery, experimentation and play become a large part of their learning. It is through interaction with others that students learn more about themselves and other people. God's revelation can be very appropriately explored in the context of the love and influence of significant others.

#### Essential Learnings

- T** Developing thinking strategies which identify and link the interdependence of people in various aspects of life.
- C** Being able to use effective communication to solve problems and encourage group cohesion.
- F** Participating in the shaping of a future that is grounded in God's love for all people.
- In** Developing a sense of belonging to a community and the function of rules and laws.
- Id** Developing a sense of personal identity.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. 😊

#### Examples of Evidence

- Creates an artwork reflecting the belief that life is a gift from God. 😊
- Identifies rules and laws that affect him/her and researches why these rules have been made. 😊
- Develops a class charter outlining the rights and responsibilities of all class members.
- Recognises that feelings can influence our actions and explores ways of responding positively to situations. 😊
- Conducts a survey to identify factors contributing to personal identity and assesses the importance of each factor in his/her life. 😊

### Links to other curriculum areas

#### Religious Education

- 2.1 God & Revelation
- 2.2 Being Human

#### Society & Environment

- 2.7 Societies & Cultures

#### Health & PE

- 2.3 Personal & Social Development
- 2.5 Personal & Social Development
- 2.7 Health of Individuals & Communities

#### Child Protection

- The Right to be Safe
- Relationships
- Protective Strategies



## Teaching, Learning and Assessment Strategies

### Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures

- **Word-web.** Use the following words as a basis for a word-web to illustrate his/her understanding of each word/concept:  
forgiveness, dignity, conflict, problem solving, understanding, fairness, consequences, friendship, cooperation, respect, truthfulness.
- **PMI chart.** List important events in the life of a character such as Charlotte in *Charlotte's Web*. Complete a PMI chart (plus, minus and interesting) on these events. Discuss some of the things that have happened in the lives of members of the class and how these events have had a positive or negative influence. Compare with events in the life of Charlotte or other character studied.
- **Concept map illustrating factors that influence development.** Develop a concept map to illustrate the factors that have influenced his/her development.
  - Level 1 - Self
  - Level 2 - Characteristics
  - Level 3 - Brainstorm possible factors influencing these characteristics (blonde hair - mother has blonde hair, netball - started to play because best friend was in the team).
- **Personal identity.** Conduct a survey to identify factors contributing to personal identity and assess the importance of each factor in his/her life.
- **Rules and laws.** Identify rules and laws that affect him/her and research why these rules have been made.

## Standard 2 (Years 3-4)

### Created by God

### Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills

- **Caring for myself.** Individually and then with a partner identify:
  - ways to take care of his/her health and safety
  - people who help look after him/her.
- **People who can help me develop all aspects of my personhood.** Construct a five pointed star (or use the template in the appendices). Write one aspect of personhood (physical, emotional, spiritual, social and intellectual) in each point of the star. From each point construct at least two more stars. In one, students reflect on a person who can help look after that aspect and use the points to identify the ways in which they do so. On the other star, students reflect on how they can look after that aspect themselves.
- **Class charter.** Identify examples of people demonstrating respect for self and others. List and display these qualities. Use as the basis for developing a class charter outlining the rights and responsibilities of all class members.
- **Graffiti wall of rules.** Create a paper graffiti wall by listing all the rules that are needed to live as a healthy community. Identify how these rules protect people.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Artwork celebrating God's gift of life.** Read the Creation story from Genesis 1. Create an artwork which illustrates the diversity of the human family and celebrates God's special gift of life.
- **2T chart exploring feelings.** Construct a 2T chart (two columns) identifying characteristics and attitudes of a person having a good day and a person having a bad day. (Use a character from a book/film.) Provide students with a scenario (for example, missing the bus) and show how each of the two characters might react to this. Reflect on which way of reacting would be better and why.
- **Feelings influencing actions.** Recognise that feelings can influence actions and explore ways of responding positively to situations through role play.
- **Created in the image of God.** Read Genesis 1:27 and make a Y-chart as a class or in groups exploring what it looks like, sounds like and feels like to be made in God's image.

## Being Human

*2.1 Examines the belief that life is a special gift that God shares with us and identifies factors influencing the development of a positive regard for self and others.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Ten positive statements about self.** List 10 positive statements about self and share with a partner. *My best subjects are..., I am terrific at...*
- **Psalm of praise.** Compose a psalm of praise to show that humanity is created in the image and likeness of God.
- **Symbol of life.** Consider the greatest thing about life, e.g. nature, freedom, love, and create a symbol to represent this. This can be done as a joint task between families and children. Collate the symbols for sharing (e.g. photograph) and make a photostory reflection, display and invite others to view.
- **Positive messages.** Each student decorates a shoe box to reflect their personality and shares the meaning behind it with the class. Each day a different student's box is chosen and each member of the class writes a positive comment about that person to place in the box. Invite students to share with the class how they felt when they read their messages.
- **Feelings comparison.** Identify times in students' lives when they have felt really good or really bad about something. Complete a 'who, what, where, when and why' analysis. Compare experiences with those of others.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Topic: Being Human – Created by God

**Standard: 2**

**Suggested Year Level: Year 4**

**Key Idea:** Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

**Outcome:** Examines the belief that life is a special gift that God shares with us and identifies factors influencing the development of a positive regard for self and others.

### *An appreciation of the Christian understanding of what it means to be created in the image and likeness of God*

- Read and discuss 'In God's Image' by Sandy Sasso. Explore the Christian belief that each person is created in the image and likeness of God and identify the many ways people reflect God through their relationships.
- Each student decorates a shoe box to reflect his/her personality. On one panel he/she adds the phrase, 'I am made in the image and likeness of God'. Each day a different student's box is chosen and each member of the class writes a positive comment about that person to place in the box. Invite students to share with the class how they felt when they read their messages.
- Read a variety of Psalms from the Book of Psalms. Explain that psalms were written by the Israelites for a variety of reasons including to thank and praise God. Plan a class liturgy using Psalm 139:13-14 (a psalm of praise) to celebrate the uniqueness of each member of the class.

### *An understanding of personal identity and the factors that shape it*

- Develop a concept map to illustrate the factors that have influenced his/her development.
  - Level 1 - Self
  - Level 2 - Characteristics
  - Level 3 - Brainstorm possible factors influencing these characteristics (blonde hair - mother has blonde hair, netball - started to play because best friend was in the team).

### Notes

#### Identity

#### Communication

'Psalm' is a Greek word meaning 'song'. The Psalms are a selection of prayers and songs compiled by the Israelite people over a long period of time. They illustrate how the Israelites understood their relationship with their God.

#### Thinking

## Topic: Being Human – Created by God

**Standard: 2**

**Suggested Year Level: Year 4**

**Key Idea:** Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

**Outcome:** Examines the belief that life is a special gift that God shares with us and identifies factors influencing the development of a positive regard for self and others.

- Conduct a survey to identify factors contributing to personal identity and compile a class summary of these factors. Each student assesses the importance of each factor in his/her life and shares with a partner.

**An understanding that people and events can have both a positive and negative influence on our own sense of self-regard**

- Read 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' by Judith Viorst, or similar. Have children consider Alexander's reaction to the events of his day. How might this have been different if Alexander had been in a happy mood?
- Construct a 2T chart (two columns) identifying characteristics and attitudes of people having a good day and of people having a bad day. (Use a character from a book or film.)
- Explore strategies that have a positive influence on our sense of self-regard such as journaling, identifying a period of time (e.g. a morning/afternoon) as bad or challenging, reconciling or spending time with people who make us feel good about ourselves.

**Strategies for looking after the physical, spiritual and emotional self**

- Identify and explore the five aspects of personhood (physical, emotional, spiritual, social and intellectual). Use symbols and words to clarify the differences.
- Construct a five pointed star. Write one aspect of personhood (physical, emotional, spiritual, social and intellectual) in each point of the star. From each point construct at least two more stars. In one, students reflect on a person who can help look after that aspect and use the points to identify the ways in which they do so. On the other star, students reflect on how they can look after that aspect themselves.

### Notes

**Identity**  
**Communication**  
Peer Assessment

**Interdependence**

Star mapping based on  
Star Bursts - *The Thinking Platform*

Summative Assessment Task

**...Created in the image of God...**

*We are created in the image and likeness of God. Our identity is shaped by influences in our family and society. As Christians we are called to demonstrate reverence for self, others and the whole of creation.*

## Standard 3

### The Catholic Tradition supporting this Outcome

**Human** *Key Idea*  
Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

#### For teacher background and reflection

Central to any Christian reflection on the human person is the belief that we are created by God, and reflect the image and likeness of God. It is Jesus Christ who makes known to us the mystery of God and the fullness of our human life. Being 'created in the image and likeness of God' means that each human being shares in the life of God. Even those human beings who, by their actions and choices, appear to have forfeited all their rights, can never lose their inherent human dignity nor their right to be treated with care and respect. This is because their dignity derives from who they are rather than from what they have done.

Human persons develop their own identity in light of their immersion in culture and society, and through their relationships, particularly with family. They perceive themselves inwardly and outwardly in certain ways, and hold certain values or principles as important in their lives. Christian values include respect for human life, peace, justice, love of neighbour, environmental stewardship and charity. Social communication via the media, particularly with the rapid development of communication technology in recent years, is a powerful vehicle through which people can develop their identity and value system. Unfortunately the media presents distorted images of human existence and interaction. For example, advertising often appeals to human vices such as envy, lust, gluttony and greed. It can contribute to stereotyping and the lessening of moral values such as chastity and temperance.

The Catholic Church believes that the media has a moral obligation to help humans grow in their understanding and practice of what is true and good.

Genesis 1:26a, 27

Romans 5:5

1 Peter 3:8

Catechism of the Catholic Church, n. 302

Gospel of Life, n. 43

Theology of the Body, 1/2/80, p. 58

#### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An appreciation of the Christian understanding of what it means to be made in the image and likeness of God and that God's love is unconditional.
- An understanding that the concept of self-image and awareness is developed throughout life.
- An understanding that all human persons can respect and celebrate their own dignity and that of others.
- An understanding of the ways in which personal and religious identity is shaped by values held to be important.
- An ability to recognise the factors that influence the shaping of identity, such as culture, media and peer group.
- Strategies for looking after the physical, spiritual and emotional self.
- An understanding that responsible behaviour affects health, safety and wellbeing.

## Standard 3.1 (Yr. 5 - 6)

### Learning Outcome 3.1

Investigates and shares ways of developing responsibility for the physical, emotional and spiritual wellbeing of self and others.

#### Student Context

Today idealised images of perfect bodies, designer labels, and 'in' behaviour are projected in the media. Students are aware of emerging physical and emotional changes and sometimes these are accompanied by anxiety and confusion. They are beginning to challenge previously accepted ideas and to form a clearer image of themselves. When students interact with the Christian tradition, they are challenged to process their understandings of its values in relationship to themselves.

#### Essential Learnings

- T** Presenting particular points of view and the thinking processes behind these opinions.
- C** Using respectful questioning and active listening to seek and provide information.
- F** Analyzing the challenges faced by people in order to promote right relationships.
- In** Discovering God in the midst of community.
- Id** Identifying the ways in which identity is shaped by values held to be important.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. ☺

#### Examples of Evidence

- Researches and examines the texts of Genesis 1 & 2 to gather insights into the teaching in the Scriptures and what it means to be human.
- Constructs an action plan of strategies for caring for his/her health and wellbeing, and keeps a diary of actions taken which impact on these during a week. ☺
- Analyses media messages about human identity and compares and contrasts these with Christian understandings. Discusses how these messages influence the shaping of identity. ☺
- Creates a personal mandala reflecting the values he/she holds as most important, and explains how these values contribute to the wellbeing of self and others. ☺

#### Links to other curriculum areas

##### Religious Education

- 3.1 God & Revelation
- 3.2 Being Human

##### Child Protection

- The Right to be Safe
- Relationships
- Protective Strategies

##### Health & PE

- 3.6 Health of Individuals & Communities
- 3.7 Health of Individuals & Communities

##### Society & Environment

- 3.7 Societies & Cultures



## Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Personal qualities.** Ask students to list five things they like about their appearance and personal qualities. Explore and categorise the various responses into the physical, emotional, spiritual and psychological dimension of the human person.
- **Media search - not respecting a person's dignity.** Conduct a newspaper search for articles about issues where people feel their dignity has not been respected (e.g. refugee issues). As a class analyse the issues using De Bono's Six Thinking Hats. Send a letter to a newspaper editor stating your objection to the mistreatment of one of these individuals or groups of people. Explain how you believe they should be treated. Justify your position. Publish in the school newsletter.
- **Analysing media messages about identity.** Analyse media messages about human identity and compare and contrast these with Christian understandings. Discuss how these messages influence the shaping of identity.
- **Values underpinning various organisations.** Visit a local community organisation such as St. Vincent de Paul or a nursing home, or invite a guest speaker to visit the school. Discuss what these organisations/people value. Compare and contrast the values promoted by each of these organisations with the values promoted by the school.

### Standard 3

## Created in the Image of God

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Values walk.** Have a series of value statements on strips of paper. Think, pair, share in order to rank the statements in order of importance. Justify the rankings.
- **Our values contribute to the wellbeing of self and others.** Examine the school vision statement and identify the values it names. Explore how these values contribute to the wellbeing of self and others.
- **Health & wellbeing.** Critically analyse how the media portrays issues of health and wellbeing for teenagers. Create a chart and add information under the following headings:
  - *Portrayal of health and safety in the media*
  - *What we already know about how to keep ourselves safe and healthy*

Keep a diary for a week, to record things that have an impact on health and safety, including hygiene, nutrition, behaviour, fitness, relaxation and recreation. Compare and contrast this with the class chart. Complete an action plan of additional things that can be done to look after health and wellbeing. 😊



## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **People who love us unconditionally.** Explore the meaning of the term 'unconditional love'. Brainstorm people who love you no matter what. How do you know they love you unconditionally? Compare the unconditional love of parents/guardians with God's unconditional love for all people. 😊
- **Created in the image of God.** Examine Genesis 1 and 2, particularly 1:26-27, to explore the belief that we are created in the image of God. In groups, explore what this means with regard to who we are and how we are. Select one insight to present to the class/school using a choice of medium.
- **Images of God.** Listen to a song about images of God (for example, 'Everyday God' by Bernadette Farrell). Create an E Book using images portrayed in the song. Add own image of God and share E Book with the class.
- **Personal montage.** Students create a personal montage depicting how they see themselves. Include as many dimensions of the human person as possible. Around the outside add the names of people or events that students feel have influenced them in some way.
- **Feeling symbols.** Read together 'My Many Coloured Days' by Dr Seuss. Students create a series of symbols (without using faces) expressing particular feelings. Share with the class. Bring them to prayer time.

## Being Human

### 3.1 Investigates and shares ways of developing responsibility for the physical, emotional and spiritual well-being of others

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **People I admire.** Students collect photos of people they admire. Discuss their qualities, reasons for admiring them and their contribution to society. Classify according to talent: sport, music etc.
- **Positive words to describe self.** Use three positive words to describe self. Students invite an adult, peer or family member to describe them using three positive words. 😊
- **Influences on health and wellbeing.** Read extracts from stories such as 'The Listmaker' by Robyn Jenkins or 'Where the Whales Sing' by Victor Kelleher, depicting characters in trying situations. Use a Circular Conversation strategy ('The Thinking Platform' by O'Brien and White) to enable students to discuss issues around the main characters' physical, emotional and spiritual wellbeing. With a partner note the important points shared, then move on to a new partner. Have students later reflect on their own lives in relation to aspects of their wellbeing. Journal.
- **Influences on body image.** Read and view media advertisements and critically analyse the ways in which they portray body image. Use this experience to brainstorm other factors (e.g. culture, peer group, family expectations) that may influence the way people see themselves, or how they want to be seen by others. 😊
- **Personal mandala.** Students create a personal mandala reflecting the values they hold as most important, and explain how these values contribute to the wellbeing of self and others.
- **Exploring strategies for health and wellbeing.** Use the Resilience Cards from the Heart Masters depicting behaviours (Inyahead Press, 2003). Use the Opinion Circle strategy. ('The Thinking Platform' by O'Brien and White) Students form a circle then consider the behaviour listed on the card in light of whether it will have a positive or negative effect on physical, emotional or spiritual wellbeing. Step forward for a positive effect or backwards for a negative effect, then discuss each choice.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Human – Created in the Image of God

**Standard: 3**

**Suggested Year Level: Year 6**

**Key Idea:** Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

**Outcome:** Investigates and shares ways of developing responsibility for the physical, emotional and spiritual wellbeing of self and others.

### *An appreciation of the Christian understanding of what it means to be made in the image and likeness of God and that God's love is unconditional*

Examine Genesis 1 and 2, particularly 1:26-27, to explore the belief that we are created in the image of God. In groups explore what this means with regard to who we are and how we are. Choose one insight to present to the class/school using a choice of medium.

The belief that we are made in God's image calls us to love and respect ourselves - to appreciate the gifts that we have been given. Students brainstorm a list of things they like about themselves then categorise into physical, emotional, spiritual and psychological dimensions. Take the list home and ask family members to add to it.

Explore the concept of 'unconditional love'. Have students brainstorm a list of people who love them unconditionally. Consider how they know they are loved unconditionally.

Compare the unconditional love of parents/guardians with God's unconditional love for all people. Guide students to find evidence in the Scriptures of God's unconditional love for humanity.

### *An understanding that all human persons can respect and celebrate their own dignity and that of others*

Read the story of, or discuss someone who demonstrates respect for self and others. Consider the saints, and people such as Mother Teresa and Fred Hollows. Alternatively select a person recently in the media or making a difference in the local community. Consider how they have used their talents to reflect the love of God for others.

Students collect photos or information about people who demonstrate respect for self and others, reflecting the love of God. Use Blooms Taxonomy to consider their actions. (Blooms Stepladder from 'The Thinking Platform') For example:

#### Notes

Identity  
Futures

Interdependence

☺ Family activity

Isaiah 49:15-16  
Psalm 139:1-6, 13-18  
Luke 15

Interdependence

Futures

☺ Family activity

## Being Human – Created in the Image of God

**Standard: 3**

**Suggested Year Level: Year 6**

**Key Idea:** Students respond to the belief that we are created in the image and likeness of God and called to demonstrate reverence for self, others and the whole of creation.

**Outcome:** Investigates and shares ways of developing responsibility for the physical, emotional and spiritual wellbeing of self and others.

**Knowledge:** What does this person do to reflect the love of God?  
**Comprehension:** How is that action/trait reflecting God's love?  
**Application:** What might make it difficult for this person?  
**Analysis:** How might this person deal with the difficulties he/she faces? How might he/she be nourished by God's love?  
**Synthesis:** Why might this person continue, despite the difficulties?  
**Evaluation:** In light of all of this, what can we learn from this person?

Because we believe that we are created by God in the image of God, we are each entitled to be treated, and called to treat others, with the utmost respect and dignity.

Conduct a newspaper search for articles about issues where people feel their dignity has not been respected (e.g. refugee issues).

As a class analyse the issues using De Bono's Six Thinking Hats.

Send a letter to a newspaper editor stating your objection to the mistreatment of one of these individuals or groups of people.

Explain how you believe they should be treated. Justify your position.

Prepare a class Reconciliation service or penitential service. Use a Gospel reading (e.g. Luke 15) as the focus reading. Have students consider times they have not treated others with respect and dignity. Focus on praying for the support and courage to do so at every opportunity.

**An understanding of the strategies required for looking after the physical, spiritual and emotional self**

Use the Resilience Cards from the Heart Masters. Use the Opinion Circle strategy. Students form a circle then consider the behaviour listed on the card in light of whether it will have a positive or negative effect on physical, emotional or spiritual wellbeing. Step forward for a positive effect or backwards for a negative effect, then discuss each choice.

Critically analyse how the media portrays issues of health and wellbeing for teenagers. Create a chart and add information under the following headings:

- Portrayal of health and safety in the media
- What we already know about how to keep ourselves safe and healthy

Keep a diary for a week to record things that may have an impact on health and safety, including hygiene, nutrition, behaviour, fitness, relaxation and recreation. Compare and contrast this with the class chart. Complete an action plan of additional things that can be done to look after health and wellbeing.

### Notes

Formative Assessment Task

### Futures

Publish in a school newsletter.

Reconciliation can only be celebrated with a priest.

### Thinking

This strategy can be found in *The Thinking Platform* by O'Brien and White

### Communication

😊 Family activity





**Discovering**

Yr R – 2

**Developing**

Yr 3 – 4

**Changing**

Yr 5 – 6



### **What does it mean to be sexual?**

*Sexuality refers to a fundamental component of personality in and through which we, male or female, experience our relatedness to self, others, the world, and even God.<sup>1</sup>*

*Sexuality is an enrichment of the whole person - body, emotions and soul - and manifests its innermost meaning in leading the person to the gift of self in love.<sup>2</sup>*

From the very moment of conception human beings are sexual beings. Humans are male or female biologically, physiologically and spiritually. Sexuality is a force which permeates and influences every human act, thought and feeling. It is through our sexuality that we encounter, engage with and love others.

### **Created in love**

The two creation stories in the book of Genesis (Ch 1-2) provide a basis for the Judaeo-Christian view of sexuality in that they explore the origins of the world and human beings. These creation stories make no claim to be scientific or historical accounts of how the world was made. Rather they are religious stories which offer explanations about the origins of all that exists, the meaning of our world, human life and relationships.

The first creation story asserts that God created humankind (male and female) in God's own image. God who is neither male nor female expresses a creative love that is mirrored in our humanity.

*So God created humankind in his image, in the image of God he created them, male and female he created them. Genesis 1:27*

This story (Gen.1) shows God creating and blessing the first couple. They are commanded to increase and multiply. This calling is gift and blessing - a good in God's eyes.

*God blessed them, and God said to them, "Be fruitful and multiply, and fill the earth and subdue it..." God saw everything that he had made, and indeed, it was very good. Genesis 1:28, 31*

In the second creation story (Genesis 2) God's first creative act is to breathe into the 'dust of the ground' and bring to life the *adam* or 'earthling'. But God soon sees that even this magnificent achievement is insufficient: a partner must be found for the earthling. So God moves again to create. This time God re-fashions the earthling and for the first time the writer of Genesis 2 uses the words 'man' and 'woman' to describe the creatures God creates. Two human beings, formed by God in the same creative moment, emerge together to share a common humanity.

### **Love is our calling**

The creation stories portray man and woman as oriented to one another from the moment of their coming to life. The human capacity to reach out and connect with the other is the foundation of love. Humankind was created in love and for love. Inscribed in each human heart is the fundamental orientation - to love and be loved.

Love is the impulse and movement of one human being towards another. Love is at the same moment both one and many. As one, it arises from the human spirit and is brought into being by the person who loves. As many, love

is multi-dimensional - frequently described in the terms 'eros', 'philia' and 'agape'. Fundamentally, God is the source of all love.

*In this is love, not that we loved God but that he loved us and sent his Son to be the atoning sacrifice for our sins.*  
1 John 4:10

Human love, which is a mere shadow of God's creative and life-giving love, is manifest in erotic energy that attracts and impels human beings to connect with one another (eros). This human dynamic underpins the personal desire for affection, companionship, and friendship (philia). Human beings mirror the divine origin of love in human life when they give of themselves selflessly to others and to God (agape).

The mystery of human love is always expressed in bodily sexual persons. The desire to connect with others, enjoy friendship, and give oneself selflessly in the service of God and neighbour is fundamental to a Catholic understanding of human sexuality. It is clearly evident in sexual intercourse, the most intimate form of interpersonal communication between a man and a woman. Through human love-making the bodies of the couple have the capacity to speak a physical, emotional, and spiritual language of love. Through sexual intercourse in the context of marriage, something of the mystery of God is made visible.

*Beloved, let us love one another, because love is from God; everyone who loves is born of God and knows God. Whoever does not love does not know God, for God is love. No one has ever seen God; if we love one another, God lives in us, and his love is perfected in us.*  
1 John 4:7-9, 12

### **Marriage - the most intimate expression of love**

*Therefore a man leaves his father and his mother and clings to his wife, and they become one flesh.*  
Genesis 2:24

In marriage the man and woman live out their divine calling when they commit themselves to one another exclusively, and live together in a communion of life and love. It is an intimate union whereby the mutual giving of self in love gives witness to God's faithful love.

In the living Catholic Tradition human sexuality, as expressed in the sexual intercourse of husband and wife, has its fullest meaning in the context of marriage. As the Catechism of the Catholic Church teaches:

Married love "involves a totality, in which all the elements of the person enter - appeal of the body and instinct, power of feeling and affectivity, aspiration of the spirit and of will. It aims at a deeply personal unity, a unity that, beyond union in one flesh, leads to forming one heart and soul; it demands *indissolubility* and *faithfulness* in definitive mutual giving; and it is open to *fertility*." <sup>3</sup>

### **New life - an outpouring of God's love**

Married love therefore is both unitive and procreative. By its very nature it does not end with the couple but "makes them capable of the greatest possible gift, the gift by which they become co-operators with God for giving life to a new human person" <sup>4</sup>



Human life, beginning with the intimate expression of love in sexual intercourse, the miracle of conception and birth, growth from childhood to adulthood and beginning again with parenthood, repeatedly reveals God's unending love for human kind.

### ***What does it mean to have a body?***

#### ***A holy place from which to love and be loved***

*Do you not know that your body is a temple of the Holy Spirit within you?*  
1 Corinthians 6:19

Our bodies are integral to our existence and identity. Bodily uniqueness is to be found in our DNA. Even more importantly, as embodied individuals we express in our bodily existence the image of God who dwells in us through the Spirit. Created as we are in the image of God, each person reflects something of the mystery of God. The human body, as St Paul reminds us, is a temple of God's Spirit - a holy place.

#### ***Chastity - loving with integrity***

Therefore a person's body and the bodies of others are to be revered and treated with dignity and respect. This is one aspect of chastity to which all people are called, be they children, adults, married, single or religious. "Chastity means the successful integration of sexuality within the person".<sup>5</sup> Human bodily life becomes personal and truly human when it is integrated into interpersonal relations. The integrity of persons in relationship is completed and transformed by the gift of self to the other.<sup>6</sup>

#### ***Jesus - the perfect model of God's love***

*For God so loved the world that he gave his only Son.*  
John 3:16

The life of Jesus models the perfect expression of love. God, embodied in Jesus, showed us how to love in a way that is transformative and dynamic. Jesus' coming into the world, his birth, life, death and resurrection, serve as divine affirmation of the goodness and unconditional love of humanity.

Jesus of Nazareth as revealed in the Gospel stories, was fully human. As all people, he yearned to be in relationship with others. Jesus was a man of deep feelings, love and commitment to God, to his mother, to his disciples and in a particular way to his close friends. Jesus also loved deeply those who were considered unlovable in his society - the marginalised and oppressed. For them this experience of love was transformative.

Humans are called to experience and express love as Jesus did - body, mind and soul.

*Created in God's likeness, we are called to a life of loving and being loved. Love is the basic vocation we all share.*

*We begin with love, continue in love, and reach our fulfilment of love, through, with, and in God when we die.<sup>7</sup>*

<sup>1</sup> United States Catholic Bishops, *Human Sexuality-A Catholic Perspective* for Education and Life Long Learning, 1990, p9

<sup>2</sup> John Paul II, Apostolic Exhortation, *Familiaris Consortio*, 1981, no. 37

<sup>3</sup> *Catechism of the Catholic Church*, 1995, St. Pauls, Homebush, NSW n. 1643

<sup>4</sup> John Paul II, op cit, 1981, no. 13

<sup>5</sup> *Catechism of the Catholic Church*, 1995, op cit, n. 2337

<sup>6</sup> ibid n. 2337-2347

<sup>7</sup> *Human Sexuality*, op cit p90



## Being Sexual - Standard 1 (Yr R – 2)

### *Discovering*

*God gives new life to each person. We receive the gift of body, mind and soul and become part of a family. There are differences of gender and family structures.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><i>Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.</i></p>	<p><i>Celebrates God's gift of new life and explores the similarities and differences between gender and family structures.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ Familiarity with the story of their birth and welcome into their family and Church family.</li> <li>◆ A sense of awe and wonder for the gift of new life.</li> <li>◆ An understanding that love and life are nurtured within the family unit as part of God's plan for creation.</li> <li>◆ Ways of thanking God for the gift of new life.</li> <li>◆ An appreciation of the dignity of the human person while developing an understanding of the differences between girls and boys.</li> <li>◆ An awareness that family structures take many forms.</li> <li>◆ An ability to use correct terminology to name parts of the body.</li> <li>◆ An appreciation of the body as a special gift.</li> </ul>



## Being Sexual - Standard 2 (Yr 3 – 4)

### *Developing*

*Human life has distinct stages of development which involve growth and change.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.</i></b></p>	<p><i>Responds to the belief that humanity is an expression of God's creative love and explores the distinct stages of human growth and change.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An understanding of the developmental changes that occur from conception to old age.</li> <li>◆ An understanding of how a foetus grows and develops.</li> <li>◆ An appreciation of the different needs of different stages of growth and development.</li> <li>◆ An ability to identify and name parts of the body related to the reproductive system and a basic understanding of their function.</li> <li>◆ An appreciation of the Catholic understanding of the purpose of sexual intercourse.</li> <li>◆ An appreciation of the miracle of new life and growth as a sign of God's wonderful creation.</li> </ul>



## Being Sexual - Standard 3 (Yr 5 – 6)

### **Changing**

*Males and females develop in different ways. Puberty is a time of radical change. Understanding this change and appreciating one's sexual identity is critical for developing as a mature person.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b>Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.</b></p>	<p><i>Appraises how physical, social and spiritual changes occur in themselves and others and appreciates that his/her sexual identity is critical for developing as a mature person.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An understanding and respect for the sanctity of human life from conception to natural death.</li> <li>◆ A respectful attitude towards self and others as changes occur during puberty.</li> <li>◆ A basic understanding of the female and male reproductive systems.</li> <li>◆ A recognition of the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty.</li> <li>◆ An understanding of sexuality as a gift from God who calls us to use it respectfully.</li> </ul>

...Discovering...

*God gives new life to each person. We receive the gift of body, mind and soul and become part of a family. There are differences of gender and family structures.*

## Standard 1

### The Catholic Tradition supporting this Outcome

Sexual

Key Idea

Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

#### For teacher background and reflection

Each and every person, female and male, is a unique expression of God's love. Created in the image of God, therefore revealing something of God's awesome love to the world, each person has an inherent dignity which must be honoured and respected through love of self and others.

God's gift of new life is part of the cycle of God's creation, God's outpouring of love for the world. People are created by God, in God's image, through love and for love.

The family is the place for a child to be loved, nurtured and educated, a secure place where a child learns how to be in the human community. Parents and families are called to reveal the very love of God through the love they share with a child.

Couples married in the Catholic Tradition, make a promise before God and the community to pass on Catholic values and faith to their children, through the positive living out of their own faith. This can be an awesome and challenging privilege.

Genesis 1:27

Jeremiah 31:1

1 John 4:7-9, 12

Catechism of the Catholic Church, n. 2335

Familiaris Consortio, n. 37

Evangelium Vitae, n. 97 1 John 4:7-9, 12

Catechism of the Catholic Church, n. 2335

Familiaris Consortio, n. 37

Evangelium Vitae, n. 97

#### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- Familiarity with the story of their birth and welcome into their family and Church family.
- A sense of awe and wonder for the gift of new life.
- An understanding that love and life are nurtured within the family unit as part of God's plan for creation.
- Ways of thanking God for the gift of new life.
- An appreciation of the dignity of the human person while developing an understanding of the differences between girls and boys.
- An awareness that family structures take many forms.
- An ability to use correct terminology to name parts of the body.
- An appreciation of the body as a special gift.

## Outcome 1.2 (Yr.R-2)

### Learning Outcome 1.2

Celebrates God's gift of new life and explores the similarities and differences between gender and family structures.

#### Student Context

Students learn best when they feel secure and they experience connections between home and school. This theme provides many opportunities for children to be invited to share stories, details and photos about their birth/adoption and baptism. This sharing should provide a springboard for celebrating the miracle of new life and the uniqueness of each child.

Students may have a tendency to use slang terms for certain body parts. Using correct terminology is important as a way of showing respect for the body and promoting its sacredness.

#### Essential Learnings

- T** Beginning to recognize, trust and respond to intuitive thoughts and feelings.
- C** Communicating confidently in an open, caring and self-assured manner in familiar and supportive environments.
- F** Expressing awe and wonder.
- In** Having a sense of belonging to family, school and parish groups.
- Id** Exploring different aspects of identity (physical, social, emotional, spiritual, cognitive).

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. 😊

#### Examples of Evidence

- Uses multi-media to present the story of their arrival into their family and/or Church community. 😊
- Delights in the awe and wonder of new life, and engages in a variety of prayer experiences thanking God for the gift of life. 😊
- Explores the Christian belief that our bodies are special gifts from God, and names positive aspects of being a girl/boy. 😊
- Uses correct terminology to name parts of the body, and explains the physical differences between boys and girls. 😊
- Compares and contrasts families in stories/movies with own family, and celebrates the diversity of family structures. 😊
- Presents a group collage illustrating the various ways members of his/her family show love. 😊

### Links to other curriculum areas

#### Religious Education

1.2 Being Human  
1.9 Sacraments & Sacramentality  
Unit 1.1-2 Senses: A Gift from God  
Unit 1.9-1 Baptism

#### Health & PE

1.3. Personal & Social Development  
1.4 Personal & Social Development

#### Society & Environment

1.2 Time, Continuity & Change  
1.7 Societies & Cultures

#### Science

1.5 Life Systems  
1.6 Life Systems

#### Child Protection

Recognising & Reporting Abuse

### Quadrant A (*Blue*): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures

- **Our bodies are special gifts.** Students list all the things they can do with their bodies.
- **Body outlines.** Assist students to identify parts of the body by using an outline of a boy and a girl and writing and drawing about the differences on the outline. Introduce correct vocabulary such as 'penis' and 'vagina'.
- **Differences between boys and girls.** Introduce anatomically correct baby dolls to identify physical similarities and differences between baby boys and girls.
- **Baby photos.** Students bring in a baby photo to display in the classroom. Children take turns to identify the persons. Discuss how they have changed and what aspects have changed the most.
- **Different family structures.** Use stimulus materials such as news articles, picture story books, films, songs and real life experiences to highlight different family structures. Use a graphic organiser such as cross classification chart or concept map to compare the similarities and differences between family units.

## Standard I (Years R-2)

### Discovering

### Quadrant B (*Green*): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills

- **Caring for our bodies.** Write a procedure for getting dressed or washing in the bath or shower. Explore with the children the reasons for clothing and cleaning the body. Discuss these as ways of showing respect. How else do we show respect for our bodies?
- **Male/female family members and friends.** Students draw a graph listing family members and friends who are male and family members and friends who are female.
- **My birth/ arrival in my family.** Students conduct a 'My Birth/My Arrival in my Family' interview with a family member. Prior to the interview brainstorm a list of questions.
- **Family and religious celebrations.** Bring photos and discuss major family and religious events with parents and other family members. Create a timeline to reflect growth and development within the family from birth to now.
- **Different family units.** Students draw pictures of two different families they know. Compare with other students in the class, noticing how the families are similar and different.
- **Explore ways families show love.** Make a class collage showing different ways families show love to each other.



## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Explore ways of respecting other people's bodies.** Students role play situations where they treat other people's bodies with respect, such as helping when they are hurt, shaking hands, playing gently, being careful not to spread germs. Look at ways people don't treat other people's bodies with respect, and explore feelings.
- **Songs and actions.** Sing 'Thank you Father for Making Me' and create simple actions to the song.
- **Gender similarities and differences.** Read a number of picture story books to highlight gender similarities and differences. Discuss the idea that boys and girls are similar and different, and choose a way to represent this information, e.g. using a Venn diagram.
- **Song and actions.** Sing 'Welcome to the Family' and create simple actions to the song.
- **'Me' badge.** Complete a 'Me' brainstorm. Students select one good thing about themselves and make a badge to illustrate and celebrate this positive trait.
- **My birth/arrival into my family presentation.** Students present to the class the story of their arrival into their families and/or Church communities. This could be done as an oral presentation, a picture chart, a booklet or using any type of multi-media.
- **Prayer of praise.** Compose a prayer of praise thanking God for the gift of life.
- **My family.** Students create (using a medium of choice) a picture of their families, and display in the classroom.

## Being Sexual

*1.2 Celebrates God's gift of new life and explores the similarities and differences between gender and family structures.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Explore the miracle of our bodies.** Explore the senses by setting up some tasting, feeling, seeing, hearing and smelling activities for children to experience.
- **'Celebrating Me'.** Create a 'Celebrating Me' slide show using Kid Pix.
- **Bathing a baby.** Invite a mother and/or father to bath their baby in front of the class.
- **Positive aspects of being a girl/boy.** Students sit in a circle and clap their hands to a simple rhythm. Each student makes a simple 'I' statement describing a positive aspect of being a boy or a girl. 'I love being a girl because I can...' Highlight the similarities.
- **Thank you card.** Students make thank you cards, (powerpoint/podcast/video) for members of their families telling them what it is they love about them.
- **First hand experience of new life.** Organise a trip to the zoo or a farm to experience new life, observe eggs hatching, or watch plants grow from seeds.
- **Baptism.** Students who have been baptised share family stories about their baptism. Discuss baptism as welcoming people into the family of the Church.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Sexual – Discovering

Standard: I

Suggested Year Level: Year 1

**Key Idea:** Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

**Outcome:** Celebrates God's gift of new life and explores the similarities and differences between gender and family structures.

### *An appreciation of the dignity of the human person while developing an understanding of the differences between girls and boys*

Complete a 'me' brainstorm. Select one good thing about yourself and make a badge to illustrate and celebrate this positive trait.

Read a number of picture story books to highlight gender similarities and differences. Discuss the idea that boys and girls are similar and different, and choose a way to represent this information, e.g. using a Venn diagram.

Students sit in a circle and clap their hands to a simple rhythm. Each student makes a simple 'I' statement describing a positive aspect of being a boy or a girl. 'I love being a girl because I can...' Highlight the similarities.

### *An awareness that family structures take many forms*

What does a family look like, feel like, sound like? Represent in a Y-chart.

Use stimulus materials such as news articles, picture story books, films, songs and real life experiences to highlight different family structures. Use a graphic organiser, such as a cross classification chart or concept map, to compare the similarities and differences between family units.

Students create, using a medium of choice, a picture of their families and display in the classroom.

### Notes

#### Identity

The Virtues Project cards are a good resource here, focusing on virtues such as compassion, tolerance, patience and trust

#### Communications

#### Interdependence

*Lilo and Stitch*, *Bambi*, news articles about very large families, adoptions, reunions, students own families could be used

## Being Sexual – Discovering

Standard: I

Suggested Year Level: Year I

**Key Idea:** Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

**Outcome:** Celebrates God's gift of new life and explores the similarities and differences between gender and family structures.

*An understanding that love and life are nurtured within the family unit as part of God's plan for creation*

Make a class collage showing different ways families show love to each other.

Invite a mother, father or carer into the class to bathe their baby. Discuss what must be done to care for a baby. What is it like to be responsible for caring for a child? How does the baby show love in return?

Students explore ways they are loved in their families. Make a thank you card, (powerpoint/podcast/video/email) for members of their families telling them what it is they love about them.

### Notes

Interdependence

Assessment task

😊 Family activity

...Developing ...

Human life has distinct stages of development which involve growth and change.

## Standard 2

### The Catholic Tradition supporting this Outcome

Sexual

#### Key Idea

Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

#### For teacher background and reflection

Genesis 1:31 depicts God looking over everything that God had made, including human beings, and declaring it all very good. Human beings were created by God in love and for love.

Sexual intercourse is the most intimate expression of love between a husband and wife. It provides a sacred way for them to express their love for each other and to share that love with a child who may be created through their union.

The ability of a woman and man to co-create new life with God is imprinted on their very bodies. To co-create a new human person is a privilege and responsibility. The conception, growth and birth of each and every child is a miracle. From the moment of conception, a child is a unique expression of God's love and the love of his or her parents. No one else could have created that particular person.

Each stage of development and growth is a reminder of the wonder of God's creation.

Genesis 1 and 2

Psalm 139

Isaiah 49:15-16

Luke 2: 1-20

Ephesians 2:10

Familiaris Consortio, n 11

Gaudium et Spes, n. 12

Humanae Vitae, nn. 11-12

Theology of the Body, 1/9/80, p. 60 - 63

#### Content, Skills, Attitudes and Dispositions

##### Students have opportunities to explore and/or develop:

- An understanding of the developmental changes that occur from conception to old age.
- An understanding of how a foetus grows and develops.
- An appreciation of the different needs of different stages of growth and development.
- An appreciation of the miracle of new life and growth as a sign of God's wonderful creation.
- An ability to identify and name parts of the body related to the reproductive system and a basic understanding of their function. (Year 4 only)
- An appreciation of the Catholic understanding of the purpose of sexual intercourse. (Year 4 only)

## Outcome 2.2 (Yr. 3 - 4)

### Learning Outcome 2.2

Responds to the belief that humanity is an expression of God's creative love and identifies the distinct stages of human growth and change.

#### Student Context

Students in the Primary Years are curious, and they want to learn new things. Their imaginations are active and they are usually fascinated by images and stories. They are interested in questions of ultimate significance and are beginning to question the values that give meaning to life. At the same time, most Primary Years students retain a sense of wonder and mystery. Sometimes this period of their lives can be challenging as students struggle to develop their own self-understandings and identities within an increasing range of social settings. This is also a time that is shaped by peer relationships.

#### Essential Learnings

- T** Developing thinking strategies which identify and link the interdependence of people in various stages of life.
- C** Developing a confident interpersonal style based on open, respectful communication.
- F** Recognising patterns and connections within systems.
- In** Understanding that all living things are connected and interdependent.
- Id** Understanding and engaging with diversity.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. 😊

#### Examples of Evidence

- Works in groups to create a model depicting various stages of life from conception to death.
- Researches and describes how the foetus grows and develops within the womb. 😊
- Names and celebrates the miracle of new life as a sign of God's wonderful creation. 😊
- Identifies and labels parts of the body related to the reproductive system. 😊
- Conducts surveys to identify the needs and characteristics of different age groups, and analyses findings. 😊
- Develops an action plan of things to do to assist his/her physical, spiritual and intellectual growth, and monitors progress at regular intervals. 😊

### Links to other curriculum areas

#### Religious Education

2.2 *Being Human*

#### Science

2.6 *Life Systems*

#### Health & PE

2.4 *Personal & Social Development*

2.6 *Health of Individuals & Communities*

#### Child Protection

## Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Magazine search.** Complete a magazine search of people from all age groups participating in a range of activities. Sort into different age groups and present as posters.
- **Body systems concept map.** Create a concept map about current understandings of the body and body systems and how they work.
- **Demonstrating love.** Read a picture book or story which explores the demonstration of love. Brainstorm appropriate ways people show their love for each other.
- **Body systems.** Explore charts that label parts of the male and female body, focussing on body systems. Investigate how the systems work.
- **Sequencing stages of development of a foetus.** List on cards things the unborn baby can do as it develops in the womb, for example: hear, turn somersaults, curl up, drink, pull faces, suck thumb, respond to outside noises, register fear and pain, see light/dark and perform 1000 movements a day. Discuss and estimate the approximate stage of development at which the foetus can perform these tasks and sort the cards into order.

## Standard 2

### Developing

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Correct terminology.** Brainstorm vocabulary used to name parts of the body. List the words the students know then emphasise the correct name. *(Reinforce the importance of using correct terminology to promote the sacredness of the body.)*
- **Labelling reproductive systems.** Use a selection of the following names to label the reproductive systems: penis, vagina, uterus, ovary, cervix, fallopian tube, testicle, scrotum.
- Use the correctly labelled diagram of the reproductive system to briefly explain how sexual intercourse can result in the beginning of new life - conception.  
  
Use language such as 'expressing love in a special way', 'miracle' and 'gift' to communicate the wonder of God's creation - the human life cycle.
- **Surveying needs of people of different ages.** Research the characteristics and needs of people of different ages by survey or interview. List the characteristics and needs of each group including: what they look like (physical changes), what their needs are (food, sleep, exercise), what they might do, who they might live with, what they believe, what leisure activities they undertake.
- **Body systems.** Investigate how body systems work.
- **Stages of development of a foetus.** In small groups students draw what they think a baby (foetus) looks like when it is inside the mother's womb at the beginning, middle and final stages of pregnancy.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Model of stages from conception to old age.** Draw or make a model of a person at various stages from conception to old age. Students place models in order, showing the development of the human person and describe what he/she can do at each stage.
- **Cross classification chart.** Design a cross classification chart using the findings of the research into the characteristics and needs of different ages.
- **Development of the foetus.** Illustrate the development of the foetus within the womb.

## Being Sexual

*2.2 Responds to the belief that humanity is an expression of God's creative love and explores the distinct stages of human growth and change.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Pre-natal development.** Students fill out a 'Things I know' and 'Make me wonder' chart about pre-natal development. Discuss and then compile a class list of questions to research with parent/s, teacher or significant adult.
- **Development of foetus.** Use a picture story book, an interview with family members, guest speakers, expectant parents or a midwife to explore how a foetus develops in the womb.
- **Miracle of new life.** Reflect on the miracle of new life and communicate this in a suitable way: prayer, song, poem, podcast, powerpoint presentation or photostory.
- **Growth.** Discuss the things that students can do now which they were unable to do previously. Discuss how their growth - intellectually, physically and spiritually (include reference to Reconciliation, Eucharist and Confirmation) - has assisted them to achieve these things. Students develop individual action plans under each of these headings to show what they can do to assist further growth.



The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Topic: Being Sexual – Developing

Standard: 2

Suggested Year Level: Year 4

**Key Idea:** Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

**Outcome:** Responds to the belief that humanity is an expression of God’s creative love and explores the distinct stages of human growth and change.

### *Identify and name parts of the body related to the reproductive system and demonstrate a basic understanding of its function*

- Recall names of body parts. Identify the differences between males and females. Emphasise the importance of using correct terminology as a sign of respect.
- Discuss the different systems of the body which help it function: circulatory system, respiratory system, nervous system, muscular system, skeletal system and immune system.
- In groups, research one system and report back to the class.
- Discuss the fact that another system of the body, the reproductive system, allows humans to reproduce – to co-create babies and continue the life cycle. Report back to the class as for the other body systems, i.e. show a diagram and discuss parts and function. Highlight the fact that this is the only body system that is different in males and females.
- Give students an outline of the male and female reproductive systems. In pairs, have them select from a set of labels in order to name the different parts which make up the system.

### *Develop an appreciation of the Catholic understanding of the purpose of sexual intercourse*

- Read a picture book or story which explores the demonstration of love. Brainstorm appropriate ways for people to show their love for each other.

#### Notes

#### Interdependence

☺ Family activity

#### Communication

#### Futures

Male and female reproductive system diagrams (Section C)

#### Interdependence

## Topic: Being Sexual – Developing

Standard: 2

Suggested Year Level: Year 4

**Key Idea:** Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

**Outcome:** Responds to the belief that humanity is an expression of God's creative love and explores the distinct stages of human growth and change.

- Discuss the belief that sexual intercourse (when a couple come together and the man's penis is placed into the woman's vagina) is a very special way that a husband and wife show their love for each other. The physical ability to come together in sexual intercourse is a gift from God, allowing couples to express their love and to co-create new life with God.
- Inform students that the male and female reproductive systems work together, through sexual intercourse, in order to make a baby. The coming together of a sperm and egg is the miraculous beginning of new life.
- View the Wonder of Living DVD as further explanation of intercourse and conception.

### *Reflect and express the miracle of new life and growth as a sign of God's wonderful creation*

- Use stimuli such as the creation stories of Genesis 1 and 2, Psalm 139, images of a foetus growing in the womb, baby photos and charts of the systems of the body to enable students to reflect on the miracle of conception and new life as a gift from God.
- Following reflection, students communicate this in a suitable way: prayer, song, poem, podcast, powerpoint presentation or photostory.

### Notes

Wonder of Living Series  
Disc 2

### Communication

☺ Family activity

Assessment task

...Changing...

*Males and females develop in different ways. Puberty is a time of radical change. Understanding this change and appreciating one's sexual identity is critical for developing as a mature person.*

## Standard 3

### The Catholic Tradition supporting this Outcome

**Sexual** *Key Idea*  
Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

#### For teacher background and reflection

Based on the belief that the human person is created in God's image, each person is inherently holy and sacred. Therefore the human person should be revered and treated with respect and honour.

Human sexuality is a fundamental dimension of the human person. It is part of the physical, psychological and spiritual realities of life. Sexuality is an integral part of God's gift to humanity, a lens through which we relate to others and reveal God's love to the world.

Particular messages communicated through the media can present images contrary to the positive values held by the Catholic Church. Unrealistic body images, promiscuous behaviour without consequences, selfish and self-indulgent actions are often presented as the norm. Students need to be able to critique these and develop an understanding of the importance of chastity, both for their own wellbeing and the wellbeing of others.

Chastity is respecting the gift of sexuality, and using it well to express affection and regard for others with responsibility and discipline. Being chaste does not mean repressing natural interest in sexual matters, but living in positive, healthy and respectful ways in relationship with others.

Matthew 19:3-12, 5:31-32

Mark 10:2-12

Luke 2:41-52

John 15:1-18

Ephesians 4:15-16

Romans 12:4-6

Catechism of the Catholic Church n. 1642-1645, 2337-2347

Humanae Vitae n.8

Theology of the Body 12/12/79 p.551-54

#### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An understanding and respect for the sanctity of human life from conception to natural death.
- A respectful attitude towards self and others as changes occur during puberty.
- A basic understanding of the female and male reproductive systems.
- A recognition of the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty.
- An understanding of sexuality as a gift from God who calls us to use it respectfully.

## Outcome 3.2 (Yr. 5-6)

### Learning Outcome 3.2

Appraises how physical, social and spiritual changes occur in themselves and others and appreciates that his/her sexual identity is critical for developing as a mature person.

#### Student Context

At this level students become increasingly aware of changes in themselves, in their relationships and in the world around them. What had once seemed reliable and permanent is now less certain and less predictable. Their bodies are changing at a rapid rate. Relationships with parents, family members, friends and teachers are more demanding and often more difficult to manage. Social issues impinge on the lives of these children and require a response from them. In short, they are in the process of leaving childhood behind and taking on the lives of young adults.

The challenge for teachers of students at this level is to provide a sense of stability, and to help them to find God in the complexities of the society in which they live.

#### Essential Learnings

- T** Using critical thinking to deconstruct images in the media.
- C** Communicating with others in respectful, open and confident ways.
- F** Understanding that change is natural and can happen over time.
- In** Demonstrating a respectful attitude towards self and others.
- Id** Identifying the ways in which personal and religious identity is shaped by values held to be important.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. ☺

#### Examples of Evidence

- Creates an artistic response to the Gospel commandment of Jesus to 'love one another' (John 15:12). ☺
- Prepares a contemporary prayer reflection using multi-media to communicate understanding of God's gift of sexuality.
- Records changes that occur during puberty. ☺
- Uses diagrams to explain the male and female reproductive systems.
- Researches the physical and emotional changes that occur as children grow, and discusses how change and growth are an expression of God's wonderful work.
- Interviews a married couple about what it is they admire and love about their partner, and presents findings. ☺

### Links to other curriculum areas

#### Religious Education

3.2 *Being Human*

#### Society & Environment

- 3.5 *Life systems*
- 3.6 *Life systems*
- 3.7 *Life systems*
- 3.8 *Life systems*

#### Health & PE

- 3.3 *Personal & Social Development*
- 3.4 *Personal & Social Development*

#### Child Protection

*Recognising & Reporting Abuse*

## Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Analysing media portrayal of teenagers.** Critically analyse media texts such as magazines, advertisements and teenage soaps in order to identify stereotypes and techniques used to promote these stereotypes. Identify the ways in which students are positively and negatively influenced by the media portrayal of adolescents.
- **'Cause and effect' flowchart.** Create a 'cause and effect' flowchart identifying the impact of physical changes on health and cleanliness, and ways in which students can respond, e.g. development of underarm hair ⇒ increase in perspiration ⇒ unpleasant odour ⇒ use of effective deodorant.
- **True/false statements about puberty.** Working in groups students sort statements, for example:
  - Boys and girls start puberty at the same time.
  - Only males grow taller during puberty.
  - The only changes during puberty are physical.
  - Statements are recorded on a *True/False/Not Sure* Venn diagram. Discuss.
- **Male and female reproductive systems.** Complete a diagram, and explain how the male and female reproductive systems work.

## Standard 3

### Changing

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Puberty.** Students list what the word 'puberty' brings to mind. Collate responses on a chart.
- **Pamphlet.** Present factual information regarding puberty, the menstrual cycle and the reproductive system. Students design a pamphlet explaining the facts about one of the above.
- **Physical and emotional changes.** Research the physical and emotional changes that occur as children grow, and discuss how change and growth are an expression of God's wonderful work.
- **Labelling reproductive systems.** On a prepared chart label the parts of the female and male reproductive systems.
- **Interest surveys.** Conduct surveys of students and family members, finding out their preferences in terms of favourite sports, hobbies, TV shows, reading material, subjects at school, leisure activities, etc. Graph results and make generalisations e.g. Many girls like playing basketball, *Lord of the Rings* is popular with boys and girls. Create a Venn Diagram showing the similarities and differences between the favourite things of boys and girls.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Media and adolescents.** Brainstorm images that the media portrays about male and female adolescents. Find pictures from magazines to make a collage to support brainstorm. Identify the values being communicated through these images and contrast them with Catholic values about the human person and sexuality.
- **Prayer reflection.** Students prepare a contemporary prayer reflection using multimedia to communicate their understanding of God's gift of sexuality.
- **Christian rites.** Explore the rite of infant baptism and the Christian rites surrounding death and burial. Identify the actions, symbols and words which highlight the respect and dignity given to the human person at those moments.
- **Love songs.** Listen to popular songs about love and compare the values expressed with those of the Scriptures. Share findings with class.
- **Artistic response to Scripture.** Create an artistic response to Jesus' commandment to 'love one another' (John 15:12).
- **Jingle.** Compose a jingle with the focus on puberty and taking care of the body.

## Being Sexual

*3.2 Appraises how physical, social and spiritual changes occur in themselves and others and appreciates that his/her sexual identity is critical for developing as a mature person.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Journaling.** Set aside time at the end of each instructional session to allow students to write in reflective journals about their thoughts, feelings and questions. Encourage students to share these with their parents and invite parent response.
- **Puberty - think, pair, share.** Discuss with students what the word 'puberty' brings to mind. Think, pair, share and collate responses on a chart.
- **Foetal development.** Working with a partner, draw and briefly describe how a fetus develops in the womb.
- **Interviewing married couple.** Interview a married couple about what it is they admire and love about their partner, and present findings.
- **Puberty graffiti chart.** Create graffiti charts with the headings: physical change, social change, emotional change, intellectual change and spiritual change. Students contribute to the charts, recording their thoughts and reflections about the changes that occur during puberty.
- **Exploring respect.** Create a Y-chart exploring what RESPECT for self and others looks like, feels like and sounds like with regard to sexuality.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Sexual – Changing

Standard: 3

Suggested Year Level: Year 5

**Key Idea:** Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

**Outcome:** Appraises how physical, social and spiritual changes occur in themselves and others and appreciates that his/her sexual identity is critical for developing as a mature person.

### **Review the female and male reproductive systems.**

- In pairs or small groups label the parts on an outline of the female and male reproductive systems.
- Students research the activity of the hypothalamus and pituitary glands which produce hormones and begin the process of puberty.

### **Identify and explain the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty.**

- Discuss with students what comes to mind when they hear the word 'puberty'.  
Think, pair, share, then collate responses on a chart.
- Working with a partner students sort statements, for example:
  - Boys and girls start puberty at the same time.
  - Only males grow taller during puberty.
  - Hormones are responsible for the beginning of puberty.
  - The only changes during puberty are physical.
  - Menstruation, or periods, begin during puberty.
  - Puberty is the time in your life when you change from a child to an adult.
  - Peers become more important during puberty.

Students place these on a True/False/Not sure Venn diagram. Discuss and clarify any that the students are not sure about.

- Research the physical and emotional changes that occur as children grow.

### Notes

#### Identity

Diagrams of the male and female reproductive systems. (Section C)

#### Futures

Refer to teacher resource for puberty information (Section C).

There are a variety of websites from which this information may be accessed. However it is necessary that teachers carefully preview the sites as they often have links to information that is beyond the level of the students e.g. contraception. Downloading and saving appropriate information by the teacher is strongly recommended.

A useful resource is, 'Things are Changing', Choice Media, DVD and Facilitator's Manual.



## Being Sexual – Changing

Standard: 3

Suggested Year Level: Year 5

**Key Idea:** Students explore the belief that sexuality is integral to the human person and develop an understanding of the teachings of the Catholic Church regarding human sexuality.

**Outcome:** Appraises how physical, social and spiritual changes occur in themselves and others and appreciates that his/her sexual identity is critical for developing as a mature person.

### Notes

- Discuss how change and growth are an expression of God's wonderful work.
- Create a cause and effect flow chart identifying the impact of physical changes on health and cleanliness and ways in which students can respond, e.g.
  - ⇒ development of underarm hair
    - ⇒ increase in perspiration
      - ⇒ unpleasant odour
        - ⇒ need to use effective deodorant
- Place graffiti sheets around the classroom with the following headings, and invite students to record their thoughts and reflections:
  - Puberty – Social Changes
  - Puberty – Emotional Changes
  - Puberty – Intellectual Changes
  - Puberty – Physical Changes
  - Puberty – Spiritual Changes
- Working in groups, compose a jingle, poem or rap about puberty, the importance of taking care of our bodies and the wonder of God's work in the creation of our bodies.

### Assessment Task

☺ Family activity

☺ Alternatively, conduct as a journaling activity and encourage students to share their reflections with their parent/s/caregiver.

### Assessment Task





# *Being Connected*

**Belonging**

Yr R – 2

**Relating**

Yr 3 – 4

**Connecting**

Yr 5 – 6



### **Why are humans drawn to being connected?**

#### **Love of God and love of neighbour**

God who loved humanity into existence is, at every moment, connected to humanity. In John's Gospel Jesus says 'Abide in me as I abide in you' (John 15:4). Humans are repeatedly challenged by Jesus to make their home in God, to be a dwelling place for God, Jesus and the Holy Spirit, graced and empowered then to share the love of God with others. St Augustine articulated this beautifully when he wrote, "Our hearts are restless until they find rest in you". At the core of the human being is a deep yearning for the God who creates and sustains.

Also imprinted on every human heart is a yearning to connect with others. Humans are innately social beings. In the second creation story in Genesis God recognises that it is not good for the human to be alone. Humans are sustained and nurtured through the giving and receiving of love. Love is a God-given gift and virtue. It is through connecting with others in love that humans experience and reflect the presence of God, and so find their home in God.

*Love of neighbour is inseparable from love for God.<sup>1</sup>*

#### **Christian model of relationship - the Trinity**

The Father, Son and Holy Spirit are one, yet separate persons. While distinct from one another they are essentially in relationship with one another. They are inseparable and unified, each one abiding in the other. In the Trinity the perfect model for connectedness and community can be found. God created humankind in, and for, love. Jesus is the Word of God's love spoken to the world. His self-giving love shows humanity the way to love. The Holy Spirit gives the courage to love.

#### **A need to connect from the beginning**

Giving and receiving love are essential aspects of existence. A new born baby is only able to survive through the loving care of other human persons - usually its parents. A baby relies completely upon its carers for nourishment, protection and love and it is through these that a child is enabled to grow and develop. The experience of being loved contributes greatly in that a child learns to understand him/herself, develops a positive self-regard and is able to give love in return.

#### **The family as community**

Families are the 'original cell of social life'<sup>2</sup> or the 'domestic church'.<sup>3</sup> They are the primary community where God's love is revealed. Ideally, the family is the place where love is given and received, where life is co-created with God and where children are nurtured, develop positive self-identity and are taught values such as responsibility, respect and forgiveness. Families provide the environment where humans learn to live with others and are enabled to bring their gifts to the wider community. Whilst this is the ideal, it is acknowledged that many families struggle, and it is the responsibility of the wider community to help and support them.<sup>4</sup>

#### **The interconnectedness of humanity**

The drive to connect with others goes beyond fulfilling basic human needs. Humans are not created to be solitary beings. God created humans for one another and humanity thrives and grows through enriching and fulfilling relationships.

Personal identity is shaped by the relationships formed within communities. A sense of belonging is important for wellbeing. In community people continue to learn how to give and take, adjust and cope and give and receive forgiveness. The family, the Church, the local community, the cultural group and the nation are all contexts where God's love can be revealed and a person's identity can develop and flourish.

### **The common good**

The reality of human existence is that each life is intertwined with the lives of others. These encounters help self-development, but they also challenge each person to contribute in turn to the common good of all. The Second Vatican Council expressed the common good as "founded on truth, built on justice and animated by love".<sup>5</sup> The common good is at the core of all Catholic teaching on social justice. It is meant to protect the wellbeing of all in the community so that each has the opportunity to develop their full potential and find happiness and fulfilment.

Contemporary society often places great emphasis on self-sufficiency and individualism. Consideration of personal interests is frequently placed above consideration of others. An individual's personal needs and wants can be in opposition to the needs and wants of others. When society undervalues interdependence, this can contribute to the breakdown of moral codes and standards essential to the common good. This is evident in issues such as widespread poverty and the current ecological crisis.

It is clear that the future of humanity depends on the ability of human beings to work together for the common good, and that our interdependence is an essential part of who we are. As the Trinity is one, so humanity is called to be one: individuals loved into existence by God and drawn together as community to love. Human beings should want what is good for all. Empowered by the Holy Spirit, people are continually challenged to strengthen and enrich their connectedness, to share God's love, and to live together in harmonious and life-giving communities.

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<sup>1</sup> *Catechism of the Catholic Church*, St Paul's, Homebush, NSW, 1995, n. 1878

<sup>2</sup> Ibid n. 2207

<sup>3</sup> John Paul II, Apostolic Exhortation, *Familiaris Consortio*, 1981, n. 21

<sup>4</sup> *Catechism of the Catholic Church*, op.cit., n. 2209

<sup>5</sup> Vatican II, *Gaudium et Spes*, Pastoral Constitution on the Church in the Modern World, 1965, n. 26



## Being Connected - Standard 1 (Yr R – 2)

### ***Belonging***

*Each person belongs to particular groups: family, school, year level, parish. Love, care and wellbeing are experienced through positive interactions between the members of each group.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.</i></b></p>	<p><i>Reflects on the particular groups to which he/she belongs and identifies how love, care and wellbeing are experienced through the positive interaction of all members.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An understanding of the Church as a community of believers who form relationships in and through Jesus Christ.</li> <li>◆ An awareness of the ways that family and friends reveal the love of God to us.</li> <li>◆ An appreciation that we belong to a variety of groups which all make up the human family.</li> <li>◆ Strategies for making friends.</li> <li>◆ An understanding that as members of a family or group there are expectations and responsibilities.</li> <li>◆ An understanding that there are similarities and differences between friendship, family and community groups.</li> <li>◆ An appreciation of the notion that right relationship requires love, respect and forgiveness.</li> </ul>



## Being Connected - Standard 2 (Yr 3 – 4)

### **Relating**

*As Christians, we are called to live in relationship.  
Developing positive relationships requires generosity, respect and forgiveness.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students explore how God is revealed to us in and through relationships with family, friends and community and demonstrate a respect for diversity.</i></b></p>	<p><i>Critically reflects on the Christian belief that we are called to live in relationship and examines the components of positive relationships.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An ability to recognise that all relationships have the capacity to reveal God.</li> <li>◆ An understanding that being a member of a family involves responsibilities such as accepting, trusting, contributing, celebrating and forgiving.</li> <li>◆ An appreciation of the contributions that different people make to the common good.</li> <li>◆ An understanding that it is important to make guided decisions about relationships.</li> <li>◆ An understanding of the concept of peer and group pressure and the effects these can have on relationships.</li> <li>◆ Skills and strategies for developing and maintaining relationships such as listening, negotiating, compromising and forgiving.</li> </ul>





## Being Connected - Standard 3 (Yr 5 – 6)

### **Connecting**

*Christians live their Baptism as members of the body of Christ caring for one another and for the whole human family. As single people, religious, priest or as a married couple all members of God's family are called to grow in relationship and to show God's love to all.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b>Students explore how God is revealed to us in and through relationships with family, friends and community and demonstrate a respect for diversity.</b></p>	<p><i>Examines and applies the belief that Christians live their Baptism as members of the Body of Christ by caring for one another and for the whole human family.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An understanding that in and through our relationships we are called to make known the love of God made visible in Jesus Christ.</li> <li>◆ Cooperative interpersonal and group skills including the communication of ideas, values and feelings, negotiation, conflict resolution and compassion.</li> <li>◆ The capacity to become positive role models within a group, making choices based on Christian values.</li> <li>◆ An understanding of the Christian vocation to which all are called, whether through the single life, religious life, priesthood or marriage.</li> <li>◆ An understanding and appreciation of the diversity of family, cultural and religious groups which make up the human family.</li> </ul>



# *Being Connected*



## ...Belonging...

*Each person belongs to particular groups: family, year level, school, parish. Love, care and wellbeing are experienced through positive interactions between the members of each group.*

### Standard 1

## The Catholic Tradition supporting this Outcome

**Key Idea**  
Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

### For teacher background and reflection

As Catholics we believe that God created us, knows us and loves us infinitely. As humans we are oriented towards God who calls us to love in return. It is through our connections with others that we can come to know and love God, that God can be revealed to us. The love between a parent and child, the enduring love between friends or the committed love between life partners can all reflect the love of God.

Every aspect of the human person grows and develops because of another human person. From conception our psychological and physical needs are dependent on other people. Humans cannot exist apart from others - we have a basic need for each other throughout our lives. We are drawn to connect with each other both for survival and for fulfilment. It is through right relationships that we learn to value ourselves and to share ourselves with others.

The family is considered by the Church to be the original cell of social life with a mission to be a community of life and love. Families are called to nurture children to enable them to contribute in a positive way to society.

As well as family, children belong to many other groups - friendship groups, class and year level groups, sporting and activity groups, and Church groups. Each, in its own way, should contribute positively to the child's wellbeing, by aiding in the development of skills, and promoting self-esteem and the vocation to love. In this way such groups can be true community - where each member shares him/herself in love.

Mark 12: 28-34

Matthew 22: 34-40

Luke 12: 32

1 Corinthians 12:12

Catechism of the Catholic Church, n.2204- 2213

Familiaris Consortio, n. 15

Love and Responsibility, p. 253-254

### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An understanding of the Church as a community of believers who form relationships in and through Jesus Christ.
- An awareness of the ways that family and friends reveal the love of God to us.
- An appreciation that we belong to a variety of groups which make up the human family.
- Strategies for making friends.
- An understanding that as members of a family or group there are expectations and responsibilities.
- An understanding that there are similarities and differences between friendship, family and community groups.
- An appreciation of the notion that right relationship requires love, respect and forgiveness.

## Outcome 1.3 (Yr.R-2)

### Learning Outcome 1.3

Reflects on the particular groups to which he/she belongs and identifies how love, care and wellbeing are experienced through the positive interaction of all members.

#### Student Context

Families exert the greatest influence on the growth and development of students at this age. Since birth families have provided the most significant relationships in the lives of the students.

Students usually enjoy sharing experiences of their home lives. However, the teacher needs to be aware of and sensitive to the fact that children come from a range of different family structures and situations. It is important not to exclude students by having a narrow understanding of what constitutes family.

#### Essential Learnings

- T** Recognising the many ways God's love is expressed in our world.
- C** Actively engaging with, analysing and reflecting on a range of texts.
- F** Identifying ways in which people's gifts and talents contribute to the growth of family, school and faith communities.
- In** Responding to God's love as revealed through others.
- Id** Exploring different aspects of identity.

#### Family Activities

Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. ☺

#### Examples of Evidence

- Analyses Scripture stories to identify the ways Jesus related to people and the kind of friend he wants us to be. ☺
- Works collaboratively with peers to plan a shared liturgy to thank parents and caregivers for their care and for revealing God's love. ☺
- Explores the similarities and differences between the groups to which he/she belongs. ☺
- Participates in a variety of prayer experiences to thank God for God's love. ☺
- Identifies ways that the Church is a community of believers who follow the example of Jesus. ☺
- Shares information about roles and responsibilities in his/her family and as a member of God's family. ☺

### Links to other curriculum areas

#### Religious Education

1.5 Discipleship & the Reign of God  
1.7 Religious Authority for Ethics

#### Society & Environment

1.7 Societies & Cultures

#### Health & PE

1.3 Personal & Social Development  
1.5 Personal & Social Development

#### Child Protection

### Quadrant A (*Blue*): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures

- **Being a friend.** Analyse Scripture stories to identify the way Jesus related to people and the kind of friend he wants people to be.
- **Similarities and differences between groups.** Explore the similarities and differences between the groups to which students belong.
- **Ranking strategies for making friends.** List strategies for making friends and working collaboratively in groups rank in order of effectiveness or popularity.
- **Sorting activity.** Provide groups with strips of paper listing characteristics/descriptors of friendships, families and community groups. Each group selects the most appropriate way to categorise these and explains the reasons for choices.
- **Shared lunch.** Organise a shared lunch with parents/caregivers. Students identify and take responsibility for different tasks, for example, preparing name tags, being a welcomer, decorating the room, handing out food.

## Standard I

### ***Belonging***

### Quadrant B (*Green*): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills

- **The Church follows Jesus.** Explore the many ways that the Church follows the example of Jesus.
- **Defining a good friend.** Use a Y-chart to identify what a good friend sounds like, feels like and looks like.
- **People who care for me.** Students outline hands and to each finger add the name of a person who cares for and guides them.
- **Groups.** Identify groups to which students belong, including family, school, parish and God's family.
- **Family tree.** Invite a parent or speaker to the class to share their family tree. Students design questions and interview family members about their own family origins. Create a family tree using a medium of choice, for example, play dough, Lego, collage.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Prayer experiences.** Participate in a variety of prayer experiences to thank God for God's love.
- **Families.** Choose a picture story book to explore the concepts of belonging to and appreciating families.
- **Finger puppets.** Create finger puppets of family and friends. Role play situations in which these people reveal God's love.
- **Family origins.** On a world map students pictorially represent the origins of their families.
- **Similarities and differences between groups.** Create a class mind map of 'Groups I belong to'. Gather data, identify possible headings and images and arrange information accordingly. Headings could include: rules, responsibilities, activities, members. Add images, colour and symbols. Use the mind map to identify similarities and differences between these groups.
- **Friendship vine.** Create a 'garden of friends' by making a friendship vine. Write the name of a friend on each vine leaf and use as the focus for class prayer.

## Being Connected

*1.3 Reflects on the particular groups to which he/she belongs and identifies how love, care and wellbeing are experienced through the positive interaction of all members.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Thanking people who reveal God's love.** Students work collaboratively to plan a liturgy to thank parents and caregivers for caring for them and revealing God's love.
- **God's family.** Students share information about roles and responsibilities in their families and as members of God's family.
- **Class graffiti sheet.** Add information to graffiti sheets with the following headings:  
I am loved by ...  
People who love me are ...  
People are like a friend of Jesus when ...
- **Feelings.** Draw or communicate feelings using sentence starters such as:  
I feel happy when ...  
I feel scared when ...  
I feel sad when ...  
Discuss and compare responses.
- **Class collage.** Create a class collage to illustrate the ways family and friends reveal the love of God. Continue to add to the collage during the year.
- **Acrostic poems.** Students create acrostic poems for their families, friends or groups to which they belong. Display and use to affirm or appreciate these groups.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Connected - Belonging

**Standard: I**

**Suggested Year Level: Reception**

**Key Idea:** Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

**Outcome:** Reflects on the particular groups to which he/she belongs and identifies how love, care and wellbeing are experienced through the positive interaction of all members.

### *An awareness of the ways that family and friends reveal the love of God to us*

- Read a story about relationship with family, such as *A Very Important Story* by Julie Kingston.
- Have a discussion about the different people in families who care for and guide the students. Draw an outline of a hand and draw a picture or write the name of a person in their family who cares for them on each finger.
- Read a story or watch an excerpt of a movie about friendship.
- Discuss how people, other than those in the student's family, can love and care for them. These are our friends. On another outline of a hand, students draw a picture or write the name of friends who care for them on each finger.
- Consider 1 John 4:7-9. Present in an appropriate way to the students - for example, focus on the concept that 'God is Love'. When our family and friends show love they share God's love because God is love.
- Bring the completed hands to a sacred space and spend some time in prayer thanking God for sharing God's love through the people who love and care for the students. Invite some of these people to the prayer time.

### Notes

#### Interdependence

☺ Family activity

Formative assessment task.

Any film in the *Winnie the Pooh* series would work well here.

Formative assessment task.

#### Thinking

☺ Family activity



## Being Connected - Belonging

**Standard: I**

**Suggested Year Level: Reception**

**Key Idea:** Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

**Outcome:** Reflects on the particular groups to which he/she belongs and identifies how love, care and wellbeing are experienced through the positive interaction of all members.

*An appreciation that they belong to a variety of groups who all make up the human family*

- Identify groups to which students belong, including family, school, class, parish, sporting groups etc.
- Create a class mind-map of 'Groups I belong to'. Gather data, identify possible headings and images and arrange information accordingly.
- Discuss the good things about belonging to these groups. Students suggest statements, words or symbols about how they feel as members of these groups. Add these to the class mind-map.
- Take a photo of the mind-map to remind students that the other groups they are a part of help them to grow and learn, and that they are a part of a bigger, human family.

### Notes

#### Interdependence

☺ Family activity

Students could prepare a speech about one of their groups to present to the class.

## Standard 2

### The Catholic Tradition supporting this Outcome

**Key Idea**  
Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

#### For teacher background and reflection

To be in community is to live in communion with others. The Christian life calls us to love our neighbour as we love ourselves. We are called to live in a community of life and love where we are accountable to each other and to God. Such a community should be a place where individual needs and aspirations are met in relation to the needs and aspirations of others and where principles such as inclusion, mutual respect and concern, love and forgiveness are evident.

With each relationship we form therefore, come responsibilities. Living, working, co-existing with others though essential to our wellbeing, is not always easy. Compromise, consideration, self-control and generosity are all skills that one must utilise in relation to others but personal integrity must always be maintained in order for the relationship to be an enriching one.

As Catholics we believe that God created us, knows and loves us infinitely. We as humans are oriented towards God who ever calls us to love in return. It is through our building of community with others that we come to know and love God - God is revealed to us and through us.

Mark 12: 28-34

Catechism of the Catholic Church, n.1897-1927

Matthew 22: 34-40

Gaudium et Spes, n.24

Luke 12: 32

Theology of the Body 11/7/79, p. 43

John 15:16

1 Corinthians 12:12

1 Corinthians 13: 4-7

1 John 4:7-12

#### Content, Skills, Attitudes and Dispositions

##### *Students have opportunities to explore and/or develop:*

- An ability to recognise that all relationships have the capacity to reveal God.
- An understanding that being a member of a family involves responsibilities such as accepting, trusting, contributing, celebrating and forgiving.
- An appreciation of the contributions that different people make to the common good.
- An understanding that it is important to make guided decisions about relationships.
- An understanding of the concept of peer and group pressure and the effects these can have on relationships.
- Skills and strategies for developing and maintaining relationships such as listening, negotiating, compromising and forgiving.

## Outcome 2.3 (Yr. 3 - 4)

### Learning Outcome 2.3

Critically reflects on the Christian belief that we are called to live in relationship and examines the components of positive relationships.

#### Student Context

Students of this age have a natural capacity to form friendships and communities. In contrast they live in a world where breakdown in relationships and communities is prevalent.

#### Essential Learnings

- T** Developing thinking strategies which identify the interdependence of people in various aspects of life.
- C** Realising the need to develop appropriate communication skills for use in a variety of social contexts.
- F** Contributing to group projects and decision making, and taking action.
- In** Developing and refining the personal skills and abilities needed to create and sustain rewarding and effective relationships.
- Id** Developing an appreciation of Jesus as the Christian model for being human.

#### Family Activities

Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. ☺

#### Examples of Evidence

- Explores scripture images of God, e.g. God as potter, mother and eagle, and relates these to the characteristics of family and friends. ☺
- Examines a variety of scenarios and discusses the importance of strategies such as listening, negotiating, compromising and forgiving to develop and maintain relationships. ☺
- Celebrates past and present friendships and composes a prayer of confidence in God's loving help to maintain positive relationships. ☺
- Conducts a research project identifying the contributions to the common good of different groups in the local community. ☺
- Identifies and names the ways that different people reflect the 'face of God' in friendship, reaching out to the disadvantaged or including others in their circle. ☺
- Listens to stories about how Jesus befriended outsiders, and discusses strategies for maintaining an inclusive classroom.

#### Links to other curriculum areas

#### Religious Education

- 2.1 God & Revelation
- 2.2 Being Human

#### Society & Environment

- 2.3 Personal & Social Development
- 2.5 Personal & Social Development

#### Health & PE

- 1.3 Personal & Social Development
- 1.5 Personal & Social Development

#### Child Protection

## Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Matching activity.** Working in pairs, illustrate each of the following words on a set of blank cards:  
*responsibility, relationships, peer group pressure, negotiation, compromise, listening, forgiveness, diversity.*  
*Swap set of cards and match the word to the illustration. Display and explain reasons for choice.*
- **Defining the term friend.** Define the term 'friend' and compare with Jesus' description of a neighbour (friend) in the Parable of the Good Samaritan (Luke 10:25-37).
- **Procedural text.** Compose a procedural text on how to make or keep a friend. Pair students and invite them to compare and contrast texts.
- **Positive and negative influences.** Discuss how adults and peers can influence the choices we make about friendships. Identify whether these influences are positive or negative.

## Standard 2

### Relating

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Class book.** Students complete a writing activity showing all they know about being a good friend, family member or decision maker. Collate responses into a class book.
- **Inclusive classroom.** Listen to stories about how Jesus befriended outsiders (for example, Zacchaeus, Luke 19:1-10) and discuss strategies for maintaining an inclusive classroom.
- **Acrostic poem.** Use the letters from the word FAMILY to create an acrostic poem highlighting the values or responsibilities of all family members.
- **Research task.** Conduct a small group research task to determine contributions to the common good by different groups in the local community. Present findings in a variety of ways.
- **Group skills.** Examine a variety of scenarios and identify and rank the importance of strategies such as listening, negotiating, compromising and forgiving to develop and maintain relationships.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Images of God.** Explore some Scripture images of God, e.g. God as potter, mother or eagle, and relate these to the characteristics of family and friends.
- **'What if' scenarios.** Present a series of situations where students need to listen, compromise, negotiate and forgive to have a positive outcome. Predict outcomes if they do/don't choose to engage these strategies. Discuss the importance of these strategies in developing and maintaining friendships.
- **Healthy relationships.** Examine a variety of stories depicting healthy relationships. Have students identify the positive elements of relationships that these stories have in common. Depict these elements using images, words or symbols using an artistic medium.
- **Cooperative skills.** Plan activities or games in groups. Create rules to develop skills of listening, negotiating and compromising. Play and self-evaluate with regard to development of these skills.
- **Celebrating diversity.** Working in groups, identify the characteristics and talents of people at school, e.g. nationalities, languages spoken, athletic ability, oral skills. Design a brochure, celebrating the school's diversity and highlighting how the school community values the God-given gifts of each member.

## Being Connected

*2.3 Critically reflects on the Christian belief that we are called to live in relationship and examines the components of positive relationships*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Role playing friendship scenarios.** Identify and role play scenarios to explore how friends can help each other in various situations. For example: Your friend is being teased for wearing braces. Following the role plays explore the feelings of the various characters – at the beginning, middle and end of the scenario.
- **Celebrating friendships.** Name and celebrate past and present friendships. Compose a prayer of confidence in God's loving help to maintain positive relationships. Incorporate prayers into daily class prayer.
- **Family responsibilities.** Create a concertina book demonstrating different family responsibilities. Ask parents to respond by writing or talking to their child, outlining the positive ways they fulfil their responsibilities in the family.
- **Reflecting the face of God.** Identify and name the ways that different people reflect the 'face of God' in friendship, reaching out to the disadvantaged or including others in their circle.
- **Tableaux of family responsibilities.** Create a powerpoint display to demonstrate different family responsibilities. Students can form tableaux depicting families celebrating, forgiving etc. These can be photographed and added to the slideshow along with photos students have brought from home.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Connected - Relating

**Standard: 2**

**Suggested Year Level: Year 3**

**Key Idea:** Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

**Outcome:** Critically reflects on the Christian belief that we are called to live in relationship and examines the components of positive relationships.

### *An ability to recognise that all relationships have the capacity to reveal God*

- Examine a variety of stories depicting healthy relationships. Have students identify the positive elements of relationships that these stories have in common. Depict these elements using images, words or symbols, using an artistic medium.
- Read 1 John 7, 12. How does this connect with the positive elements of relationships identified in the previous activity? What does it mean for students own relationships? Students can reflect on this through a journal entry.

### *An understanding that being a member of a family involves responsibilities such as accepting, trusting, contributing, celebrating and forgiving*

- Investigate the concept of 'family'. In groups, write a definition of family. Present these to the class. Consider whether the definitions have been influenced by stereotyping, media etc. Attempt a class definition which is inclusive of all different family structures.
- Discuss how being a member of a family involves responsibilities. Encourage students to use words such as celebrating, forgiving, accepting, trusting and contributing in their descriptions of family responsibilities.

### Notes

#### Thinking

Consider using picture books, novels, movies or news stories.

Establish a routine for journaling so students become used to reflecting personally in this way. Consider using quiet music and making art materials available for students. Self assessment task

#### Interdependence Thinking

## Being Connected - Relating

**Standard: 2**

**Suggested Year Level: Year 3**

**Key Idea:** Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

**Outcome:** Critically reflects on the Christian belief that we are called to live in relationship and examines the components of positive relationships.

- Create a powerpoint display to demonstrate different family responsibilities. Students can form tableaux depicting families celebrating, forgiving etc. These can be photographed and added to the slideshow along with photos students have brought from home.
- Play the slideshow, with some reflective music, during a prayer time. Focus the prayer on asking for God's help to fulfil responsibilities as family members with love. Use 1 Corinthians 13: 4-7 as a Scripture focus.
- Students reflect on their role in the family by writing a letter or poem to another family member (e.g. parent). This could detail how they see the positive ways that person fulfils their responsibilities in the family. Alternatively they could thank the family member for their positive contribution. Invite parents to respond by writing or talking to their child about this.

### Notes

#### Futures

Summative assessment task

☺ Consider inviting families to participate in this prayer time.

☺ Family activity



## ...Connecting...

*Christians live their Baptism as members of the body of Christ, caring for one another and for the whole human family. As single people, religious, priest or married couple all members of God's family are called to grow in relationship and to show God's love to all.*

### Standard 3

## The Catholic Tradition supporting this Outcome

**Key Idea**  
Students explore how God is revealed to us in and through relationships with family, friends and community, and demonstrate a respect for diversity.

### For teacher background and reflection

St Paul uses the imagery of the body to teach the early Christians about their role in the community. He calls this community the Body of Christ as no matter their gifts, race or social standing, each person shares a common existence - Jesus Christ. Paul indicates that just as each part of the body has its own proper and unique function, so too is each person uniquely gifted and called to use his/her gifts in a certain way. St Paul goes on to say that each part of the body is also interdependent - it needs and relies on the other parts in order to function properly. Likewise the members of the Body of Christ are interdependent and reliant upon each other in order to live out their vocation, and reach their potential in communion with God.

The belief that each person is graced with a variety of gifts by God through the Holy Spirit, is recognised in a particular way through Baptism in the Christian tradition. Through Baptism, each is called by name to live a life of discipleship through which God's love is revealed and shared with others. This is the unique calling or vocation of the Christian, and can be lived through married, single or religious life.

In our families, groups and society we are called to use our gifts in a way that values and respects others, as well as fulfilling ourselves. We can learn how to relate in such a way through the model of Jesus, and the positive example of others.

1 Corinthians 12:1-31

John 15

Matthew 10: 1-3

Acts 22:15-17

Catechism of the Catholic Church n. 2207

Theology of the Body 6/27/84, 376.

### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An understanding that in and through our relationships we are called to make known the love of God made visible in Jesus Christ.
- Cooperative interpersonal and group skills including the communication of ideas, values and feelings, negotiation, conflict resolution and compassion.
- The capacity to become positive role models within a group, making choices based on Christian values.
- An understanding of the Christian vocation to which all are called, whether through the single life, religious life, priesthood or marriage.
- An understanding and appreciation of the diversity of family, cultural and religious groups which make up the human family.

## Standard 3.3 (Yr. 5 - 6)

### Learning Outcome 3.3

Examines and applies the belief that Christians live their Baptism as members of the Body of Christ by caring for one another and for the whole human family.

#### Student Context

Students have often experienced inclusive and exclusive behaviour within their family, school and community. The power of peer group identity is beginning to have an influence on individuals, and many students struggle with how to fit in. Confronted by these emotions and developing identities, many students will be challenged to understand where they fit into a faith community, especially when their only experience of Church is through school.

#### Essential Learnings

- T** Understanding how to create personal relevance through reflection.
- C** Being able to use a range of communication modes to solve problems when working individually or with others.
- F** Describing a world faithful to Christian values.
- In** Developing personal skills and abilities to create and maintain rewarding and effective relationships with individuals and groups.
- Id** Understanding group dynamics and acting appropriately with, and in relation to, others.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. 😊

#### Examples of Evidence

- Participates in a group task that involves cooperative skills such as communication and negotiation, and assesses the effectiveness / ineffectiveness of the group. 😊
- Explores the Christian commitment to global relationships, and compares and contrasts this to media messages that focus only on the individual. 😊
- Researches and celebrates his/her family history and cultural background, and assesses the importance of religious culture in his/her family celebrations. 😊
- Examines how Jesus related to all people particularly the marginalised, and explores ways to promote inclusivity in the school and local community. 😊
- Explores the concept of 'calling' or vocation by interviewing people who are committed to the single life, religious life, priesthood or marriage, and identifies common threads.

#### Links to other curriculum areas

#### Religious Education

3.2 *Being Human*

3.4 *Church & Community*

#### Health & PE

3.3 *Personal & Social Development*

3.5 *Personal & Social Development*

#### Society & Environment

3.7 *Societies & Culture*

#### Child Protection

# Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Matching words to definitions.** Provide each pair of students with the following list of words on one set of cards and their dictionary meanings on another: empathy, diversity, conflict resolution, commitment, compassion, mediation, negotiation, responsibility, communication, relationship, values. The task is to correctly match the word with its definition in a set time period. Check accuracy by looking up words in the dictionary.
- **Commitment.** Invite a guest speaker from an organisation such as Caritas, Children's Mission, Otherway Centre or St. Vincent de Paul, to reflect on his/her Christian vocation. Explore the Christian commitment to global relationships and compare and contrast this with media messages that focus on the individual.
- **Ranking characteristics of relationships.** Identify and rank the top five characteristics of relationships in order of importance.
- **Jesus and decision making.** Examine examples from Jesus' life which illustrate how he dealt with choices (Luke 19, Matthew 21, Mark 11, John 2). Apply these findings to present day situations which students may encounter.
- **Debate.** Debate the topic '*Young people are more likely to seek advice from their peers than their parents*'.

## Standard 3

### Connecting

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Goal setting.** Students set realistic goals to improve relationships and create an action plan of how they could achieve this. Revisit during the year.
- **Religious culture and the family.** Students research and celebrate their family histories and cultural backgrounds and assess the importance of religious culture in their family celebrations.
- **Help with decision making.** Reflect on the difficulties some people have in making choices. Discuss and identify where they could go for help. Devise a flow chart to identify people who could help.
- **The true vine.** Read and discuss Jesus' invitation to be part of the true vine (John 15). Research the various ways Christians make visible the love of God, e.g. family support, St Vincent de Paul, missionary work or various vocational commitments. Identify and promote practical ways individual students and/or the class could actively support the work of one of these groups.
- **Different roles.** Conduct surveys to gather data about the different roles students have in society (family, cultural group, Church, school) and the expectations placed on them in these roles. Compare and contrast findings.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Cartoon strip.** Create a cartoon strip showing a situation where someone is being pressured to do something or to act in a way they do not want. Add two different endings.
- **'Cause and effect' chart.** Students share situations where they have felt pressured to do things they did not want to do or felt uncomfortable doing. Prepare a 'Cause and Effect' chart on relationships. For example, positive relationships involve trust and open communication ⇒ positive self-esteem, ability to make good decisions.
- **Photo gallery.** Create a photo gallery of friends. Add words, phrases and/or quotes about characteristics of friends. Invite students to link these characteristics to Christian values. Add values to the gallery and highlight the links in a creative manner.
- **Relationship descriptors.** Create a range of descriptive words or characteristics which depict relationships and the different types of relationships, e.g. child-parent, peer-peer. Relate these characteristics to own relationships.
- **Vocations.** Explore the concept of 'calling' or vocation by interviewing people who are committed to the single life, religious life, priesthood or marriage, and identify common threads. Use similes and/or metaphors to explain new understandings of these concepts. For example: *A calling/ vocation is like...*

## Being Connected

*3.3 Examines and applies the belief that Christians live their baptism as members of the Body of Christ by caring for one another and for the whole human family.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Think, pair, share.** Students identify a significant relationship in their lives, and describe the qualities and importance of this relationship with a partner.
- **Brainstorming options.** Students share a situation when someone upset or annoyed them and describe how they reacted. (Remind students to speak in the third person.) Invite the group to brainstorm other options that could have been tried.
- **Promoting inclusivity.** Students examine how Jesus related to all people, particularly the marginalised, and explore ways to promote inclusivity in the school and local community.
- **Collaborative task.** Set up a group task that involves cooperative skills such as communication and negotiation. Students self and group assess the effectiveness/ ineffectiveness of the group using set criteria.
- **Gifts and fruits of the Holy Spirit.** Revisit the gifts and fruits of the Holy Spirit. Students write a personal reflection illustrating how they shape and form relationships with others, and include reference to the gifts and fruits of the Holy Spirit.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Connected – Connecting

**Standard: 3**

**Suggested Year Level: Year 6**

**Key Idea:** Students explore how God is revealed to us in and through relationships with family, friends and community and demonstrate a respect for diversity.

**Outcome:** Examines and applies the belief that Christians live their Baptism as members of the Body of Christ by caring for one another and for the whole human family.

***An understanding that in and through our relationships we are called to make known the love of God made visible in Jesus Christ***

- Identify a significant relationship in their lives, and describe the qualities and importance of this relationship with a partner.
- Create a photo gallery of friends. Add words, phrases and/or quotes about characteristics of friends.
- Link these characteristics to Christian values. Add values to the gallery and highlight the links in a creative manner.
- Identify and rank the top five characteristics of relationships in order of importance.
- Examine how Jesus related to all people, particularly the marginalised, and explore ways to promote inclusivity in the school and local community.

***An understanding of the Christian vocation to which we are called whether through the single life, religious life, priesthood or marriage***

- Invite a guest speaker from an organisation such as Caritas, Children's Mission, Otherway Centre or St. Vincent de Paul, to reflect on his/her Christian vocation.
- Explore the concept of 'calling' or vocation by interviewing people who are committed to one of the following ways of life and identify common threads.
  - single life
  - religious life
  - priesthood
  - marriage
- Use similes and/or metaphors to explain new understandings of these concepts. For example: A calling/vocation is like...

**Notes**

**Interdependence**

☺ Encourage students to discuss this at home with parents.

Assessment Task

**Thinking**

Contact *The Vocations Council* to access support materials.

Peer Assessment

Make into posters to promote Christian vocations.

## Being Connected – Connecting

**Standard: 3**

**Suggested Year Level: Year 6**

**Key Idea:** Students explore how God is revealed to us in and through relationships with family, friends and community and demonstrate a respect for diversity.

**Outcome:** Examines and applies the belief that Christians live their Baptism as members of the Body of Christ by caring for one another and for the whole human family.

*The capacity to become positive role models within a group making choices based on Christian values*

- Read and discuss Jesus' invitation to be part of the true vine (John 15).
- Research the various ways Christians make visible the love of God, e.g. family support, St Vincent de Paul, missionary work or various vocational commitments.
- Identify and promote practical ways individual students and/or the class could actively support the work of one of these groups.
- Explore the Christian commitment to global relationships and compare and contrast this with media messages that focus on the individual.

### Notes

#### Futures

Access a Bible Commentary to explore the background to this text prior to sharing with students.

Summative Assessment Task







**Choices**

Yr R – 2

**Freedom**

Yr 3 – 4

**Responsibility**

Yr 5 – 6



"If my human life is a God-given vocation, a summons to become the person God has created me to be, then there must be right and wrong, better and worse ways for me to live my life" <sup>1</sup>

Human beings are innately moral. We are drawn to what is good, to do what is right.

*Deep within our conscience we discover a law which  
we have not laid upon ourselves and which we must obey.  
Its voice, ever calling us to do what is good and avoid evil,  
telling us inwardly at the right moment; do this, shun that.  
For we have in our heart a law inscribed by God.  
Our dignity rests in observing this law, and by it we will be judged. <sup>2</sup>*

This understanding of what it means to be human is frequently called natural law. Natural law functions more as an approach to discovering moral value than as a body of established content. As an approach it claims that an objective moral order exists prior to anything an individual thinks or does. Furthermore, it is accessible to anyone independently of religious commitment. Finally, this knowledge of moral value can be universalised, i.e. moral demands are considered to apply to all, regardless of time or place. The teachings of Jesus in the gospels and the wisdom of the Church build on the rational and reasoned claims of natural law and integrate them within the life of grace and salvation. For Catholics, being moral emphasises the reasoned search for the truth of human living and the faith insight that shapes discernment and action.

Right actions help us develop as persons and so make us into good human beings. The ingrained tendency to what is good in every human being is concretely expressed when individuals freely choose to act or refrain from acting. Human freedom is thus central to our moral lives. It follows that we are free to accept or reject God's invitation to share God's life and to walk in the ways Jesus has shown. The God we encounter in freedom is the one who invites us to be partners with Father, Son and Holy Spirit in the work of creation and salvation.

### **What is morality and ethics?**

The terms 'morality' and 'ethics' are frequently used interchangeably in ordinary conversation. It is helpful to think of morality as the freely chosen behaviour of the person who is responsible for what he or she does, and in doing so, is accountable to God and other human beings. A moral person is one who in his/her being is a good person - a person of good character. Such persons freely choose to act in a moral way and are said to perform good acts. 'Ethics' arise from reflecting on the moral lives of people. The principles arising from ethics help a person to evaluate behaviour and judge human acts and omissions as right or wrong. In this way ethics provide the standards or benchmarks against which people judge human acts and omissions and the moral quality of human behaviour.

### **What is conscience?**

The capacity to recognise what is right and wrong enables us to make judgements about the rightness or wrongness of particular actions. Such judgements reflect the true good as is 'willed by the Creator' <sup>3</sup>. In order that we might recognise truth in particular instances we are obliged to form and inform our conscience. Formation of conscience is a 'lifelong task' <sup>4</sup> and is dependent on an openness to the sources of moral knowledge available to us.



As **humans** we take into consideration the experiences of family, friends, colleagues and community. We are also influenced by philosophy, laws, customs, stories, ideals, rituals, habits and the mores and norms of our society.

As **Christians** we take into particular consideration the Scriptures - and, in a special way, the teachings of Jesus and his life, death and resurrection, and all that those events and teachings imply for the leading of a good life.

As **Catholics** we take into consideration the rich Tradition of the Church - the wisdom of the centuries handed down through the generations and crystallised in the Church's teachings on faith and morals.

Though we are obliged to follow our informed conscience when making a decision, conscience is not infallible and therefore it is still possible to make a wrong choice. It may be that we have failed to fully inform our conscience, or else all the necessary information was not available to us at the time.

### *Life-giving Choices*

The choices and decisions we make obviously have an impact on our own lives and well-being. However, as we live in community with others, invariably our choices and decisions have an impact on the lives of others. When considering a course of action, we must ask ourselves whether it will be life giving to ourselves and others.

### *What if we make a wrong moral choice?*

Though drawn to the good we are also graced with free-will. This allows us to freely choose what is right or what is wrong. To choose the wrong way is often easier in the short term and therefore the temptation to do so can be strong. If our consequent actions are destructive of love, if they do not respect the dignity of others, they are sinful.

Through Jesus, we have learnt of the all-loving nature of God. God calls us to God's self and, in a particular way, God calls those who have turned away, those who have made choices that are sinful. To be in a sinful state is not in accord with the purpose of our creation - that is, love. Though we are prone to failure, the forgiveness and love of God are offered to all, and in accepting God's forgiveness we are empowered by grace to begin again.

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<sup>1</sup> Gleeson, Gerald. *Being Human*. A Reflection Paper commissioned by the Australian Catholic Bishops Conference Committee for Doctrine and Morals, Catholic Communications, p. 28.

<sup>2</sup> Paraphrased Vatican II, *Gaudium et Spes*. Pastoral Constitution on the Church in the Modern World, 1965, n.16.

<sup>3</sup> *Catechism of the Catholic Church*, 1995, St Pauls, Homebush, NSW, n 1783

<sup>4</sup> Ibid. n.1784





## Being Moral - Standard 1 (Yr R - 2) **Choices**

*Gifted with human freedom, each person has the capacity to make choices.*

*Choices have an impact on personal wellbeing and the wellbeing of others.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.</i></b></p>	<p><i>Demonstrates an increasing awareness that each person has the capacity to make choices, and discusses the impact that these choices have on the wellbeing of self and others.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An understanding that Jesus invites them to follow his way of love and making choices.</li> <li>◆ An awareness that when we make mistakes we need to say sorry.</li> <li>◆ An awareness that when others make mistakes we need to offer forgiveness.</li> <li>◆ Ways to make choices for personal growth, health and wellbeing.</li> <li>◆ An understanding of choices that promote healthy relationships.</li> <li>◆ An ability to recognise when others need help and choose appropriate ways to respond.</li> <li>◆ An awareness that decisions affect self, others and creation.</li> </ul>



## Being Moral - Standard 2 (Yr 3 - 4)

### ***Freedom***

*As human beings made in the image and likeness of God, we have the freedom to make choices.  
Our choices have consequences and we are called to respect the rights of self and others in all our choices.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.</i></b></p>	<p><i>Reflects on the freedom that all human beings have to make choices, and explores ways to respect the rights of self and others in his/her choices.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ An understanding that, made in the image and likeness of God, we are called to make life-giving choices.</li> <li>◆ An understanding of how to make responsible decisions in response to the commandment, 'Love one another as I have loved you' (John 15:12).</li> <li>◆ A willingness to accept responsibility for their decisions.</li> <li>◆ An understanding that there are consequences for the decisions made.</li> <li>◆ An understanding of the purpose of rules and how they are made.</li> <li>◆ An understanding of the importance of reconciliation when we do not make good choices.</li> </ul>



## Being Moral - Standard 3 (Yr 5 - 6)

### ***Responsibility***

*Gifted with human freedom each person has the capacity to make choices.*

*The developing conscience enables a person to make responsible choices that are based on the Gospel and formed within the Catholic Tradition.*

Key Idea	Outcome	Content, Skills, Attitudes and Dispositions
<p><b><i>Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.</i></b></p>	<p><i>Explores her/his capacity to make choices, and demonstrates an understanding of the role of Christian values in decision making.</i></p>	<p><i>Students have opportunities to explore and/or develop:</i></p> <ul style="list-style-type: none"> <li>◆ Strategies for making effective decisions based on the Gospel and informed by Catholic Tradition (conscience, respect for life and living justly).</li> <li>◆ An appreciation of the importance of prayer and reflection especially in the decision making process.</li> <li>◆ An appreciation of the Sacrament of Reconciliation when we do not make good decisions.</li> <li>◆ An ability to recognise and identify opportunities for making choices.</li> <li>◆ An understanding of the Ten Commandments, the Beatitudes and the law of love as the basis for life-giving choices.</li> <li>◆ An awareness of personal responsibility for the consequences of decisions.</li> </ul>



## ...Choices...

*Gifted with human freedom, each person has the capacity to make choices. Choices have an impact on personal wellbeing and the wellbeing of others.*

### Standard 1

## The Catholic Tradition supporting this Outcome

**Moral** *Key Idea*  
Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

### For teacher background and reflection

Each of us is called to act in a loving way. Created by God in God's image we are drawn to God's goodness. Graced with free will however, we are free to choose how to act, respond or speak. We have the capacity to choose to respond to God's goodness or to turn away from it - to choose what is right or what is wrong.

Natural law reveals that each of us has an innate sense of what is good, what is right - a sense of morality. Children's morality can be formed and developed through the example and conviction of their families and those closest to them.

Even at a young age, children are faced with many choices each day. In thinking through the consequences of a decision, consideration must be given to their own health and wellbeing as well as the impact their actions might have upon others. All Catholics must take into account the example and teachings of Jesus, as well as the wisdom of the Church when making choices.

The all-loving nature of God means that even if we do make the wrong choice God is ready to forgive us. In this situation we are called to make right the wrongs we have done by attempting to heal the relationships we have hurt - by seeking and offering forgiveness and by learning from our mistakes.

Matthew 9:9-13

Gaudium et Spes, n.24

Mark 10: 14

Love and Responsibility, p. 27

Theology of the Body 10/24/79, n. 24

### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An understanding that Jesus invites them to follow his way of love and making choices.
- An awareness that when we make mistakes we need to say sorry.
- An awareness that when others make mistakes we need to offer forgiveness.
- Ways to make choices for personal growth, health and wellbeing.
- An understanding of choices that promote healthy relationships.
- An ability to recognise when others need help and choose appropriate ways to respond.
- An awareness that decisions affect self, others and creation.

## Standard 1 (Yr R - 2)

### Learning Outcome 1.4

Demonstrates an increasing awareness that each person has the capacity to make choices and discusses the impact that these choices have on the wellbeing of self and others.

#### Student Context

Students are beginning to understand that actions have either positive or negative consequences. Everyday interactions require students to make appropriate choices if they are to lead to mutually respectful relationships. Discussion about basic human rights can provide opportunities for students to reflect on instances from their own lives which involve making choices. Links can be made to the relational values demonstrated by Jesus in the Gospel stories.

#### Essential Learnings

- T** Beginning to make predictions and inferences about the consequences of actions.
- C** Communicating confidently in an open, caring and self-assured manner about issues that relate to personal experience.
- F** Contributing to decision making and engaging in critical reflection with support.
- In** Making choices and developing the ability to express their emotions appropriately while engaging with others.
- Id** Beginning to develop autonomy in behaviour, self-control and the ability to influence others.

#### Family Activities

Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. ☺

#### Examples of Evidence

- Demonstrates an understanding of simple decision making procedures and behaviours that are inclusive, just, considerate and tolerant. ☺
- Discusses the meaning of responsibility and demonstrates the skills needed for making safe and loving choices.
- Describes and communicates how good relationships affect the wellbeing of others, and demonstrates positive ways to counter harassment or resolve conflict. ☺
- Explores various ways of 'saying sorry' and offering forgiveness. ☺
- Examines choices made by Jesus, and discusses implications for the classroom, school-yard and home. ☺

### Links to other curriculum areas

#### Religious Education

1.6 Moral Decision Making

Unit 1.6-1

1.7 Religious Authority for Ethics

#### Society & Environment

1.9 Societies & Cultures

1.12 Social Systems

#### Health & PE

1.5 Personal & Social Development

1.7 Health of Individuals & Communities

#### Child Protection

# Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Grouping choices.** Group choices under the headings of 'good' and 'bad'. Discuss how choices may affect other people. Through students' examples or picture story books, explore other choices that could have been made.
- **Choices and Jesus.** Examine choices made by Jesus and discuss implications for the classroom, school-yard and home.
- **Responsible choices.** Discuss the meaning of responsibility, and practise making safe and loving choices using every day scenarios.
- **Decision making model.** Draw out the elements that need to be considered when making safe choices, for example,
  - Am I safe? Do I feel safe?
  - Is there someone who can help me make this choice?
  - How might this choice affect me? Others?Design a clear procedure for making safe and loving choices.

## Standard I

### Choices

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Planning a party.** List the choices involved in planning a birthday celebration. Identify people who can help make these decisions. Plan a class party.
- **Zacchaeus (Luke 19:1-10).** Create a story map of Zacchaeus. Explore the choices made by Zacchaeus, the people and Jesus. Identify the choices that showed respect for others and those that did not. Explain how Jesus showed forgiveness to Zacchaeus and how he responded. Discuss ways we can be like Jesus when we make choices.
- **Choices that promote health and wellbeing.** List three good choices to take care of self and others. Explain why they promote the health and wellbeing of self and others. Incorporate into an advertisement promoting the importance of making good choices.
- **Emergency procedures.** Review and practise emergency procedures. Emphasise the importance of making safe choices.
- **Cooperative problem solving.** Present a problem solving task to a small group. Assign roles to some members of the group, e.g. observer, recorder. Students carry out the task. Observer and recorder provide specific examples of how students addressed the problem in a just, inclusive, considerate and tolerant manner.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Decisions affect self and others.** Provide pictures with a range of facial expressions. Share different scenarios of choices, for example, not eating lunch today. Students choose the faces which best represent the responses of people who are affected by this choice.
- **Apologies.** Through student examples or picture story books, explore choices that could have been made. List the occasions when an apology needs to be made to others and brainstorm various ways that this could be done. Students identify a time when they made a bad choice and needed to apologise. Reflect on why they made these choices.
- **Saying sorry.** Explore various ways of saying sorry and offering forgiveness.
- **Collage.** Use magazines (carefully previewed by teacher) to create a collage of factors that promote health and wellbeing, for example, a healthy diet, exercise, seat belts, bike helmets. Add a heading that makes reference to good and safe choices.
- **Helping people in need.** Identify times when others may need help. Role play different ways of responding to those in need. Collate a list of ways people can help others.
- **Alternative Zacchaeus story.** Create an alternative story map of Zacchaeus and show how the story could have been different if other choices had been made.

## Being Moral

*1.4 Demonstrates an increasing awareness that each person has the capacity to make choices and discusses the impact that these choices have on the wellbeing of self and others.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Choosing own activities.** Set up various activities. Allow students free choice then discuss the choices they made.
- **Keeping safe.** Students discuss the word 'safe' and identify the various ways people help to keep them safe. Use a Y-chart to explore what 'safe' looks like, sounds like and feels like.
- **Choices I make.** In small groups explore responses to questions such as the following:  
*What choices do I make at school/home?*  
*What choices does my teacher make for me at school?*  
*What choices do my parent/s/caregivers make for me?*
- **Positive relationships.** Describe how good relationships affect the wellbeing of others, and demonstrate positive ways to counter harassment or resolve conflict.
- **Trialling procedure for making safe and loving choices.** Invite students to trial the class decision making model using the following situations:
  - locked out of the house
  - no one is there to pick me up after school
  - my friends ask me to go to the park with them on the way home
  - someone I don't know offers me a ride in their car

Discuss how they felt when they made a good decision using the model.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Moral – Choices

**Standard:** I

**Suggested Year Level:** Year 2

**Key Idea:** Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

**Outcome:** Demonstrates an increasing awareness that each person has the capacity to make choices and discusses the impact that these choices have on the wellbeing of self and others.

**An awareness that when we make mistakes we need to say sorry and when others make mistakes we need to offer forgiveness**

- Read a story that depicts a conflict which requires an apology and forgiveness, e.g. *Rainbow Fish and the Big Blue Whale* by Marcus Pfister. Stop the story at a certain point for students to consider some 'What if?' scenarios, such as "What if the fish befriended the whale instead of being suspicious of it?" "What if the whale did not accept the apology?"
- In groups brainstorm occasions when an apology needs to be made to others. Students might consider actual situations they have found themselves in. Consider various ways that this could be done for each scenario.
- Create a Y-chart of what an apology looks like, sounds like and feels like. Consider what it might feel like from the perspective of the one who gives the apology and the one who receives it. Display.
- Forgiveness is an essential element of saying sorry and accepting an apology. Explore Jesus' teaching about forgiveness, eg. Matthew 18:21-22, Luke 19:1-10. Discuss the challenges of saying sorry and offering forgiveness, and explore how prayer can help people to find the strength to heal a relationship.

### Notes

**Interdependence**

☺ Family activity  
Give students a copy of ways to say sorry and invite parents to display in a prominent place at home.

**Thinking**

**Interdependence**

## Standard: I

## Suggested Year Level: Year 2

**Key Idea:** Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

**Outcome:** Demonstrates an increasing awareness that each person has the capacity to make choices and discusses the impact that these choices have on the wellbeing of self and others.

### *An exploration of ways to make choices for their own growth, health and wellbeing*

- Students reflect on what it means to be safe. Draw, write or create something about what it means to be safe and present to the class.
- Review and practise emergency procedures. Emphasise the importance of making safe choices.
- Draw out the elements that need to be considered when making safe choices, for example:
  - Am I safe? Do I feel safe?
  - Is there someone who can help me make this choice?
  - How might this choice affect me/others?

Design a clear procedure for making safe and loving choices and display in the classroom.

- Invite students to trial the class decision making model using the following situations:
  - *locked out of the house*
  - *no one is there to pick me up after school*
  - *my friends ask me to go to the park with them on the way home*
  - *someone I don't know offers me a ride in their car*

Discuss how they felt when they made a good decision using the model.

- Use magazines to create a collage of factors that promote health and wellbeing, for example, a healthy diet, exercise, seat belts, bike helmets.
- List three good choices to take care of self and others. Explain why they promote the health and wellbeing of self and others. Incorporate into an advertisement promoting the importance of making good choices. This could be created using Publisher or other appropriate computer software.

### Notes

#### Identity

Consider having students do this alone in order to get a range of responses as a starting point for discussion.

Summative Assessment Task  
Publish in school newsletter.

☺ Family activity

Ensure magazines do not contain inappropriate content before giving them to students.

Summative assessment task

...Freedom...

*As human beings made in the image and likeness of God, we have the freedom to make choices. Our choices have consequences and we are called to respect the rights of self and others in all our choices.*

## Standard 2

### The Catholic Tradition supporting this Outcome

*Connected* **Key Idea**  
Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

#### For teacher background and reflection

Being able to make choices is one aspect of being human. Being free to choose how to act, respond, or speak is the basis on which we can fulfil or negate our calling to be moral human beings. It is human freedom which gives us the capacity to choose to act in one way or another, to do good or evil. A sense of what is good and what is right is written in our hearts because we are created by God in God's image - a God who is love. God is ever calling us towards the good, towards living our vocation as fully human people who find fulfilment in loving others and thus loving God. The choices we make, therefore, must be life giving to ourselves and others. All our decisions have an impact on our own lives and on the lives of others, and thus must be considered carefully and responsibly.

The rules and laws in our society, as well as the teachings of the Catholic Church, are in place to help us make good moral decisions. At times we do make the wrong decision and act in ways that damage our relationships with God and with others. God, however, is all-loving and ready to forgive us when we acknowledge the wrong we have done and the hurt we have caused. The Sacrament of Reconciliation celebrates God's forgiveness in our lives and helps us to find ways to seek and offer forgiveness.

Matthew 26: 69-74

Mark 8: 35

John 4: 1-42

2 Corinthians 5:17

Catechism of the Catholic Church. n. 1422-1370

Theology of the Body 1/16/80. 63-66

#### Content, Skills, Attitudes and Dispositions

*Students have opportunities to explore and/or develop:*

- An understanding that, made in the image and likeness of God, we are called to make life - giving choices.
- An understanding of how to make responsible decisions in response to the commandment, "Love one another as I have loved you" (John 15:12).
- A willingness to accept responsibility for decisions made.
- An understanding that there are consequences for their decisions.
- An understanding of the purpose of rules and how they are made.
- An understanding of the importance of reconciliation when we do not make good choices.



## Outcome 2.4 (Yr. 3 - 4)

### Learning Outcome 2.4

Reflects on the freedom that all human beings have to make choices and explores ways to respect the rights of self and others in his/her choices.

#### Student Context

In contemporary society, right and wrong are not always clearly defined. Making choices is challenging at this age as students struggle to develop their own identities in a wider range of social settings. They are beginning to realise the impact of their own actions on others. They are also capable of exploring and developing strategies to scrutinize their own behaviours and are beginning to recognise the role of their own conscience.

#### Essential Learnings

- T** Exploring decisions and their consequences.
- C** Explaining what constitutes a responsible decision.
- F** Predicting how decisions can have implications for other people.
- In** Identifying how choices impact on particular groups in society.
- Id** Developing an understanding of the role conscience plays in making responsible decisions.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. 😊

#### Examples of Evidence

- Demonstrates an understanding that humans are endowed with free will and may choose either good actions or destructive ones. 😊
- Discusses personal experiences of reconciliation, and identifies the steps involved in this process. 😊
- Investigates how and why certain rules are made, and evaluates the effectiveness of rules that impact upon them. 😊
- Contributes to the design of a class charter based on Jesus' teaching - "Love one another as I have loved you" (John 15:12).
- Listens to, negotiates and cooperates with peers and adults and takes an active role in making decisions to achieve common goals. 😊

### Links to other curriculum areas

#### Religious Education

- 2.6 Moral Decision Making
- 2.7 Religious Authority for Ethics

#### Health & PE

- 2.5 Personal & Social Development
- 2.7 Health of Individuals & Communities

#### Society & Environment

- 2.12 Social Systems

#### Child Protection

## Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Researching rules.** Students investigate how and why certain rules are made, and evaluate the effectiveness of rules that impact upon them (for example, school, sport, road rules).
- **Disobeying rules.** Explore the implications of not abiding by rules. Identify rules that are not followed at school and formulate ways of addressing these.
- **Class charter.** Contribute to the design of a class charter based on Jesus' teaching: "Love one another as I have loved you" (John 15:12).
- **Parables.** Analyse the decisions made by the characters in one of the parables in Luke's gospel (Prodigal son 15:11; Good Samaritan 10:29; Lost Sheep 15:4). Explain why the characters made those choices and Jesus' message about the way people should make decisions.

## Standard 2 (Years 3-4)

### Freedom

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Choices.** Gather information about choices students made /were made for them today and the reason for the choices being made. Record and share with class. For example,

	Choices I made	Choices that were made for me
Choices	Put on a jumper	Eat cereal for breakfast
Reason	Cold	Good for me
- **Terminology.** List these words on a series of large sheets of paper: *decision, responsibility, relationships, consequences, conflict, values, choices, safety, reconciliation*. Give a sheet to each group of students. Invite them to record everything they know about that word in a limited period of time. Pass sheets on to next group who make new additions. Collate results and make any necessary changes or additions.
- **God's unconditional forgiveness.** God always offers forgiveness which is unconditional. Explore the passages about forgiveness in Matthew 18:21 and Luke 17:5.
- **Flow chart.** Design a flow chart showing the steps involved in making school rules. Explain the purpose of these rules.

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Rules rap.** Explore the importance of rules. Create a jingle/rap to show the importance of making and keeping rules.
- **Reconciliation.** Reflect on the reception of the Sacrament of Reconciliation, and illustrate the Church's actions and words of forgiveness.
- **Conflict.** Find examples of conflict in the media. Identify the choices that have led to this conflict. Explain that conflict needs to be resolved through a process of reconciliation. Explore the notion of reconciliation through creating a class Y-chart. Students identify the need for reconciliation in their lives, and create a Y- chart which reflects this.
- **Chatter Box.** Create a 'Chatter Box' involving the making of choices. Write scenarios involving choices under each flap. One student holds the 'Chatter Box', the other student has to choose and justify his/her response, identifying the consequences.

## Being Moral

*2.4 Demonstrates an increasing awareness that each person has the capacity to make choices and discusses the impact that these choices have on the wellbeing of self and others.*

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Free will.** Discuss the Christian belief that humans are endowed with free will and may choose either good actions or destructive ones.
- **Values walk.** Draw a line on the floor. Place the word AGREE on one end and the word DISAGREE on the other end. Read a statement related to choice. Invite students to make a choice regarding the statement by placing themselves somewhere along the line. Justify choice.
- **Wrong decisions.** Students discuss how they feel when they make mistakes in decision making. Read Luke 22:54. Explore how Peter may have felt in this situation.
- **Reconciliation processes.** Share personal experiences of reconciliation and identify the steps involved in this process.
- **Working cooperatively to plan a class event.** Discuss the benefits of working cooperatively to make responsible decisions. Identify the different roles members take in a group, for example, encourager, organiser, summariser, timekeeper, gopher. Share out responsibilities and plan a class event. Report on the effectiveness of the group using a PMI (plus, minus & interesting) strategy.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Moral - Freedom

**Standard: 2**

**Suggested Year Level: Year 3**

**Key Idea:** Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

**Outcome:** Reflects on the freedom that all human beings have to make choices and explores ways to respect the rights of self and others in his/her choices.

### *An understanding of the purpose of rules and how they are made*

- Explore the importance of rules.
- Identify the school rules and explain the purpose of these rules.
- Design a flow chart to illustrate the steps involved in making school rules.
- Explore the implications of not abiding by rules. Identify rules that are not followed at school and formulate ways of addressing these.
- Create a jingle/rap to show the importance of making and keeping rules.

### *An understanding of how to make responsible decisions in response to the commandment, "Love one another as I have loved you" (John 15:12)*

- Analyse the decisions made by the characters in one of the parables in Luke's gospel (Prodigal son 15:11; Good Samaritan 10:29; Lost Sheep 15:4). Explain why the characters made those choices and Jesus' message about the way people should make decisions.
- Contribute to the design of a class charter based on Jesus' teaching - "Love one another as I have loved you" (John 15:12).

### Notes

#### Interdependence

Share the rap/jingle at a school assembly or parent evening.

#### Thinking

Publish charter in class/ school newsletter.

## Being Moral - Freedom

**Standard: 2**

**Suggested Year Level: Year 3**

**Key Idea:** Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

**Outcome:** Reflects on the freedom that all human beings have to make choices and explores ways to respect the rights of self and others in his/her choices.

### *An understanding that there are consequences for the decisions we make*

- Discuss the Christian belief that humans are endowed with free will and may choose either good actions or destructive ones.
- Create a 'chatter box' involving the making of choices. Write scenarios involving choices under each flap.
- One student holds the 'chatter box', the other student has to choose and justify his/her response, identifying the consequences.

### *An ability to show responsibility for decisions made*

- Discuss how we feel when we make mistakes in our decision making.
- Read Luke 22:54. Explore how Peter may have felt in this situation.

### *An understanding of the importance of reconciliation when we do not make good choices*

- Share personal experiences of reconciliation and identify the steps involved in this process.
- God always offers forgiveness which is unconditional. Explore the passages about forgiveness in Matthew 18:21 and Luke 17:5.
- Explore the Sacrament of Reconciliation and illustrate the Church's actions and words of forgiveness.

### Notes

#### Communication

☺ Chatter boxes could be taken home and used with family members.

#### Futures

☺ Invite parents to talk to their child/children about mistakes they have made and how they felt.

#### Futures

The Rainbow Fish Series offers some wonderful examples of reconciliation.

Children in Year 3 may not yet have celebrated the Sacrament of Reconciliation. Invite the parish priest to talk to the students about this Sacrament.

*Gifted with human freedom each person has the capacity to make choices. The developing conscience enables a person to make responsible choices that are based on the Gospel and formed within the Catholic Tradition.*

### Standard 3

## The Catholic Tradition supporting this Outcome

**Connected** *Key Idea*  
Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

### For teacher background and reflection

#### Conscience

Our conscience is where we come to our own best judgement on what ought to be done. It is the place where we are alone with God, where God echoes in our hearts. It is the place where we must reckon with all the voices - the values learnt in our life experiences, Christian values, Church teaching, laws and expectations of family and society. We are called to form our conscience and this can be done by praying and reflecting - listening to the voice of God within our hearts. The Catechism of the Catholic Church says that we are obliged to follow our conscience and should not be forced to act against it. (CCC1782)

#### Values

Justice, faithfulness, generosity, courage, honesty and forgiveness are all expressions of love and therefore the values that we should strive to uphold. Doing so makes us morally good people. Scripture (e.g. the Ten Commandments, the Beatitudes and other gospel teachings) is a source of wisdom, showing us how to be morally good.

#### Responsibility

All of our decisions have an impact on our own lives and on the lives of others. Therefore our choices must be considered carefully and responsibly. Sometimes the right course of action can be the most difficult one and there are times as humans when we make the wrong choice. The Sacrament of Reconciliation celebrates God's forgiveness in our lives and helps us to find ways to seek and offer forgiveness.

Exodus 20

Galatians 5: 22-23

John 13: 33-35

Matthew 5:1-11

Catechism of the Catholic Church, n. 1782-1784

Gaudium et Spes, n. 16

### Content, Skills, Attitudes and Dispositions

#### *Students have opportunities to explore and/or develop:*

- Strategies for making effective decisions based on the Gospel and informed by Catholic Tradition (conscience, respect for life and living justly).
- An appreciation of the importance of prayer and reflection especially in the decision making process.
- An appreciation of the Sacrament of Reconciliation when we do not make good decisions.
- An ability to recognise and identify opportunities for making choices.
- An understanding of the Ten Commandments, the Beatitudes and the law of love as the basis for life-giving choices.
- An awareness of personal responsibility for the consequences of decisions.

## Standard 3.4 (Yr. 5 - 6)

### Learning Outcome 3.4

Explores her/his capacity to make choices and demonstrates an understanding of the role of Christian values in decision making.

#### Student Context

The growing independence of these students is often accompanied by a search for a sense of personal identity. They will engage in challenging behaviour to question 'the shades of grey' within a rule or practice. They can be interested in the social construction of roles, identities and attributes, and have the capacity to explore the forces that shape these. These attributes provide ideal opportunities to explore the need for an informed conscience.

#### Essential Learnings

- T** Understanding how to use reflection as a tool for decision making.
- C** Evaluating messages from a variety of sources containing conflicting values.
- F** Developing an understanding of conscience as a critical element in the development of a better world.
- In** Respecting the role of others in developing an informed conscience.
- Id** Confidently making choices and understanding that the effects and consequences of choices shape identity.

#### Family Activities

- Parents are the primary educators of their children. Throughout this resource, activities which include the family have been flagged in order to highlight the partnership between school and families. 😊

#### Examples of Evidence

- Examines Church teachings on the formation of conscience, and explains the importance of prayer and reflection in making responsible decisions. 😊
- Researches the historical and cultural context of the Commandments and Beatitudes, and explains how they are guides to a life of love, respect and forgiveness.
- Designs a flowchart to illustrate the Christian decision making process and models this process using a real life scenario.
- Evaluates and proposes some everyday means by which young people can pursue good and avoid evil.
- Analyses Scripture stories where Jesus made difficult choices, and identifies the strategies he used. Discusses how he/she could access similar strategies when faced with difficult choices.

#### Links to other curriculum areas

##### Religious Education

3.6 Moral Decision Making  
3.8 Social Justice & Ethical Issues

##### Society & Environment

3.9 Societies & Cultures  
3.12 Social Systems

##### Health & PE

3.5 Personal & Social Development  
3.7 Health of Individuals & Communities

##### Child Protection



## Teaching, Learning and Assessment Strategies

**Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures**

- **Formation of conscience.** Examine Church teachings on the formation of conscience and explain the importance of prayer and reflection in making responsible decisions.
- **Historical & cultural context of the Commandments and Beatitudes.** Research the historical and cultural contexts of the Commandments and Beatitudes and explain how they are guides to a life of love, respect and forgiveness.
- **Using gifts of the Holy Spirit.** Describe how a person has used a gift of the Holy Spirit to make a difference in somebody else's life, and how this choice reflects the gospel message.
- **Definitions.** Define the words *command*, *law* and *conscience*.
- **Decision making process.** Identify the steps involved in making an important decision. Analyse the effectiveness of this decision using a strategy such as 'SWOT' (strengths, weaknesses, opportunities and threats/issues/concerns) or 'For and Against'.
- **Postcard problems.** Students write scenarios about possible situations in which they find themselves having to make a choice, e.g. whether to cheat on a test, or join in the teasing of a classmate. These are distributed around the class and other students (in pairs) are asked to explore one possible decision and its consequence. Pass on to another student to comment and explore another decision/consequence.

## Standard 3

### Responsibility

**Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills**

- **Christian decision making flowchart.** Design a flowchart to illustrate the Christian decision making process and model this process using a real life scenario.
- **Timeline of important decisions.** Make a timeline of important decisions students have made and are likely to make in the future.
- **People who have made choices to help others.** Construct a list of people who have made the choice to help others. Students research the person and present information to the class. Explain how this person made choices to use his/her gifts to make a difference.
- **Golden Rule.** Explain the passage in Matthew's gospel known as 'The golden rule':  
"In everything do to others as you would have them do to you; for this is the law and the prophets" (Matthew 7:12).
- **A prayer for guidance.** Explain that times when important choices are to be made are times when we can turn to God in prayer for guidance and support. Students create their own prayer that they could use when confronted with a difficult decision. They could use this model or develop their own.  
*You (God's Name)*  
*Who (what we know of God's action)*  
*Do (what we need help with)*  
*Through (Christ our Lord)*

## Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- **Jesus and decision making.** Analyse Scripture stories where Jesus made difficult choices and identify the strategies he used. Discuss how he/she could access similar strategies when faced with difficult choices.
- **Commandments.** Identify the Ten Commandments as guides to a life of love and respect for others. Explain the meaning of each Commandment. Communicate a contemporary understanding of the Commandments using a medium of choice.
- **De Bono's Thinking Hats.** Present scenarios that depict dilemmas where De Bono's Thinking Hats can be used to create further discussion. For example:  
*You are allowed to go to the shop with two friends. You must come home straight away. The others want to go to the park. What do you do?*
  - What are the facts?
  - What feelings and emotions would you have?
  - What are the disadvantages if you go with your friends?
  - Is there another more creative solution?

## Being Moral

3.4 Explores her/his capacity to make choices and demonstrates an understanding of the role of Christian values in decision making

## Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- **Pursuing good and avoiding evil.** Evaluate and propose some everyday means by which young people can pursue good and avoid evil.
- **Scenarios.** Investigate a series of possible scenarios (smoking on camp, providing answers during a test, stealing a computer game). Students identify the challenge in each situation and explore what they might do - as well as the result of this response.
- **Jesus praying.** Select a Scripture passage related to Jesus praying, and discuss why Jesus turned to God in prayer.
- **Formulating a prayer.** Students consider what they might need to pray to God for at the moment. Formulate individual prayers and find parallel situations in Scripture.
- **Support networks.** Students reflect on times and ways in which they have sought support from God, parents, teachers or friends when making important decisions.
- **Prayer and decision making.** Jesus prayed before he made choices. Explore Scripture passages with students, e.g. Luke 3:21; 6:12; 9:18-28; 22:41-46, that depict this and lead them to see how important prayer is before making a choice.
- **Penitential service.** Plan and celebrate a penitential service whereby students can reflect on hurtful choices they have made in their lives and ways in which to reconcile them. Build in an opportunity for Reconciliation with a priest for those who have celebrated this Sacrament.

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous page can be selected and structured into a teaching program.

## Being Moral - Responsibility

**Standard: 3**

**Suggested Year Level: Year 5**

**Key Idea:** Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

**Outcome:** Explores her/his capacity to make choices and demonstrates an understanding of the role of Christian values in decision making.

### *An ability to recognise and identify opportunities for choices in their lives*

- Make a timeline of important decisions students have made and are likely to make in the future.

### *An appreciation of the importance of prayer and reflection especially in the decision making process*

- Jesus prayed before he made choices. Explore Scripture passages with students, e.g. Luke 3:21; 6:12; 9:18-28; 22:41-46, that depict this and lead them to see how important prayer is before making a choice.
- Identify any other strategies Jesus used to make important decisions, for example, spending time alone reflecting. Discuss how he/she could access similar strategies when faced with difficult choices.
- Explain that times when important choices are to be made are times when we can turn to God in prayer for guidance and support. Students create their own prayer that they could use when confronted with a difficult decision. They could use this model or develop their own.

*You (God's Name)*

*Who (what we know of God's action)*

*Do (what we need help with)*

*Through (Christ our Lord)*

### Notes

#### Interdependence

☺ Family activity

Share analysis of these texts with buddy class and/or parents.

#### Thinking

#### Self Assessment

## Standard: 3

## Suggested Year Level: Year 5

**Key Idea:** Students respond to the belief that we are called to be moral and investigate and apply the processes in Christian decision making.

**Outcome:** Explores her/his capacity to make choices and demonstrates an understanding of the role of Christian values in decision making.

### *An awareness of responsibility for the consequences of decisions*

- Explore and illustrate the passage in Matthew's gospel known as 'The golden rule': *"In everything do to others as you would have them do to you; for this is the law and the prophets"* (Matthew 7:12). Critique current news stories in light of the 'golden rule'. Find examples of people acting in accord with the rule and those who are not.
- Present scenarios that depict dilemmas where De Bono's Thinking Hats can be used to create further discussion. For example:  
*You are allowed to go to the shop with two friends. You must come home straight away. The others want to go to the park. What do you do?*
  - What are the facts?
  - What feelings and emotions would you have?
  - What are the disadvantages if you go with your friends?
  - How could you propose another more creative solution?
 Identify consequences of each decision.
- Discuss the importance of accepting responsibility for our decisions.

### Notes

#### Futures

☺ Family activity  
Keep a bulletin board of good news stories depicting examples of people acting in accordance with 'the golden rule'.

#### Thinking

#### Assessment Task



## MADE IN THE IMAGE OF GOD

### References and Glossary

#### References

Reference List for Church documents cited in the Living Tradition pages.

#### Non-English Titles

<i>Deus Caritas Est</i>	Benedict XVI, God is Love, 2006
<i>Evangelium Vitae</i>	John Paul II, The Gospel of Life, 1995.
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## Glossary of Theological Terms

Many terms are defined within the text. This glossary aims to present clear and consistent definitions of terms used in the Program. They are used in various ways within the document.

### *Being Human*

<i>Death</i>	Life is transformed not ended in death. Christians understand death as part of the journey towards the fullness of life with God.
<i>Free will</i>	Free will is a gift from God. It enables people to make choices. It is the basis for moral responsibility.
<i>Human Dignity</i>	Because all people are created in God's image, they have fundamental worth. Catholic Social Teaching embraces human dignity as a foundational principle.
<i>Resurrection</i>	Through the passion, death and resurrection of Jesus Christ we are brought into fullness of life with God.
<i>Sin</i>	Sin is a deliberate choice (in thought, word or action) which fractures the life-giving relationship that people are called to have with God, others, creation and self. Sin can be personal or social.
<i>To be Human</i>	Humans are physical and spiritual. All human life is oriented towards the good, and desires to seek what is right and just in the world.

### *Being Sexual*

<i>Chastity</i>	Chastity is the integration of sex and sexuality. For Catholic Christians it is intrinsically linked to the 'call to holiness', wholeness and wellbeing.
<i>Conception</i>	Conception occurs at the moment of fertilization, i.e. when egg and sperm meet. The Catholic Church teaches that at that moment human life is created.
<i>Creation Stories</i>	The creation stories in Genesis 1-3 convey religious truth about creation and God's relationship with all that God made -- and it was 'very good'.
<i>Human Life</i>	Human life repeatedly reveals God's unending love for humankind.
<i>Love</i>	Love can be described by the terms 'eros' (which reflects a physical and emotional attraction to another), 'philia' (which is expressed in friendship) and 'agape' (which is unconditional loving).
<i>Marriage</i>	Marriage is an exclusive, permanent, and lifelong covenant between a man and a woman by which they commit to love and care for each other and are open to create life and raise children.
<i>Procreation</i>	Procreation is when sexual intercourse is open to the possibility of new life, i.e. conception. Sexual intercourse can be life-giving for the couple through its unitive nature, i.e. it expresses and deepens the union between two people.
<i>Sexual Intercourse</i>	Sexual intercourse is not just a physical or biological act but involves the 'innermost being' (CCC #2631). It involves the whole person – body, soul, and spirit – in a gift of love; it is future-oriented and expresses the commitment of two people who have chosen each other for life.
<i>Sexuality</i>	Sexuality is integral to our humanity – a gift whereby each person discovers his or her own identity and relates to other human beings.



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## ***Being Connected***

### ***Catholic Social Teaching***

Catholic Social Teaching is the response of the Church to the Gospel call to attend to the needs of the poor, the outcast and the disadvantaged.

### ***Communities***

Communities are groups through which people deepen their individual and social identity and sense of belonging.

### ***The Common Good***

The Common Good refers to the social conditions that allow all people to meet basic needs and reach their full potential.

### ***The Family***

The family is the basic unit, cell and building block of society. The Vatican II Council described the family as the ‘domestic Church’.

### ***The Trinity***

The Catholic Church proclaims God as mystery. The doctrine of the Trinity embraces the belief that God is relational, calling all creation into communion. The Tradition presents the mystery of God as three persons in one – Father, Son and Holy Spirit.

### ***Vocation***

A vocation is a call from God to all baptized people to embrace a life of holiness. Each person is invited to participate in building the Reign of God as an ordained minister, a religious sister or brother, married or single person.

## ***Being Moral***

### ***Conscience***

Conscience is the ability to make judgements about right and wrong.

### ***Ethics***

Ethics is the art of reflecting on the reasons that an action, which may be personal, communal or global, is good or bad, right or wrong.

### ***Human Freedom***

Human freedom defines what it means to be human. Freedom is beyond what a person can do. It is about what a person can be – in relation to God, others, the world and self.

### ***Morality***

Morality involves the choice to perform actions based on Christian attitudes and values. It involves skills of judgement and decision making, personal choice and responsibility.

### ***Natural Law***

Natural Law is grounded in human reason which guides and enables each person to choose what is good and avoid what is evil. It provides the foundation for building human community.

### ***Right Relationships***

Right relationships are based on personal dignity, equality and mutual respect. They enable the exercise of one’s rights and responsibilities.



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# Contents

## Resources

This section presents resources to support the implementation and maintenance of the *Made in the Image of God* program.

Contents of this section can be found online at  
**CESA Online > Religious Education > Made in the Image of God Human Sexuality Education** or via the following web address:

<http://online.cesaneet.adl.catholic.edu.au/docushare/dsweb/View/Collection-3387>

Further resources will be added to this collection as needs are identified and addressed.



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