**Reconciliation Lesson Plans**

|  |  |
| --- | --- |
| **Duration:**Each lesson will go for 60 mins  | **Lesson Topic:**Reconciliation: ***God’s Forgiveness and Healing*** Stage 2 year 4 |
| **Recent Prior Experience:**Students have completed a Unit of work (***Belonging to a forgiving community***) in year 2 Stage 1 to prepare them for their First Reconciliation. Within it they have learnt how ***their choices*** affect relationships, the ***elements of the Sacrament of Reconciliation*** and how they can experience Gods forgiveness in the ***Church Celebration*** of Reconciliation. Therefore in Stage 2 at an older age, they will now explore more deeply the hurt that can occur in relationships and why we need healing and forgiveness, with a focus on the Scripture Parable of the forgiving father. Students will learn and appreciate that the forgiveness bestowed on their actions by God through the Church is something they need to be willing to return to others in their lives, to ensure we have positive relationships and a happy community. |
| **Stage 2 Outcome:***Students demonstrate an understanding and appreciation of the sacrament of Penance as Sacrament of Gods forgiveness and healing.* **Unit Outcomes from unit of work that will be covered in the 5 lessons.**1. Appreciate that sometimes in relationships there is hurt which requires healing and forgiveness
2. Explain and relate to their own lives The Parable of the Forgiving Father.

**-** | **Indicators of Learning for this lesson:***By the end of this lesson, the students will:* 1) Name and reflect on times they have been hurt and hurt somebody else through discussion and writing. 1) Demonstrate through writing how Jesus’ Golden Rule can be lived out in their own lives when somebody else has hurt them.1) respond to a hurtful scenario though illustration and writing, demonstrating the importance of forgiveness and healing in relationships3) Retell through drama the Parable of the Forgiving Father3) Sequence the events of the Parable of the Forgiving Father using a storyboard  3) Using a scriptural think pad illustrate and write about connections between Jesus’ Golden Rule and the Parable of the Forgiving Father 3) Demonstrate through writing how Jesus’ Golden Rule can be lived out in their own lives when somebody else has hurt them.  | **Assessment:****Assessment strategies are noted on the right hand column of each lesson.**  |
|  | **Resources:***This will vary with each lesson. Please see* ***RED writing*** *under learning experiences to see list of resources for each lesson. It may ask you to see the page on the portfolio website* named: ***Resources to Support Learning.*** Here you can access images, videos and worksheet resources for the lessons.  |

**Lesson 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Content / Indicators of Learning (*What* is Taught):***Note key skills, concepts and values addressed in each section. Link to your Indicators of Learning.*  | **Timing***(mins)* | **Teaching Strategies / Learning Experiences:****(*How* it is taught)***Write detailed steps showing what the teacher (T) will do and what students (Ss) will do.* | **Assessment and Evaluation** |
| **LESSON 1** |
| THIS LESSON MAY NEED TO BE SPREAD OVER TWO LESSONS***Outcome 1)******Appreciate that sometimes in relationships there is hurt which requires healing and forgiveness**** Explore and write about how the artworks express how the person may feel during and after reconciliation

 ***Shared Christian Praxis:****Naming & Reflecting – share experiences familiar to students and reflect to understand our experience more deeply* Children will be able to name and reflect on experiences where they have been hurt and have hurt somebody else. As well as reflect on why forgiveness and healing must take place. They will also be reminded visually that Jesus is always present when we ask for forgiveness or when we forgive someone else. THIS LESSON WILL INTEGRATE VISUAL ARTS: APPRECIATION ***VAS2.3*** ***Acknowledges that artists make artworks for different reasons and that various interpretations are possible***Students will:• Explore and discuss how and why the artists have made artworks on forgiveness and reconciliation for the audience.  | 10mins 15mins  | ***RESOURCES NEEDED:**** Have tree mural set up and ready on the wall
* Paper leaves for each student
* Smartboard
* Tree animation youtube (See website page)
* Reconciliation artworks on smartboard slides as well as Laminated posters of the artworks (see Website page
* PMI charts (see Website page for worksheet)

**Introduction:** * Invite the children into the classroom, forming a circle with light, calm music on. Hand a paper leaf to each child as they enter the classroom. Children will place the leaf in front of them creating a visual ring of unity as a class. Light a candle at the prayer space to signal to student’s prayer time and the presence of God.
* Explain to students the lessons they will begin on Reconciliation learning about God’s forgiveness and healing, ‘strengthening their relationship with God and others.’
* Display on the Smart board the prayer response and invite the children to read aloud as a class:

***“Dear God please be with us as we take a class journey of learning. Be with us as we learn about how you forgive us when we do wrong. Please help us to learn about the importance of forgiving those around us too. May we be filled with your love and return that love to our friends and family. Amen.”*** * Children will watch silently in reflection the growing tree animation <http://www.youtube.com/watch?v=RjnKAWxCK3k>
* Invite each child to bring their leaf to the front and pin/stick it up on the tree branches. Upon completion talk with the class about the tree on the wall. Explain it is symbolic of how important we all are in strengthening not only our relationship with God but also mending and forgiving the hurt we experience with the people in our lives.
* Display on the smartboard the various artworks on forgiveness and reconciliation. Discuss with students facial expressions, body positions such as hugging. Ask them to reflect on their first reconciliation in year 2.

***- Did you feel like any of the people in the artworks after you had talked to the priest and asked for forgiveness for something you had done?*** ***- Did you feel like Jesus was with you just like the paintings show?*** ***- Why do you think the artist painted these artworks?*** (Guide students to think about how the artists are showing that we need to be forgiven and to forgive to heal our relationships. And that God is always listening and willing to forgive us if we really want it from our hearts.)**Development:** * Students will complete 3 rotations completing a PMI chart on each artwork ask them to think about facial features, how the person being forgiven looks? In the interesting column students will write about a time they have felt like the person in the artwork such as when they were forgiven or when they forgave someone else.

**Conclusion:*** Pair and Share PMI charts and then share as a class
* Hang the laminated artworks up on the tree mural of one branch for Student reflection in other lessons
 | * Observe/annotate children comments, questions, answers
* Purposefully rove classroom and ensure students are writing meaningful reflections in the PMI chart
* Collect and mark PMI charts to note students who have grasped the concept of why the artworks where created and how they have identified with the forgiveness represented
 |
| **LESSON 2** |
| **Working towards** ***Outcome 3)*** ***Explain and relate to their own lives The Parable of the Forgiving Father.*** * Students will participate in a drama performance of the Parable
* Students will reflect on how the son and father felt in terms of forgiveness and welcoming

***Shared Christian Praxis:****Christian Story and Vision- Present Scripture & Tradition related to the Topic*In this lesson Students will now be introduced to the Scriptural story- The Parable of the forgiving father. In this lesson students will learn the main events in the story and also reflect on the meaning behind it on forgiveness of those around us.  | 15mins 45mins  | ***RESOURCES NEEDED:**** Godly play materials of the Parable of the Forgiving Father
* Materials for students to dress in during drama liquid pictures
* Camera/ipad to take pictures and record student performances

**Introduction: Story telling/wondering** * Students will be told the parable of the forgiving father through the form of Godly play, using 3D materials the teacher will tell the story and then invite Students in Wondering about its meaning.

Wonder with the Children:* How did the father feel when the son left?
* How did the son feel on his way back home to his father?
* Would he have been worried he would not be forgiven and taken back by his father?
* How did the son feel when his father forgave him and welcomed him home?
* Was Jesus happy that the father forgave the son?

**Development:** **Exploring: Using liquid pictures to explore the key events****Activity adapted from:** **RINA WINTOUR- JUST IMAGINE 2 MORE CREATIVE WAYS OF PRESENTING SCRIPTURE*** After telling the Resurrection story organize students into groups of 6 students in each. Each student in the group will have a phrase from the story to read out along with an action to act out
* Students will practice their lines and actions together in their group.
* Each group will be given a chance to perform their liquid picture performance to the class.
* The students will have their back to the audience, the teacher will begin by reading out the first line: *‘The mans first son took all his money and set of for a different country.’*
* The first student will turn around to face the class and act out their phrase *‘im going to spend all my fathers money!’* and action three times and then freeze.
* This process will continue until each child has performed his or her part.
* The teacher will end the performance by stating a reflection for the class: *‘I wonder how the son felt when he had been forgiven by his father after everything he had done?’*
* Provide students with materials (scarfs, material, rope for their waist etc.) to help them get into character and more deeply explore the Parable.

**TAKE PHOTOS OF THE CHILDREN AND FILM THEIR PERFORMANCES. THESE CAN BE DISPLAYED ON THE TREE MURAL AND ALSO BE USED FOR REFLECTIONS IN THE CONCLUSION OF THE LESSON.** **At RECESS/LUNCH TIME-** **Could sit in a circle as a class and eat together just like the father made a feast for the son when he came home. Remind children about what their feast is about.** ***Honoring God and Jesus who loves us and welcomes us back to him when we ask for forgiveness. And to also remind us that we can only enjoy times like this together when we have forgiven each other for wrong doings.***  | * Note students phrases used in the liquid picture performance. Have they thought about the story.
* Use the filmed performances to assess the phrases used by students
* Note student questions and or comments during the Wondering Questions.

Students could be placed in mixed ability grouping or ability grouping. Extension groups will be able to make up their own phrases to go with the story while structured students may need a scaffold.  |
| **LESSON 3** |
| ***Working towards*** ***Outcome 3)*** ***Explain and relate to their own lives The Parable of the Forgiving Father.*** * Students will identify and describe the key events of the Parable of the Forgiving Father.

.  ***Shared Christian Praxis:****Christian Story and Vision- Present Scripture & Tradition related to the Topic*In this lesson Students will revisit the Scriptural story- The Parable of the forgiving father. Students need to be completely familiar with the main events and message in the story so that next lesson they can apply the scripture to their own lives.  | 15mins35mins 10mins | ***RESOURCES NEEDED:**** Youtube video of Prodigal Son (see website page for video) or click here <http://youtu.be/V96rkM5Gpn0>
* Large cardboard for class brainstorm
* Pictures of main sequences of the Parable to cut and glue in order
* Storyboard template

**Introduction:**Retelling the story:* Allows students to enjoy the story of the Parable of the Forgiving father by watching on the smartboard the short youtube animation ‘The parables of Jesus: The Prodigal Son

<http://youtu.be/V96rkM5Gpn0>* Led a class brainstorm that explores the story senses. Develop this brainstorm by posing I Wonder questions to the class:
* ***I wonder why the son left his father and spent all his money***
* ***How did the son feel on his way back home?***
* ***How did the father feel when his son had left him?***
* ***How did the son feel when he was forgiven?***
* ***How did the father feel when he forgave his son?***
* ***What does the story mean to you?***
* ***Have you felt like the son?***
* ***Have you felt like the father?***
* Teacher will model language, writing the students responses on a larger piece of cardboard that can be displayed on the class tree mural.

**Development:** * Students will then be given pictures of each main event of the Parable as learnt during the previous and current lesson.
* Students will glue these pictures onto a storyboard to sequence the correct events of the story.
* On lines underneath the picture space, students will then write a sentence describing what is happening in this event.

**Conclusion:** * Invite students to the floor in front of the class tree mural. Point to the pictures of their liquid picture performance from the previous lesson.
* Hang the brainstorm of the parable I wonder questions on the wall and congratulate students on learning about the parable of the forgiving father.
* Ask and guide students to think about what they think Jesus wanted us to learn from the story?

***That just as we ask god for forgiveness for our wrong doings, we too need to be prepared to forgive those who do wrong to us so that we can live happily with each other.***  | Collect and mark storyboards keep recorded in their RE work portfolios.  |
| **LESSON 4** |
| ***Outcome 1)******Appreciate that sometimes in relationships there is hurt which requires healing and forgiveness******Outcome 3)*** ***Explain and relate to their own lives The Parable of the Forgiving Father.*** As students have now learnt the Parable of the Forgiving Father they will now be able to explore other teachings of Jesus that ask them to be forgiving. Through such connections students will be able to make links between the scriptures and how they may live the teaching out in their own lives.* Students will learn the Golden Rule and connect its meaning to the Parable of the forgiving father
* Students will reflect on how they can live by example of the forgiving father in their own lives

***Shared Christian Praxis:****Integrating: Apply scripture to our own lives***Key Concepts of UOW p.2 :**3) Make loving choices, and take responsibility for our actions based on the values taught by Jesus | 20mins30mins10mins | Macintosh HD:Users:lilliansmontara:Desktop:61XPA84G8AL.jpg***RESOURCES NEEDED:**** Book: The Golden Rule by Ilene Cooper
* Large banner of ‘do to others as you would like them do to you’
* Large poster of the Our Father Prayer this line bolded and underlined: **Forgive us our sins as we forgive those who sin against us**
* Scriptural think pad worksheet (see website page for document)
* Paper leaves for students personal reflections

**Introduction:****Guided Reading session** * Invite students to sit in a circle on the floor
* Inform students this is a special lesson as we are learning about a very important teaching from Jesus called The Golden Rule.
* Real aloud to the class the literacy book ‘The Golden Rule” by Ilene Cooper.
* Ask two students to come forward and help pin a large banner with the Golden Rule ‘do to others as you would like them to do to you’ onto the class tree mural.
* Discuss with students how the Golden rule can be applied to not only the Parable of the Forgiving Father but also forgiveness in our own relationships with friends and family?
* To demonstrate this connection, have students form pairs with an appropriate partner. Play a short trust exercise with one another such as one partners eyes are closed and the other partner leads them to somewhere they want to go.
* Discuss with students how they felt when they partner helped them. How does this demonstrate the following of Jesus’ Golden Rule.

***When it was your turn to close your eyes you wanted your partner to help you just as much as you had helped them. This is the same as forgiveness. If you want somebody to forgive you, you need to be willing to forgive that person as well.*** * Pin and display in front of the class a poster of The Our Father Prayer with this line bolded and underlined:

**Forgive us our sins as we forgive those who sin against us.** * Explain to students that this teaching from Jesus can be seen everywhere

***Just like the Father in the Parable and Jesus’ Golden Rule if we expect and appreciate God forgiving our sins, we need to forgive those who ask our forgiveness as well so we can strengthen our relationships.*****Development:**Students will then complete a scriptural think pad worksheet that allows them to write and illustrate the main ideas in the story. It also asks them to reflect on how the story of the golden rule links to the parable of the forgiving father and how they might live out this teaching in their own life. **Conclusion:*** Students will write on a paper leaf the promise they make to Jesus to always welcome people who ask for their forgiveness.

Such as I will forgive my friends when they fight with me because I would want them to welcome me back just like Jesus does.* Pin these on the class tree mural to demonstrate the journey and promise students have taken with Jesus when learning about reconciliation

  | Collect, mark and record students writing assessing the connection they have made from the parable and golden rule teaching in their own life. |
| **LESSON 5** |
| ***Outcome 1)******Appreciate that sometimes in relationships there is hurt which requires healing and forgiveness**** Students will create and design a poster teaching why we need to heal and forgive one another
* Demonstrate knowledge of the golden rule through illustration or writing

***Outcome 3)*** ***Explain and relate to their own lives The Parable of the Forgiving Father.*** * Make links between the Parable of the forgiving father and real life situations

.  ***Shared Christian Praxis:****Responding- Decide what can be done- how can it be lived?*This lesson will take the form of a rich assessment task demonstrating the knowledge students have gained around the importance of forgiveness and healing in relationships | 10mins 40mins10mins | **Introduction:** * Have students sit in front of the class tree mural which now has grown to include: photos of their parable performance, artworks of reconciliation, scriptural think pads, promises made to Jesus to forgive others just as he forgives as well as teaching from Jesus that demonstrate the need for forgiveness
* Talk and guide them through the journey they have had in learning about reconciliation congratulating their efforts

**Development:*** Students will be given their own personal scenario on a piece of paper. These could include

*‘Mum has had a long tiring day at work and she gets angry at you for not cleaning your room. She shouts very loudly at you and you get very upset by this. Later mum comes and gives you a big hug and says sorry for shouting at you. What would Jesus want you to do?’**‘Your friend doesn’t let you use her coloured pencils during class. This makes you very angry. Later that day your friend feels bad and says she’s very sorry for not sharing with you. What would Jesus want you to do?’* * Explain to students they are to create a poster or a creative artwork with a written response of what they would do in the situation given.
* Students will be given a criteria to follow which must include: reference to the scriptures including Jesus’ golden rule and the parable of the forgiving father

**Conclusion:*** Students will pair up and share their creations as well as share as a class how they might feel in the situation and what they would do

  | Collect and mark the poster/artwork/written response and annotate the knowledge gained by each student  |