

Support Material Unit: 1

for RE Framework Outcome 2.11

Topic: Celebrating the Josephite Story

STANDARD:2/3	(Years 4 & 5)
STRAND:	CELEBRATING
KEY IDEA:	10

Website: Updated electronic copies of this and other Units are available at

<http://re.cesa.catholic.edu.au>

Status of Unit

The Support Material Units are designed to accompany the *Crossways Religious Education Framework* as a set of resources and samples to illustrate how each of the Framework Learning Outcomes could be expressed and achieved. It is assumed that teachers who choose to access these Support Material Units will adapt and develop them as a result of their own professional experience. In responding to local needs, school religious celebrations, special events and the other ‘teachable moments’, teachers are encouraged to develop their own units, faithful to the Framework Learning Outcomes. Such professional initiative is strongly encouraged.

This unit package suggests a topic and teaching and learning ideas that assist students achieve a particular RE Learning Outcome. There would be other topics and unit designs that would also enable students to achieve the Framework Learning Outcome. There may also be other Learning Outcomes that could be linked with this topic (see the *Exploring Other Possibilities* section). *Crossways* Section B-10 provides supporting documentation about how to interpret and use Support Material Units.

Some Support Material Units has been developed by Catholic Education South Australia utilising the Parramatta *Sharing Our Story* Curriculum, and grateful acknowledgment is given to the Parramatta Catholic Education Office for its permission to use and adapt its *Sharing Our Story* materials.



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Unit Focus

In this unit, students celebrate the life of Mary MacKillop and the Josephite story by creating and celebrating a liturgy. A visit to the Mary MacKillop Museum as preparation is recommended.

STANDARD	ESSENTIAL LEARNINGS
<p style="text-align: center;">2 (ie Years 4 and 5 typically)</p> <p>STRAND: Celebrating</p>	<p><i>Learners will engage with the Essential Learning of:</i></p> <p>Identity -as they are invited to explore how prayer is based on a developing relationship with oneself, God and others.</p> <p>Futures Understanding how the examples of significant individuals can help define a future society</p> <p>Interdependence – contributing as a member of a team in designing a liturgy</p>

KEY IDEA	SPECIFIC UNIT OUTCOMES
<p>Key Idea 10 <i>Prayer and Liturgy</i></p> <p>Researches the major Church festivals and lives of the saints and designs seasonal liturgies.</p>	<p><i>By the end of this unit, students should be able to:</i></p> <p>O1 <i>experience</i> a personal encounter with God <i>using</i> prayer and music to deepen his/her identity and relationship.</p> <p>O2 Researches the feast days associated with St. Mary MacKillop and the Sisters of St. Joseph.</p> <p>O3 Explores the elements of a liturgy.</p> <p>O4 In small groups design a liturgy celebrating one of the Josephite feast days.</p> <p>O5 Write a letter of invitation</p> <p>O6 Visit the Mary MacKillop museum and research ways in which Mary Mackillop has inspired others.</p>

CATHOLIC TRADITION STATEMENTS

Many of the following concepts are expanded in the *Theological and Educational Background* section, together with scripture references where relevant.

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- Saints days encourage us to remember and celebrate people who have provided a model of the Christian life.
- Throughout the year there are significant days when the Church gathers to celebrate the lives of saints.
- The Catholic Church recognises the holiness of people who have lived before us. Some of these people the church calls saints.
- People pray in different ways through word, song, silence, movement and stillness.
- Liturgical rituals always include readings from Scripture and prayers of intercession.
- Prayer is an expression of God’s relationship with each person and his/her relationship with God.
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Double Page

2.11

INVITATION TO FAITH

Within this unit students can be invited to:

Experience a personal encounter with God *using* prayer and music to deepen his/her identity and relationship.

Explore through prayer the significance of the life and ministry of Mary MacKillop and the Josephite charism as it is lived today.

Create a liturgy celebrating the Josephite story.

Students of this age love to be actively involved in the planning and celebration of special events. It gives them a great sense of belonging and personal value. They are capable of understanding historical perspectives particularly when connections are made to their own experience. They readily participate in liturgy and ritual, especially when they understand the background of the celebration and when they are actively involved.

FRAMEWORK OUTCOME SEQUENCE

Outcome 2.11	Outcome 2.11	Outcome 3.11
Researches the major Church festivals and lives of the saints and designs seasonal liturgies.	<i>Towards the end of this Standard, the student...</i>	Examines Scriptural texts to identify specific events in the life of Jesus and shows how these are celebrated in liturgical services throughout the year.

Researches the major church festivals and lives of saints and designs seasonal liturgies.

EXPLORING OTHER POSSIBILITIES

RE Framework Outcome	2.11	Other Options	3.11
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CURRICULUM LINKS

Other Learning Areas:

The Arts: Drama, Music and Visual Arts

English: Text and Context, Language

ICT

Society & the Environment: Society and Cultures

Made in the Image of God (formerly FLE)

Being Sexual

THEOLOGICAL AND EDUCATIONAL BACKGROUND

Prayer and Liturgy

The Bible assumes the centrality of prayer in the lives of Christians but does not provide a definition of prayer. Prayer is a form of religious practice for all Christians that seeks to connect with God. It can be individual or gathered, silent or spoken.

The word 'liturgy' comes from the Greek 'Leitourgia' which referred to any public service or function exercised by the people as a whole. The people who do the work of liturgy are the people of God, all the baptised – the Church.

A good working definition of liturgy is 'the official, public worship of the Church'. In this Unit of work the students are creating a prayer ritual rather than a liturgy.

Saints

In the early church, Christians began to give special recognition to martyrs who followed Jesus radically by giving up their lives. It was natural to see them as saints in a special way, as witnesses to Christ who were now with him in eternal life. Soon others who had clearly followed Jesus in their lives and in their deaths were recognized as saints in this special sense. It was only in 1274 that Pope Gregory IX placed canonization under the authority of the Pope. Saints, in this special sense, are those recognized by the church as sharing in eternal life with the risen Christ, as being worthy of veneration, as being able to intercede for the earthly church, and as offering us an example and encouragement on our own Christian journeys.

Mary MacKillop is an effective witness to the truth of Christ. She was inspired by the love of Jesus who healed the sick, sought out the outcast and the poor, holding them close to his heart.

This compassion of Jesus for others called forth the compassion within Mary MacKillop. By supporting the poor, being open to people of all faiths and backgrounds, and living her life in service to others, Mary tried to express in every aspect of her life the compassionate love of Jesus.

Josephite Charism

Prayer remains a significant aspect of Josephite charism today. It is suggested that a visit to the Mary MacKillop museum be made by students around the time of one of the significant events in the life of Mary MacKillop or Josephite feast days. These include:

January 15 Birth of Mary MacKillop

March 19 St Joseph. Beginning of the Sisters of St. Joseph in Penola.

May 7 Opening of first Mother House, Kensington

June 8 Feast of the Sacred Heart

August 8 Feast Day

September 14 Triumph of the cross

RESOURCES

WEBSITES:

www.sosj.org.au

www.marymackillopplace.org.au

www.bne.catholic.edu.au/formationandleadership/prayer/Pages/Resources.aspx

DVDS:

'Mary' – a film by Kay Pavlo; Australian Film Corporation, 1994 (90 min)

'That Very Troublesome Woman – The Dramatic Search for Mary MacKillop' written by Dion Boehme and produced and directed by John Mabey – 60 minutes

EASY READING:

Doyle, Bernadette; El-Hage, Lila and Walsh, Anne, *The Story of Mary MacKillop* John Garratt Publishing, 2010

Freeman, Pamela: *The Black Dress – Mary MacKillop's Early Years*, Black Dog Books, 2nd edition 2008.

O'Brien, Lesley: *Mary MacKillop Unveiled*, John Garratt Publishing, 2008.

Collection *Mary MacKillop Prayer Book for Children* John Garratt Publishing 2010.

Kane, Sue and Leo: *The Little Brown Book – Mary MacKillop's Spirituality in our everyday lives* St Paul's, 2009

Maurice Ryan and Jan Grajczonek, *Learning Links to Mary MacKillop: Teacher resources for the religion classroom*, Lumino Press, Brisbane, 2009.

General

- CRIS <http://www.adelaide.catholic.org.au/sites/CatholicResourceandInformationService/>
- CESA Crossways RE Framework website <http://re.cesa.catholic.edu.au>
- Your own school's library database and RE intranet site.

Student

- *St Mary MacKillop: Beneath a Cross of Stars* – Andrew Chinn & Jill McLoughlin rsj Butterfly Music, Bowral, 2010

Teacher

Set of cards: 'A thought for each day of the month from the writings of Blessed Mary MacKillop', www.sosj.org.au

Web and eLearning

- The Religious Education Database, published by the Catholic Education Commission (NSW) in collaboration with CEOs across Australia, has links to Websites, Learning Objects and Webquests: <http://stage.cecsw.catholic.edu.au/reled/reled3.asp>
- **Museum**
Mary's Australia : How Mary MacKillop Changed Australia, Pamela Freeman, Black Dog Books, NSW

TEACHING, LEARNING AND ASSESSMENT STRATEGIES

The variety of strategies below are grouped into the four quadrants of the *Integral Learning Theory Model* of Julia Atkin (<http://www.sacsa.sa.edu.au/link.asp?ID=FRAMEWORK:K2.2B:TAG>).

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

- Choose a Josephite Feast Day and research why this day is significant to the Josephite community.
- With the chosen feast day in mind, and taking the key elements of liturgy, make small groups, each group preparing that aspect of the liturgy

STANDARD:	(ie, Years 4 & 5 typically)	BAND:
KEY IDEA: 10 <i>Prayer and Liturgy</i>	Researches the major Church festivals and lives of the saints and designs seasonal liturgies.	STRAND: Celebrating
RE F/W LEARNING OUTCOME	0.2 Researches the feast days associated with St. Mary MacKillop and the Sisters of St. Joseph.	

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

- View short selections of the film *Mary* and make notes about key aspects of her life
- Visit the Mary MacKillop museum and research ways in which Mary MacKillop has inspired others.
- Write, then send letters of invitation to the liturgy to other members of the Josephite community e.g. Some Josephite Sisters who are now retired.

TEACHING, LEARNING AND ASSESSMENT STRATEGIES

Assessment: strategies listed on this double page can be selected and negotiated with students for assessment purposes, and can include: Self, Peer and Teacher assessment, Informal/Formal and Formative/Summative assessment, assessment *for*, *of* and *as* learning, etc.

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

- In small groups make a list of the qualities of Mary MacKillop that led to her being recognised as a Saint.
- With the chosen feast day in mind, and taking the key elements of liturgy, make small groups, each group preparing that aspect of the liturgy.
- Write a letter of invitation
- Visit the Mary MacKillop museum and in pairs research ways in which Mary Mackillop has inspired others.

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| <p>O1 <i>experience</i> a personal encounter with God <i>using</i> prayer and music to deepen his/her identity and relationship</p> <p>O2 Researches the feast days associated with St. Mary MacKillop and the Sisters of St. Joseph.</p> <p>O3 Explores the elements of a liturgy.</p> | <p>O4 In small groups design a liturgy celebrating one of the Josephite feast days.</p> <p>O5 Write a letter of invitation</p> <p>O6 Visit the Mary MacKillop museum and in pairs research ways in which Mary Mackillop has inspired others.</p> |
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Unit Outcomes

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

- Explore the core elements of liturgy and prayer: gathering, listening/breaking open, responding and proclaiming. This can be done by creatively engaging each aspect e.g take a story from the life of Mary MacKillop and over a number of weeks 'break it open' in a number of ways-through art, music, drama and journaling.
- Following your visit to the museum create a collage titled, 'Mary MacKillop a saint for our times'. Use words, pictures and symbols.

A SAMPLE UNIT OF TEACHING, LEARNING AND ASSESSMENT STRATEGIES

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

Unit 2.11

Topic Celebrating the Josephite story

STANDARD: 2	(ie, Years 4 & 5 typically)	ELs: C, T
KEY IDEA: 10	Researches the major Church festivals and lives of the saints and designs seasonal liturgies.	STRAND: Celebrating
RE F/W LEARNING OUTCOME 2.11	<i>Researches</i> the major Church festivals and lives of the saints, and <i>designs</i> seasonal liturgies.	
SPECIFIC LEARNING OUTCOMES	01 <i>experience</i> a personal encounter with God <i>using</i> prayer and music to deepen his/her identity and relationship. 02 Researches the feast days associated with St. Mary MacKillop and the Sisters of St. Joseph. 03 Explore and creatively experience the elements of a liturgy. 04 In small groups design a liturgy celebrating one of the Josephite feast days. 0.5 Write a letter of invitation	

ASSESSMENT APPROACH OVERVIEW <i>for assessment for/of/as learning.</i> Peer assessment, self assessment	Outcome links 01 & 03
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Focussing and Introductory Activities

- ❖ View short selections of the film 'Mary' and make notes about key aspects of her life.
- ❖ In small groups make a list of the qualities of Mary MacKillop that led to her being recognised as a Saint.
- ❖ Visit the Mary MacKillop Museum* and research ways in which Mary MacKillop has inspired others.
- ❖ Following the visit to the museum create a collage titled, 'Mary MacKillop a saint for our times'. Use words, pictures and symbols.
- ❖ Explore the core elements of liturgy and prayer: gathering, listening/breaking open, responding and proclaiming. This can be done by creatively engaging each aspect e.g take a story from the life of Mary MacKillop and over a number of weeks 'break it open' in a number of ways- through art, music, drama and journaling.
- ❖ Choose a Josephite Feast Day and research why this day is significant to the Josephite community.
- ❖ With the chosen feast day in mind, and taking the key elements of liturgy, make small groups, each group preparing that aspect of the liturgy.
- ❖ Write, then send letters of invitation to the liturgy to other members of the Josephite community e.g Some Josephite Sisters who are now retired.
- ❖ As this unit is undertaken the teacher is encouraged to help students experience a personal encounter with God using prayer and music

T

2-3
lessons

KC1

If all the unit outcomes are covered at the depth suggested here, this unit would have 8 lessons of 45 mins.

* Located at 19 Phillips Street, Kensington SA 5068

For enquiries & school group bookings:

- ❖ Phone: 08 8130 5900; email: infos@sosj.org.au

Crossways Section B-10 provides supporting documentation about how to interpret and use this and other Support Material Units.

Essential Learnings and Key Competencies Legend

Essential Learnings

C Communication
F Futures
Id Identity
In Interdependence
T Thinking

Key Competencies

KC1 Collecting, analysing and organising information
KC2 Communicating ideas and information
KC3 Planning and organising activities
KC4 Working with others in teams
KC5 Using mathematical ideas and techniques
KC6 Solving problems
KC7 Using technology