Level: 3
Title: JESUS MODELS FORGIVENESS
Strand: SACRAMENTS:
   Effective signs of Christ’s saving presence, communal celebrations of Christian identity

Suggested Duration: 4 weeks

Unit Overview
In this unit students will be given an opportunity to reflect that through sin we harm our relationship with self, others and God. They will learn that Jesus teaches us about healing, forgiveness and reconciliation. Through the Scriptures the students will come to know Jesus’ loving acceptance of others.

The sacrament of Penance celebrates God’s mercy and reconciles us with ourselves, others and God.

Level Outcome
By the end of Level Three students should be able to:

* Explain ways the sacraments are celebrations of the presence of God in the lives of Christians

Unit Outcomes
By the end of this unit students should be able to:

1. Recognise that Jesus proclaimed God’s forgiveness, healing and reconciliation.
2. Identify and use the four steps of reconciliation; admit responsibility, say sorry, receive forgiveness, make amends.
3. Celebrate reconciliation in their lives through action and sacrament.
4. Identify how forgiveness is an important part of building community.

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>4. Jesus teaches us about healing, forgiveness and reconciliation.</td>
<td>588, 1421</td>
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<tr>
<td></td>
<td>5. When we make sinful choices Jesus understands and forgives us.</td>
<td>545, 549, 589</td>
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<tr>
<td>God</td>
<td>3. God trusts us and forgives us.</td>
<td>219, 220</td>
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<tr>
<td>Sacraments</td>
<td>1. In the Sacraments we celebrate the presence of the Holy Spirit in our lives</td>
<td>1116</td>
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<td></td>
<td>3. We celebrate God’s healing forgiveness through the sacrament of Penance and the anointing of the sick</td>
<td>1422, 1423</td>
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<td>Christian Prayer</td>
<td>5. God's faithfulness and goodness are recalled and celebrated in many ways throughout the liturgical seasons.</td>
<td>1150, 1151</td>
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Key Understandings for Students
- God is loving and forgiving even when we choose to do wrong. God gives us the freedom to choose.
- Jesus teaches us how to love and to forgive.
- One way the Church community celebrates God’s love and forgiveness is through the Sacrament of Penance.
- It is God’s desire that we reach out to one another in a spirit of love, freedom and reconciliation.
Curriculum Links - VELS

Victorian Essential Learning Standards
The unit *Jesus Models Forgiveness* can be used to assess a range of VELS. The table below gives examples of how Level 3 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
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<tbody>
<tr>
<td>Physical, Personal and Social</td>
<td>Interpersonal</td>
<td>Building Social Relationships</td>
<td>“demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.”</td>
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<tr>
<td>Learning</td>
<td>Development</td>
<td></td>
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<tr>
<td>Working In Teams</td>
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<td>“cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals.”</td>
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<tr>
<td>Civics and Citizenship</td>
<td>Community Engagement</td>
<td></td>
<td>“contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome.”</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications</td>
<td>ICT for Visual Thinking</td>
<td>“use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.”</td>
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<td></td>
<td>Technology</td>
<td>ICT For Creating</td>
<td>“create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.”</td>
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<tr>
<td>Thinking</td>
<td>Reasoning, processing and inquiry</td>
<td></td>
<td>“collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.”</td>
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<tr>
<td>Creativity</td>
<td></td>
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<td>“apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.”</td>
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<tr>
<td>Reflection, evaluation and</td>
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<td></td>
<td>“identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.”</td>
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<td>meta-cognition</td>
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Curriculum Framework Context

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacraments are Special celebrations Jesus Helps Me To Choose</td>
<td>Jesus Models Forgiveness Sacraments of Initiation-Eucharist</td>
<td>Sacramental Life</td>
</tr>
</tbody>
</table>

Student Context

Level Three students have a growing interest in what is literally true. While some see rules as unchangeable and established by adults, a growing proportion are beginning to develop a moral framework that stresses fairness and equal treatment. They are able to judge moral responsibility on the intention rather than the outcome.

This unit will enable students reflect on their own life experience in relation to forgiveness and reconciliation, and to grow in their ability to make right choices concerning fairness and take responsibility for their actions.

Theological Background for Teachers

- Jesus responded to God’s call to grow in God’s love throughout his life. Jesus challenged his followers to respond to God’s love in their lives.

- Jesus understood that he came into the world for a purpose. He came with a divine mission. “I have come to call not the righteous but sinners to repentance. This mission from the Father he fulfilled through his teaching and healing, and through his death and resurrection.” (Jesus, Son of God and Saviour. p. 7)

- In the Sacrament of Penance, Christians confirm their fidelity to God and each other and commit themselves to living a life based on the Gospel values. The Sacred Congregation for Divine Worship in 1973 revised the Rite of the Sacrament of Penance. There are three rites of Reconciliation.
  - First Rite: for individual penitent
  - Second Rite: for several penitents with individual confession and absolution.
  - Third Rite: for several penitents with only general confession and general absolution, imparted to all present without individual confession. Use of this rite is limited under current Church discipline to situations of defined need.

- The new Rite of Reconciliation retains the four essentials from pre-Vatican II history:
  - Contrition: sorrow for sin
  - Confession: telling of sins to the priest
  - Satisfaction: receiving and accepting the obligation or prayers that make up for past sins, the penance.
  - Absolution: the priest assures and proclaims to the penitent God’s love and forgiveness.

- During his public life Jesus not only forgave sins, but also made plain the effect of this forgiveness: he reintegrated forgiven sinners into the community of the People of God from which sin had alienated or even excluded them. A remarkable sign of this is the fact that Jesus receives sinners at his table, a gesture that expresses in an astonishing way both God’s forgiveness and the return to the bosom of the people of God. (Catechism of the Catholic Church, n.1443)

- The Lord’s Prayer reminds us we must extend to others the same forgiveness that God shows us. Jesus’ parables of forgiveness exemplify the many dimensions of the forgiveness of sin: conversion, repentance, expressing sorrow, making restitution, and praising God’s mercy and kindness in gratitude.

Scripture

Teacher Reference

Ezek 36:26-28

A new heart I will give you, and a new spirit I will put within you; and I will remove from your body the heart of stone and give you a heart of flesh. I will put my spirit within you, and make you follow my statutes and be careful to observe my ordinances. Then you shall live in the land that I
gave to your ancestors; and you shall be my people, and I will be your God.

2 Cor 5:17-20
So if anyone is in Christ, there is a new creation: everything old has passed away; see, everything has become new! All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. So we are ambassadors of Christ, since God is making his appeal through us; we entreat you on behalf of Christ, be reconciled to God.

Student Reference

Lk 15:1-7  The Parable of the Lost Sheep
Now all the tax collectors and sinners were coming near to listen to him. And the Pharisees and scribes were grumbling and saying, “This fellow welcomes sinners and eats with them.” So he told them this parable: “Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it? When he has found it, he lays it on his shoulders and rejoices. And when he comes home, he calls together his friends and neighbours, saying to them, ‘Rejoice with me, for I have found my sheep that was lost.’ Just so, I tell you, there will be more joy in heaven over one sinner who repents than over ninety-nine righteous persons who need no repentance.”

Mt 26:69-75  Peter’s Denial of Jesus
Now Peter was sitting outside in the courtyard. A servant-girl came to him and said, “You also were with Jesus the Galilean.” But he denied it before all of them, saying, “I do not know what you are talking about.” When he came out to the porch, another servant-girl saw him, and she said to the bystanders, “This man was with Jesus of Nazareth.” Again he denied it with an oath, “I do not know the man.” After a little while the bystanders came up and said to Peter, “Certainly you are also one of them, for your accent betrays you.” Then he began to curse, and he swore an oath, “I do not know the man!” Then Peter remembered what Jesus had said: “Before the cock crows, you will deny me three times.” And he went out and wept bitterly.

Lk:19:1-10  Jesus and Zacchaeus
He entered Jericho and was passing through it. A man was there named Zacchaeus; he was a chief tax collector and was rich. He was trying to see who Jesus was, but on account of the crowd he could not, because he was short in stature. So he ran ahead and climbed a sycamore tree to see him, because he was going to pass that way. When Jesus came to the place, he looked up and said to him, “Zacchaeus, hurry up and come down, for I must stay at your house today.” So he hurried down and was happy to welcome him. All who saw it began to grumble and said, “He has gone to be the guest of one who is a sinner.” Zacchaeus stood there and said to the Lord, “Look, half of my possessions, Lord, I will give to the poor; and if I have defrauded anyone of anything, I will pay back four times as much.” Then Jesus said to him, “Today salvation has come to this house, because he too is a son of Abraham. For the Son of Man came to seek out and to save the lost.”

Assessment tasks for this unit may include:

Outcome 1  Recognise that Jesus proclaimed God’s forgiveness, healing and reconciliation.
- Choose a scripture passage that shows how Jesus proclaimed God’s forgiveness and reconciliation. Reflect on the message and write about how it teaches us to live, e.g. Lk 15:1-7 The Parable of the Lost Sheep “We can sometimes lose our way and feel lost, when I feel like this I know…….”

Outcome 2  Identify and use the four steps of reconciliation; admit responsibility, say sorry, receive forgiveness, make amends
- Using a picture book e.g. Miss Lily’ Feather Boa or an extract from a DVD e.g. Shrek, students match events with the four steps of Reconciliation.

Outcome 3  Celebrate reconciliation in their lives through action and sacrament.
- Name/list the ways we celebrate reconciliation: at home, at school, within the Church community, in the wider community and globally. In what particular way within the Church do we celebrate reconciliation sacramentally?

Outcome 4  Identify how forgiveness is an important part of building community.
- Consequence Web on importance of Forgiveness/Reconciliation ------- if I choose to ………… then ……………
Suggested Teaching & Learning Experiences

Focusing Activity

Read and devise a story sequence activity of Miss Lilly’s Fabulous Pink Feather Boa by Margaret Wild.

On an outline of a hand students complete the sentence, “Learning to forgive helps………..”

Display the hands on a class mural

N.B Outcomes 2 and 3 lend themselves to reporting in the dimension of Knowledge and Understanding.

- Sing the song “These Hands “ by Andrew Chinn
- Discuss times when Jesus displayed forgiveness, discuss times when we have been forgiven and times when we have forgiven others. How have we felt? Refer to reading Lk: 19:1-10 Jesus and Zacchaeus. Complete sentence “When I am forgiven I feel…..”
- Use problem stories and dilemmas of an unjust situation - in small groups examine the choices and consequences of the situation. Present group action to the class for discussion.
- Complete a consequence chart to indicate the effect that a refusal to forgive would have on friendships, families, class and school community. Refer to Teaching The Bible, M Ryan, p158
- Agree/disagree Discussion/debate on an aspect of forgiveness. eg “If someone pushes me then I should be able to push them back.” “If my jumper goes missing then I can take someone else’s” etc
- Using musical instruments create music that illustrates harmony and disharmony.
- Create a collage expressing harmony and disharmony. You could use newspapers for this or other print material.
- Celebrate a class liturgy about forgiveness using eg John Burland’s Coming Back Together, Heal Us Lord.
- During prayer service, children use sheep template add, cotton wool etc and place on a huge cross with forgiveness words.
- Make a banner with symbols and words of forgiveness.

There is a rich variety of texts that develop Jesus’ teachings on Reconciliation. The following activities are suggested ways of further enriching these stories for the students.

- Dramatise Scripture stories. e.g. Peter’s Denial of Jesus, Zacchaeus and The Lost Sheep etc.
- Personal Reflection Just Imagine Who Did You Say Was Lost?
- Perform Play Change Your Heart and Change Your Ways (Matt 3:1-11) from Just Imagine 3 2004
- Rap Repentance Rap, The Lost Sheep Rap Just Imagine 2 2002
- Creative movement to Monica Brown’s A New Heart For a New World.
- Story Map of Scripture Readings
- Interview various characters from Scripture Story Royal Commission: Facts, feeling about the event, reasons for acting in a particular way, reactions after the event. (Refer Dan White Into the Deep p 103)
- In small groups students take on the role of a particular character in the Scripture story (Luke 19: 1-10), for example Jesus, Zacchaeus and member of the crowd. Sit in a circle. Each character thinks of a question they wish to ask of the other two characters. Take in turns. Use Red Thinking Hats to express feelings of characters to one another, for example Jesus to Crowd, Crowd to Zacchaeus, Zacchaeus to Jesus.
- Match the story of Zacchaeus with the four steps or Reconciliation.
Write a sorry prayer or poem, or an Acrostic poem about forgiveness.

Revise the Rites of Reconciliation, the prayers and actions.

Children write their own prayers of forgiveness.

Song *We Turn To You* Michael Mangan and Peter Hehir

Create a Scriptural Think Pad for forgiveness: Words, Symbols, Pictures and Connection to Life. Lk:19:1-10 Jesus and Zacchaeus (Refer Dan White Into the Deep. p82)

Divide students into pairs and ask them to think individually about how peace can be broken between people and then share these ideas with their partner. Repeat think-pair-share on how people can be peacemakers between each other. Relate to Jesus as giving peace to us. Students could then develop a role-play demonstrating some of the ways people can be peace breakers and peacemakers. Relate activity to celebration of the Sacrament of Penance and the students participating in the Rites of Reconciliation.

Choose pictures from magazines and newspapers that illustrate injustice or hurt. Students complete a chart containing three columns: Feelings, Actions and Words. Repeat the activity to change the situation from that of hurt to forgiveness and healing.

With a large ball of string (wool) students stand in large circle and throw ball to each other saying “Peace be with you” and when the ball is caught saying “And also with you”. If possible, use a prayer focus in the middle with a crucifix or a picture of Jesus in a prominent position. When the web has been formed ask students to sit down and discuss how all of us need to be connected in peace and reconciliation as a community with the person of Jesus at our centre. To gathering and celebrating the presence of Jesus in our communion.

Create a class charter on how we are expected to deal with conflict in the classroom or on the playground. Clearly articulate shared understandings of expected consequences, positive and negative

View SHREK Chapter 15 until the end. Discuss conflict/broken relationships, agent of change, and how it was resolved.

Lk 15:1-7 To PREPARE TO HEAR the Word - this is the first of the three ‘lost’ parables in which Jesus teaches us to reach out to those who are lost and then rejoice when they are found. The role of shepherds was very low in society in Jesus time, but there was a strong bond between the shepherd and his sheep.

Lk 15:1-7 To ENCOUNTER the Word after reading the text from the Bible tell the story using Godly Play Materials

Lk 15:1-7 To RESPOND to the Word – reflect on own experiences of the pain of losing, the anguish of searching and the joy of finding, students record experiences.

**Resources**

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: [http://www.ceoballarat.catholic.edu.au](http://www.ceoballarat.catholic.edu.au) and follow links to Resource Centre.